KinderCorner 2nd Edition Plus Theme Guide:
Unit 11

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

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

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

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

pitneybowes  ★  macy's

Success for All Foundation

A Nonprofit Education Reform Organization

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### Daily Lessons

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Why Safe & Sound?

Young children learn about the world around them by starting with what they already know and then building upon their knowledge through expanded experiences in the larger world. What greater knowledge do children possess than the knowledge of the people, objects, and activities within their own homes? Many children feel safe in their homes but naturally feel frightened or timid in unfamiliar situations and places. As children grow, they venture out to see more of the world and often deal with new, unfamiliar situations. They begin to interact with more people, places, and activities in their own neighborhoods and in the greater community.

In Safe & Sound, students become familiar with the many people and places that are part of most neighborhoods and how these people and places cooperate to help them and others in the community. As students move through the unit, they will look at typical places and situations in which neighbors, friends, service people, and school personnel interact. They will broaden their awareness of their place in the classroom community and in the neighborhood while continuing to develop social skills and learning ways to stay safe.

Please note that this unit’s focus and activities are designed primarily for urban students. However, since every neighborhood is unique, you are encouraged to adapt the activities to reflect your students’ community. Please view the activities as ideas from which to create your own activities while maintaining the learning-focus concepts that we’ve outlined for each day.

You can help your students expand their knowledge of the world by guiding them in their awareness of the sights, sounds, people, and places in their neighborhoods and in school and by recognizing each student’s individual neighborhood. With this unit, you can also help students gain an understanding and appreciation of the people and places in their neighborhoods and the ways that communities (even your classroom community) work together to keep everyone safe and sound!
There are many people in my neighborhood. There are many places in my neighborhood.

A postal worker delivers mail in my neighborhood and far away.

A barber is a person in my neighborhood who cuts and styles hair.

A dentist is a person in my neighborhood who helps me take care of my teeth.

Many people in my community work together and help one another.

A firefighter helps to keep my community safe.

A police officer helps to keep my community safe.

We need to be safe when crossing the street.

We need to be safe on our bikes and riding toys.

We need to be safe in a park or playground.

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**Creative Domain**

Students will:

- pretend with objects.
- experiment with a variety of art materials.
- take on dramatic roles.
- participate in singing and chanting activities.
- respond to music with increasingly complex movements.

**Emotional/Personal Domain**

Students will:

- demonstrate confidence in their abilities.
- follow classroom rules and routines.
- make independent decisions.

**Cognitive Domain**

Students will:

- tell their addresses and telephone numbers.
- classify objects by physical characteristics.
- demonstrate early geographic thinking.
- solve simple problems.
- demonstrate awareness of safety precautions.
- play Brain Games to develop working memory, response inhibition, and attention control.

**Language/Literacy Domain**

Students will:

- use thematic vocabulary in conversations.
- use several complete sentences to express thoughts.
- explain directions for completing a task.
- recall experiences and stories sequentially, with detail and accuracy.
- identify initial, final, and medial phonemes in words.
- make inferences and draw conclusions from stories.
- read simple, phonetically controlled text accurately.
- comprehend reading.
- see books as sources of information.
- write readable words with approximated spelling.
- demonstrate an interest in writing to communicate.
- demonstrate increasing facility with the process of writing.
- identify initial, medial, and final phonemes in words.
- blend and segment phonemes in a word.
- add phonemes to words.
- substitute phonemes in words.
- identify and write uppercase and lowercase letters and numerals.
Interpersonal Domain

Students will:
• participate appropriately in cooperative activities.
• provide support to peers.
• offer to help others.
• display common manners and customs.
• respect differences.
• come to consensus on conflict resolution.

Mathematical Domain

Students will:
• recognize and write numerals 1–20.
• order numbers.
• identify missing numerals from a consecutive list.
• represent a model for addition using manipulatives.
• represent a model for subtraction using manipulatives.
• solve addition and subtraction problems and write the solution in an equation.

Social Studies Domain

Students will:
• demonstrate an awareness of the local neighborhood and community.
• demonstrate an awareness of the roles people play in society.

Science Domain

Students will:
• identify and use basic hygiene practices.
• collect, describe, and record information.
• analyze data to draw conclusions.
• understand the basics of personal safety.

Physical Domain

Students will:
• manipulate small objects with precision.
• run with increasing control.
• engage in gross-motor activities such as running and jumping.
## Vocabulary

<table>
<thead>
<tr>
<th>Community Helpers</th>
<th>Fire Safety</th>
<th>Bike Safety</th>
<th>Readles</th>
<th>Park/Playground Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus driver</td>
<td>ambulance</td>
<td>bike</td>
<td>arms</td>
<td>park</td>
</tr>
<tr>
<td>garbage</td>
<td>drop</td>
<td>left</td>
<td>clock</td>
<td>playground</td>
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<tr>
<td>hair</td>
<td>fire</td>
<td>right</td>
<td>hide</td>
<td>pond</td>
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<tr>
<td>hairdresser</td>
<td>firefighter</td>
<td>signal</td>
<td>silly</td>
<td>seesaw</td>
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<tr>
<td>healthy</td>
<td>roll</td>
<td>stop</td>
<td>smiles</td>
<td>slide</td>
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<tr>
<td>help</td>
<td>siren</td>
<td>street</td>
<td>tail</td>
<td>swings</td>
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<tr>
<td>job</td>
<td>smoke</td>
<td>yield</td>
<td>toys</td>
<td></td>
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<tr>
<td>mail</td>
<td>stop</td>
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<tr>
<td>mailman</td>
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<tr>
<td>police</td>
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<tr>
<td>post office</td>
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<tr>
<td>school</td>
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<tr>
<td>store</td>
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<tr>
<td>teacher</td>
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<tr>
<td>teeth</td>
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<tr>
<td>traffic</td>
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<tr>
<td>unhealthy</td>
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<tr>
<td>work</td>
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</tr>
</tbody>
</table>

Students will encounter background vocabulary words in natural ways throughout the unit. You will have a variety of opportunities to help students acquire these basic words that many students already know when they arrive in kindergarten.
The theme-related vocabulary words are explicitly taught each day. Encourage your students to use them whenever possible throughout the theme.

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

STaR words help students to enrich their speaking vocabularies and increase their story comprehension.
## Peek at the Week 1

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings, Readings, &amp; Writings</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>Gathering Circle</td>
<td>Peace Path Brain Game</td>
<td>Skill lesson: Peace Path – step 1</td>
</tr>
<tr>
<td>Theme Exploration</td>
<td>Learn about neighborhoods and communities. Practice linking sentences with “and.”</td>
<td>Learn about the post office. The Post Office Book</td>
</tr>
<tr>
<td>Rhyme Time</td>
<td>“Skyscraper” Identify ending sounds.</td>
<td>“Skyscraper” Blend sounds to make words.</td>
</tr>
<tr>
<td>Dramatic Play Lab</td>
<td>Neighborhood Home: Role-play in a neighborhood setting.</td>
<td>Neighborhood Home</td>
</tr>
<tr>
<td>Blocks Lab</td>
<td>Our Neighborhood: Use blocks and other props to build a neighborhood.</td>
<td>Our Neighborhood</td>
</tr>
<tr>
<td>Art Lab</td>
<td>Our Neighborhood Mural: Paint a neighborhood mural.</td>
<td>Our Neighborhood Mural</td>
</tr>
<tr>
<td>Classroom Library Lab</td>
<td>Neighborhood Library: Check out and read books in a library.</td>
<td>Neighborhood Library</td>
</tr>
<tr>
<td>Literacy Lab</td>
<td>Play School: Neighborhood School: Role-play in a school setting.</td>
<td>Play School: Neighborhood School</td>
</tr>
<tr>
<td>Math Lab</td>
<td>Neighborhood Store: Role-play in a store setting.</td>
<td>Neighborhood Store</td>
</tr>
<tr>
<td>Computer/Media Lab</td>
<td>Free Exploration: Explore educational software or listen to music with computers, CD players, or any other digital devices.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>Sand/Water Lab</td>
<td>Free Exploration: Explore properties of sand and/or water by experimenting with tools.</td>
<td>Neighborhood Park and Pond: Create a park and pond setting.</td>
</tr>
<tr>
<td>Science Lab</td>
<td>Scientist’s Station: Explore freely with science materials.</td>
<td>Scientist’s Station</td>
</tr>
<tr>
<td>Writing Lab</td>
<td>Free-Choice Writing: Creative writing on topic of choice.</td>
<td>Neighborhood Post Office: Role-play in a post office setting.</td>
</tr>
<tr>
<td>15-Minute Math</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Snack • Outside • Gross-Motor Play</td>
<td>Serve peanut-butter-and-jelly sandwiches with chocolate milk.</td>
<td>Serve graham crackers.</td>
</tr>
<tr>
<td></td>
<td>Take a walk around the neighborhood.</td>
<td>Play with riding toys.</td>
</tr>
<tr>
<td>KinderRoots</td>
<td>Shared Story: Where is Pit-Pat? Focus sound: /c/</td>
<td>Shared Story: Where is Pit-Pat? Focus sound: /c/</td>
</tr>
<tr>
<td>Math Mysteries</td>
<td>Review addition.</td>
<td>Review subtraction.</td>
</tr>
<tr>
<td>Let’s Daydream</td>
<td>“Moving”</td>
<td>“When You Can Read”</td>
</tr>
<tr>
<td>Write Away</td>
<td>Write about the people or places in your neighborhood.</td>
<td>Write about the people or places in your neighborhood.</td>
</tr>
<tr>
<td>Let’s Think About It</td>
<td>Read Who Keeps Me Safe?</td>
<td>Play a community-helpers pantomime game.</td>
</tr>
<tr>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>Skill lesson: Peace Path – step 2</td>
<td>Peace Path Brain Game</td>
<td>Class Council</td>
</tr>
<tr>
<td>Begin a KWL chart about barbers.</td>
<td>Learn about dentists. Read Going to the Dentist.</td>
<td>Learn about ways to be a good neighbor.</td>
</tr>
<tr>
<td>“Skyscraper” Segment words into sounds.</td>
<td>“Skyscraper” Identify initial sounds.</td>
<td>“Skyscraper” Identify ending sounds.</td>
</tr>
<tr>
<td>Bippity Bop Barbershop Focus: critique</td>
<td>Retell Bippity Bop Barbershop through illustration.</td>
<td>Free Choice</td>
</tr>
<tr>
<td>Neighborhood Home</td>
<td>Neighborhood Home</td>
<td>Neighborhood Home</td>
</tr>
<tr>
<td>Our Neighborhood</td>
<td>Our Neighborhood</td>
<td>Our Neighborhood</td>
</tr>
<tr>
<td>Our Neighborhood Mural</td>
<td>Neighborhood Barbershop/Salon: Role-play in a barbershop or hair salon.</td>
<td>Neighborhood Barbershop/Salon</td>
</tr>
<tr>
<td>Neighborhood Library</td>
<td>Neighborhood Library</td>
<td>Neighborhood Library</td>
</tr>
<tr>
<td>Neighborhood Store</td>
<td>Neighborhood Store</td>
<td>Neighborhood Store</td>
</tr>
<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>Neighborhood Park and Pond</td>
<td>Neighborhood Park and Pond</td>
<td>Neighborhood Park and Pond</td>
</tr>
<tr>
<td>Scientist's Station</td>
<td>Neighborhood Dentist's Office: Role-play in a dentist's office.</td>
<td>Neighborhood Dentist's Office</td>
</tr>
<tr>
<td>Neighborhood Post Office</td>
<td>Neighborhood Post Office</td>
<td>Neighborhood Post Office</td>
</tr>
<tr>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Serve donut holes and milk or juice. Play neighborhood Follow the Leader.</td>
<td>Serve celery with peanut butter and milk. Play Toothbrush, Toothbrush, Toothpaste.</td>
<td>Play Which Helper?</td>
</tr>
<tr>
<td>Shared Story: Where is Pit-Pat? Focus sound: /c/</td>
<td>Shared Story: Where is Pit-Pat? Focus sound: /c/</td>
<td>Shared Story: Where is Pit-Pat? Focus sound: /c/</td>
</tr>
<tr>
<td>Use manipulatives to solve addition and subtraction problems.</td>
<td>Use manipulatives to solve addition and subtraction problems.</td>
<td>Problem solving</td>
</tr>
<tr>
<td>“Night Sounds”</td>
<td>“My Tooth Ith Loothe”</td>
<td>“A Good Place to Sleep”</td>
</tr>
<tr>
<td>Write about a time when you had your hair cut.</td>
<td>Write about a time when you visited the dentist.</td>
<td>Add a sentence to one written on days 1–4.</td>
</tr>
<tr>
<td>Complete the Barber KWL chart from Theme Exploration.</td>
<td>Review proper dental hygiene.</td>
<td>Complete the Our Neighborhood mural puzzle.</td>
</tr>
</tbody>
</table>
# Peek at the Week 2

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>Peace Path</td>
<td>Skill lesson: Peace Path – step 3</td>
</tr>
<tr>
<td></td>
<td>Brain Game</td>
<td></td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>Learn about firefighters.</td>
<td>Learn about emergencies and when to call 9-1-1.</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>“Ditchdiggers” Substitute phonemes.</td>
<td>“Ditchdiggers” Blend sounds to make words.</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>Stop, Drop, and Roll Focus: summarization</td>
<td>Retell Stop, Drop, and Roll through summarization.</td>
</tr>
<tr>
<td><strong>Dramatic Play Lab</strong></td>
<td>Firefighters: Role-play in a fire station setting.</td>
<td>Firefighters</td>
</tr>
<tr>
<td><strong>Blocks Lab</strong></td>
<td>Fire Trucks: Build fire trucks, and fight fires.</td>
<td>Fire Trucks</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Firefighter Helmets: Make firefighter helmets.</td>
<td>Firefighter Helmets</td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Free Reading: Explore books independently or with a friend.</td>
<td>Free Reading</td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Play School: Red Words!: Play a memory matching game with Red Words.</td>
<td>Play School: Red Words!</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Combinations of Community Helpers: Create combinations of community helpers.</td>
<td>Combinations of Community Helpers</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Sand/Water Lab</strong></td>
<td>Free Exploration: Explore properties of sand and/or water by experimenting with tools.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Egg Safety: Construct a protective container or wrap for an egg.</td>
<td>Egg Safety</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>Class Book: Fire Safety: Create a classroom fire-safety book.</td>
<td>Class Book: Fire Safety</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td><strong>Snack • Outside • Gross-Motor Play</strong></td>
<td>Serve red and orange bell pepper slices with dip. Practice fire-drill behavior.</td>
<td>Serve apple and peach slices. Play a community-helper-themed game of Mother, May I?</td>
</tr>
<tr>
<td><strong>KinderRoots</strong></td>
<td>Shared Story: The Jumping Sack Focus sound: /k/</td>
<td>Shared Story: The Jumping Sack Focus sound: /k/</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
<td>Draw to represent and solve addition and subtraction problems.</td>
<td>Solve and write the number sentence for addition and subtraction problems.</td>
</tr>
<tr>
<td><strong>Let's Daydream</strong></td>
<td>“What Is Black?”</td>
<td>“Moving”</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>Write a fire-safety tip.</td>
<td>Write about other people in our community who help to keep us safe.</td>
</tr>
<tr>
<td><strong>Let's Think About It</strong></td>
<td>Create a list of fire-safety tips. Review fire procedures for your classroom and school.</td>
<td>Review the difference between emergencies and nonemergencies. Listen and move to “9-1-1!”</td>
</tr>
<tr>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
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<tr>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>Skill lesson: Peace Path</td>
<td>Peace Path Brain Game</td>
<td>Class Council</td>
</tr>
<tr>
<td>Learn about street safety.</td>
<td>Take an imaginary bike ride, and learn about bike safety.</td>
<td>Learn about playground and park safety.</td>
</tr>
<tr>
<td>Make Way for Ducklings Focus: fluency</td>
<td>Retell Make Way for Ducklings through pictures and objects.</td>
<td>Free Choice</td>
</tr>
<tr>
<td>Firefighters</td>
<td>Firefighters</td>
<td>Firefighters</td>
</tr>
<tr>
<td>Street Safety: Build streets with traffic signs and signals.</td>
<td>Street Safety</td>
<td>Street Safety</td>
</tr>
<tr>
<td>Safety Signs: Make safety signs.</td>
<td>Safety Signs</td>
<td>Safety Signs</td>
</tr>
<tr>
<td>Free Reading</td>
<td>Free Reading</td>
<td>Free Reading</td>
</tr>
<tr>
<td>Combinations of Community Helpers</td>
<td>Combinations of Community Helpers</td>
<td>Combinations of Community Helpers</td>
</tr>
<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>Make Way for Ducklings: Use plastic ducks to retell the story Make Way for Ducklings.</td>
<td>Make Way for Ducklings</td>
<td>Make Way for Ducklings</td>
</tr>
<tr>
<td>Egg Safety</td>
<td>Safety Helmets: Construct safety helmets.</td>
<td>Safety Helmets</td>
</tr>
<tr>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Solve and write the number sentence for addition and subtraction problems.</td>
<td>Solve and write the number sentence for addition and subtraction problems.</td>
<td>Problem solving</td>
</tr>
<tr>
<td>“The Bad-Mood Bug”</td>
<td>“When I Was Lost”</td>
<td>“Running Song”</td>
</tr>
<tr>
<td>Write about how to be safe in a car.</td>
<td>Write about how to be safe on a bike or other riding toy.</td>
<td>Add a sentence to one written on days 1–4.</td>
</tr>
</tbody>
</table>
You Will Need

Supplied by SFAF:

<table>
<thead>
<tr>
<th>Books</th>
<th>STaR</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>On the Town: A Community Adventure</em> by Judith Caseley</td>
<td></td>
</tr>
<tr>
<td><em>Bippity Bop Barbershop</em> by Natasha Anastasia Tarpley</td>
<td></td>
</tr>
<tr>
<td><em>Stop, Drop, and Roll</em> by Margery Cuyler</td>
<td></td>
</tr>
<tr>
<td><em>Make Way for Ducklings</em> by Robert McCloskey</td>
<td></td>
</tr>
<tr>
<td><strong>KinderRoots Shared Stories</strong></td>
<td></td>
</tr>
<tr>
<td><em>Where is Pit-Pat?</em> by Robert Slavin and Nancy Madden (SFAF), teacher and student copies</td>
<td></td>
</tr>
<tr>
<td><em>The Jumping Sack</em> by Laura Burton Rice, teacher and student copies</td>
<td></td>
</tr>
<tr>
<td><strong>Theme Exploration and Let’s Think About It</strong></td>
<td></td>
</tr>
<tr>
<td><em>Who Keeps Me Safe?</em> by Sally Francis Anderson (SFAF Big Book)</td>
<td></td>
</tr>
<tr>
<td><em>The Post Office Book</em> by Gail Gibbons</td>
<td></td>
</tr>
<tr>
<td><em>Going to the Dentist</em> by Anne Civardi</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td><em>The 20th Century Children’s Poetry Treasury</em> by Jack Prelutsky</td>
<td></td>
</tr>
<tr>
<td><em>Opposites</em> by Sally Francis Anderson (SFAF Big Book) (from unit 9, Day &amp; Night, Dark &amp; Light)</td>
<td></td>
</tr>
<tr>
<td><em>Bunny Cakes</em> by Rosemary Wells</td>
<td></td>
</tr>
</tbody>
</table>

**Media**

| KinderCorner 2nd Edition Plus Media and Software flash drive          |
| KinderCorner 2nd Edition Plus Home Link for unit 11                   |

**Cards/Card Sets**

| KinderCorner Phonics Picture Cards                                   |
| Key cards: “a,” “i,” “n,” “p,” “g,” “o,” “c,” “s,” and “k”*         |
| KinderCorner Activity Cards                                          |
| Helpers and Their Tools Picture Cards                                |

**Other**

| Red Word cards: “are,” “my,” “to,” “likes,” “says,” “you,” “she,” “with,” “put,” “says,” and “sees”* |
| Eric Calls for Help Story Cards                                      |
### Posters
- Peace Path poster
- Dental Chart poster

### Math Kit Items
- Number Cards
- Number Name Cards
- Dot-Set Recognition Cards
- Ten-Frame Cards
- Number Combination Cards
- Bear counters

### Other SFAF Items
- Cool Kid certificates (four)
- KinderCorner Weekly Record Form for unit 11, weeks 1 and 2 (generate with data tools)
- Puppets: KinderRoo, Joey, and Alex
- Transparent color counting chips (for pocket points)
- Read & Respond bookmarks
- Partner Practice Booklets
- Home Link animal hand stamps

*Interactive-whiteboard users do not need to gather this material.*
## Teacher Acquired:

### Food

<table>
<thead>
<tr>
<th>For Active Instruction</th>
<th>For Learning Labs</th>
<th>For Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peanuts</td>
<td>Hard-boiled eggs</td>
<td>Bread</td>
</tr>
<tr>
<td>Eggs</td>
<td></td>
<td>Peanut butter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jelly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chocolate milk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graham crackers</td>
</tr>
<tr>
<td>Donut holes or small donuts</td>
<td>Fruit juice</td>
<td>Milk</td>
</tr>
<tr>
<td></td>
<td>Bell peppers (red and orange)</td>
<td>Celery</td>
</tr>
<tr>
<td></td>
<td>Vegetable dip</td>
<td>Apples</td>
</tr>
<tr>
<td></td>
<td>Peaches</td>
<td>Peanuts</td>
</tr>
<tr>
<td></td>
<td>Crackers (octagonal and triangular shaped)</td>
<td>Colored ring cereal</td>
</tr>
</tbody>
</table>

### Office/Craft Supplies

<table>
<thead>
<tr>
<th>Self-stick notes</th>
<th>Brown and green construction paper</th>
<th>Yarn</th>
<th>Ribbon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalk chalk</td>
<td>Red and black tempera paint</td>
<td>Red and yellow construction paper</td>
<td></td>
</tr>
</tbody>
</table>

### General

<table>
<thead>
<tr>
<th>Small paper cups</th>
<th>Theme-related books, puzzles, and other materials about neighborhoods and communities</th>
<th>Theme-related books, puzzles, and other materials about community helpers</th>
<th>Theme-related books, puzzles, and other materials about safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junk mail (addressed to resident or with personal information crossed out)</td>
<td>Hairbrush</td>
<td>Hair rollers</td>
<td>Hand mirrors</td>
</tr>
<tr>
<td></td>
<td>Hairspray bottle (empty)</td>
<td>Barrettes, hair clips, hair pins</td>
<td>Hair dryer</td>
</tr>
<tr>
<td></td>
<td>Hairstyle magazines or books</td>
<td>Men's white dress shirts</td>
<td>Large towels</td>
</tr>
<tr>
<td></td>
<td>Small flashlight</td>
<td>Books about fire and fire safety</td>
<td>Small flashlight</td>
</tr>
<tr>
<td></td>
<td>Lengths of garden hose</td>
<td>Fire hats</td>
<td>Books about fire and fire safety</td>
</tr>
<tr>
<td></td>
<td>Fire hats</td>
<td>Rubber boots</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Rubber boots</td>
<td>Rain slickers or jackets</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Rain slickers or jackets</td>
<td>Large pants</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Large pants</td>
<td>Ladder, small (stepladder)</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Ladder, small (stepladder)</td>
<td>Egg cartons</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Egg cartons</td>
<td>Foam packing peanuts</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Foam packing peanuts</td>
<td>Polystyrene blocks</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Polystyrene blocks</td>
<td>Bubble wrap</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Bubble wrap</td>
<td>Cardboard</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Cardboard</td>
<td>Road signs</td>
<td>Fire hats</td>
</tr>
<tr>
<td></td>
<td>Road signs</td>
<td>Plastic toy ducks</td>
<td>Fire hats</td>
</tr>
</tbody>
</table>
### Optional Items

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Riding toys</td>
</tr>
<tr>
<td>Stoplight/traffic signal</td>
</tr>
</tbody>
</table>
## To Be Prepared:

### Day 1

**TE**
- Make theme vocabulary word cards for “neighborhood” and “community.”
- Write the following sentences on individual sentence strips. Write each Daily Message on its own sentence strip. Write the words “people,” “places,” and “and” each in its own color—a color that is different from the other words in the sentence. For example, write “people” in blue, “places” in green, “and” in red, and the rest of the sentence in black. Stay consistent for all three sentences in each set. Follow the same pattern of color coding for the other sentence sets.
  - “There are many people in my neighborhood.”
  - “There are many places in my neighborhood.”
  - “There are many people and places in my neighborhood.”
  - “The mailman carries the mail.”
  - “The mailman delivers the mail.”
  - “The mailman carries and delivers the mail.”
  - “The firefighter uses a hose.”
  - “The firefighter uses a ladder.”
  - “The firefighter uses a hose and ladder.”

**STaR**
- Number the pages of *On the Town: A Community Adventure*; the first page of story text is page 1.

**MM**
- Fill small plastic bags with five red and five yellow counters each, one bag per partnership.

### Day 2

**TE**
- Make a word card for “community.”
- Make theme vocabulary word cards for “postal worker” and “address.”
- Number the pages of *The Post Office Book*; page 1 begins, “Since early times....”

**STaR**
- Duplicate and cut apart the *On the Town* Retell Picture Cards (appendix) if you are not using toys or objects for the retell.

**MM**
- Gather number combination cards 1–10 (from earlier units).
- Gather ten bear counters for demonstrations. (You will use these on days 3–10 as well.)
- Fill small plastic bags with ten bear counters, one bag per partnership.

### Day 3

**TE**
- Make theme vocabulary word cards for “barber” and “barbershop.”
- Title a piece of chart paper “Barbers.” Make three columns. Title the three columns “What we know about barbers,” “What we want to know about barbers,” and “What we learned about barbers.”

**STaR**
- Number the pages of *Bibbity Bop Barbershop*; the first page of story text is page 1.

### Day 4

**TE**
- Make theme vocabulary word cards for “dentist” and “patient.”
- Number the pages of *Going to the Dentist*; the title page is page 1.

**KR**
- Duplicate and cut apart the letter tiles (appendix).

**LL**
- Duplicate My Dental Checkup (appendix), one per student.
Day 5

**GC**
- Duplicate the Slice of Cake page (appendix), one per partnership.

**TE**
- Make a theme vocabulary word card for “neighbor.”*
- Laminate a piece of construction paper, and attach it to the 15-Minute Math bulletin board.

**LTAI**
- Use a black marker to divide the Our Neighborhood mural that is created during art lab this week into puzzle pieces. As you plan the puzzle lines, ensure that there will be enough pieces so each person (students and adults whom you may have in your classroom) has one to fit in the puzzle. Make the edge pieces obvious. Cut the mural into puzzle pieces.

Day 6

**TE**
- Make theme vocabulary word cards for “safe” and “protect.”*

**STaR**
- Number the pages of Stop, Drop, and Roll; the first page of story text is page 1.

**LL**
- Create firefighter helmets for each student who is visiting the art lab this week. See the Firefighter’s Helmet Pattern page (appendix) for directions.
- Duplicate and cut apart several sets of Red Word cards (appendix).
- Duplicate and cut apart the Community-Helpers-Combination Cards (appendix), one set of twelve cards per partnership.
- Duplicate the Community-Helpers Recording Sheet (appendix), one per student.

**LTAI**
- Title a piece of chart paper “Fire-Safety Tips.”*

Day 7

**TE**
- Make a theme vocabulary word card for “emergency.”*
- Duplicate and cut apart the 9-1-1 Cards (appendix), one card per student.

Day 8

**TE**
- Make theme vocabulary word cards for “guard” and “pedestrian.”*

**STaR**
- Number the pages of Make Way for Ducklings; the first page of story text is page 1.

**MM**
- Gather ten pencils for lesson demonstration.
- Duplicate the Solve It! page (appendix), one per student.

Day 9

**TE**
- Make a theme vocabulary word card for “helmet.”*

**RT**
- Create a picture card for a sanitation worker (to match the Helpers and Their Tools Picture Cards).

**STaR**
- Duplicate and cut apart the Make Way for Ducklings Retell Picture Cards (appendix) if you are not using toys or objects for the retell.

**MM**
- Duplicate the Solve It 2! page (appendix), one per student.

Day 10

**TE**
- Make a theme vocabulary word card for “tip.”*
- Duplicate and cut apart the Playground Cards (appendix), one card per partnership.
- Title a piece of paper “Playground Safety.” Make three columns. Title the three columns “Slide,” “Swings,” and “Seesaw.”*

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*Interactive-whiteboard users do not need to prepare this material.
Day 1 | Ready, Set...

Focus

There are many people in my neighborhood. There are many places in my neighborhood.

Materials

| Greetings, Readings, & Writings | • KinderCorner Weekly Record Form for unit 11, week 1
|                                | • Sign-in sheets (lines only)
|                                | • Classroom Library Lab: Theme-related books about neighborhoods and communities
|                                | • Literacy Lab: Letter tiles (previous units)
|                                | • Math Lab: Number, Dot-Set Recognition, and Ten-Frame Cards for 11–15
| Gathering Circle               | • Brain Game materials for game of Cool Kid’s choice:
|                                |   – Silly Sounds—familiar objects that make distinctive sounds (e.g., stapler, rhythm sticks)
|                                |   – Who Stole the Honey Pot?—bell
|                                |   – Catch That Sound—book that has passages containing a targeted sound
| Theme Exploration              | • Pocket chart
|                                | • Prepared sentence strips (nine)
|                                | • Theme vocabulary word cards for “neighborhood” and “community” or IWB access
| Rhyme Time                     | • “Skyscraper,” *The 20th Century Children’s Poetry Treasury*, page 54
| STaR                           | • Trade book: *On the Town: A Community Adventure*
| 15-Minute Math                 | • No new materials
| Snack/Outside/Gross-Motor Play | • Peanut-butter-and-jelly-sandwich quarters
| Teacher’s Note: Check for allergies! | • Chocolate milk
| KinderRoots                    | • Shared Story (teacher and student copies):
|                                |   Where is Pit-Pat?
|                                | • KinderCorner 2nd Edition Plus Media and Software flash drive
|                                | • Key cards: “a,” “i,” “n,” “p,” “g,” “o,” and “c” or IWB access
|                                | • Green Word cards: “bump,” “cat,” “Pit-Pat,” “can,” “cot,” “tic-toc,” “cap,” and “Pam” or IWB access
|                                | • Red Word cards: “are,” “my,” “to,” “likes,” “says,” and “you” or IWB access
### Materials

#### Math Mysteries
- Three red counters and three yellow counters for demonstration.
- Set of 5 red and 5 yellow counters, one set per partnership
- Paper, one piece per student
- Pencils or crayons

#### Let’s Daydream
- “Moving,” *The 20th Century Children’s Poetry Treasury*, page 65

#### Write Away
- Chart paper and marker or whiteboard for teacher modeling
- Pencils
- Paper or students’ writing journals
- *Writing Development Feedback Guide*

#### Let’s Think About It
- Trade book: *On the Town: A Community Adventure*
- SFAF Big Book: *Who Keeps Me Safe?*
- Chart paper and marker
- Read & Respond bookmarks
- Theme-introduction letter for unit 11 (appendix), one per student
- Home Link animal hand stamp: parrot

### Learning Labs—Materials

#### Blocks Lab | Our Neighborhood
- Large sheet of paper

#### Art Lab | Our Neighborhood Mural
- Large paper (e.g., bulletin board paper)
- Tempera paints
- Markers

#### Math Lab | Neighborhood Store
- Items from a neighborhood store (fifteen items, e.g., socks, hats, cups, plates, wrapping paper, milk carton, cereal box)
- Paper grocery bags
- Self-stick notes
- Pencils or crayons

#### Computer/Media Lab | Free Exploration
- Computers, tape recorders, digital tablets, or other electronic media that you may have; software, applications, or CDs to accompany the media
### Greetings, Readings, & Writings

**TIMING GOAL:** 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

**Homework**

- Ask students if they read any books over the weekend.

**Sign In**

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

**Available Activities**

- **Classroom Library Lab**
  - Include new theme-related books about neighborhoods and communities.

- **Literacy Lab**
  - Place the letter tiles in the lab so students will be encouraged to stretch and spell words.

- **Math Lab**
  - Place the Number, Dot-Set Recognition, and Ten-Frame Cards for 11–15 in the lab. Encourage students to play a matching game with the cards.

- **Computer/Media Lab**
  - Let students know that the computer/media lab is open. Turn on the computers if necessary.
• Make copies of each student’s writing available in the lab. Encourage students to type previously written works on the computer, or type new poems or stories. If possible, allow students to print their work.

Writing Lab
• Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Students’ writing journals should also be easily accessible.
• Allow students to freely write whatever they want.

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

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

### Gathering Circle

**TIMING GOAL:** 15 minutes

<table>
<thead>
<tr>
<th>Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome students to the Gathering Circle.</td>
</tr>
<tr>
<td>2. Check attendance.</td>
</tr>
<tr>
<td>3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.</td>
</tr>
<tr>
<td>4. Assign classroom jobs for the week.</td>
</tr>
<tr>
<td>5. Assign partnerships for the week. Have students move to sit with their partners.</td>
</tr>
<tr>
<td>6. Select this week’s first Cool Kid.</td>
</tr>
</tbody>
</table>

### Partner Challenge

• Introduce the Partner Challenge.

_Last week Chilly and Buster showed us a special path we can use to solve problems._ WGR: _What is the path called?_ RWE: _It’s called the Peace Path. The Peace Path leads us to a peaceful way to solve our problems. Our Partner Challenge today is to tell your partner something both people on the Peace Path have to do to make the Peace Path work._

• Provide a moment for students to think about this challenge and ask any questions they have about it. Remind them that they will have time to talk with their partners about the challenge at snack time.

• Tell students they will earn pocket points when they name something both people on the Peace Path must do.
Brain Game

- Introduce a focus-related Brain Game.

  We’ve learned Brain Games that help us focus (Give the Focus signal.), remember (Give the Remember signal.), and stop and think (Give the Stop and Think signal.). This week our Cool Kid (name of Cool Kid) will choose a focus-related Brain Game.

- Invite the Cool Kid to pick from among these three focus games: Silly Sounds, Who Stole the Honey Pot?, or Catch That Sound.

- Review the selected game with the class, and play it several times now and throughout the week. As the game becomes easier for your students, modify it to make it more challenging.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

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

This week we will learn about our community, or neighborhood. Our Daily Message is going to tell us more about what we will learn about today. Let’s see what our Daily Message says.

Daily Message

There are many people in my neighborhood.
There are many places in my neighborhood.

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

- Reinforce literacy objectives by pointing out the following:
  - WGR: What do you notice about these two sentences? RWE: Yes, there is only one word in each sentence that is different, and it changes the meaning of the sentence. In the first sentence, the word is “people” (Point to the letters as you say the word slowly.). In the second sentence, the word is “places” (Again, point and say the word slowly.).

- Invite students to read the words “people” and “places” aloud with you and then to read each sentence together.
Theme Learning

Teacher’s Note: As you discuss the theme throughout the unit, use the vocabulary words “neighborhood” and “community” frequently and interchangeably in context. Encourage students to use these words correctly in their responses.

You are probably aware of students in your class whose residential situation is something other than traditional (i.e., multiple residences, extended-family dwellings, or temporary homes such as shelters or foster homes). Remember to make provisions for these students that will comfortably include them during discussions and activities. For example, if a student resides at multiple addresses, he or she can avoid having to choose between them by writing multiple letters and addressing more than one envelope.

• Explain the content of the Daily Message.

Our Daily Message has a big word in it today—“neighborhood.”

T-P-S: What is a neighborhood? RWE: That’s right. A neighborhood is the area where people live and work. Close your eyes, and without speaking, try to see your neighborhood in your mind. Pause a moment to give students time to visualize. Quietly ask, What do you see as you leave your home and walk down the street? What do you pass? Buildings, parks, front yards, cars, steps?

Think about the people you know in your neighborhood. They are probably neighbors who live around you. There are some people you do not know, such as mail carriers, garbage collectors, or firefighters, but you see them doing helping jobs in your community. WGR: What are some other helping jobs in your neighborhood? You may open your eyes now and tell us. Possible responses include: police officers, teachers, barbers, store clerks, etc.

You know there are usually parks, playgrounds, and buildings in neighborhoods. One special neighborhood building is a school. WGR: What are some others? Possible responses include: stores, houses, a police station, a firehouse, a library, a medical clinic, etc.

• Place the first two neighborhood sentence strips in the pocket chart. Place the second sentence strip below the first sentence so the words align. Read the first and second sentences together with students.

These are the two sentences from our Daily Message. When we read them aloud, we repeated most of the words, didn’t we? There is a way that we can put the sentences together so we don’t have to repeat words, but we can still understand the two ideas about the neighborhood people and the neighborhood places. You can combine the two sentences into one long sentence by using the little word “and.”

• Read the two sentences together as you point to the words.

WGR: What will the new sentence say? “There are many people and places in my neighborhood.”

• Place the third sentence in the pocket chart, and prompt students to read it aloud with you, stressing the word “and.”

Now that you see how “and” works to combine these sentence, let’s try combining other sentences in the same way.
• Place the first two sentences about the mailman in the pocket chart, lining up the words. Read both sentences.

  WGR: What are two things that the mailman does? Carries the mail and delivers the mail. That’s right. Let’s put the two ideas together into a longer sentence, using the little word “and” to connect them.

• Place the third mailman sentence in the pocket chart, and point to the words as everyone reads them aloud, stressing the word “and.”

• If time allows, use the same procedure for the remaining set of sentences about the firefighter.

• Explain to students that during the next two weeks, the class will build upon what they already know about their community and the people who live and work in it, especially the people who help to keep them safe.

Teacher’s Note: You are encouraged to adapt the unit activities to reflect your students’ community. Please see Why Safe & Sound? on page 1.

• Play the digital dictionary videos for “neighborhood” and “community.”

• Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

  Our new words for today are “neighborhood” and “community.”

  A neighborhood is a place where a group of people live. I can make a sentence with the word “neighborhood”:

  There are many homes in my neighborhood.

  “Community” is another word for neighborhood. A community is a group of people who live in the same area. I can make a sentence with the word “community”:

  Many students in our community attend (name of your school).

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

Rhyme Time

TIMING GOAL: 10 minutes

Say the Rhyme

• Introduce the poem “Skyscraper”

  This week we are going to talk about people and places in our neighborhood. As you said earlier, your neighborhood, or community, is the area in which you live. Some communities have lots of neighbors, stores, and buildings, and some have only a few, but every community has people who work and help one another. We are going to learn poems about the people, sights, and objects you might see in your community.
• Read the poem “Skyscraper” from *The 20th Century Children’s Poetry Treasury*, page 54.

   Listen as I read the “Skyscraper” first. Then we can begin to learn part of the poem. When you listen to the poem, try to remember the images the poet is using to describe skyscrapers.

• Use My Turn, Your Turn to teach the chorus to students, one line at a time.

**Develop Phonological Awareness—Identify Ending Sounds**

• Introduce the Final Phoneme game, and demonstrate how the game is played.

   Today we are going to play a game called Final Phoneme. You will listen for words that end with the same sound. “Final phoneme” means the last sound. I am going to say one part of the poem again while you listen. Recite the first verse. I’m going to repeat the rhyming words from this part of the poem. Listen carefully to the last sound that you hear in the rhyming pair. As you say each word, slightly emphasize the final phoneme. “sky” – “by.” What is the final phoneme, or what sound is the same at the end of the words “sky” and “by”? /_y/ (fly).

• Present students with another example.

   Listen again. “Away” – “play.” What is the final phoneme or sound? /ay/.

• Play the game with students using words related to the neighborhood helpers. As you say the word pairs, say each word slowly, emphasizing the final phoneme.

   Now I’m going to say some words related to some of our neighborhood helpers. Listen carefully to figure out which sound is the same at the end of each pair of words. Ready? Listen for the final phoneme, or sound.

<table>
<thead>
<tr>
<th>Teacher says:</th>
<th>Students reply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire – water</td>
<td>/r/</td>
</tr>
<tr>
<td>garbage – badge</td>
<td>/j/</td>
</tr>
<tr>
<td>police – scissors</td>
<td>/s/</td>
</tr>
<tr>
<td>can – clean</td>
<td>/n/</td>
</tr>
<tr>
<td>traffic – truck</td>
<td>/k/</td>
</tr>
<tr>
<td>siren – burn</td>
<td>/n/</td>
</tr>
<tr>
<td>barber – letter</td>
<td>/r/</td>
</tr>
</tbody>
</table>

Award pocket points if most students are able to successfully identify the ending sound in each pair of words.

Sing the song “Let’s Read Together” with students.
On the Town: A Community Adventure  
Written and illustrated by Judith Caseley

Charlie’s class is studying communities. His teacher directs the students to learn about the people and places in their community by exploring it. Charlie and his mom take a walk to discover their community and record what they find. As they stop at several places, they observe people working in, and using the services of, the community. Charlie realizes that even his own home and family are part of the community.

Interactive Story Reading

Before Reading

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


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

  Let’s look at the title again. It’s On the Town: A Community Adventure. Remember that the title of a book usually tells us something about what happens in the story. This title tells us the book is probably about a town or community. Display the cover. I see a boy writing in a notebook. Display page 1. T-P-S: What else do you see? A teacher and her class. Display pages 2 and 3. Let’s look at some other pages. T-P-S: Talk with your partners about what you see on these pages. Students with notebooks in a school yard, a music class, a child painting, etc. T-P-S: What do you think the students will write in their notebooks? What do you think this story might be about?

- Introduce the story vocabulary words.

  One word we will see in the book is “pharmacy.” A pharmacy is a store where people buy medications, or drugs, to help them get healthy.

  We will also read the word “florist.” A florist is a person who sells flowers.
Introduce the good-reader skill for today.

Good readers think about how they are the same as or different from the characters in the story. As I read the story today, think about the things that the characters do. Would you do the same thing or something different?

**During Reading**

Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.

- Page 2: T-P-S: What is Charlie supposed to write in his notebook? *Things about his community.*

- Page 4: T-P-S: In the park, why does Charlie pick up a bottle and put it in the trash can? *He wants to help keep the park clean.* T-P-S: If you were Charlie, would you pick up the bottle and put it in the trash can? Why or why not?

- Page 9: T-P-S: Where do you think Charlie and his mom will go to get stamps?

- Page 12: Leave out the sentences regarding the spelling of “pharmacy.” (“It’s not a farm,” said Mama, changing the f to ph.” “Charlie wrote his name and spelled pharmacy correctly.”) **“Pharmacy” is one of our vocabulary words.** Remember, a pharmacy is a store where people buy medications, or drugs, to help them get healthy. Many times you can also buy things such as thank-you cards or snacks at a pharmacy.

- Page 14: T-P-S: If you were at the lunch counter, what would you order?

- Page 21: Charlie draws a picture of the florist in his notebook. **“Florist” is another one of our vocabulary words.** T-P-S: Who remembers what a florist does? *Sells flowers.*

- Page 28: The story says a gardener begins mowing a neighbor’s lawn. A neighbor is someone who lives near you.

**After Reading**

T-P-S: Pretend that you are Charlie. Talk with your partner about some of the people you would write about in your community notebook.

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

  Charlie and his mother visited a florist. T-P-S: What does the word “florist” mean?

  Let’s make a sentence together using the word “florist.” T-P-S: Talk to your partner about ideas that you have for our sentence.

- Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat with the word “pharmacy.”

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

TIMING GOAL: 40 minutes

**Routine**

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

**Dramatic Play Lab | Neighborhood Home**

**Description:**

- The dramatic play area will be a home in a neighborhood. This week several other labs will serve as extensions of the dramatic play lab and will become other locations in students’ classroom neighborhood.

**Purpose:**

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

**When You Tour:**

- Explain that today the dramatic play lab will be a home in a neighborhood (Students can decide whether it is a single-family home, an apartment, etc.). Tell students that some other labs will also become locations in their neighborhood. For example, the classroom library lab will become the neighborhood library, and the literacy lab will become the neighborhood school.
- Encourage students to treat the neighborhood labs as a real neighborhood and to move between them. For example, students in the neighborhood home can go to the neighborhood school or check out books from the neighborhood library.
Facilitate Learning:

- Ask questions that will help students to develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

**Examples:**

- I need some new books to read. Where do you think we should go to check out books?
- We’d better get going; we don’t want to be late for school! How will we get there?

**Blocks Lab | Our Neighborhood**

**Description:**

- Students will use the blocks and other props to build a neighborhood.

**Purpose:**

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

**When You Tour:**

- Point out the props that have been added to the blocks lab.
- Tell students that they can build a neighborhood like their own.
- Explain that the paper can be laid out on the floor and that students can draw roads between the buildings for cars and other vehicles.
- Ask students what kinds of places they can put in their neighborhood. Homes, apartments, stores, a playground, a hospital, etc.

Facilitate Learning:

- Join students in building their neighborhood.
- Talk with students about the elements of the neighborhood that are being built.

**Examples:**

- Where should we put the _______?
- What should I use to build a _______?

- Use this opportunity to see which students demonstrate an awareness of the local neighborhood and community.
Art Lab | Our Neighborhood Mural

Description:
• Students will paint a neighborhood mural.

Purpose:
• This lab reinforces thematic concepts and provides the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:
• Point out the materials, and tell students that they may either paint or draw parts of their neighborhood.
• Tell students they can add buildings, signs, playgrounds, trees, or any other neighborhood elements that they can think of.

Facilitate Learning:
• Join students in painting the mural.
• Encourage students to include the major features of a neighborhood (homes, stores, a school, a park, etc.) before getting too detailed.

Examples:
– Do we have a hospital on the mural yet?
– I think I’ll paint a grocery store.

Classroom Library Lab | Neighborhood Library

Description:
• The classroom library lab will serve as an extension of the dramatic play lab. It will be the neighborhood library.

Purpose:
• Participation in this lab will reinforce thematic concepts and help students develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.

When You Tour:
• Explain that today the classroom library lab will be a part of the dramatic play lab. The library lab will be the neighborhood library.
• Ask students what roles they can play in the library. Librarian, readers, janitor; etc.
• Encourage students to treat the classroom neighborhood labs as a real neighborhood and to move between them. For example, students can check out books and go read them in the neighborhood home.
Facilitate Learning:

- Ask questions that will help students to develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

**Examples:**

- Where should we set up the librarian’s desk?
- (To the librarian) Can you tell me where to find a book about cars?

**Literacy Lab | Play School: Neighborhood School**

**Description:**

- The literacy lab will serve as an extension of the dramatic play lab. It will be the neighborhood school.

**Purpose:**

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

**When You Tour:**

- Explain that today the literacy lab will be a part of the dramatic play lab. The literacy lab will be the neighborhood school.
- Ask students what roles they can play in the school. Teacher, principal, students, etc.
- Encourage students to treat the classroom neighborhood labs as a real neighborhood and to move between them.

Facilitate Learning:

- Ask questions that will help students to develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

**Examples:**

- Where should we put the principal’s office?
- What time is recess?

**Math Lab | Neighborhood Store**

**Description:**

- The math lab will serve as an extension of the dramatic play lab. It will be the neighborhood store.
Purpose:

• Participation in this lab will reinforce thematic concepts and help students develop cognitive skills through role play and the creative use of props. Students will practice creating sets of eleven to fifteen objects. It will also help to develop oral language.

When You Tour:

• Explain that today the math lab will be a part of the dramatic play lab. The math lab will be the neighborhood store.

• Ask students what roles they can play in the store. Cashier, customer, stock person, etc.

• Tell students that they will count the items that customers purchase at the neighborhood store. They should use a self-stick note to write the number of items in each bag and place it on the bag. This will be the customer’s receipt.

• Encourage students to treat the classroom neighborhood labs as a real neighborhood and to move between them.

Facilitate Learning:

• Ask questions that will help students to develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

  Examples:
  – How many items did I buy? How do you know?
  – Which customer bought eleven items?

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

• Take time this week to visit with students in this lab and engage in discussion about the music they are listening to or software they are using.
Sand/Water Lab | Free Exploration

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

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

When You Tour:
• Remind students of any new tools or materials that you have placed in the lab.

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

Science Lab | Scientist’s Station

Description:
• Students will use materials and tools to freely investigate their world.

Purpose:
• This lab provides students with opportunities to observe, investigate, and record.

When You Tour:
• Point out any new materials that you have added to the lab.

Facilitate Learning:
• Use the prompts and questions to reinforce scientific concepts and facilitate oral-language development.

   Example:
   – Guess what will happen if...

Writing Lab | Free-Choice Writing

Description:
• Students will use the writing instruments and paper or journals to write about topics of their choice.

Purpose:
• This lab provides students with an opportunity to freely express themselves in writing.
When You Tour:

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

Facilitate Learning:

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

  Examples:
  - Did you copy that word from the board?
  - What sounds do you know in that word?

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

15-Minute Math

**TIMING GOAL:** 15 minutes

**Calendar**

- Invite students to say the months of the year with you. Then say, Let’s practice counting. Help me count the months of the year. Touch and count, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. How many months are in a year? Twelve. Do you remember what month it is now? Answers may vary.

- Point to the days of the week on the calendar, and ask, If you know how many days are in a week, say it out loud! WGR: Seven. Let’s practice counting again. Touch and count, 1, 2, 3, 4, 5, 6, 7. There are seven days in a week.

- Point to the days of the week on the calendar, and say, Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. What day is today? Replies. Today is (day of the week).

- Before placing the calendar cutout on the calendar, ask students to look at the pictures on the cutouts. Point to the pictures as you name them. Ask students to think about which picture will be on the next cutout. Ask a student to add the calendar cutout for today’s date to the calendar. Then ask, Is this the picture you thought it would be? Replies. How did you know which picture would be next? The pictures make a pattern, and patterns repeat. Let’s name the pattern again, but instead of using the picture names, let’s use letter names. Every time I point to a sock, say, “A.” Every time I point to a shoe, say, “B.” Point to the cutouts, and say, “A, A, B, A, A, B…,” until you have named all the pattern pieces. Then say, Today is (day of the week), (month and date), (year).

**Teacher’s Note:** The cutouts referred to are the cutouts for the month of February. You might be using the cutouts for January or March. Adjust as necessary.
Days of the Week

- Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, Today is (day of the week), the (date) of (month). Place the Yesterday card in the pocket holder behind the appropriate date, and say, Yesterday was (day of the week). If yesterday was (day of the week) and today is (day of the week), then tomorrow must be (day of the week). Place the Tomorrow card in the pocket behind the appropriate date card. Do not turn the card to reveal the date. Think aloud, I wonder what the date will be tomorrow.

Days of School Tape

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

Ten-Frames

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

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

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

Snack • Outside • Gross-Motor Play

Snack

- Turn to pages 14 and 15 in On the Town: A Community Adventure. When Charlie and his mom go to Henry’s luncheonette, they have something to drink. WGR: What does Charlie have to drink? Chocolate milk. The book also showed some pictures of other foods. One of the foods we saw was a sandwich. Today we are going to pretend that we are in Henry's luncheonette with Charlie and his mom. We will be served peanut-butter-and-jelly sandwiches and drink chocolate milk.

- Invite students to talk about the Partner Challenge. Our Partner Challenge today is to tell your partner something both people on the Peace Path have to do to make the Peace Path work.
• Allow time for students to talk about the challenge. Remind them that they may use the Peace Path poster to help them think about what happens on the Peace Path. They may name the actual steps on the Peace Path or the skills used in those steps.

• Award pocket points when students name something both people on the Peace Path must do.

Outside/Gross-Motor Play

• If possible, take a walk around the school’s neighborhood. Talk about the buildings and their uses. Tell students to use their mind muscles to help them pay attention to the kinds of buildings they see in their school neighborhood. What are some places that are the same as or different from the places in Charlie’s neighborhood?

• If the school is not within walking distance of other neighborhood buildings, observe with students what is on each side of the school so this can be discussed and drawn or mapped out later.

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

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

• Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

Reading Rehearsal

• Students will read a familiar concepts-of-print book or Shared Story with partners or in unison as a class.

Story Introduction

Previewing

• Show the cover of Where is Pit-Pat? Introduce the title, author, and illustrator of the story.

  Remember that in our last KinderRoots Shared Story, we read about how Don learned to take care of his new dog, Spot. Today we will read about a girl named Pam and her cat Pit-Pat. Pam and Pit-Pat like to play together.

• Show the Word Play video segment.

  Let’s learn some words that will help us to better understand the story.
Making Predictions

• Distribute student copies of the book. Guide students to tap into their background knowledge and make predictions about the story.

  T-P-S: Have any of you ever played a game with a cat or dog before? What games did you play?

  T-P-S: Can you think of some other activities that would be fun to do with a cat or dog?

  Together with your partner, look at the pictures in your books.

  T-P-S: Where do you think Pam might look for Pit-Pat?

• Use the sharing sticks to select a few students to share their predictions.

  We will get to find out if that’s what really happens when we read the story tomorrow. Let’s practice reading some of the sounds and words that we will see in the story so we’ll be ready to enjoy reading it!

Word Presentation

Read sounds.

These are some sounds that we will see in the story words.

• Show the plain letter side of the key cards for /a/, /i/, /n/, /p/, /g/, and /o/. Have students say the sound for each letter. Show the mnemonic picture side if needed.

• Show the key card for the focus sound /c/. We will see this sound a lot in our story words. Let’s watch our funny cartoon that helps us remember the sound. Show the Animated Alphabet segment for the focus sound /c/.

Stretch and Read

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

• Show the Sound and the Furry video segment.

• Now it’s your turn. Have students stretch and read the Green Words as you point to the sounds on each word card.

Quick Erase

Let’s practice using Stretch and Read to find out what these words will be in our Quick Erase game.

• Write the first word on the board. Have students stretch and read the word. Erase the letter or letters needed to create the next word, and then guide students in reading it. Continue with the remaining words.

   mop → top → tap → tip → sip
Say-Spell-Say

We have to stop and think about Red Words because the sounds are new to us or don’t follow the rules. We can play Say-Spell-Say to help us remember them.

• Show the Red Word card for each sight word. Read the word, and then use it in a sentence. Have students say each word, soft-clap it by letter, and say it again. Do this three times for each word. Add the words to the word wall.

Readles

Sometimes in our story, we will see little pictures instead of words.

• Show the readle “hide” on page 2 of the Shared Story. When we see this picture, we will say, “hide.” Repeat with the other readles.

Partner Word and Sentence Reading

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?”

Use KinderRoo to make this request: Take turns reading the Green Words, Red Words, and sentences from the inside front cover of your Shared Story with your partner.

Monitor students as they take turns. Model if necessary. Encourage good partnering habits.

Celebration

• Two students will celebrate what they have learned by reading a page they have practiced from a Shared Story or concepts-of-print book. Invite the first student to stand before the class and read. Celebrate their success with a cheer and pocket points. Repeat this process with the second student. Then announce who will need to practice tonight for tomorrow’s celebration.

• Use My Turn, Your Turn to quickly review the Red Words on the word wall.

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

- Use the sharing sticks to select several students to count to 20. Award pocket points if students are able to successfully count to 20. See if students can count to 20 by 5s.
- Have students think about the order of the numbers 1–20.
  WGR: Which number comes after 15? 16.

Active Instruction

- Review the concept of addition. Place three red counters and two yellow counters on the floor or a table that is visible to students.

I have three red counters and two yellow counters. How many counters do I have altogether? 5. We added the counters together. How can we show this by writing a number sentence? $3 + 2 = 5$. Three red counters plus two yellow counters equals five counters altogether.

- Explain that when we add, we are putting sets together. Tell students that you want them to help you solve a problem-solving story.

I was standing on the street in my neighborhood when two fire trucks pulled up. The first truck had only two firefighters on it. The second truck had four firefighters on it. How many firefighters are there altogether? I will pretend that the counters are firefighters to help me solve the problem. Count out two red counters to be the two firefighters on the first truck. Then count out four yellow counters to be the four firefighters on the second truck. Invite students to count how many counters you have altogether. How many firefighters are there altogether? 6.

- Challenge students to talk with their partners about how to write a number sentence to show this problem. Ask for a student volunteer to tell you how to write the number sentence. Write “$2 + 4 = 6$” on the board or chart paper.

Two firefighters plus four firefighters equal six firefighters altogether.

Partner Practice

- Explain that students will practice putting sets together with their partners. Give one partner five red counters and the other partner five yellow counters.

Today we are going to practice adding by putting sets together. I want each partner to make a set of 1–5 counters. After each partner has made a set, move your sets of counters together. Then count how many counters you have altogether.
• Have students repeat this activity three times. Encourage students to write the number to show the total when they combine their sets of counters. Circulate as students do the activity to provide help as needed.

Recap

• Choose a partnership to show how they put their sets of counters together for the entire class. Invite all students to count the counters together.

• Award pocket points if students are able to tell how many counters they have altogether.

• Review today’s lesson by asking students to solve an addition story.
  
  If I put one red counter together with three yellow counters, how many counters do I have altogether? 4. Yes, because one counter plus three counters equals four counters altogether. Write “1 + 3 = 4” as you say the sentence.

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

Let’s Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

• “Moving,” The 20th Century Children’s Poetry Treasury, page 65

Introduce the Poem

I’ve read the poem “Moving” by Eileen Spinelli to you before. I think the words describe how hard it can be to move away from a place that you know so well.

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

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

  Today we have been talking about neighborhoods. You are going to write about your neighborhood. You may want to write about the people or places you see in your neighborhood.

  T-P-S: How would you describe the people or places in your neighborhood?

- Share an example that applies to you.

  I think that I will write a sentence that says, “There is a park on my street.”

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

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

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

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

  Example:

  I am ready to write my sentence. My sentence is, “There is a park on my street.”

  – The first word is “There.” I’ve written “there” before, and I remember how to spell it. Write “There” on the first line.
  – “Is.” I also remember how to write “is.” Write “is.”
  – “A” is the next word. “A” is on the word wall, so I can copy it. Write “a.”
  – “There is a park on my street.” The next word is “park.” What sounds do you hear in “park”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  – “On.” We can use Stretch and Spell for this word. Prompt students to stretch and spell the word. Write any letters that students say.
  – “My” is the next word, and it is on the word wall. We can use Say-Spell-Say to help us write and remember “my.” “My,” “m,” “y,” “my.” Write “my.”
  – “Street” is the last word. I hear a few sounds that we’ve learned in “street.” I hear /s/, /t/, /r/, and /t/. Write each letter as you say the sound.

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

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

Writing

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

Sharing

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.

In today's STaR book, On the Town: A Community Adventure (Open the book to help students recall.), Charlie explores his neighborhood and takes notes about it for a school project. As I read the first page again, listen for the word that means the same thing as the word “neighborhood.” When you hear the word, don’t say it out loud yet. Read the first two sentences, emphasizing the word “community.”

On the count of three, whisper the word that means neighborhood to your partner. Pause as students share. WGR: This time let’s say it out loud together. One, two, three. “Community.”

Teacher’s Note: Remember to use the words “neighborhood” and “community” interchangeably throughout the lesson and unit.
• Show students the book *Who Keeps Me Safe?*

  Let’s read a book about community helpers. Community helpers are people who help others in their neighborhood. This book is called *Who Keeps Me Safe?* The author of this book is Sally Francis Anderson. While you listen to me read, try to remember the different people who work in your neighborhood and who help to keep you safe.

• Point to and track the words as you read the entire book. Slightly emphasize the word “and” as you read what each person in the community does.

• Introduce the following activity, and divide the class into groups of four or five.

  **We have read about a lot of community people and places today!** Let’s see how many you can list. You will work in teams. Each group will think of the neighborhood people who help you and/or keep you safe and/or the neighborhood places where you can find the people. I will record them on the chart. For example, you have teachers in your community. Write “teachers” in the People column. WGR: Where can you find them? School. **That’s right!** Write “school” in the Places column, opposite the word “teachers.”

• Direct each group to move to an area where they can talk together. Assist students with their brainstorming.

• Use the sharing sticks to select students to respond for their groups. As each student responds, quickly add the answer to the list, and ask where you can find each of the helpers. Add the location to the Places column. With students, count the number of people and places they listed. Congratulate students on their ability to remember so much from the day.

**Vocabulary Review**

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

  **One of our new words today is “neighborhood.”** A *neighborhood* is a place where a group of people live. T-P-S: When did we see, hear, or use the word “neighborhood” today?

  **Our other new word today is “community.”** The group of people who live in a neighborhood make up a *community*. When did we see, hear, or use the word “community” today?

• Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.
DAY 1 | Unit 11: Safe & Sound

Oral-Language Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>The student does not respond, or the response does not make sense.</td>
</tr>
<tr>
<td>80</td>
<td>The student responds with a word or phrase that makes sense.</td>
</tr>
<tr>
<td>90</td>
<td>The student responds in a complete sentence that makes sense.</td>
</tr>
<tr>
<td>100</td>
<td>The student responds in a complete sentence(s) that makes sense and includes details.</td>
</tr>
</tbody>
</table>

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

Theme Vocabulary:
- neighborhood
- community

Fostering Richer Language

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student responds in an incomplete sentence.</td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her.</td>
</tr>
<tr>
<td>People in community.</td>
<td></td>
<td>We can say, People live in a community.</td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence.</td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________?</td>
<td>If the student is unable to add details, prompt with a question about the sentence. Can you tell us about some of the jobs that people have in a community?</td>
</tr>
<tr>
<td>There are people in a community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Partner Challenge

- Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to tell your partner something both people on the Peace Path have to do to make the Peace Path work. Provide a moment for students to review what they talked about earlier.

  • Use the sharing sticks to select students to share their answers. Award pocket points when students name something both people on the Peace Path must do. They may name the actual steps on the Peace Path or the skills used in those steps.

  • Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.
Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme-introduction letter to each student. Tell students they will find today’s Home Link show online when they click on the parrot.
- Read & Respond: **Share a book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.**
- Use the parrot stamp to place an animal image on each student’s hand to serve as a reminder to watch today’s Home Link show.
Day 2 | Ready, Set…

Focus

A postal worker delivers mail in my neighborhood and far away.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings, Readings, &amp; Writings</td>
</tr>
<tr>
<td>Gathering Circle</td>
</tr>
<tr>
<td>Theme Exploration</td>
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<tr>
<td>Rhyme Time</td>
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<tr>
<td>STaR</td>
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<td></td>
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<tr>
<td>15-Minute Math</td>
</tr>
<tr>
<td>Snack/Outside/Gross Motor Play</td>
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<td></td>
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<tr>
<td>KinderRoots</td>
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<td></td>
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<tr>
<td>Math Mysteries</td>
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<td></td>
</tr>
</tbody>
</table>
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Let’s Daydream</strong></td>
<td>• “When You Can Read,” <em>The 20th Century Children’s Poetry Treasury</em>, page 87</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>• Chart paper and marker or whiteboard for teacher modeling</td>
</tr>
<tr>
<td></td>
<td>• Pencils</td>
</tr>
<tr>
<td></td>
<td>• Paper or students’ writing journals</td>
</tr>
<tr>
<td></td>
<td>• <em>Writing Development Feedback Guide</em></td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
<td>• Helpers and Their Tools Picture Cards (helper cards only)</td>
</tr>
<tr>
<td></td>
<td>• Home Link animal hand stamp: monkey</td>
</tr>
</tbody>
</table>

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Lab</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **Sand/Water Lab | Neighborhood Park and Pond** | • Props for park and pond play (e.g., toy people, trees, boats)  
• Brown and green construction paper  
• Scissors  
• Glue                                                                                                                                 |
| **Writing Lab  | Neighborhood Post Office**  | • Props for a post office (e.g., stamps, envelopes, boxes, tape, markers, cash register, rubber stamps, scales, junk mail addressed to resident or with personal information crossed out)  
• Table or large box to use as post office counter  
• Large bag to use as mail bag  
• Kinder Cash (unit 10 appendix) |
Day 2

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

- Read & Respond

Available Activities

Classroom Library Lab
- Same as day 1

Literacy Lab
- Same as day 1

Math Lab
- Same as day 1

Computer/Media Lab
- Same as day 1

Writing Lab
- Same as day 1

Other
- If you have any theme-related puzzles or games, make them available.
Observe Student Progress

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

Phonemic Awareness: Auditory Sound Blending

- Explain to students that you will play Say-It-Fast together just like you do in Rhyme Time each week. You will say the sounds of a word in Joey Talk, and they will tell you the word. Do this process with the words “blue” and “sheet.” Students must identify both words correctly to demonstrate mastery of the skill.

Graphemes

- Show the letters “q” and “x” in uppercase and lowercase forms to students. You may use the page provided in the appendix for this purpose. Record mastery of the name of each letter in both its uppercase and lowercase formats in the space provided on the weekly record form.

Beginning Reading

- This week find out if your students can sound out the words “bump” and “cot.” You will also watch to see whether they can read the sentence “Pit-Pat is not in the can.”

- You may observe during Partner Word and Sentence Reading as they practice reading the words and sentences from the inside front cover of their KinderRoots Shared Stories throughout the week. Each student must read both words and the sentences correctly to demonstrate mastery of the skill.

Emergent Writing

- When you conference with a student about his or her writing during Learning Labs planning or a Write Away lesson, record the code for the highest stage that he or she exhibits (before coaching) on the weekly record form.

  - **D** – Drawing
  - **S** – Linear Scribble
  - **LL** – Letterlike Shapes
  - **RL** – Random Letters
  - **AS1** – Initial Attempts at Approximated Spelling
  - **AS2** – Early Approximated Spelling
  - **AS3** – Intermediate Approximated Spelling
  - **AS4** – Advanced Approximated Spelling
  - **CS** – Conventional Spelling
Math

- Place a group of seven bear counters, or other manipulatives, in front of the student. Ask the student to tell you how many counters there are. Then ask, “Can you show me a group that is two more than seven?” Use a similar method to see if the student can create a set of counters that is two less than the original number. Students must be able to correctly create sets of two more and two less to demonstrate mastery.

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

---

Gathering Circle

**Gathering Circle**

**TIMING GOAL:** 20 minutes

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

**Home Link Debrief**

- Invite children to share what they remember from last night’s Home Link show.
  
  **T-P-S:** Last night’s show talked about neighborhoods. What is your favorite place in your neighborhood?

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

**Active Instruction**

- Review the first step on the Peace Path—tell the problem. Have the Peace Path poster placed where students can use it as a reference.

  **Last week we learned about the Peace Path. T-P-S: There are three steps on the Peace Path. What are they?**

  **There’s a lot to remember when we walk the Peace Path. We will learn more about the steps and will practice using them so we will all be able to use the Peace Path to solve our problems. Let’s watch the video about step 1 on the Peace Path.**
Show the “Peace Path: Step 1” video segment.

T-P-S: What is the first thing Betty tells Chilly and Buster to do to solve their problem? Chilly and Buster both give an “I” Message to tell about how they feel. T-P-S: What did you notice when Buster and Chilly give their “I” Messages?

I noticed something very important when they give their “I” Messages. Buster gives his “I” Message first, and before Chilly gives his “I” Message, Chilly uses Say-It-Back to show that he heard what Buster said.

T-P-S: What happens after Chilly gives his “I” Message? RWE: Buster uses Say-It-Back to tell what Chilly said. Both Buster and Chilly use active-listening skills so they will hear and understand what the other person says.

**Partner Practice**

- Have students practice giving “I” Messages and using Say-It-Back.

Let’s pretend that we are Buster and Chilly and practice giving “I” Messages and using Say-It-Back to make sure that we heard the “I” Messages correctly.

- Quickly assign one member of each partnership to be Buster and the other to be Chilly. Use the video script below. You will be Betty and guide students through step 1 on the Peace Path. Prompt students with their portions of the dialogue as needed.

---

**Teacher, as Betty:** Buster, tell Chilly why you’re angry.

**Busters (angry):** I feel mad because you’ve been swinging for a long time, Chilly.

**Teacher, as Betty:** Now, Chilly, say it back. Tell Buster what he just said to you.

Allow the Chillies time to repeat the “I” Message.

**Teacher, as Betty:** Chilly, everyone gets a chance to explain his or her problem. So tell Buster how you’re feeling. What’s your “I” Message? We want to make sure your feelings are heard too.

**Chillies:** Buster, I feel frustrated when you want me to stop swinging so soon.

**Teacher, as Betty:** Buster, say it back. Tell Chilly what you heard him say.

---

**WGR:** Were both friends able to tell how they feel? Do you think they feel like the other person heard what they had to say? T-P-S: Why?

**RWE:** When each person on the Peace Path can give his or her “I” Message without being interrupted, he or she feels like what he or she
has to say is important. When each person uses Say-It-Back, both people know that the other person heard what they said.

We will keep learning more about the steps on the Peace Path to help us use it to solve our problems.

Partner Challenge

• Introduce the challenge.

   Our Partner Challenge today is to practice giving an “I” Message. Tell your partner how you feel when someone takes something from you. Be sure that both you and your partner give an “I” Message and that you both use Say-It-Back.

• Provide a moment for students to think about the challenge and to ask any questions they may have about it. Remind them that they will have time to work on it with their partners at snack time.

• Tell students they will earn pocket points when they do both parts of the challenge—giving an “I” Message and using Say-It-Back.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

T-P-S: What places do you visit in our community?

There are many places to visit in our community! Our Daily Message is going to tell us something new about communities. Let’s see what it says.

Daily Message

A postal worker delivers mail in my neighborhood and far away.

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

• Reinforce literacy objectives by pointing out the following:

  – The Daily Message tells us where the postal worker delivers mail. WGR: What are the two places? In my neighborhood and far away. WGR: What is the little word that connects those two ideas? “And.”
  – Remind students that yesterday’s Daily Message used the same word, “and,” to tie two ideas together: “There are many people and places in our neighborhood.”
  – Hold up the “community” word card. Point to the letters while you say the word slowly and then quickly. Invite students to read it slowly and then
quickly. Repeat the word together several times. T-P-S: Which word in the Daily Message means the same as “community”? If necessary, reread the sentence, emphasizing the word “neighborhood.” Yes! Many of you know that “neighborhood” and “community” have about the same meaning. Close your eyes, and get a picture of your neighborhood in your mind as I read. Read the original message. Do you see your neighborhood? Now open your eyes, and we’ll put the word “community” over the word “neighborhood” in the Daily Message. Close your eyes, and picture your community again as I read. Read. The picture in your mind should be the same because a community and a neighborhood have the same things in them.

Theme Learning

- Explain the content of the Daily Message.

Our Daily Message tells us about postal workers. When we talked about transportation and communication last week, we wrote letters, and we learned that mail carriers deliver letters. Mail carriers work for the post office. Many other people work for the post office. We can call all these people postal workers.

T-P-S: What do you know about postal workers in your community today? Restate students’ responses in complete sentences.

- Introduce The Post Office Book.

Today we will read a book to learn even more about these neighborhood helpers. This book is called The Post Office Book. It was written by Gail Gibbons. As you listen to this story, be a detective to find information about postal workers that is new to you.

- After reading page 6, have students identify the different types of mail, and point out stamps and addresses, including the zip codes. Point out whether your zip code appears on page 7.

- After reading page 9, point out that these are all types of mailboxes that people use to send mail. Ask students if they have sent mail in any of the ways pictured.

- After reading pages 26 and 27, ask which of the mailboxes pictured look like the ones in which students get their mail.

- If time and interest allow, share some of the additional mail facts on page 28 with students.

- Play the digital dictionary videos for “postal worker” and “address.”

- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

Our new words for today are “postal worker” and “address.”

A postal worker is a person who works for the post office. I can make a sentence with the word “postal worker”:

Some postal workers sort mail at the post office.
Your address tells where you live. An address tells your street name and number, your city, your state, and your zip code. I can make a sentence with the word “address”:

Our school address is (full school address).

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

**Rhyme Time**

**TIMING GOAL: 5 minutes**

**Say the Rhyme**

- Have students recite “Skyscraper”
- Read the poem from page 54 of *The 20th Century Children’s Poetry Treasury* while students listen and recite along.

**Develop Phonemic Awareness—Auditory Sound Blending**

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

  /l-i-ke/  like  /g-r-ou-p/  group  /f-air/  fair

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

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

**STaR Story Retell**

**TIMING GOAL: 20 minutes**

**Review**

- Review the title, author, and illustrator.

  **We read this story yesterday. Do you remember the title?** On the Town: A Community Adventure.

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

  **WGR: The illustrator is also Judith Caseley. What does the illustrator do?** The illustrator paints, draws, creates the pictures.
Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.

We learned some new words in our story yesterday. The first word was “pharmacy.” What does “pharmacy” mean? A store where people buy medications, or drugs, to help them get healthy.

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

Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.

Repeat this process with the word “florist.” The word “florist” means a person who sells flowers.

Repeat this process with the word “neighbor.” The word “neighbor” means a person who lives near you.

Story Retell

Introduce the pictures or objects, and explain their purpose.

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

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

Reread the story.

Place students in groups of four by combining partnerships. You may need to modify the number of members in a group or the number of cards (or objects) used for this activity based on the number of students in your class. Select one of the cards (or objects), and model telling about the part of the story that it represents. For example, hold up the notebook, and say, “I remember in the beginning of the story, Charlie’s teacher gives the students notebooks to write things about their community in.”

<table>
<thead>
<tr>
<th>Picture or Object</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>notebook</td>
<td>1</td>
</tr>
<tr>
<td>soda bottle</td>
<td>4</td>
</tr>
<tr>
<td>scissors</td>
<td>9</td>
</tr>
<tr>
<td>money</td>
<td>13</td>
</tr>
<tr>
<td>fire hat</td>
<td>17</td>
</tr>
<tr>
<td>train</td>
<td>19</td>
</tr>
<tr>
<td>flowers</td>
<td>21</td>
</tr>
<tr>
<td>bed</td>
<td>26</td>
</tr>
</tbody>
</table>
• Distribute the remaining items/pictures so each group has one. Name/describe each object or picture as you hand it to a group. Have students talk with the members of their group about what this picture or object reminds them of in the story.

• Bring the class back to a large group. Invite each group to tell about their item/picture and what happens in the part of the story that it represents. Show, or reread, the appropriate page in the book as each group shares.

• Close the activity by inviting students to put the pictures or objects in the same sequence in which they appear in the story.

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

---

**Learning Labs**

**Timing Goal:** 40 minutes

**Routine**

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

**Dramatic Play Lab | Neighborhood Home**

**Description:**

• The dramatic play area will be a home in a neighborhood.

**When You Tour:**

• Remind students that today the dramatic play lab will be a home in a neighborhood. Ask students what other neighborhood places are part of the Learning Labs this week.

**Blocks Lab | Our Neighborhood**

**Description:**

• Students will use the blocks and other props to build a neighborhood.
When You Tour:

- Remind students that they can build a neighborhood like their own.

**Art Lab | Our Neighborhood Mural**

Description:

- Students will paint a neighborhood mural.

When You Tour:

- Remind students that they may either paint or draw parts of their neighborhood on a mural.

**Classroom Library Lab | Neighborhood Library**

Description:

- The classroom library lab will serve as an extension of the dramatic play lab. It will be the neighborhood library.

When You Tour:

- Remind students that today the classroom library lab will be a part of the dramatic play lab. The classroom library lab will be the neighborhood library.

**Literacy Lab | Play School: Neighborhood School**

Description:

- The literacy lab will serve as an extension of the dramatic play lab. It will be the neighborhood school.

When You Tour:

- Remind students that today the literacy lab will be a part of the dramatic play lab. The literacy lab will be the neighborhood school.

**Math Lab | Neighborhood Store**

Description:

- The math lab will serve as an extension of the dramatic play lab. It will be the neighborhood store.

When You Tour:

- Remind students that today the math lab will be the neighborhood store.

- Remind students that they will count the items that customers purchase at the neighborhood store.
Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

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

Sand/Water Lab | Neighborhood Park and Pond

Description:

- The sand/water lab will serve as an extension of the dramatic play lab. It will be the neighborhood park and pond.

Purpose:

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

When You Tour:

- Explain that today the sand/water lab will be a part of the dramatic play lab. The sand/water lab will be the neighborhood park and pond.

- Tell students they can create a park with the trees (or make their own trees and grass from brown and green construction paper). They can use the people and props, such as the boats, to play in the park.

- Encourage students to treat the classroom neighborhood labs as a real neighborhood and to move between them. For example, students can go to the park after they attend the school.

Facilitate Learning:

- Ask questions, and interact with students in a way that will help them develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

Examples:

- **How can we use the green paper to make grass?**
- (While putting a person figure on a boat) **I’m going to go for a boat ride on the pond.**
Science Lab | Scientist’s Station

Description:
- Students will use materials and tools to freely investigate their world.

When You Tour:
- Remind students that the lab is open.

Writing Lab | Neighborhood Post Office

Description:
- The writing lab will serve as an extension of the dramatic play lab. It will be the neighborhood post office.

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

When You Tour:
- Explain that today the writing lab will be a part of the dramatic play lab. The writing lab will be the neighborhood post office.
- Remind students that the dramatic play lab was a post office in the last unit. Ask students who visited the lab to describe how they set up the post office and the roles they played.
- Encourage students to treat the classroom neighborhood labs as a real neighborhood and to move among them. For example, students from the neighborhood home can go to the post office to mail a package.

Facilitate Learning:
- Ask questions and interact with students in a way that will help them develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

Examples:
- Where should we put the post office counter?
- (As a customer) How much is it to mail this package to Nevada?

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

• If this is the beginning of a new month, remove last month’s calendar cutouts, and replace the month card with the appropriate month before instruction. Encourage students to pay close attention during the next few days to see if they can see a new pattern develop as you add the calendar cutouts.

Days of the Week

Days of School Tape

Ten-Frames

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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

• For snack, you may provide each student with a graham-cracker square. Students can pretend that the square represents a delicious treat that they received from someone special in the mail. Invite students to share who sent them their treats.

• Invite students to work on the Partner Challenge. Our Partner Challenge today is to practice giving an “I” Message. You will tell your partner how you feel when someone takes something from you. Remember, each of you must use Say-It-Back when your partner gives an “I” Message.

• Award pocket points when students do both parts of the challenge—give an “I” Message, and use Say-It-Back.

Outside/Gross-Motor Play

• Set up neighborhood roadways for the outside riding toys. Use road signs that you already have on hand in addition to student-made signs. Students may want to designate familiar neighborhood destinations for their pretend neighborhood outings.

• Suggest games from the previous unit for students to play again.
When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.

KinderRoots

**TIMING GOAL:** 30 minutes

### Warm-Up

**Alphabet Chant**
- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

**Reading Rehearsal**
- Students will read a familiar story with partners or in unison as a class.

### Word Presentation

**Read sounds.**
- Use the key cards to guide practice with /a/, /i/, /p/, /g/, /o/, and /c/.
- Show the Animated Alphabet video segment for /c/.

**Stretch and Read**
- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

**Quick Erase**
- Use the following word sequence:
  
  \[cap \rightarrow cat \rightarrow cot \rightarrow not \rightarrow pot\]

**Say-Spell-Say**
- Have students use the word cards to say-spell-say each of the Red Words.

**Readles**
- Review each of the readles from the story.

---

**Green Words:**
- bump
- cot
- cat
tic-tocPit-PatcapcanPam

**Red Words:**
- are
- my
- to
- likes
- says
- you

**Readles:**
- hide
- arms
- clock
- silly
tail
Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Guided Group Reading

Review

- Review background concepts for the story by playing the Word Play video segment.
- Remind students about their predictions from yesterday.

  We used clues from the pictures and the title to guess what might happen in the story. Let’s read the story now to find out what really happens.

Guided Group Reading

- Follow these steps on each page:
  - Read the teacher text at the top of the page.
  - Have students point to the first word of the first sentence, and then read it with them in unison. Read with a soft voice unless they need more support.
  - Read each sentence on the page twice to help build fluency.
  - Ask comprehension questions as guided by the questions printed at the bottom of each page in the teacher’s version of the Shared Story.

Discussion Questions

- After reading the entire story, use these questions to check comprehension.

  T-P-S: Where does Pam look for Pit-Pat? She looks in the can, cap, and cot.
  T-P-S: Why can’t Pam find Pit-Pat? Pit-Pat is behind the clock.
  T-P-S: How does Pam feel when they are together again? She is happy.
  T-P-S: If you were Pit-Pat, where would you hide?

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?”

Use KinderRoo to make this request: Look at page 2. Point to something in the picture that shows hiding. Tell your partner in a complete sentence what Pam is doing.

Call on a few partnerships to share, and award pocket points for interesting language.
Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.

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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know

- Choose a few number-combination cards to show to students. Ask students to identify the combination shown on each card. Award pocket points if students are able to identify the combinations.

- Place two bear counters in front of students, and ask them to count the bears. Add one more bear to the set.

  WGR: How many bears do I have altogether? 3. How could I write this in a number sentence? 2 + 1 = 3.

Active Instruction

- Review the concept of subtraction. Place four bear counters on the floor or on a table that is easily visible to all students.

  T-P-S: How many bears do I have? 4. Take two of the bears away. I took two of the bears away. How many do I have left? 2. How can I write this in a number sentence? 4 – 2 = 2. Write the number sentence on the board.

- Tell students that you are going to share another subtraction story.

  There are six workers sorting mail at the post office. Three of the workers left the post office to go deliver mail. How many workers are left in the post office? Explain that you will use the bears to represent postal workers to act out the story. Place six bear counters on the table. Here are the six postal workers at the post office. Now these three leave to go deliver the mail. Take three bears away. How many workers are left in the post office? Let’s count to find out. 1, 2, 3. 3. How can we write a number sentence to show this story? 6 – 3 = 3.

Partner Practice

- Tell partners that they will practice telling each other subtraction stories. Give each partnership a set of six bear counters.

  You and your partner will take turns telling each other a subtraction story. Use the bears to act out the story. Then write the subtraction number sentence to show the story.
• Circulate as students work. Assist any students having difficulty. Ask questions such as “How many bears did you start with?” “How many did you take away?” “How many did you have left?” and “What number sentence did you write?”

Recap
• Select a few students to share one of their subtraction stories.
• Award pocket points if students can successfully share the story.
• Review today’s lesson by telling a subtraction story.

I got three envelopes in the mail. One of the envelopes blew away down the street. How many do I have left? 2. Yes, because 3 – 1 = 2.

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

Let’s Daydream
TIMING GOAL: 25 minutes

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

Recommended Poetry Selection
• “When You Can Read,” The 20th Century Children’s Poetry Treasury, page 87

Introduce the Poem
I’m going to read another familiar poem to you today. The name of the poem is “When You Can Read” by Bobbi Katz. This poem is about reading and how exciting it is when you learn to read because you can do things such as read a letter that comes in the mail from a friend.

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

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

Today we have been talking more about neighborhoods. You are going to write again about your neighborhood. You may want to write about the people or places you see in your neighborhood.

T-P-S: How would you describe the people or places in your neighborhood?

• Share an example that applies to you.

I think that I will write a sentence that says, “There are many trees on my street.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “There are many trees on my street.”

– The first word is “There.” I remember how to spell “there.” Write “There” on the first line.

– “Are.” I also remember how to write “are.” Write “are.”

– The next word is “many.” What sounds do you hear in “many”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

– “There are many trees on my street.” The next word is “trees.” I can draw a picture for “trees.” Draw a picture of trees.

– “On.” Let’s use Stretch and Spell for this word. Prompt students to stretch and spell the word. Write any letters that students say.

– “My.” This word is on the word wall. We can use Say-Spell-Say to help us write and remember “my.” “My,” “m,” “y,” “my.” Write “my.”

– “Street” is the last word. What sounds do you hear in “street”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say on the last line.
• Reread your sentence, touching each word, or word representation, as you do.

**Partner Planning**

• Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.

• Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

• Distribute pencils and either writing journals or paper.

• Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.

• Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

**Sharing**

• Ask students to share their sentences with their partners.

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

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

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**Let’s Think About It**

**TIMING GOAL:** 20 minutes

**Theme-Learning Recap**

• Review the learning focus of the day.

This week we are learning about our community. We have been talking about some of the jobs that people have in our community. This morning we talked about **postal workers**. **T-P-S:** What do **postal workers** do? Possible responses include: pick up mail, sort mail, and deliver mail. **Yes,** **postal workers** help our mail get where it needs to go! What do we write on envelopes and packages to help mail carriers know where to deliver mail? **RWE.** **Right.** We use **addresses** to help mail carriers know where to deliver the letters and packages we mail. **T-P-S:** What information is in an **address**? **Street name and number, town, state, and zip code.**
• Show students the postal worker picture card.

  This woman is a postal worker. She has a letter in her hand. Perhaps she is on her way to deliver the letter.

• Show students the remaining helper picture cards, one by one. As you show each card, ask students the name of the community helper that is pictured. Restate students’ responses in a complete sentence, and briefly discuss the role the helper plays in the community. For example, “Yes, this is a hairdresser. A hairdresser cuts hair.”

• Quickly arrange students in groups of three or four, and explain the following activity.

  We are going to play an acting game. I will give each team a special community-helper role to play. With your team, you will act out your job. You will act out your job with actions, but no words. The other students in our class will have to guess which community helper’s job your team is acting out.

• Distribute one community-helper picture card to each group. Whisper to each group their job title.

• Allow students time to decide how they will act out their roles. Assist students, and make suggestions for pantomiming as needed. For example, the group assigned the dentist role might have one student play the dentist, another student play the dental assistant, and another student play the patient.

• Have each team take a turn pantomiming their community-helper role for the rest of the class. The audience will try to guess the team’s role.

• Continue until every team has had a chance to act out their role.

Vocabulary Review

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

  One of our new words today is “postal worker.” A postal worker is a person who works for the post office. T-P-S: When did we see, hear, or talk about the word “postal workers” today?

  Our other new word today is “address.” An address tells where you live. When did we see, hear, or use the word “address” today?

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>The student does not respond, or the response does not make sense.</td>
</tr>
<tr>
<td>80</td>
<td>The student responds with a word or phrase that makes sense.</td>
</tr>
<tr>
<td>90</td>
<td>The student responds in a complete sentence that makes sense.</td>
</tr>
<tr>
<td>100</td>
<td>The student responds in a complete sentence(s) that makes sense and includes details.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student responds in an incomplete sentence. Postal worker delivers.</td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. <em>We can say, A postal worker delivers mail.</em></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. A postal worker works.</td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________?</td>
<td>If the student is unable to add details, prompt with a question about the sentence. <em>Can you tell us more about what the postal worker does?</em></td>
</tr>
</tbody>
</table>

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

Partner Challenge

• Review the Partner Challenge of the day.

  *We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today was to practice giving an “I” Message. You told your partner how you feel when someone takes something from you, and you used Say-It-Back to make sure that you heard what your partner said.*

• Use the sharing sticks to select partnerships to demonstrate giving “I” Messages and using Say-It-Back. Award pocket points when students do both parts of the challenge—giving an “I” Message and using Say-It-Back.

• Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Theme Vocabulary:
postal worker
address
Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the monkey for today’s show.
- Read & Respond: Share a book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.
- Use the monkey stamp to place an animal image on each student’s hand as a reminder to watch today’s Home Link show.
DAY 3 | Ready, Set...

Focus

A barber is a person in my neighborhood who cuts and styles hair.

### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Greetings, Readings, &amp; Writings</th>
<th>• No new materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering Circle</td>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
</tbody>
</table>
| Theme Exploration               | • Prepared Barbers KWL chart or IWB access  
• Theme vocabulary word cards for “barber” and “barbershop” or IWB access |
| Rhyme Time                      | • “Skyscraper,” *The 20th Century Children’s Poetry Treasury*, page 54 |
| STaR                            | • Trade book: *Bippity Bop Barbershop* |
| 15-Minute Math                  | • No new materials |
| Snack/Outside/Gross-Motor Play  | • Donut holes or small donuts  
• Milk or fruit juice |
| KinderRoots                     | • Shared Story (teacher and student copies): *Where is Pit-Pat?*  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “a,” “i,” “p,” “g,” “o,” and “c” or IWB access  
• Green Word cards: “bump,” “cat,” “Pit-Pat,” “can,” “cot,” “tic-toc,” “cap,” and “Pam” or IWB access  
• Red Word cards: “are,” “my,” “to,” “likes,” “says,” and “you” or IWB access |
| Math Mysteries                  | • Set of 10 bear counters for demonstration  
• Small plastic bags with bear counters (from day 2), one bag per partnership  
• Piece of paper per partnership |
| Let’s Daydream                  | • “Night Sounds,” *The 20th Century Children’s Poetry Treasury*, page 14 |
| Write Away                      | • Chart paper and marker or whiteboard for teacher modeling  
• Pencils  
• Paper or students’ writing journals  
• *Writing Development Feedback Guide* |
| Let’s Think About It            | • KWL Chart from Theme Exploration or IWB access  
• Home Link animal hand stamp: koala |
Day 3

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>their day.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you</td>
</tr>
<tr>
<td></td>
<td>observe their activities.</td>
</tr>
<tr>
<td></td>
<td>4. Observe for student progress with their individualized objectives from the</td>
</tr>
<tr>
<td></td>
<td>weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

- Read & Respond

Available Activities

Classroom Library Lab
- Same as day 2

Literacy Lab
- Same as day 2

Math Lab
- Same as day 2

Computer/Media Lab
- Same as day 2

Writing Lab
- Same as day 2

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

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

**TIMING GOAL:** 20 minutes

### Routine

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

### Home Link Debrief

- Invite children to share what they remember from last night’s Home Link show. Write the word “cat” on the board.

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

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

### Active Instruction

- Review step 2 on the Peace Path, brainstorm solutions. Make sure the Peace Path poster is located where students can use it for reference.

  **We know there are three steps on the Peace Path.** WGR: Let’s all say the steps.

  Yesterday we practiced step 1 of the Peace Path. We gave “I” Messages, and we used Say-It-Back to be sure that we heard what was said correctly. Today we will learn more about the second step, brainstorm solutions. T-P-S: What did we say “brainstorming” means? Thinking of ideas.

  Before we watch the video about step 2 on the Peace Path, let’s remember what happened so far. T-P-S: What problem do Buster and Chilly have? WGR: What does Betty tell them they can use to solve their problem? The Peace Path.

  Buster and Chilly gave “I” Messages and used Say-It-Back to tell the problem. WGR: What did Betty tell them they will do next? Brainstorm ideas. Let’s see how Buster and Chilly do this.

- Show the “Peace Path: Step 2” video segment.

  **T-P-S:** What do Chilly and Buster do when they are on step 2 of the Peace Path?
Partner Practice

• Have students practice brainstorming solutions.

Let’s pretend that we are Buster and Chilly on step 2 of the Peace Path. We will practice giving ideas about how to solve their problem.

• Quickly assign one member of each partnership to be Buster and the other to be Chilly. Use the video script below. You will be Betty and guide students through step 2 on the Peace Path. Prompt students with their portions of the dialogue as needed.

| Betty: The two of you must come up with a way to solve this problem together. And it has to be a win-win solution. So each of you suggest a solution that you think will solve the problem in a fair way. What could that be? |
| Busters (willing but a little skeptical): I guess we could take turns. I could let Chilly swing for one more minute. But only if he promises to let me have the swing next. |
| Chillies (agreeably): Okay! Maybe you could check your watch and make sure you have a five-minute turn and I have a five-minute turn. |
| Busters (agreeably): Yeah! |

Buster gave an idea for solving their problem, and Chilly agreed. Chilly didn’t give an idea for how to solve the problem. Let’s think about an idea Chilly can give. Talk with your partners about an idea for Chilly to tell Buster to solve their problem. Allow students time to think of an idea for Chilly to present to Buster.

• Use the sharing sticks to select partnerships to give their ideas.

WGR: Did both Buster and Chilly have a chance to give an idea? Yes. In the video, Buster and Chilly decide to take turns. T-P-S: How will they make sure that they both have a fair turn?

If you have problems working with your friends, remember that you can use the Peace Path to solve them. We will keep practicing the steps on the Peace Path so you will be able to use it to solve problems.

Partner Challenge

• Introduce the challenge.

Our Partner Challenge today is to practice brainstorming solutions. You and your partner will each give an idea about how to solve this problem. You and your partner both want to use the same puzzle.

• Provide a moment for students to think about the challenge. Remind them that they will have time to tell their partners their ideas at snack time.

• Tell students they will earn pocket points when they use active-listening skills so they hear what their partners have to say.
Partnership Question of the Day

T-P-S: This week we are learning about our neighborhood and the people in it. What have you learned so far?

Let’s read the Daily Message to find out which neighborhood helper you will be learning about today.

Daily Message

A barber is a person in my neighborhood who cuts and styles hair.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - WGR: How many sentences are in today’s message? One. What word does this sentence begin with? “A.” What punctuation does this sentence end with? A period.
  - WGR: What are some words in the message that you already know? Repeat until all known words have been pointed out, and then celebrate.

Theme Learning

- Explain the content of the Daily Message.
  - WGR: What community helper will we be learning about today? The barber. Yes. Our Daily Message tells us that a barber is a person who cuts and styles hair. There are lots of terms for people who cut and style hair. Besides barbers, there are hairdressers, beauticians, and hairstylists.
- Show students the chart. Read the title of the chart, and ask, What do barbers do? They cut and style hair. Write students’ responses in the first column of the chart. What else do you know about barbers? Continue to record students’ responses.

Teacher’s Note: When adding students’ ideas to the chart throughout the day, you might accompany each word with a simple picture (e.g., scissors beside the word “cut”). This is particularly important if the words are not spelled phonetically.
- Today we will be reading about barbers. T-P-S: What are some questions you might ask a barber or hairdresser about his or her job? What do you want to learn about him or her? Answers will vary.
- Record students’ responses in the second column. You may need to prompt students by suggesting different topics related to barbers such as “Do you have questions about a barber’s tools?” or “Do you wonder how people learn to cut
hair in different styles?” As before, use simple drawings, when possible, to record students’ answers.

• You know a lot about barbers and have good questions. During STaR, I will read a book about going to the barbershop. You will probably learn something new about barbers from this story.

• Play the digital dictionary videos for “barber” and “barbershop.”

• Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

Our new words for today are “barber” and “barbershop.”

A barber is a person who cuts and styles hair. I can make a sentence with the word “barber”:

Men visit the barber to have their hair cut and their beards trimmed.

A barbershop is the place where a barber works. I can make a sentence with the word “barbershop”:

People go to the barbershop to have their hair cut.

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

Rhyme Time

TIMING GOAL: 5 minutes

Say the Rhyme

• Have students recite “Skyscraper.”

• Read the poem from page 54 of The 20th Century Children’s Poetry Treasury while students listen and recite along.

Develop Phonemic Awareness—Auditory Sound Segmenting

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>/i-ke/</td>
</tr>
<tr>
<td>group</td>
<td>/g-rou-p/</td>
</tr>
<tr>
<td>fair</td>
<td>/f-air/</td>
</tr>
</tbody>
</table>

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

Sing the song “Let’s Read Together” with students.
STaR Words:
locks
wobbly
frightened

**Interactive Story Reading**

**Before Reading**

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

  Today the name of our story is *Bippity Bop Barbershop*. T-P-S: What is another word for the name of a story? *The title.* The author of the story is Natasha Anastasia Tarpley. What does the author of a story do? *Writes the words.* The illustrator is E. B. Lewis. What does an illustrator do? *Draw or paint the pictures.*

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

  Remember, the title of our story is *Bippity Bop Barbershop*. Let's look closely at the cover of our book. T-P-S: Talk with your partner about what you see on the cover. *A small boy sitting in a barber chair; he looks happy.* How do you know he is in a barbershop? *He is wearing an apron, and there are clippers, combs, etc. in the picture.* T-P-S: Based on the title of the story and what you see on the cover, what do you think might happen in this story? Why might the little boy be so happy at a barbershop?

- Introduce the story vocabulary words.

  We are going to see some important words in *Bippity Bop Barbershop*. One of our new words is “locks.” *Locks are pieces of hair. If someone cuts off a lock of your hair, he or she cuts off a piece of your hair.*

  Another new word we will read is “wobbly.” The word “wobbly” means shaky. A wobbly chair is a shaky chair that moves around. The opposite of wobbly is steady.

  We will also see the word “frightened.” Another word for frightened is “scared.”
• Introduce the good-reader skill for today.

Good readers think about whether they liked a story. They can talk about their favorite parts. Think about your favorite parts of the story today. Are the illustrations good? Do you like the characters? Do you like how the story ends?

During Reading

• Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.

  – Page 1: T-P-S: How does the boy feel about getting his first haircut at the barbershop? Excited.
  – Page 5: T-P-S: Which part of the story do you like the most so far? Is it something that has happened, a character, or an illustration?
  – Page 6: T-P-S: Why do you think people keep telling Miles to be brave?
  – Page 13: T-P-S: On this page, I read that when one man leaned back in the barber chair, his locks almost touched the floor. Remember that “locks” is one of our vocabulary words. “Locks” means pieces of hair.
  – Page 16: Miles says his knees feel wobbly when he walks to the barber chair. “Wobbly” is another one of our vocabulary words. “Wobbly” means shaky. T-P-S: Why do you think Miles’s knees feel wobbly, or shaky? He is nervous or scared.
  – Page 18: T-P-S: Now which part of the story do you like the most? Why?
  – Page 22: T-P-S: Why is Miles so scared? He’s afraid the clippers will hurt.
  – Page 23: I just read another vocabulary word—“frightened.” Another word for frightened is “scared.”
  – Page 24: T-P-S: How do you think Miles feels after his daddy says that he wants to look like Miles?

After Reading

T-P-S: At the end of the story, how do you think Miles feels about his first haircut?

T-P-S: Which part of the story did you like the most? Were there any parts you didn’t like?

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

  When Miles walks to the barber chair, his knees feel wobbly because he is scared or nervous. T-P-S: Who remembers what “wobbly” means? Shaky.

  Let’s make a sentence together using the word “wobbly.” T-P-S: Talk to your partner about ideas that you have for our sentence.

• Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat with the words “locks” and “frightened.”

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

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

### Dramatic Play Lab | Neighborhood Home

**Description:**
- The dramatic play area will be a home in a neighborhood.

**When You Tour:**
- Remind students that today the dramatic play lab will be a home in a neighborhood.

### Blocks Lab | Our Neighborhood

**Description:**
- Students will use the blocks and other props to build a neighborhood.

**When You Tour:**
- Remind students that they can build a neighborhood like their own.

### Art Lab | Our Neighborhood Mural

**Description:**
- Students will paint a neighborhood mural.

**When You Tour:**
- Remind students that they may either paint or draw parts of their neighborhood on a mural.
Classroom Library Lab | Neighborhood Library

Description:
• The classroom library lab will serve as an extension of the dramatic play lab. It will be the neighborhood library.

When You Tour:
• Remind students that today the classroom library lab will be a part of the dramatic play lab. The classroom library lab will be the neighborhood library.

Literacy Lab | Play School: Neighborhood School

Description:
• The literacy lab will serve as an extension of the dramatic play lab. It will be the neighborhood school.

When You Tour:
• Remind students that today the literacy lab will be a part of the dramatic play lab. The literacy lab will be the neighborhood school.

Math Lab | Neighborhood Store

Description:
• The math lab will serve as an extension of the dramatic play lab. It will be the neighborhood store.

When You Tour:
• Remind students that today the math lab will be the neighborhood store.
• Remind students that they will count the items that customers purchase at the neighborhood store.

Computer/Media Lab | Free Exploration

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

When You Tour:
• Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.
Sand/Water Lab | Neighborhood Park and Pond

Description:
- The sand/water lab will serve as an extension of the dramatic play lab. It will be the neighborhood park and pond.

When You Tour:
- Remind students that today the sand/water lab will be the neighborhood park and pond.

Science Lab | Scientist’s Station

Description:
- Students will use materials and tools to freely investigate their world.

When You Tour:
- Remind students that the lab is open.

Writing Lab | Neighborhood Post Office

Description:
- The writing lab will serve as an extension of the dramatic play lab. It will be the neighborhood post office.

When You Tour:
- Remind students that today the writing lab will be the neighborhood post office.

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

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

Snack

TIMING GOAL: 30 minutes

• Ask if students remember what Miles had to eat before he and his dad went to the barbershop. If no one remembers that he had a donut, tell them that today they will have donuts just like Miles did on the day he got a haircut. Serve donut holes or small donuts with milk or fruit juice.

• Invite students to work on the Partner Challenge. Our Partner Challenge today is to practice brainstorming solutions. You and your partner will each give an idea about how to solve the problem when you and your partner both want to use the same puzzle.

• Allow partnerships time to think of solutions and present them to each other. Review active-listening skills, as needed, to encourage them to listen carefully to their partners.

• Award pocket points when students use active-listening skills so they hear what their partners have to say.
Outside/Gross-Motor Play

• Play a Follow the Leader-type game in which students pretend that they are going through the neighborhood to the barbershop for a haircut. The leader can decide how students will move (skip, walk, tiptoe, etc.).

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

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

• Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

Reading Rehearsal

• Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds

• Use the key cards to guide practice with /a/, /i/, /p/, /g/, /o/, and /c/.
• Show the Animated Alphabet video segment for /c/.

Stretch and Read

• Show the Sound and the Furry video segment.
• Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

• Use the following word sequence:
  cot → cat → mat → pat → pan

Say-Spell-Say

• Have students use the word cards to say-spell-say each of the Red Words.
Readles:
hide clock tail arms silly

Readles:
• Review each of the readles from the story.

Partner Word and Sentence Reading
• Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
• Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Guided Partner Reading
• Review the story by having students work with their partners to answer the following questions.

  T-P-S: Can anyone remember the title of the story? Where is Pit-Pat?
  T-P-S: Do you remember what Pit-Pat does in the story? She hides from Pam.

  Now you’re ready to read the story again. This time you will read it with your partner, but I will guide you to move from page to page. Open your book to the first page.

• Closely guide the partner reading process by following these steps on each page:
  – Read the teacher text at the top of the page.
  – Have Peanut Butter read the first page of the student text. Jelly will help.
  – Have the whole class read the page in unison.
  – Have Jelly read the next page of the student text. Peanut Butter will help.
  – Repeat the steps for the remainder of the pages, alternating which partner will read and which partner will help for each page. Model, or assist, as needed.

Roo’s Request

  It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo.
  “KinderRoo, KinderRoo, what do you want us to do?”

  Use KinderRoo to make this request: Look at page 5. Read the last sentence with your partner. Tell your partner in a complete sentence what Pam finds on the cot.

  Call on a few partnerships to share, and award pocket points for interesting language.

Celebration
• Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.

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

**Show What You Know**

- Use the sharing sticks to select several students to count to 20. Award pocket points if students are able to successfully count to 20.
- Place five bear counters on a table or on the floor where they are easily visible to students. Count how many bears there are together as a class. Take away two of the bears.

  **WGR:** There were five bears. I took two of the bears away. How many bears are left? \(3\). Yes, because \(5 - 3 = 2\).

**Active Instruction**

- Explain to students that they will continue to practice addition and subtraction problems for the next few days. Tell students that you will work on an addition story together, and then they will solve a problem with their partners. Tell them the following addition story.

  It was a busy day at the barbershop. There were five customers getting a haircut at the barbershop. Two more customers came in for a haircut. How many customers are in the barbershop altogether?

  - Use a Think Aloud to model your thinking about this problem.

    I need to figure out how many customers are in the barbershop. I will use the bear counters as customers to help me solve the problem. I will count out five bears because there were five customers in the barbershop. Place five bears in front of you. The story said two more customers came in for a haircut, so I will add two more bears. Place two more bears next to the five bears.

  - Encourage students to think about the solution to the problem.

    **T-P-S:** How many customers are in the barbershop altogether? \(7\). Let’s count the bears to check. 1, 2, 3, 4, 5, 6, 7. Yes, 7 customers are in the barbershop altogether. How can we show the solution in a number sentence? \(5 + 2 = 7\). Write the number sentence on the board.

**Partner Practice**

- Tell students that they will solve another story with their partners. Give each partnership a plastic bag with ten bear counters and a piece of paper to record their number sentence. Share the addition story with them.

  There were two barbers working in the barbershop. Two more barbers came out of the back room to start cutting hair. How many barbers are working in the barbershop altogether?
• Prompt students to identify the problem.

  T-P-S: What is the problem in the story? The problem is to figure out how many barbers are working in the barbershop.

• Reread the story again slowly, prompting one partner to place two bears on the paper (to be the barbers) and the other partner to place the next two bears on the paper. Tell students to count the bears to solve the problem. Have one partner record the number sentence on the paper. 2 + 2 = 4.

• If time permits, create similar problem-solving stories for students to solve.

Recap

• Select a few students to explain how they used the bear counters to solve the addition story. Award pocket points if students are able to explain their thinking and identify the correct number sentence.

• Review today’s lesson by asking students to solve an addition problem. Write “5 + 1 = ___” on the board.

  WGR: What number completes this number sentence? 6. Model solving the problem by counting out five bears, adding one more bear, and then counting the total of six bears.

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

Let’s Daydream

**Routine**

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

**Recommended Poetry Selection**

• “Night Sounds,” The 20th Century Children’s Poetry Treasury, page 14

**Introduce the Poem**

Today I’ve been thinking about how some noises can make you feel good, and some noises can scare you. I like the sound of birds chirping or people laughing, but I can understand how the little boy didn’t feel so good when he heard the noise of the clippers.
I’m going to read you a poem called “Night Sounds” by Felice Holman. Sometimes you hear noises at night that keep you awake, and sometimes you hear noises that help you fall asleep. As you listen to our poem today, think about the sounds that you hear at night and how they make you feel.

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

### Write Away

**TIMING GOAL:** 20 minutes

**Prewriting**

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

  Today we’ve been talking about people who cut hair. You are going to write about a time when you had your hair cut at a shop or at home.

  T-P-S: Describe a time when you had your hair cut at a shop or at home.

- Share an example that applies to you.

  I think that I will write a sentence that says, “A barber cut my hair too short.”

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

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

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

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

**Example:**

I am ready to write my sentence. My sentence is, “A barber cut my hair too short.”

- “A” is the first word. I can copy “a” from the word wall. Write “A” on the first line.

- “Barber” is the next word. What sounds do you hear in “barber”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

- “Cut.” Let’s use Stretch and Spell to write “cut.” Prompt students to use Stretch and Spell. Write “cut.”

- “A barber cut my hair too short.” “My” is also on the word wall. Write “my.”

- “Hair” is the next word. I hear a couple of sounds that I know in “hair.” I hear /h/ and /r/. Write each letter as you say the sound.
“Too.” I remember how to write “too.” Write “too.”

The last word is “short.” Do you hear any sounds that we’ve learned in “short”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

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

**Partner Planning**

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

**Writing**

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

**Sharing**

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

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

**Let’s Think About It**

**Theme-Learning Recap**

- Use the chart from Theme Exploration to review the learning focus of the day.

Today you thought about what you knew about barbers. Point to and read the first column on the chart.

You asked excellent questions about what you wanted to learn. Point to and read the second column.

We read a story about visiting a barbershop, and you told me what you learned from the story. Point to and read the third column.
Every time you read a book and look at its pictures, your brain goes through these steps to learn new information. Today you were actually thinking about your thinking as you learned.

Vocabulary Review

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

  One of our new words today is “barber.” A barber is a person who cuts and styles hair. T-P-S: When did we see, hear, or use the word “barber” today?

  Our other new word today is “barbershop.” A barbershop is the place where a barber works. When did we see, hear, or use the word “barbershop” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
</tr>
<tr>
<td>80</td>
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<tr>
<td>90</td>
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<tr>
<td>100</td>
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</tbody>
</table>

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

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Student Response | Teacher Prompt | Further Prompting
--- | --- | ---
The student responds in an incomplete sentence. **Barber cuts.** | Good answer. Can you say that in a complete sentence? | If the student is unable to respond in a sentence, model a sentence for him or her. *We can say, A barber cuts hair.*
The student responds in a complete, but not very elaborate, sentence. **I visit the barber.** | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________? | If the student is unable to add details, prompt with a question about the sentence. *Can you tell us more about what happens when you visit the barber?*

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

**Partner Challenge**
- Review the Partner Challenge of the day.

  *We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today was to practice brainstorming solutions. You and your partner gave ideas about how to solve a problem. What ideas did you think of to solve the problem when you both want to use the same puzzle?*

- Provide a moment for students to review their ideas. Ask how using active-listening skills helped them with this challenge.
- Award pocket points when you observe students using active-listening skills as they review their solutions.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

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

**Home Link/Departure**
- Invite students to tell their partners one thing that they did or learned today at school.

**Theme Vocabulary:**
- barber
- barbershop
• Make any announcements or give reminders (upcoming field trips, picture day, etc.).

• Remind students to watch tonight’s Home Link show. Tell students to click on the koala for today’s show.

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

• Use the koala stamp to place an animal image on each student’s hand.
Day 4 | Ready, Set…

Focus

A dentist is a person in my neighborhood who helps me take care of my teeth.

### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Category</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>• Classroom Library Lab: Trade book: <em>Bippity Bop Barbershop</em>; Shared Story: <em>Where is Pit-Pat?</em></td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>• Brain Game materials for the Cool Kid's choice from day 1</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>• Chart paper and marker</td>
</tr>
<tr>
<td></td>
<td>• Trade book: <em>Going to the Dentist</em></td>
</tr>
<tr>
<td></td>
<td>• Theme vocabulary word cards for “dentist” and “patient” or IWB access</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>• “Skyscraper,” <em>The 20th Century Children’s Poetry Treasury</em>, page 54</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>• Trade book: <em>Bippity Bop Barbershop</em></td>
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<tr>
<td></td>
<td>• Paper</td>
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<tr>
<td></td>
<td>• Markers or crayons</td>
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<tr>
<td><strong>15-Minute Math</strong></td>
<td>• No new materials</td>
</tr>
<tr>
<td><strong>Snack/Outside/Gross-Motor Play</strong></td>
<td>• Celery stalks</td>
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<tr>
<td></td>
<td>• Peanut butter</td>
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<tr>
<td><strong>Teacher’s Note:</strong></td>
<td>Check for allergies!</td>
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<tr>
<td></td>
<td>• Milk</td>
</tr>
<tr>
<td><strong>KinderRoots</strong></td>
<td>• Shared Story (teacher and student copies): <em>Where is Pit-Pat?</em></td>
</tr>
<tr>
<td></td>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td></td>
<td>• Key cards: “a,” “i,” “p,” “g,” “o,” and “c” or IWB access</td>
</tr>
<tr>
<td></td>
<td>• Green Word cards: “bump,” “cat,” “Pit-Pat,” “can,” “cot,” “tic-toc,” “cap,” and “Pam” or IWB access</td>
</tr>
<tr>
<td></td>
<td>• Red Word cards: “are,” “my,” “to,” “likes,” “says,” and “you” or IWB access</td>
</tr>
<tr>
<td></td>
<td>• Letter tiles for “c” (appendix)</td>
</tr>
<tr>
<td></td>
<td>• All letter tiles from previous units</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
<td>• Set of ten bear counters for demonstration</td>
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<tr>
<td></td>
<td>• Set of ten bear counters (from day 2), one per partnership</td>
</tr>
<tr>
<td></td>
<td>• White paper, one piece per partnership</td>
</tr>
<tr>
<td></td>
<td>• Pens or pencils</td>
</tr>
</tbody>
</table>
| **Let’s Daydream**            | • “My Tooth Itth Loothe,” *The 20th Century Children’s Poetry Treasury*, page 40
### Additional Materials Needed Today

| Write Away                   | • Chart paper and marker or whiteboard for teacher modeling  
|                             | • Pencils  
|                             | • Paper or students’ writing journals  
|                             | • *Writing Development Feedback Guide*  
| Let’s Think About It        | • List of dentist facts from Theme Exploration  
|                             | • Trade book: *Going to the Dentist*  
|                             | • Home Link animal hand stamp: leopard  

### Learning Labs—Additional Materials

#### Art Lab | Neighborhood Barbershop/Salon
- Hairstyling props (e.g., hairbrushes, hair rollers, hand mirrors, empty hairspray bottle, barrettes, hair clips, hairpins, hand towels, nonworking hair dryer, and hairstyle magazines or books)
- Chairs
- Variety of colors of yarn to make wigs (optional)
- Large dolls and/or stuffed toys (optional)
- Scissors (optional)

#### Science Lab | Neighborhood Dentist’s Office
- Men’s white dress shirts
- Large towel or other drape for the patient
- Magnifying glass
- Small flashlight
- Dental Chart poster
- Hand mirrors
- Dolls
- Chairs
- My Dental Checkup (appendix), one per student
Day 4

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>their day.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you</td>
</tr>
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<td></td>
<td>observe their activities.</td>
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<td></td>
<td>4. Observe for student progress with their individualized objectives from the</td>
</tr>
<tr>
<td></td>
<td>weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *Bippity Bop Barbershop* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Where is Pit-Pat?* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 3

Math Lab

- Same as day 3

Computer/Media Lab

- Same as day 3

Writing Lab

- Same as day 3

Other

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

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

TIMING GOAL: 15 minutes

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

Home Link Debrief
• Invite children to share what they remember from last night’s Home Link show.
  
  T-P-S: How do you solve this addition problem: 7 + 3 = ___? Use objects in the classroom to help you count and solve the problem. 10.

• Use the sharing sticks to select two or three children to share their responses with the whole class. Award pocket points in recognition of students’ efforts.

Partner Challenge
• Introduce the challenge.
  
  Our Partner Challenge today is to tell your partner what you do on the Peace Path after you give an “I” Message.

• Provide a moment for students to think about the challenge. Remind them that they will talk with their partners about the challenge at snack time.

• Tell students they will earn pocket points when they tell what comes after giving an “I” Message on the Peace Path.

Brain Game
• Play this week’s Brain Game.

• Review this week’s game, adding more challenge if students are ready. Play the game several times now, and continue to play throughout the remainder of the week.
  
  T-P-S: How does (name of game) help us exercise our mind muscles?
Demonstrate the Focus signal (hands held in front of your eyes as if using binoculars). If appropriate, invite the Cool Kid to be the leader. Play the game several times now, and continue to play throughout the remainder of the week.
Partnership Question of the Day

T-P-S: Which community helpers keep us healthy?

I heard some great ideas about people in our community who help to keep us healthy. Our Daily Message will tell us about a special community helper.

Daily Message

A dentist is a person in my neighborhood who helps me take care of my teeth.

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

• Reinforce literacy objectives by pointing out the following:
  - This is a very long sentence today. WGR: Let’s count the words in this sentence from the “A” at the beginning to the period at the end. Sixteen words.
  - Let’s read the first part of our sentence. Hold your hand under each word as you read, “A dentist is a person....” Now you read it. Students read. Continue alternating with students, “…in your neighborhood....,” and “…who helps you take care of your teeth.”
  - WGR: What are some words in the message that you already know? Repeat until all known words have been pointed out, and then celebrate.

Theme Learning

• Explain the content of the Daily Message.

Our Daily Message tells us about dentists. A dentist is a person who helps us take care of our teeth. Think about a time when you or someone you know visited the dentist. T-P-S: What do you know about visiting a dentist?

• Write students’ facts about visiting the dentist on the chart paper. If there are more responses than you have time for, assure students that you will come back to this question shortly.

• Introduce the book Going to the Dentist.

I have a story I would like to share with you about the dentist’s office. The title of this story is Going to the Dentist. The author is Anne Civardi, and Stephen Cartwright drew the illustrations.
• Read the book aloud to students, ensuring all students are able to see the pictures on each page.

• After reading page 8, point out that the **dentist** wears special gloves and a mask so he does not give the **patient** germs or get germs from the **patient**.

• After reading page 9, point out the characters on the page: the **dentist**, the dental nurse, and Jessie, the **patient**. Reinforce that a **patient** is the person who visits the **dentist** for a check-up.

• After reading page 11, point out that the hole in Jake’s tooth is called a cavity. The dentist puts medicine on the area around Jake’s tooth to make it numb. This way, Jake will not feel the dentist fixing his tooth.

• After reading page 14, ask students what the difference is between healthy and unhealthy teeth. Because the picture is small, have a few students who can see the picture well describe it and compare healthy and unhealthy teeth to the class.

  **Before we began reading Going to the Dentist, I wrote down what you already knew about dentists. What is something new that you learned from the book?**

• Add students’ ideas to the list of **dentist** facts. If students have difficulty identifying concepts that are new to them, take a Picture Walk, pausing at each page to ask if they already knew the information given on each page.

• Play the digital dictionary videos for “dentist” and “patient.”

• Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

  **Our new words for today are “dentist” and “patient.”**

  A **dentist** is a person who helps you take care of your teeth. I can make a sentence with the word “dentist”:

  I visit my **dentist** every six months to help keep my teeth healthy.

  A **patient** is a person who visits a dentist or doctor. I can make a sentence with the word “patient”:

  The dentist reminded her **patient** to brush her teeth twice a day.

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

**TIMING GOAL:** 10 minutes

### Say the Rhyme

- Have students recite “Skyscraper”
- Read the poem from page 54 of *The 20th Century Children’s Poetry Treasury* while students listen and recite along.

### Develop Phonological Awareness—Identify Initial Sounds

- Tell students that they will play the game Which One Doesn’t Belong? today. Review the game with students.

  **Today we will play Which One Doesn’t Belong? I will say four words, and your job will be to figure out which word doesn’t belong because it has a different sound. Listen.** Say the words slowly with clear articulation. “Truck,” “traffic,” “car,” “triangle.” Which word doesn’t belong and why? “Car.” It doesn’t begin with /t/.

  **Listen again. “Siren,” “silence,” “snake,” “fire.”** Which word doesn’t belong and why? “Fire.” It doesn’t begin with /s/.

- Continue playing the game with the following groups of words.

  ```plaintext
  “barber,” “shopper,” “biker,” “bumble”
  “cart,” “house,” “ham,” “hike”
  “fire,” “flame,” “fight,” “might”
  “police,” “picnic,” “park,” “dark”
  ```

- Tell students that you will say a long list of words. As you speak, students should give a thumbs up if the word begins with the /k/ sound. If they hear a word that does not begin with /k/, they should give a thumbs down.

- Play the game, clearly pronouncing the initial sound of each word. A suggested list of words follows. Feel free to continue the game beyond this list or to play with a different initial-sound focus.
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- Award pocket points if several students are able to successfully identify words that do and do not begin with the target initial sound.

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

STaR
Story Retell

TIMING GOAL: 20 minutes

Review

- Review the title, author, and illustrator.

We read this story yesterday. Do you remember the title? Bippity Bop Barbershop.

WGR: The author is Natasha Anastasia Tarpley. What does the author do? The author thinks of the story, writes the words.

WGR: The illustrator is E. B. Lewis. What does the illustrator do? The illustrator paints, draws, and creates the pictures.

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

We learned some new words in our story yesterday. The first word was “locks.” What does “locks” mean? Pieces of hair.

T-P-S: Can you think of a sentence that uses the word “locks”? Work with your partner to think of a sentence.
• Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.

• Repeat this process with the word “wobbly.” The word “wobbly” means shaky.

• Repeat this process with the word “frightened.” The word “frightened” means scared.

Story Retell

• Tell students they will make sequencing cards to retell the story Bippity Bop Barbershop.

   After I read the story Bippity Bop Barbershop again today, you will work in groups to make sets of sequencing cards that show what happens in the story.

• Reread the story without stopping to ask interactive questions.

• Form groups of four students by combining partnerships. Distribute paper and crayons or markers to each group of students.

   In the beginning of the story, Miles and his father walk to the barbershop. T-P-S: Where do they stop on the way? Jack's Sweet Shop. Talk with other students in your group about what you can draw to show this part of the story. Then work as a group to draw the picture.

• Invite students to hold up the cards they draw.

   Later Miles and his daddy arrive at the barbershop. T-P-S: How can we tell that it is a barbershop? There is a sign on the window and a barber's pole out front. Talk with other students in your group about what you can draw to show this part of the story. Then work as a group to draw the picture.

• Invite students to hold up the card they draw.

   Another important part of the story is when Miles gets frightened. T-P-S: What makes Miles frightened? He is scared that the clippers will hurt. Talk with other students in your group about what you can draw to show this part of the story. Then work as a group to draw the picture.

• Invite students to hold up the card they draw.

   T-P-S: What happens at the end of the story? Miles is brave and gets his hair cut. He is happy as he walks home with his daddy. Talk with other students in your group about what you can draw to show this part of the story. Then work as a group to draw the picture.

• Invite students to hold up the card they draw.

• Invite students to place their group’s cards in order. Monitor students, helping them place the cards in order from left to right as needed.

• Close the activity by asking students to talk in their groups about a time when they had to be brave.

• Place the sets of sequence cards in the classroom library lab (optional).
Use the 1-2-3 Move signal to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.

**Learning Labs**

**Routine**

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

**Dramatic Play Lab | Neighborhood Home**

**Description:**

- The dramatic play area will be a home in a neighborhood.

**When You Tour:**

- Remind students that today the dramatic play lab will be a home in a neighborhood.

**Blocks Lab | Our Neighborhood**

**Description:**

- Students will use the blocks and other props to build a neighborhood.

**When You Tour:**

- Remind students that they can build a neighborhood like their own.

**Art Lab | Neighborhood Barbershop/Salon**

**Teacher’s Note:** If head lice are a potential issue, use large dolls and stuffed animals as shop customers.

**Description:**

- The art lab will serve as an extension of the dramatic play lab. It will be the neighborhood barbershop/salon.
Purpose:

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

When You Tour:

- Explain that today the art lab will be a part of the dramatic play lab. The art lab will be the neighborhood barbershop/salon.
- Tell students no scissors will be used for cutting human hair. If students want to use scissors, they can make wigs with the yarn, put them on the dolls, and then cut the hair on the wigs.
- Encourage students to use what they know about hair salons and barbershops to explain how the various props can be used.

Facilitate Learning:

- Ask questions, and interact with students in a way that will help them develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

Examples:

- How can we use the yarn to make wigs for the puppets?
- (As a customer) Can you blow-dry my hair?

Classroom Library Lab | Neighborhood Library

Description:

- The classroom library lab will serve as an extension of the dramatic play lab. It will be the neighborhood library.

When You Tour:

- Remind students that today the classroom library lab will be a part of the dramatic play lab. The classroom library lab will be the neighborhood library.

Literacy Lab | Play School: Neighborhood School

Description:

- The literacy lab will serve as an extension of the dramatic play lab. It will be the neighborhood school.

When You Tour:

- Remind students that today the literacy lab will be a part of the dramatic play lab. The literacy lab will be the neighborhood school.
**Math Lab | Neighborhood Store**

**Description:**
- The math lab will serve as an extension of the dramatic play lab. It will be the neighborhood store.

**Purpose:**
- Participation in this lab will reinforce thematic concepts and help students develop cognitive skills through role play and the creative use of props. Students will practice creating sets of one or two more or one or two less. It will also help to develop oral language.

**When You Tour:**
- Explain that today in the neighborhood store, the customers are looking for one or two more items to buy or one or two fewer (less) items to take out of their shopping bags.
- Tell students that they will count the items that customers purchase at the neighborhood store. Then the customer will ask for one or two more items or ask to put one or two items back.
- Once the customer adds one or two items or takes one or two items away, students will count the items. Then they should use a self-stick note to write the number of items in the customer's bag and place it on the bag. This will be the customer's receipt.

**Facilitate Learning:**
- Ask questions that will help students to develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

**Examples:**
- Hi, I'm a customer. I have five apples in my shopping bag, but I need two more. Can you help me?
- How many items are left in your bag?
- If you bought two more hats, how many would you have?

**Computer/Media Lab | Free Exploration**

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

**When You Tour:**
- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.
Sand/Water Lab | Neighborhood Park and Pond

Description:
- The sand/water lab will serve as an extension of the dramatic play lab. It will be the neighborhood park and pond.

When You Tour:
- Remind students that today the sand/water lab will be the neighborhood park and pond.

Science Lab | Neighborhood Dentist’s Office

Description:
- The science lab will serve as an extension of the dramatic play lab. It will be the neighborhood dentist’s office.

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

When You Tour:
- Explain that today the science lab will be a part of the dramatic play lab. The science lab will be the neighborhood dentist’s office.
- Point out the props that have been added to the lab.
- Tell students that dolls will have to play the patients in the dentist’s office. Students may not examine other students’ teeth or stick anything in another student’s mouth.
- Show students how to use the mirrors to count their teeth.
- Encourage students to complete the dental self-check-up chart by recording the number of teeth on top and then repeating the same procedure for the bottom teeth. Help students read the words “top” and “bottom” on the chart.
- As each student examines his or her teeth, he or she can mark the dental self-check-up chart to show which teeth are present and which teeth are missing.

Facilitate Learning:
- Ask questions, and interact with students in a way that will help them develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

Examples:
- (Talking to a doll) Make sure you brush at least twice a day.
- I’m going to check and see if I have any loose teeth.
Writing Lab | Neighborhood Post Office

Description:
- The writing lab will serve as an extension of the dramatic play lab. It will be the neighborhood post office.

When You Tour:
- Remind students that today the writing lab will be the neighborhood post office.

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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

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

- Tell students that for snack today, they will have some of the foods that the dentist told Jake and Jessie were good for their teeth. Serve the celery stalks and peanut butter and milk. Remember to check for allergies!
- Invite students to talk about today's Partner Challenge. **Our Partner Challenge today is to tell your partner what you do on the Peace Path after you give an “I” Message.** Allow time for students to talk about the challenge.
- Award pocket points when you hear students telling their partners what comes after an “I” Message on the Peace Path.

Outside/Gross-Motor Play

- Play Toothbrush, Toothbrush, Toothpaste, a variation of Duck, Duck, Goose.

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

KinderRoots

Warm-Up

Alphabet Chant

- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.

- Use the key cards to guide practice with /a/, /i/, /p/, /g/, /o/, and /c/.
- Show the Animated Alphabet video segment for /c/. 
DAY 4 | Unit 11: Safe & Sound

**Green Words:**
- bump
- cap
- can
- cat
- cot
- Pam
- Pit-Pat
- tic-toc

**Red Words:**
- my
- says
- to
- you
- likes

**Readles:**
- hid
- arms
- clock
- silly
- tail

**Stretch and Read**
- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

**Quick Erase**
- Use the following word sequence:
  - top ➔ tap ➔ cap ➔ cat ➔ cot

**Say-Spell-Say**
- Have students use the word cards to say-spell-say each of the Red Words.

**Readles**
- Review each of the readles from the story.

**Partner Word and Sentence Reading**
- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student. Remind them to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

**Partner Reading**
- Tell partners that they will practice reading the story, alternating pages and helping one another. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.
- As they read the entire story, or designated pages, students should focus on remembering to include all the steps of partner reading.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

**Roo’s Request**

**It’s time for Roo’s Request!** Children say a rhyme to bring out KinderRoo.

“KinderRoo, KinderRoo, what do you want us to do?”

Use KinderRoo to make this request: **Look at pages 6 and 7. Use the words “hiding” and “ticking” in a complete sentence to tell your partner what is happening in the pictures.**

Use the sharing sticks to select a student to share what partners said about the picture. Award pocket points for rich language.
Writing

Partner Story Questions

• Have students locate the partner story questions on the inside back cover of their books. Closely guide them to respond to each question by following these steps:
  – Lead the class in reading the question in unison.
  – Give students time to answer the question with their partners.
  – Use the sharing sticks to select a student to share his or her partnership’s answer.
  – Ask all students to fill in the blank or circle either “yes” or “no” in their books.
  – Award pocket points for correct responses.

• Stretch and Count/Stretch and Spell

• Distribute writing materials (chalkboards and chalk, paper and pencils, whiteboards and markers, etc.) or baggies of letter tiles to students.

• Say a word, and ask students to count the sounds on their fingers as they break down the sounds in the word.

• If students are writing, have them draw the number of lines that corresponds to the number of sounds in each word. Then stretch the word again, and have them write the letter(s) that make(s) each sound in the word on the lines.

• If students are using the letter tiles, stretch the word slowly, encouraging them to locate the tiles that match each sound and to place them side by side to form a word.
  
  cap
  pig
  can

Celebration

• Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.

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

- Use the sharing sticks to select several students to count to 20. Award pocket points if students are able to successfully count to 20.
- Place eight bears on a table or on the floor where they are easily visible to students. Count how many bears there are together as a class. Add two more bears to the set.

  WGR: There were eight bears. I added two more bears. How many bears are there altogether? 10. Yes, because 8 + 2 = 10.

Active Instruction

- Explain to students that they will continue to practice addition and subtraction problems. Tell students that you will work on a subtraction story together, and then they will solve a problem with their partners. Tell them the subtraction story.

  It was a busy morning at the dentist’s office. There were six patients waiting to see the dentist in the reception area. Three patients got called into examination rooms to get their teeth cleaned. How many patients are left waiting in the reception area?

- Use a Think Aloud to model your thinking about this problem.

  I need to figure out how many patients are still in the reception area. I will use the bear counters as patients to help me solve the problem. I will count out six bears because there were six patients in the reception area. Place six bears in front of you. The story said three patients got called into examination rooms, so I will take three bears away. Take away three of the bears.

- Encourage students to think about the solution to the problem.

  T-P-S: How many patients are left in the reception area? 3. Let’s count the bears to check. 1, 2, 3. Yes, three patients are left waiting in the reception area. How can we show the solution in a number sentence? 6 – 3 = 3. Write the number sentence on the board.

Partner Practice

- Tell students that they will solve another story with their partners. Give each partnership a plastic bag with ten bear counters and a piece of paper to record their number sentence. Share the subtraction story with them.

  The dentist had eight toothbrushes. He gave five toothbrushes to his patients. How many toothbrushes does the dentist have left?

- Prompt students to identify the problem.

  T-P-S: What is the problem in the story? The problem is to figure out how many toothbrushes the dentist has left.
• Reread the story again slowly, prompting one partner to place eight bears on the paper (to be the toothbrushes) and the other partner to take five of the bears away. Tell students to count the bears left to solve the problem. Have one partner record the number sentence on the paper. $8 - 5 = 3$.

• If time permits, create similar problem-solving stories for students to solve.

**Recap**

• Select a few students to explain how they used the bear counters to solve the subtraction story. Award pocket points if students are able to explain their thinking and identify the correct number sentence.

• Review today’s lesson by asking students to solve a subtraction problem. Write “$7 - 1 = ____$” on the board.

  **WGR:** What number completes this number sentence? 6. Model solving the problem by counting out seven bears, taking one bear away, and then counting the six bears left.

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

**Let’s Daydream**

**TIMING GOAL:** 25 minutes

**Routine**

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

**Recommended Poetry Selection**

• “My Tooth Ith Loothe,” *The 20th Century Children’s Poetry Treasury*, page 40

**Introduce the Poem**

Have you ever had a loose tooth? Was it difficult to eat or speak? We use our teeth to help us speak clearly. When one of the top front teeth is loose or missing, the /s/ sound is mispronounced /th/, as in the poem “My Tooth Ith Loothe.”

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

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

  Today we’ve been talking about dentists. Write about a time when you visited the dentist.

  Describe a time when you visited the dentist.

- Share an example that applies to you.

  I think that I will write a sentence that says, “The dentist cleaned my teeth.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “The dentist cleaned my teeth.”
- “The” is the first word. I’ll copy “the” from the word wall. Write “The” on the first line.
- “Dentist” is the next word. What sounds do you hear in “dentist”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
- “Cleaned.” I hear a few sounds that we’ve learned in “cleaned.” I hear /c/, /l/, /n/, and /d/. Write each letter as you say the sound.
- “The dentist cleaned my teeth.” “My” is also on the word wall. Write “my.”
- The last word is “teeth.” I think I’ll draw a picture for that word. Draw some teeth on the last line.

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

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

Writing

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

Sharing

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.

People in neighborhoods help one another. You’ve thought a lot about postal workers, mail carriers, barbers, and dentists today. T-P-S: Could a postal worker and a dentist who live in the same community help each other in some ways? How? Could a dentist and a barber who live in the same community help each other in some ways? How? Encourage students to extend their comments to include a specific explanation of how and/or why. Ask for examples.

- Review the role of a dentist by reading the list of dentist facts from Theme Exploration. Use illustrations from Going to the Dentist to assist students as they recall the information on the list.
• Discuss ways to practice good dental hygiene.

  Dentists care for our teeth, and so do we. Without using words, just actions, show your partner how you take care of your teeth. Pause while students act out taking care of their teeth. WGR: How many of you were brushing your teeth? WGR: What else were some partners doing to keep their teeth healthy? Possible responses include: eating healthy foods, not sugary foods such as soda, candy, or cookies, and flossing. WGR: Why is this so important? So we don’t get cavities, or holes, in our teeth; so our teeth grow healthy and strong. WGR: How can a dentist help you take care of your teeth? He or she will show you how to brush and floss properly; he or she will fill cavities and give your teeth a special cleaning.

Teacher’s Note: Be sure to clarify vocabulary such as “cavities,” “brushing,” and “flossing.”

• Play the following game to reinforce ideas about good dental hygiene.

  Let’s play a game. I will say something that might be a way to keep your teeth healthy, or it might not be a way to keep your teeth healthy. If I say something that is a healthy-teeth habit, say, “Yes,” and smile so your beautiful teeth show. If what I say is not a healthy-teeth habit, say, “No,” and keep your mouth closed so your teeth do not show. Listen carefully—and don’t be tricked!

  Say the following statements slowly, emphasizing the underlined words:

  Brush your teeth every morning and every night. Yes.
  Drink only sugary sodas. No.
  Never use toothpaste. No.
  Brush all sides of all the teeth in your mouth. Yes.
  Eat lots of sweets, such as cookies and candies, every day. No.
  Eat lots of fruits and vegetables every day. Yes.

Vocabulary Review

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

  One of our new words today is “dentist.” A dentist is a person who helps take care of your teeth. T-P-S: When did we see, hear, or use the word “dentist” today?

  Our other new word today is “patient.” A patient is a person who visits a dentist or doctor. When did we see, hear, or use the word “patient” today?
• Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
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<tbody>
<tr>
<td>70</td>
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<tr>
<td>80</td>
</tr>
<tr>
<td>90</td>
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<tr>
<td>100</td>
</tr>
</tbody>
</table>

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

| Theme Vocabulary: | dentist | patient |

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Response</td>
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<tr>
<td>-------------------</td>
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<tr>
<td>The student responds in an incomplete sentence.</td>
</tr>
</tbody>
</table>

Dentist cleans.

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence.</td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________?</td>
<td>If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about what happens when you visit the dentist?</td>
</tr>
</tbody>
</table>

I visit the dentist.

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

Partner Challenge

• Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to tell your partner what you do on the Peace Path after you give an “I” Message.

• Provide a moment for students to review their ideas.

• Award pocket points when students correctly indicate that step 2, brainstorm ideas, is what comes after giving an “I” Message on the Peace Path.
• Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure

• Invite students to tell their partners one thing they did at school or learned today.
• Make any announcements or give reminders (upcoming field trips, picture day, etc.).
• Remind students to watch tonight’s Home Link show. Tell students to click on the leopard for today’s show.
• Read & Respond: Share a book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.
• Use the leopard stamp to place an animal image on each student’s hand.
Day 5 | Ready, Set…

Focus

Many people in my community work together and help one another.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
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<tbody>
<tr>
<td>Greetings, Readings, &amp; Writings</td>
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<tr>
<td>Gathering Circle</td>
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<tr>
<td>Theme Exploration</td>
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<tr>
<td>Rhyme Time</td>
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<tr>
<td>STaR</td>
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<tr>
<td>15-Minute Math</td>
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<tr>
<td>Snack/Outside/</td>
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<tr>
<td>Gross-Motor Play</td>
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<tr>
<td>KinderRoots</td>
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<td>Math Mysteries</td>
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<td></td>
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<tr>
<td>Let’s Daydream</td>
</tr>
</tbody>
</table>
### Additional Materials Needed Today

| Write Away | • Chart paper and marker or whiteboard for teacher modeling  
|           | • Pencils  
|           | • Paper or students’ writing journals  
|           | • *Writing Development Feedback Guide*  
| Let’s Think About It | • Our Neighborhood mural floor puzzle (see You Will Need—To Be Prepared section)  
|           | • Cool Kid certificates  

### Learning Labs—Additional Materials

- SOLO assessment for your current grading period
Day 5

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
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<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>their day.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you</td>
</tr>
<tr>
<td></td>
<td>observe their activities.</td>
</tr>
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<td></td>
<td>4. Observe for student progress with their individualized objectives from the</td>
</tr>
<tr>
<td></td>
<td>weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

- Read & Respond

Available Activities

Classroom Library Lab
- Same as day 4

Literacy Lab
- Same as day 4

Math Lab
- Same as day 4

Computer/Media Lab
- Same as day 4

Writing Lab
- Same as day 4

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

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

**Routine**

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

**Home Link Debrief**

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

  T-P-S: *Alphie and Monster talked about teeth in last night’s story. What is one thing that you learned about teeth from Alphie and Monster?*

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

**Class Council**

- Review the steps on the Peace Path.

  Let’s watch the Peace Path video again.

- Use the steps on the Peace Path to address any classroom concerns. If there are no class problems that need to be addressed at this time, use the following scenario (for which students will use the conflict solver share) to have students work with their partners to practice the steps on the Peace Path.

  We’ve learned all the steps on the Peace Path, and we know what to do to solve problems with win-win solutions. The more we practice using these steps, the better we will be at solving the problems we have with our friends.

  Quickly assign one member of each partnership as Peanut Butter and the other as Jelly. Distribute a picture of a piece of cake to each partnership. *You and your partner both want this last slice of cake. One of you grabs it and says, “Ha, ha! I got the last piece of cake!”* Have the Peanut Butters grab the picture of the cake and repeat the statement, “Ha, ha!....”

  Let’s use the Peace Path to solve this problem. WGR: *What’s the first thing we have to do on the Peace Path? Tell the problem. What special kind of message do we give when we tell the problem? An “I” Message. Jellies, give your partner an “I” Message about why you’re angry. Pause while students give their “I” Messages to their partners.*

  Peanut Butters, use
Say-It-Back to repeat your partner’s “I” Message. Pause while students repeat their partners’ “I” Messages. Remember, everyone gets a chance to explain the problem. So Peanut Butters, now you give an “I” Message about how you feel. Pause. Jellies, tell your partner what you heard him or her say. Pause.

Good. We’ve done step 1. Now we can go to step 2. WGR: What is step 2? Brainstorm solutions. Talk with your partner about ways that you can solve this problem. Allow students a brief time to do this.

You’ve given your ideas for solving the problem; now it’s time for step 3—solve the problem! Invite students to choose one of their ideas. Let’s try it out. Make crayons and scissors available. Invite students to use the crayons and the picture of the slice of cake to demonstrate their solutions to the problem. Use the picture of the slice of cake and your crayon to show how you will solve this problem in a fair way. Pause while students do this.

- Address other concerns, unrelated to the Partner Challenge, if necessary.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

T-P-S: What is your favorite place to visit in your community?

You enjoy many of the places in our community! Let’s see what the Daily Message will tell us about communities today.

Daily Message

Many people in my community work together and help one another.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - There are two parts to the Daily Message today, and one little word is holding the two parts together. What is that little word? “And.” RWE: Yes. “And” helps you to read and think about two ideas together in the same sentence. “Many people work together and help one another.”

Theme Learning

- Explain the content of the Daily Message.
  
  Let’s think about what our Daily Message means. Read it aloud with me. “Many people in my community work together and help one another” (Drag your hand under the message as you read it.). T-P-S: How can people
work together? Possible responses include: there might be a crew of workers fixing a street together; firefighters put out fires, and police officers work with them in an emergency; and at the hair salon, there might be other workers who help the hairdresser such as the shampoo person. We cooperate with one another when we work together.

• Introduce the vocabulary word “neighbor.”

We have learned many names for the workers and helpers in our community. There is one word we can use to describe everyone in our neighborhood. T-P-S: Does anyone have any ideas about what that word might be? Answers may vary. We call the people who live in our neighborhood our neighbors. Neighbors are the people who live near us.

• Encourage students to think of ways that they help their community by being good neighbors.

You are a person in the neighborhood. How do you help others cooperate to get things done for the neighborhood? Pick up trash and help put out the trash for the sanitation workers to pick up. If students have a hard time coming up with ideas, refer to Who Keeps Me Safe? Students might help the dentist and barber by sitting still in the big chair. They might tell the doctor how they feel. They might cooperate with the crossing guard and help the bus driver by following the rules. These are some of the ways that you help and cooperate with people working in your neighborhood. When people help and cooperate with one another, they are good neighbors to one another.

Neighbors help one another in work and play. Catch yourself being helpful and cooperative. Remember also to thank others when they are helpful to you. Try to remember a time today when you have been helpful to, or cooperative with, someone in our classroom community, and we will share those times at the end of the day.

• Play the digital dictionary video for “neighbor.”

• Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

Our new word for today is “neighbor.”

Neighbors are people who live in a neighborhood together. I can make a sentence with the word “neighbor”:

My next-door neighbor lives in the home next to mine.

Ask students 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 students recite “Skyscraper”
- Read the poem from page 54 of *The 20th Century Children’s Poetry Treasury* while students listen and recite along.

Develop Phonological Awareness—Identify Ending Sounds

- Tell students that they will play a new version of the game Which One Doesn’t Belong? today.

  Today we will play Which One Doesn’t Belong? again. Yesterday we listened closely to the beginning sounds of words. Today we will listen carefully to the final sounds, or phonemes, of words.

- Explain the new rules to students.

  I am going to say three words about people or tools found in the neighborhood. Two of the words that I say will have the same final phoneme, but one of the words will not. Listen carefully for the word that does not have the same ending sound. Ready? Listen.

- Play the game. As you say each word, emphasize the final phoneme.

<table>
<thead>
<tr>
<th>Teacher says:</th>
<th>Students reply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>police – bus – store</td>
<td>store</td>
</tr>
<tr>
<td>Which word does not end with the same sound?</td>
<td></td>
</tr>
<tr>
<td>What sound do “police” and “bus” end with?</td>
<td>/s/</td>
</tr>
<tr>
<td>carpool – fire – mail</td>
<td>fire</td>
</tr>
<tr>
<td>Which word does not end with the same sound?</td>
<td></td>
</tr>
<tr>
<td>What sound do “carpool” and “mail” end with?</td>
<td>/l/</td>
</tr>
<tr>
<td>sanitation – barber – teacher</td>
<td>sanitation</td>
</tr>
<tr>
<td>Which word does not end with the same sound?</td>
<td></td>
</tr>
<tr>
<td>What sound do “barber” and “teacher” end with?</td>
<td>/r/</td>
</tr>
</tbody>
</table>
• Have students sit with their partners. Tell students a word, and prompt them to think of another word with the same final phoneme.

  T-P-S: Think of one word that ends with the same sound as “uniform.” T-P-S: Think of one word that ends with the same sound as “help.” T-P-S: Think of one word that ends with the same sound as “safe.”

• Award pocket points if several students are able to successfully identify words that do not end with the target sound.

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

STaR

Free Choice

TIME GOAL: 20 minutes

• Reread a favorite STaR book or another book that you would like to share.

• Use Think-Pair-Share to have students share their favorite parts of the book.

• See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.

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

Learning Labs

TIME GOAL: 40 minutes

Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
   • Write the code for the writing stage exhibited by the student in the top right-hand corner of the student’s paper.
   • Use the methods described in the Writing Development Feedback Guide to provide feedback.
4. Administer the SOLO to a few students while the rest of the class is engaged in lab activities. Record the SOLO scores in the space provided on the weekly record form.
**Dramatic Play Lab | Neighborhood Home**

Description:
- The dramatic play area will be a home in a neighborhood.

When You Tour:
- Remind students that today the dramatic play lab will be a home in a neighborhood.

**Blocks Lab | Our Neighborhood**

Description:
- Students will use the blocks and other props to build a neighborhood.

When You Tour:
- Remind students that they can build a neighborhood like their own.

**Art Lab | Neighborhood Barbershop/Salon**

*Teacher’s Note:* If head lice are a potential issue, use large dolls and stuffed animals as the shop’s customers.

Description:
- The art lab will serve as an extension of the dramatic play lab. It will be the neighborhood barbershop/salon.

When You Tour:
- Remind students that today the art lab will be the neighborhood barbershop/salon.

**Classroom Library Lab | Neighborhood Library**

Description:
- The classroom library lab will serve as an extension of the dramatic play lab. It will be the neighborhood library.

When You Tour:
- Remind students that today the classroom library lab will be a part of the dramatic play lab. The classroom library lab will be the neighborhood library.

**Literacy Lab | Play School: Neighborhood School**

Description:
- The literacy lab will serve as an extension of the dramatic play lab. It will be the neighborhood school.
When You Tour:

- Remind students that today the literacy lab will be a part of the dramatic play lab. The literacy lab will be the neighborhood school.

**Math Lab | Neighborhood Store**

Description:

- The math lab will serve as an extension of the dramatic play lab. It will be the neighborhood store.

When You Tour:

- Remind students that today in the neighborhood store, the customers are looking for one or two more items to buy or one or two items to take out of their shopping bags.

**Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

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

**Sand/Water Lab | Neighborhood Park and Pond**

Description:

- The sand/water lab will serve as an extension of the dramatic play lab. It will be the neighborhood park and pond.

When You Tour:

- Remind students that today the sand/water lab will be the neighborhood park and pond.

**Science Lab | Neighborhood Dentist’s Office**

Description:

- The science lab will serve as an extension of the dramatic play lab. It will be the neighborhood dentist’s office.

When You Tour:

- Remind students that today the science lab will be the neighborhood dentist’s office.
Writing Lab | Neighborhood Post Office

Description:

- The writing lab will serve as an extension of the dramatic play lab. It will be the neighborhood post office.

When You Tour:

- Remind students that today the writing lab will be the neighborhood post office.

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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

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

• Serve a nutritious snack, and engage students in conversations about being good neighbors.

Outside/Gross-Motor Play

• Play Which Helper? Organize students into pairs. One pair is selected to be the lead pair. This pair stands in the circle and pretends to be a community helper (e.g., firefighter, teacher). The other pairs follow the actions of the lead pair and guess which helper is being depicted. The pairs should try to perform the actions together. After a predetermined time, the leaders then step down and choose another pair to be the lead pair. Continue alternating turns as long as time and interest permit.

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

KinderRoots

Warm-Up

Wall Frieze Sound Review

• Have students say the sound for each of the letter sounds in the wall frieze. Review the picture names as needed.

Reading Rehearsal

• Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.

• Use the key cards to guide practice with /a/, /i/, /p/, /g/, /o/, and /c/.
• Show the Animated Alphabet video segment for /c/.
DAY 5 | Unit 11: Safe & Sound

Green Words:
bump
cap
can
cat
cot
Pam
Pit-Pat
tic-toc

Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

- Use the following word sequence:
  
cot → cat → cap → tap → top

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Partner Reading

- Tell partners that they will practice reading the story, alternating pages and helping one another.
- As they read the entire story, or designated pages, students should focus on practicing all the steps of Partner Reading: read, retell, and reread together.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo.
“KinderRoo, KinderRoo, what do you want us to do?”

Use KinderRoo to make this request: Look at page 8. Tell your partner in a complete sentence how Pam feels about her cat.

Call on a few partnerships to share, and award pocket points for interesting language.
Writing

Stretch and Count/Stretch and Spell

• Have students count the sounds and then write the letters that make the sounds in each of the following words:
  
  cot
  get
  pop

• Write the words on the board so students can work with their partners to check their answers.

Sentence Dictation

• Say the following sentence. Repeat the sentence, one word at a time, and ask students to write it. Provide hints as needed (Point to the word wall, sound out the words slowly, etc.) to help students write the sentence successfully. Strive for a low-stress environment. Celebrate whatever students are able to do.

  Pam has a cat.

All Together Now

• Celebrate progress with the new Shared Story by having all students read the entire story in unison, with or without teacher text.

• Award pocket points for successful reading.

Celebration

• Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.

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

TIMING GOAL: 25 minutes

Show What You Know

• Review solving addition and subtraction problems. Write the following problems on the board, and challenge students to complete the number sentences.

  3 + 3 = ___
  8 – 3 = ___

• Award pocket points if students are able to explain their thinking and complete the number sentences.

Active Instruction

• Tell students that today they will try problem solving again.

  T-P-S: Do you remember we said that sometimes in math, we solve mysteries? Who can remember what a mystery is?

  RWE: A mystery is a problem you have to solve, but maybe you are not sure of the answer right away.

• Review problem solving with students.

  When you problem solve in math, you solve mysteries. You might have to investigate to find clues that will help you to solve the problem—like a detective would!

• Remind students that when we problem solve, the answer is not always clear. Tell students that it is important to keep trying to find a solution and that it is OK if you do not get the answer right away.

• Make sure that students are seated in such a fashion that they can see your demonstration. Tell them the problem-solving story.

  The fire department needs to order four new fire trucks. They want to order some yellow fire trucks and some red fire trucks. What different combinations of red and yellow fire trucks could they order?

• Use a Think Aloud to explain your thinking about this problem.

  I need to figure out what the problem is. Let’s see. I know that the fire department needs four new trucks. They want some red and some yellow. I need to figure out what combinations of red and yellow fire trucks they can order.

Emphasize that perseverance is a critical element in problem solving. When answers are not clear, students tend to give up rather than try other strategies. Discussing perseverance will let students know that it is OK to struggle with an answer.
Tell students that you will think about the problem-solving story again, only this time you want them to help you figure out how to solve it.

I need to figure out what I can use to help me solve this problem. Maybe I can use red and yellow cubes and my workmat. Show students one plastic bag filled with four red cubes and four yellow cubes. I know that I need four fire trucks altogether, but I’m not sure how many can be red and how many can be yellow, so I need to find all the combinations.

Encourage students to think about how to use the cubes to solve the problem.

T-P-S: How can I use these cubes to help me solve the problem?

RWE: I can use the cubes to help me solve the problem by pretending that the cubes are the four red and yellow fire trucks. I can put the cubes on the workmat, and then I can find the possible combinations of red and yellow fire trucks.

Repeat the problem-solving story.

The fire department needs to order four new fire trucks. They want to order some yellow fire trucks and some red fire trucks. What different combinations of red and yellow fire trucks could they order? Pause to think. Hmmm. I think I’m going to start with one red fire truck. Place one red cube on the floor in front of you on the left side of the workmat.

Encourage students to think of the next step in solving the problem.

T-P-S: I have one red fire truck. I know that the fire department wants four fire trucks altogether. How many yellow fire trucks do I need to make four altogether? Three.

Place three yellow cubes on the right side of the workmat. Record this combination on the board or chart paper by drawing a picture and writing the number combination beneath the picture.

T-P-S: I have one possible combination. I need to see if I can make any other combination of red and yellow fire trucks.

Return the cubes to the bag. Repeat the process by thinking aloud about the other combinations for 4: two red and two yellow, three red and one yellow, four red and zero yellow, and zero red and four yellow. Model using the cubes to create the combinations and how to record the combinations.

Reflect on the process, strategy, and solution.

T-P-S: What was the problem in the story? The problem was finding the combinations for four red and yellow fire trucks. How did we solve the problem? We pretended that the red and yellow cubes were fire trucks. We used the cubes to find all the combinations for 4 and then made a picture of each combination and wrote each combination down.
Partner Practice

- Tell students that they will solve another mystery with their partners. Give each partnership a plastic bag with six blue cubes and six yellow cubes, a workmat, and a piece of paper to record their combinations. Tell students they will use the cubes to find number combinations. Share the problem-solving story with them.

  **The bike store in the neighborhood needs to order six new bike helmets. They want to order blue and yellow bike helmets. What combinations of blue and yellow helmets can they order?**

- Prompt students to think about the problem.

  T-P-S: **What is the problem in the story?** The problem is that we need to figure out how many combinations of blue and yellow helmets the bike store can order.

- Read the story again slowly, prompting one partner to place six cubes on the workmat and the other partner to record the resulting combination.

- Prompt students to think about the answer.

  T-P-S: **What’s one combination of blue and yellow bike helmets that the store can order?** (Answers will vary.) One combination is five blue helmets and one yellow helmet.

- Have partners clear their mats and switch roles as they continue to find the number combinations for 6.

- Review the number combinations that students discover. If time permits, create similar problem-solving stories for students to solve.

Recap

- Select several students to explain how they worked through and solved the problem-solving story.

- Award pocket points if students are able to explain their thinking.

- Review problem solving.

  T-P-S: **How did we solve the mysteries today?**

  RWE: **We solved the mysteries today by using cubes to help us find number combinations.**

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

**Routine**

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

**Recommended Poetry Selection**

- “A Good Place to Sleep,” *The 20th Century Children’s Poetry Treasury*, page 84

**Introduce the Poem**

Today’s poem, “A Good Place to Sleep” by Margaret Hillert, names some good places for animals and for her to sleep.

- Read the poem.

Think about whether there are places other than your bed that are good places to sleep—such as maybe your mat (cot), where you are right now.

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

Write Away

**Prewriting**

- Present the writing activity for the day.

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

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

    **I think I will choose this sentence.** Read the selected sentence. **Now I will tell more about my sentence.** Share a new sentence that expands on the information provided in your first sentence.
- Model writing your second sentence using the strategies from the Writing Strategies Bank.

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

**Partner Planning**

- Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.

- Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

- Distribute pencils and either writing journals or paper.

- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.

- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

**Sharing**

- Ask students to share their sentences with their partners.

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

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

### Let’s Think About It

**TIMING GOAL:** 20 minutes

**Theme-Learning Recap**

- Review the learning focus of the week.

  **We have been learning about our community all week!** We know that there are many people and places in a community, or neighborhood. **Communities have postal workers, mail carriers, and post offices. Communities have barbers who work in barbershops and hairstylists who work in hair salons. Communities have dentists and doctors who help keep us healthy.** WGR: What other people and places are there in a community? **Answers will vary.** Many people in our community work together and help one another!
• Remind students of the Our Neighborhood mural that they created in the art lab earlier this week.

Many of you worked together in the art lab this week to paint a great picture, or mural, of many of the people and places in our neighborhood. Our mural has turned into a puzzle! Show students several puzzle pieces. I would like you to help me put the puzzle together so we can all enjoy this wonderful neighborhood mural.

• Distribute the pieces of the Our Neighborhood mural puzzle, one puzzle piece per student and adult.

Each person’s piece is important in the puzzle, so all of us will work together, or cooperate, to complete the puzzle. Remember to act as a good neighbor to your classmates as we work together.

• With students, brainstorm the best ways to cooperatively put the puzzle together. For example, students with edge pieces might place theirs first. They will have to examine the colors and shapes of the pieces to find matching attributes. Inside pieces or pieces of one particular color might be next. Remind students that this is a cooperative project, so helping, without taking over for other students, is encouraged.

• Invite students to describe how they were helpful neighbors or how they were helped by others.

Vocabulary Review

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

Our new word today is “neighbor.” A neighbor is a person who lives in your neighborhood. T-P-S: When did we see, hear, or use the word “neighbor” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
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<tbody>
<tr>
<td><strong>70</strong></td>
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<tr>
<td><strong>80</strong></td>
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<tr>
<td><strong>90</strong></td>
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<tr>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
• Use the suggestions below to help foster oral language development.

**Theme Vocabulary:**
neighbor

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
<td><strong>Teacher Prompt</strong></td>
<td><strong>Further Prompting</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Us neighbors.</strong></td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. <strong>We can say, We are neighbors.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>I like my neighbors.</strong></td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________?</td>
<td>If the student is unable to add details, prompt with a question about the sentence. <strong>Can you tell us more about your neighbors and why you like them?</strong></td>
</tr>
</tbody>
</table>

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

**Cool Kid Recognition**

• Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.

• Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

**Pocket Points for the Day**

• Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

• Pour the chips into the jar, and observe how close the total is to the reward line.

• Remind students about their reward.
Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.
- Read & Respond: Read to as many people as possible over the weekend. You might visit your neighborhood library and introduce yourself to a wonderful community helper—the librarian!
Day 6 | Ready, Set…

**Focus**

A firefighter helps to keep my community safe.

### Additional Materials Needed Today

| Greetings, Readings, & Writings | • KinderCorner Weekly Record Form for unit 11, week 2  
| | • Classroom Library Lab: Books about fire and fire safety  
| Gathering Circle | • Peace Path poster  
| Theme Exploration | • SFAF Big Book: *Who Keeps Me Safe?*  
| | • Firefighter card from the Helpers and Their Tools Picture Cards  
| | • Theme vocabulary word cards for “safe” and “protect” or IWB access  
| STaR | • Trade book: *Stop, Drop, and Roll*  
| 15-Minute Math | • Number-Combination Cards for 3  
| Snack/Outside/Gross-Motor Play | • Red and orange bell peppers  
| | • Dip  
| | • Riding toys  
| | • Road signs  
| | • Sidewalk chalk  
| KinderRoots | • Shared Story (teacher and student copies): *The Jumping Sack*  
| | • KinderCorner 2nd Edition Plus Media and Software flash drive  
| | • Key cards: “i,” “p,” “g,” “o,” “s,” “c,” and “k” or IWB access  
| | • Green Word cards: “frog,” “pack,” “sick,” “jumps,” “kicks,” “picks,” “sock,” “Kim,” “sack,” and “up” or IWB access  
| | • Red Word cards: “she,” “with,” “put,” “says,” and “sees” or IWB access  
| Math Mysteries | • Chart paper and marker  
| | • Construction paper, one piece per partnership  
| | • Crayon or pencil, one per student  
| Let’s Daydream | • “What Is Black?,” *The 20th Century Children’s Poetry Treasury*, page 70
DAY 6 | Unit 11: Safe & Sound

### Additional Materials Needed Today

#### Write Away
- Chart paper and marker or whiteboard for teacher modeling
- Pencils
- Paper or students’ writing journals
- *Writing Development Feedback Guide*

#### Let’s Think About It
- Chart paper titled Fire-Safety Tips or IWB access
- Marker
- Read & Respond bookmarks
- Home Link animal hand stamp: lion

### Learning Labs—Additional Materials

#### Dramatic Play Lab | Firefighters
- Lengths of garden hose
- Fire hats
- Telephone
- Rubber boots
- Rain slickers or jackets
- Large pants

#### Blocks Lab | Fire Trucks
- Large cardboard boxes
- Markers or crayons
- Scissors
- Tape
- Lengths of garden hose
- Ladders, small (stepladders)
- Various books displaying firefighters at work
- Tempera paints (red, black)

#### Art Lab | Firefighter Helmets
- Tempera paints
- Markers, crayons
- Firefighter’s Helmet Pattern page (appendix)
- Red and yellow construction paper

#### Classroom Library Lab | Free Reading
- Books from the school, teacher, or public library
- Books provided with your KinderCorner materials
- Books about firefighters and fire safety

#### Literacy Lab | Play School: Red Words!
- Red Word cards (appendix), several sets
### DAY 6 | Unit 11: Safe & Sound

<table>
<thead>
<tr>
<th>Math Lab</th>
<th>Combinations of Community Helpers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community-Helpers–Combination Cards (appendix), several sets</td>
<td></td>
</tr>
<tr>
<td>• Community-Helpers Recording Sheet (appendix), one per student</td>
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<table>
<thead>
<tr>
<th>Science Lab</th>
<th>Egg Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hard boiled eggs, one per student</td>
<td></td>
</tr>
<tr>
<td>• Construction paper</td>
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</tr>
<tr>
<td>• Egg cartons</td>
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<tr>
<td>• Foam blocks and/or peanuts</td>
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<tr>
<td>• Bubble wrap</td>
<td></td>
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<tr>
<td>• Cardboard</td>
<td></td>
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<tr>
<td>• Other packing materials</td>
<td></td>
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<tr>
<td>• Tape</td>
<td></td>
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<tr>
<td>• Scissors</td>
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<table>
<thead>
<tr>
<th>Sand/Water Lab</th>
<th>Free Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sand and water play tools (measuring cups and spoons, funnels, buckets, scoops, and plastic jars and bottles in a variety of shapes and sizes)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Lab</th>
<th>Class Book: Fire Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper (pages for a class book)</td>
<td></td>
</tr>
<tr>
<td>• Markers, crayons, pencils</td>
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</tbody>
</table>
Day 6

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

• Read & Respond

Sign In

Available Activities

Classroom Library Lab

• Add books about fire and fire safety to the library.

Literacy Lab

• Same as day 5

Math Lab

• Same as day 5

Computer/Media Lab

• Same as day 5

Writing Lab

• Same as day 5

Other

• If you have any theme-related puzzles or games, make them available.
Observe Student Progress

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

Beginning Reading

- This week find out if your students can sound out the words “sock” and “kicks.” You will also watch to see whether they can read the sentence “A frog is in the sack.”
- You may observe during Partner Word and Sentence Reading as they practice reading the words and sentences from the inside front cover of their KinderRoots Shared Stories throughout the week. Each student must read both words and the sentences correctly to demonstrate mastery of the skill.

Emergent Writing

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

Getting Along Together

- Observe students during Gathering Circle, snack, and Partner Challenge activities this week to see whether each student can follow the steps of the Peace Path correctly to solve a problem.

Math

- Place two different colors of bear counters (six of each color, mixed) in front of a student. Ask him or her to make a group of four bears. Remark on the color combination used by the student. (Example: You have two red bears and two blue bears in your group. One way to make four is two and two. Can you show me another way to make four?) Continue in this manner to see whether the student can identify combinations to make sets of four and six.
- Continue to ask these questions of different students each day during Greetings, Readings, & Writings; Learning Labs; or other available times. Try to collect information about each skill for every student this week.

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

**Routine**

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

**Partner Challenge**

- Introduce today’s challenge. Make sure the Peace Path poster is displayed where students can use it as a reference.

  *We’ve learned about and practiced using the steps on the Peace Path to help us solve our problems with friends.*  
  **WGR: Step 1 is…** Pause for students to jump right in with, “Tell the problem.”  
  **WGR: Step 2 is…** Pause for students to jump right in with, “Brainstorm solutions.”  
  **Our Partner Challenge today is to tell your partner the last step on the Peace Path and what you do in that step.** Provide a moment for students to think about the challenge. Remind them that they will talk with their partners about it later.

- Tell students they will earn pocket points when they name step 3 on the Peace Path and tell what they do in that step.

**Brain Game**

- Introduce a stop-and-think Brain Game.

  *It’s time to choose our Brain Game for the week. This week our Cool Kid (name of Cool Kid) will choose a stop-and-think Brain Game.*

- Invite the Cool Kid to pick from among these three stop-and-think Brain Games: Don’t Break the Sugar Bowl; Simon Says; or Head, Shoulders, Knees, and Toes.

- Review the selected game with the class, and play it several times now and throughout the week. As the game becomes easier for your students, modify it to make it more challenging.
Theme Exploration

Partnership Question of the Day

T-P-S: Who helps keep you safe?

You have some great ideas about all the people in our community who keep us safe! Our Daily Message will tell us about a very important community helper.

Daily Message

A firefighter helps keep my community safe.

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

- Reinforce literacy objectives by pointing out the following:
  - WGR: What is another word for “community”? “Neighborhood.”
  - Point to the word “community.” What sound begins the word “community”? RWE: That’s right. The sound is /c/, and the letter is “c.”

Theme Learning

- Explain the content of the Daily Message.
  
  Last week we talked about many of the different people in our community and how they help one another. This week we are going to talk about how we stay safe in our community. Our Daily Message tells us that firefighters help to keep our community safe.

- Read aloud pages 2 and 3 of Who Keeps Me Safe? Be sure to show the pictures to students.

  T-P-S: How do firefighters keep people in communities safe?

- Strengthen students’ ideas about firefighters by reinforcing the following points:
  - Firefighters put out fires and stop fires from spreading from one building to another.
  - Firefighters wear special clothes to protect their bodies from fire.
  - Firefighters teach us how to stay safe by preventing fires.

- Use the firefighter card and the images on pages 2 and 3 of Who Keeps Me Safe? to describe the protective clothing that firefighters wear.

  T-P-S: What do you notice about what the firefighter is wearing? A uniform. A hat. RWE: Before firefighters get close to a fire, they put on special clothes to protect them from the heat and flames. Firefighters wear big rubber boots on their feet. (Point.) These boots protect a firefighter’s feet, even when he or she walks on very hot surfaces.
Firefighters also wear special pants (Point.) and jackets (Point.) that protect them from heat. The pants and jacket help a firefighter’s body from getting too hot. They don’t catch on fire the way normal clothing can. Firefighters also wear special helmets (Point.) to protect their heads and hair from fire.

WGR: Do you see these stripes on the firefighters’ uniforms? (Point.) Yes. These stripes shine, or glow, and help firefighters see other firefighters when they are in dark or smoky places.

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

Our new words for today are “safe” and “protect.”

The word “safe” means not in danger. I can make a sentence with the word “safe”:

Firefighters help keep us safe from fires.

The word “protect” means keep safe. When you protect something, you keep it from harm. I can make a sentence with the word “protect”:

Firefighters wear special clothes to protect their bodies from heat.

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

**Rhyme Time**

*TIMING GOAL: 10 minutes*

**Say the Rhyme**

- Introduce the poem “Ditchdiggers.”

  As we talk about communities, we can think about how those communities are built. Today I’d like to read you a poem about one tool used at a construction site that is one of the first steps to building a community.

- Read the poem “Ditchdiggers” from *The 20th Century Children’s Poetry Treasury*, page 55, while students listen.

- Read the poem again. After reading the poem, ask, What animal does the poet compare the ditchdiggers to? Point to the picture on the page. Where did she come up with that comparison?

- Use My Turn, Your Turn to teach the poem to students, one line at a time.
Develop Phonemic Awareness—Phoneme Substitution

- Tell the students that you will begin reading a book called *Stop, Drop, and Roll*. Point out that the book title contains rhyming words.

- Say the words “stop” and “drop,” separating the onset from the rime in each word. Prompt students to identify that both words end with “op.”

  “Stop.” “Drop.” What do you notice about the way these words end? T-P-S: Yes. “Stop” and “drop” both end with “op.” They are rhyming words.

- Describe the phoneme-substitution activity to students.

  Many words rhyme with “stop” and “drop.” Let’s switch the beginning sounds before “op” and see if we can make some new words. As I point to a key card, put that sound before “op,” and say the new word that you made.

- Point in succession to the letters on the wall frieze, beginning with “b” and skipping the vowels. Have students say the new words.

  **Teacher’s Note:** The new words may not be real words. Define the real words, as necessary, and point out the nonsense words.

<table>
<thead>
<tr>
<th>bop – to hit something</th>
<th>pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>cop – slang for police officer</td>
<td>quop</td>
</tr>
<tr>
<td>dop</td>
<td>rop</td>
</tr>
<tr>
<td>fop</td>
<td>sop – to soak up liquid</td>
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<td>gop</td>
<td>top</td>
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<td>hop</td>
<td>vop</td>
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<td>lop</td>
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<tr>
<td>mop</td>
<td>zop</td>
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</table>

- Congratulate students on their efforts.

- Award pocket points if most students are able to successfully substitute several other initial sounds for the /st/ in “stop.”

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

Before Reading

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


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

  Point to the title. *Remember, the title of our story is Stop, Drop, and Roll.* Point to the picture on the cover. *Let's look at the book's cover.* T-P-S: What do you see on the cover? *A girl sitting at a desk.* Let's look a little closer. T-P-S: What posters do you see on the wall? *A fire truck and a firefighter.* T-P-S: Think about the title and the pictures on the cover. What do you think this story might be about?

• Introduce the story vocabulary words.

  We will see some new words in this story. One important word that we will see is “escape.” The word “escape” means get away.

  Another word from today's story is “sprinkler.” A sprinkler is a device that sprays water to put out a fire. If accurate, say, *We have sprinklers in our school.* Point to the sprinklers in the ceiling.

  We will also read the word “confident.” “Confident” means you feel positive that something is true. For example, I am confident that I am going to learn important information in this story.

Because Jessica is so overwhelmed worrying about fire and fire safety, she is unable to chant the safety directions “Stop, drop, and roll” with the rest of her class. Although she tries to say it correctly, her tongue just keeps getting twisted up. Jessica is so concerned about fire that when she sees her brother Tom's birthday cake and candles, she thinks that Tom is on fire and shouts, “Stop, drop, and roll!” With that, Tom quickly drops to the floor.
• Introduce the good-reader skill for today.

As they read a story, good readers think about what has happened so far. We will stop a few times during the story today and think about what has happened so far.

During Reading

• Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.

– Page 3: T-P-S: Why does Jessica have three alarm clocks? She is worried about not waking up on time. T-P-S: What do we know about Jessica based on what has happened in the story so far? She worries a lot.

– Page 6: Mr. Martin says sprinklers are a good idea. Remember, sprinklers are devices that spray water to put out a fire.

– Page 7: I just read one of our vocabulary words—“escape.” Mr. Martin says that everyone should have an escape plan. “Escape” means get away. So an escape plan must be a plan for how to get away during a fire. Our fire drill is our escape plan for school.

– Page 9: Jessica tells her family what Mr. Martin says about fire safety. T-P-S: What do you think her family will do? Why?

– Page 12: Lighters and matches are tools that are used to start fires. Sometimes we need lighters or matches to start a fire to cook on a grill or to light the wood in a fireplace to keep us warm when it is cold. Only grown-ups should use lighters and matches because they can be dangerous. It is important not to play with lighters or matches because you could get hurt. If possible, show students an extension cord, or explain that it is a long cord that is used when you have to plug something in that is far away.

– Page 15: T-P-S: What important things have happened in the story so far? Jessica is learning about fire safety at school. She worries a lot. She gets her family to use the fire-safety rules that she is learning from Mr. Martin.

– Page 17: WGR: Why should you crawl during a fire? Because smoke rises, and the air is cleaner down low.

– Page 19: Encourage students to recite the chant “Stop, drop, and roll” three times like the class in the book.

– Page 26: WGR: Why does Jessica scream, “Stop, drop, and roll!”? She sees the fire on the birthday candles.

– Page 30: Jessica is confident that she will never forget the fire-safety rules that she has learned. That means she feels positive that she will never forget them. The word “confident” means to feel positive about a situation or answer.

After Reading

T-P-S: What happens at the end of the story? Jessica sees the fire on Tom’s birthday candles. She screams, “Stop, drop, and roll.” After she remembers the words, she stops worrying so much.
T-P-S: Why is it important to have an escape plan? So you know how to get out of your house safely during a fire.

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

  At the end of the story, Jessica is confident that she won’t forget the safety rules she has learned. T-P-S: What does the word “confident” mean? Feels sure. Let’s make a sentence together using the word “confident.” T-P-S: Talk with your partner about ideas for our sentence.

- Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat with the words “sprinkler” and “escape.”

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

Learning Labs

TIMING GOAL: 40 minutes

Routine

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

Dramatic Play Lab | Firefighters

Description:
- The dramatic play lab will be a fire station.

Purpose:
- Participation in this lab will reinforce thematic concepts and help students develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.
When You Tour:

- Explain that today the dramatic play area will be a fire station. Discuss with students the different roles they can play in a fire station. Firefighter, driver, dispatcher, etc. Remind students to specify which roles they would like to play as they write their lab plans.

- Point out the new materials in the lab. Ask students how they can use the materials to create props for the fire station.

Facilitate Learning:

- Join students as they play in the fire station.

- Ask questions, or engage students in ways that will develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario.

Examples:

- (Using phone) **How many houses are on fire? What’s the address?**
- **What should we do while we’re waiting for a call to come in?**

**Blocks Lab | Fire Trucks**

**Description:**

- Students will build fire trucks and use fire trucks to fight fires.

**Purpose:**

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

**When You Tour:**

- Tell students that the blocks lab will be an extension of the dramatic play lab.

- Point out the props and materials that have been added to the lab.

- Explain that students can use the materials to build fire trucks for the firefighters. When the trucks are complete, the blocks lab can be a garage for the trucks, or the trucks can be taken to the fire station.

Facilitate Learning:

- Join students in building the fire trucks.

- Ask questions that will help students think through how they will build the fire trucks.

Examples:

- **Should we make each box a truck, or should we connect a couple boxes?**
- **What should we use for seats in the trucks?**
Art Lab | Firefighter Helmets

Description:
• Students will make firefighter helmets.

Purpose:
• This lab reinforces thematic concepts and provides the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:
• Tell students they will be able to make their own firefighter helmets.
• Point out the helmet patterns, markers, and paint.
• Demonstrate how to construct the helmet by following the directions on the sheet.
• Tell students they may wear the helmets after they are done.

Facilitate Learning:
• Join students in making a firefighter helmet.
• Ask students to describe what they are doing to their helmets.

Examples:
– What goes on the badge at the front of the helmet?
– Are you going to paint your helmet or use markers?

Classroom Library Lab | Free Reading

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

Purpose:
• This lab provides practice with correct book handling and the opportunity to explore letters, words, and sentences in the context of a book. For some students, this lab provides practice with reading.

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

Facilitate Learning:
• Use this opportunity to provide guidance or coaching to students who have not demonstrated mastery of objectives as indicated on the weekly record form.
**Literacy Lab | Play School: Red Words!**

Description:
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use Red Word cards to play a memory game.

Purpose:
- This lab provides students with an opportunity to develop cognitive skills through role play and the creative use of props. It will also help to develop their sight-word vocabulary.

When You Tour:
- Tell students that today in their imaginary classroom, they will play a memory game with their Red Words.
- Explain that students will take one set of cards and lay them face down in a square pattern. They will stack the other set like a deck of cards. Students will take turns looking at a card from the deck and finding its match from the cards laying face down. When a student finds a match and can read the word, he or she keeps the pair and gets another turn. When all the words are matched, the student with the most pairs wins.
- Have two students model playing one hand with you.

Facilitate Learning:
- Join students, and play Red Words! Remind students to read the words as they play.

**Math Lab | Combinations of Community Helpers**

Description:
- Students will create combinations of community helpers using the Community-Helpers–Combination Cards and the Community-Helpers Recording Sheet.

Purpose:
- This lab provides students with an opportunity to create combinations for the numbers 2–5.

When You Tour:
- Explain that the neighborhood school needs to hire some community helpers to help students get to school and back home safely.
- Ask students to brainstorm what types of community helpers would be good to help students get to and from school safely. *Bus drivers or crossing guards.*
- Show students the Community-Helpers–Combination Cards and the Community-Helpers Recording Sheet. Explain that they will make combinations of bus drivers and crossing guards for the numbers 2–5.
Facilitate Learning:

- Ask questions that will help students to think about making number combinations.

  **Examples:**
  - If the school needs to hire two community helpers, how many different combinations of bus drivers and crossing guards can they choose from?
  - What are the number combinations for 3?

**Computer/Media Lab | Free Exploration**

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

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

**When You Tour:**
- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Facilitate Learning:

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

**Sand/Water Lab | Free Exploration**

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

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

**When You Tour:**
- Remind students of any new tools or materials that you have placed in the lab.

Facilitate Learning:

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

  **Examples:**
  - Tell me about the sand structure you just built.
  - How do you think firefighters put out fires that are on boats?
Science Lab | Egg Safety

Description:
- Students will use the materials provided to construct a protective container/wrap for an egg.

Purpose:
- This lab reinforces thematic concepts and provides students with opportunities to explore the properties of safety equipment.

When You Tour:
- Point out the new materials that you have added to the lab.
- Explain that students will use the materials to make a protective container for an egg and then test it by dropping the egg from different heights to see whether it cracks.
- Point out that the container will protect the egg like helmets protect human heads.

Facilitate Learning:
- Join students in making protective containers for eggs.
- Encourage students to make more than one container and to test them from different heights.
- Ask students about the containers they are constructing.

Examples:
- Why did you decide to use ________?
- Why do you think this container kept the egg from cracking?
- What happens when you drop the egg from a greater height?

Writing Lab | Class Book: Fire Safety

Description:
- Students will create a classroom fire-safety book.

Purpose:
- This lab reinforces thematic concepts and provides students with an opportunity to record important safety information.

When You Tour:
- Tell students they are going to make a class book about fire safety.
- Hold up the book *Stop, Drop, and Roll*, and ask students if they can remember one of the fire-safety rules that Jessica learned.
- Explain that they may write about and illustrate one of the fire-safety rules, or they may think of other safety rules for the classroom. Each student’s work will become a page in the class book *Fire Safety*.
Facilitate Learning:

- Encourage students to talk about the fire-safety rules in the story and other safety rules, and ask them why they think those rules may or may not be good rules for your classroom.
- Make sure students understand that rules exist for their safety.
- Ask students to leave their writings and illustrations in the lab so they can be placed in a class book.

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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Number Combinations

- Show students the Number-Combination Card for the combination 3 and 0. Ask students to name the number combination shown on the card. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper (3 + 0 = 3). Read the number sentence aloud, pointing to each numeral or symbol as it is named. Repeat this process with the remaining Number-Combination Cards for 3.

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

- For snack, you may provide red and orange bell pepper slices and dip. Explain that fires are hot, and often the flames look red or orange. Tell students the snack today shows these colors.

- Invite students to talk about the Partner Challenge. Our Partner Challenge today is to tell your partner the last step on the Peace Path and what you do in that step. Allow students time to talk about the challenge. Review active-listening skills if needed.

- Award pocket points when students name step 3 on the Peace Path and tell what they do in that step.

Outside/Gross-Motor Play

- Practice fire-drill behavior. Have students move quickly and quietly, as if in a smoky room. Ask them to get low, move to the door, and feel the door to see if the door is hot before opening it. Then have them practice the stop, drop, and roll response. Ask students why it’s important to remember what to do during a fire drill, what to do if a door is hot, etc.

- Set up roadways for the outside riding toys, using road signs that you already have on hand in addition to student-made signs. You may want to provide students with sidewalk chalk so they can draw the lines for the streets on the playground. As the unit progresses, add a crosswalk with a crossing guard and stoplight.

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

Warm-Up

Wall Frieze Sound Review

- Have students say the sound for each of the letter sounds in the wall frieze. Review the picture names as needed.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.
Story Introduction

Previewing

- Show the cover of *The Jumping Sack*. Introduce the title, author, and illustrator of the story.

When we read our new story, we will meet Nan’s cousin Kim who is home with a cold. In the last two stories we read, we met a dog named Spot and a cat named Pit-Pat. This story is called *The Jumping Sack*. Do you think there will be an animal in this story? What makes you think that?

- Let’s learn some words that will help us to understand the story better. Show the Word Play video segment.

Making Predictions

- Distribute student copies of the book. Guide students to tap into their background knowledge and make predictions about the story.

  T-P-S: Do you have cousins? Have they ever visited you when you were sick?

  T-P-S: How would you cheer up your cousins if they were sick?

  Together with your partner, look at the pictures in your book.

  T-P-S: What do you think Nan will do to make Kim feel better?

- Use the sharing sticks to select a few students to share their predictions.

  We will get to find out if that’s what really happens when we read the story tomorrow. Let’s practice reading some of the sounds and words that we will see in the story so we’ll be ready to enjoy reading it!

Word Presentation

Read sounds.

These are some sounds that we will see in the story words.

- Show the plain letter side of the key cards for /i/, /p/, /g/, /o/, /s/, and /c/. Have students say the sound for each letter. Show the mnemonic picture side if needed.

- Show the key card for the focus sound /k/. We will see this sound a lot in our story words. Let’s watch our funny cartoon that helps us remember the sound. Show the Animated Alphabet segment for the focus sound /k/.

Stretch and Read

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

- Show the Sound and the Furry video segment.

  Now it’s your turn.
DAY 6 | Unit 11: Safe & Sound

Green Words:
- frog
- picks
- pack
- sock
- sick
- Kim
- jumps
- sack
- kicks
- up

- Have students stretch and read the Green Words as you point to the sounds on each word card.

Quick Erase
- Let’s practice using Stretch and Read to find out what these words will be in our Quick Erase game.
- Write the first word on the board. Have students stretch and read the word. Erase the letter or letters needed to create the next word, and then guide students in reading it. Continue with the remaining words.
  - cat ➔ pat ➔ pot ➔ cot ➔ hot

Say-Spell-Say
- We have to stop and think about Red Words because the sounds are new to us or don’t follow the rules. We can play Say-Spell-Say to help us remember them.
- Show the Red Word card for each sight word. Read the word, and then use it in a sentence. Have students say each word, soft-clap it by letter, and say it again. Do this three times for each word. Add the words to the word wall.

Readles
- Sometimes in our story, we will see little pictures instead of words.
- Show the readle “smiles” on page 2 of the Shared Story. When we see this picture, we will say, “smiles.” Repeat with the other readle.

Partner Word and Sentence Reading

Roo’s Request
- It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?”
- Use KinderRoo to make this request: Take turns reading the Green Words, Red Words, and sentences from the inside front cover of your Shared Story with your partner.
- Monitor students as they take turns. Model if necessary. Encourage good partnering habits.

Celebration
- Two students will celebrate what they have learned by reading a page they have practiced from a Shared Story or concepts-of-print book. Invite the first student to stand before the class and read. Celebrate his or her success with a cheer and pocket points. Repeat this process with the second student. Then announce who will need to practice tonight for tomorrow’s celebration.
- Use My Turn, Your Turn to quickly review the Red Words on the word wall.

My Turn, Your Turn
- Invite students to sing “March to Math” to signal that it is time for Math Mysteries.
Show What You Know

- Review solving addition and subtraction stories. Tell an addition story to students.

  There were four firefighters on the truck. Three more firefighters climbed onto the truck. How many firefighters are on the truck altogether? 7.

- Use the sharing sticks to select a student to explain how to solve the problem. Award pocket points if students are able to explain their thinking and solve the problem. Ask a student to write the number sentence on the board (4 + 3 = 7).

Active Instruction

- Explain to students that they will solve more addition and subtraction stories this week. With continued practice, students will be more familiar and comfortable with addition and subtraction problems. Tell a subtraction story to students.

  There were nine neighbors talking in the park. Four of the neighbors had to leave to go home. How many neighbors were left talking in the park?

- Model making a drawing to help you solve the story.

  Last week we used bear counters to help us solve addition and subtraction stories. We can also draw simple pictures to help us solve addition and subtraction problems. I will draw circles to be the neighbors in the story. Draw nine small circles on the board or on a chart. Now I will place an “X” on four of the circles to show the four neighbors who went home. Place an “X” over four of the circles. (Another option is to erase four of the circles or cover four of the circles with a piece of paper.)

- Challenge students to solve the subtraction story.

  T-P-S: How many neighbors were left talking in the park? 5. Let’s count to check: 1, 2, 3, 4, 5. Do you know how to write this in a number sentence? 9 – 4 = 5. Write the number sentence on the board.

Partner Practice

- Tell students that they will draw pictures to solve addition and subtraction stories with their partners. Pass out a piece of paper to each partnership and either a pencil or crayon to each student. Tell the first story.

  I am going to tell you one addition and one subtraction story. For the first story, one partner will draw a picture to show the story. The other partner will write the number sentence to show the story. You will switch roles for the second story. Here is the first story. Three friends were playing on the playground. Two more friends came to join them on the playground. How many friends are playing on the playground altogether?
• Read the story again slowly. Tell the first partner to draw circles or dots to be the friends on the playground. Prompt students to draw three dots and then to draw two more dots. Encourage partners to talk and figure out how many friends are playing altogether. Tell the second partner to write the number sentence to show the problem \((3 + 2 = 5)\). Circulate and check that students all solved the problem successfully.

• Congratulate students on solving the first story. Remind partners to switch roles now. Tell students the second story.

  Seven workers were repairing holes in the street. Two of the workers left and went inside to take a break. How many workers are still in the street?

• Read the story again slowly. Tell the first partner to draw circles or dots to be the workers in the street. Prompt students to draw seven dots for the workers. Then have students draw “X”s across two of the dots (or erase two of the dots if students are using pencils). Encourage partners to talk and figure out how many workers are left. Tell the second partner to write the number sentence to show the problem.

Recap

• Select a few students to explain how they solved the subtraction story. Encourage students to share their drawings. Award pocket points if students are able to explain their thinking and identify the correct number sentence. \(7 - 2 = 5\).

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

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### Let’s Daydream

**TIMING GOAL:** 25 minutes

#### Routine

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

#### Recommended Poetry Selection

• “What Is Black?,” *The 20th Century Children’s Poetry Treasury*, page 70
Introduce the Poem

Today I’d like to read you a poem called “What Is Black?” by Mary O’Neill. In her poem, Mary O’Neill describes many things that are the color black and how important black is in our world. When I think about fire, I not only think about the red, orange, and yellow flames but also about the black smoke and soot that it creates. As you listen to the words, think about the many ways the poet describes the color black. If time permits, reread the poem for a deeper understanding.

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

Write Away

 TIMING GOAL: 20 minutes

Prewriting

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

Today we have been talking about firefighters. You are going to write about a fire-safety tip.

What is one fire-safety tip?

• Share an example that applies to you.

I think that I will write a sentence that says, “Do not play with matches.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “Do not play with matches.”

– The first word is “Do.” I’ve written “do” before, and I remember how to spell it. Write “Do” on the first line.

– “Not.” We can use Stretch and Spell for this word. Prompt students to stretch and spell the word. Write any letters that students say.
“Play” is the next word. What sounds do you hear in “play”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

“Do not play with matches.” The next word is “with.” I remember how to write “with.” Write “with.”

“Matches” is the last word. I think I’ll draw a picture for “matches.” Draw a picture of matches on the last line.

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

Partner Planning

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

Writing

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

Sharing

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

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

**TIMING GOAL:** 20 minutes

**Theme-Learning Recap**

- Review the learning focus of the day.

  We have been learning about firefighters and fire safety today. We know that firefighters are people in our community who help protect us and keep us safe. T-P-S: How do firefighters protect us? RWE: Firefighters protect us by putting out fires and teaching us about fire safety.

- Introduce the following fire-safety tips. As you mention each one, list it on the chart paper titled Fire-Safety Tips. Draw a small illustration next to each item that you list (e.g., a match, a smoke detector).

  It is important to know how to stay safe and prevent fires from starting. One important rule to remember is to not play with matches or lighters. T-P-S: Why do you think playing with matches or lighters might be an unsafe thing to do? You could start a fire, or you could hurt yourself. Right. If you see matches or a lighter somewhere where you can reach them, ask a grown-up to move them somewhere else. Do not touch the matches or lighter.

  Another important rule is to always check the batteries on your smoke detector. Every home has a smoke detector. T-P-S: What do you think a smoke detector does? RWE: Yes, a smoke detector tells when smoke is in the air. If there is smoke in your home, the smoke detector will make a very loud beeping noise. That noise means go outside right away! It is important to make sure that the batteries in your smoke detector are working so it can keep you and your home safe.

- Invite students to offer other fire-safety tips that they may know. If students do not mention the stop, drop, and roll rule, remind them by asking what they should do if their clothes are on fire.

- Review the fire-procedure rules for your classroom and school. You might like to practice a fire drill with your students.

**Vocabulary Review**

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

  One of our new words today is “safe.” If you are safe, you are not in danger. T-P-S: When did we see, hear, or use the word “safe” today?

  Our other new word today is “protect.” When you protect something, you keep it safe. T-P-S: When did we see, hear, or use the word “protect” today?
• Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>70</strong></td>
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<td><strong>80</strong></td>
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<tr>
<td><strong>90</strong></td>
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<tr>
<td><strong>100</strong></td>
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• Use the suggestions below to help foster oral language development.

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
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<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Firefighter protects.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>Firefighters protect us.</strong></td>
</tr>
</tbody>
</table>

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

**Partner Challenge**

• Review the Partner Challenge of the day.

  **We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner the last step on the Peace Path and what you do in that step.**

• Provide a moment for students to review their responses from snack time.

• Use the sharing sticks to select students to give their responses. Award pocket points when students name step 3 on the Peace Path and tell what they do in that step.

• Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.
Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the lion for today’s show.
- Read & Respond: Share a book with someone in your family tonight. Ask him or her to sign your Read & Respond bookmark.
- Use the lion stamp to place an animal image on each student’s hand.
Day 7 | Ready, Set...

Focus

A police officer helps to keep my community safe.

Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Greetings, Readings, &amp; Writings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Classroom Library Lab: Trade book: <em>Stop, Drop, and Roll</em>; Shared Story: <em>The Jumping Sack</em></td>
</tr>
<tr>
<td>• Math Lab: Cups, bicolored counters, and Number Combinations for 4 recording sheets</td>
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</tbody>
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<tr>
<th>Gathering Circle</th>
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<tr>
<td>• Peace Path poster</td>
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<thead>
<tr>
<th>Theme Exploration</th>
</tr>
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<tbody>
<tr>
<td>• Eric Calls for Help Story Cards</td>
</tr>
<tr>
<td>• 9-1-1 Cards (appendix), one per student</td>
</tr>
<tr>
<td>• Theme vocabulary word card for “emergency” or IWB access</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Rhyme Time</th>
</tr>
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<tbody>
<tr>
<td>• “Ditchdiggers,” <em>The 20th Century Children’s Poetry Treasury</em>, page 55</td>
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<table>
<thead>
<tr>
<th>STaR</th>
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<tbody>
<tr>
<td>• Trade book: <em>Stop, Drop, and Roll</em></td>
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<table>
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<tr>
<th>15-Minute Math</th>
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<tbody>
<tr>
<td>• Number-Combination Cards for 4</td>
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<tr>
<th>Snack/Outside/ Gross-Motor Play</th>
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<tbody>
<tr>
<td>• Apples</td>
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<td>• Peaches</td>
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<thead>
<tr>
<th>KinderRoots</th>
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<tbody>
<tr>
<td>• Shared Story (teacher and student copies): <em>The Jumping Sack</em></td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Key cards: “i,” “p,” “g,” “o,” “s,” “c,” and “k” or IWB access</td>
</tr>
<tr>
<td>• Green Word cards: “frog,” “pack,” “sick,” “jumps,” “kicks,” “picks,” “sock,” “Kim,” “sack,” and “up” or IWB access</td>
</tr>
<tr>
<td>• Red Word cards: “she,” “with,” “put,” “says,” and “sees” or IWB access</td>
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<table>
<thead>
<tr>
<th>Math Mysteries</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chart paper and marker</td>
</tr>
<tr>
<td>• Construction paper, one piece per partnership</td>
</tr>
<tr>
<td>• Crayon or pencil, one per student</td>
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<table>
<thead>
<tr>
<th>Let’s Daydream</th>
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<tbody>
<tr>
<td>• “Moving,” <em>The 20th Century Children’s Poetry Treasury</em>, page 65</td>
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<table>
<thead>
<tr>
<th>Write Away</th>
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<tbody>
<tr>
<td>• Chart paper and marker or whiteboard for teacher modeling</td>
</tr>
<tr>
<td>• Pencils</td>
</tr>
<tr>
<td>• Paper or students’ writing journals</td>
</tr>
<tr>
<td>• <em>Writing Development Feedback Guide</em></td>
</tr>
<tr>
<td>Additional Materials Needed Today</td>
</tr>
<tr>
<td>----------------------------------</td>
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<tr>
<td><strong>Let’s Think About It</strong></td>
</tr>
<tr>
<td>• Class fire-safety book pages from the writing lab</td>
</tr>
<tr>
<td>• Combinations for 5 Math Home Link page (appendix), one per student</td>
</tr>
<tr>
<td>• Home Link animal hand stamp: walrus</td>
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Day 7

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *Stop, Drop, and Roll* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *The Jumping Sack* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 6

Math Lab

- Place the cups, bicolored counters, and the Number Combinations for 4 recording sheets in the math lab.

Computer/Media Lab

- Same as day 6

Writing Lab

- Same as day 6

Other

- If you have any theme-related puzzles or games, make them available.
DAY 7 | Unit 11: Safe & Sound

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

**Gathering Circle**

**TIMING GOAL:** 20 minutes

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

**Home Link Debrief**

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

  **T-P-S:** Last night's show talked about safety and protecting your body. Why is it important to wash your hands?

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

**Active Instruction**

- Review the third step on the Peace Path—solve the problem. Have the Peace Path poster placed where students can use it as a reference.

  **We know that there are three steps on the Peace Path.** WGR: Let's all say the steps. *Tell the problem, brainstorm solutions, and solve the problem.*

  When we practiced giving an “I” Message and using Say-It-Back, we practiced step 1—tell the problem. **T-P-S:** When we practiced brainstorming solutions, what did we do? Yes. In step 2, we thought of ideas for solving the problem. Now we can think some more about the third step—solve the problem.

  Before we watch the video about step 3 on the Peace Path, let’s remember what happened so far. **T-P-S:** What problem do Buster and Chilly have? WGR: What does Betty tell them they can use to solve their problem? *The Peace Path.*

  Buster and Chilly gave “I” Messages and used Say-It-Back to tell the problem. WGR: What did Betty tell them they will do next? *Brainstorm*
ideas. T-P-S: What ideas did Buster and Chilly think of? They decided to take turns and use Buster's watch so they would each get the same amount of time on the swing. When they give their ideas, Betty tells them they are ready for the third step—solve the problem. Let's see how Buster and Chilly do this.

- Show the “Peace Path: Step 3” video segment.

T-P-S: How do Buster and Chilly feel about the way they solved their problem? Tell your partner why this is a win-win solution.

Partner Practice

- Have students practice solving the problem by agreeing on a solution and acting it out.

  Today we are going to practice the steps of the Peace Path, and when we get to step 3, solve the problem, you and your partner will choose a solution for a problem and then tell us how you will solve it.

- Present a situation to each partnership, assigning a role to each member of the partnership. Feel free to substitute situations that are relevant to your class.

  Suggested situations:
  - You are always the boss when you and your friend play. This makes your friend mad.
  - Your friend takes something from your partner. This makes your partner sad.
  - You break the crayon when your partner asks to use it. This upsets your partner.
  - You want to take turns on the swing, and your friend wants to share. The two of you can’t agree on a win-win solution.
  - You accidently bump into your partner, and he or she drops his or her milk. Your partner is angry.

- Provide a moment for students to think and talk with their partners about their situations. Have students walk through the steps on the Peace Path. Step 1 is tell the problem. Tell your partner how you feel and why. Remember that each person gets to give an “I” Message and use Say-It-Back.

- Monitor conversations, and help students as needed.

  After you give your “I” Messages, you are ready for the second step—brainstorm solutions. Talk with your partner about win-win ways to solve your problem.

- Allow students time to do this. Monitor.

  It’s time for step 3. You and your partner need to agree on one solution to try.

- Provide a moment for them to do this.

  Now you can tell us how you solved your problem.
• Use the sharing sticks to select partnerships to share with the class. Tell the problem that the selected partnership had. Have them tell their solution. Ask students how this solution solved the partnership’s problem. Is it a win-win solution?

Partner Challenge

• Introduce today’s challenge.

  Pretend that you and your partner have a problem. You both want to be the first one to read the new book in the classroom library lab. You know the steps to the Peace Path, so you tell the problem, and then you brainstorm solutions. You choose one way to solve the problem. Your Partner Challenge today is to think of win-win solutions to the problem in which you and your partner both want to read the new book first and to choose one of those ideas to solve it. You will tell us which solution you agreed on and why you chose that one.

• Provide a moment for students to think about the challenge and ask questions if necessary. Remind them that they will have time to work on the problem during snack time.

• Tell students they will earn pocket points when they agree on a solution.

Theme Exploration

**TIMING GOAL:** 15 minutes

Partnership Question of the Day

**T-P-S:** What is an emergency?

You have some great ideas about what an emergency is! Our Daily Message will tell us about someone who can help us in an emergency.

Daily Message

A police officer helps to keep my community safe.

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

• Reinforce literacy objectives by pointing out the following:

  – **This sentence ends with a period and tells us about a police officer.** Today we are going to turn this telling sentence into questions. Our first question will start with the word “can.” Say the following sentence as you write, *Can a police officer help to keep my neighborhood safe...* WGR: **With what mark will we end this question?** *A question mark.* Write a question mark.
– Ask students for another question about the Daily Message. If they have difficulty, offer a question word such as “will” to prompt them. Ask for and write one or two more questions using sentence starters such as “When does…,” “Which…,” “How will…,” or whatever wording students choose to form questions.

**Theme Learning**

- Explain the content of the Daily Message.


- Introduce the story “Eric Calls for Help.”

  T-P-S: What do you know about calling the police, fire station, or ambulance for emergency help? Answers will vary. Listen carefully as I read a story to you about a boy named Eric who learns about calling for emergency help on the telephone. See what new information you can learn about emergencies.

- Read the Eric Calls for Help Cards 1 and 2.

  A little bit ago, I asked you what an emergency is, and you had some good ideas. Let’s read to find out what Eric learns is a real emergency.

- Distribute a 9-1-1 card to each student. Tell students to listen carefully as you continue to read. Explain that at certain times during the story, they will be asked to hold up their 9-1-1 cards.

- Continue to read the Eric Calls for Help Cards 3–8, encouraging students to contribute where noted on the cards.

- Play the digital dictionary video for “emergency.”

- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

  **Our new word for today is “emergency.”**

  We use the word “emergency” when we are talking about a dangerous time when someone needs help from a firefighter, police officer, or doctor right away. I can make a sentence with the word “emergency”:

  A fire is an emergency.

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

TIMING GOAL: 5 minutes

Say the Rhyme

• Have students recite “Ditchdiggers.”
• Read the poem from page 55 of *The 20th Century Children’s Poetry Treasury* while students listen and recite along.

Develop Phonemic Awareness—Auditory Sound Blending

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

<table>
<thead>
<tr>
<th>/f-l-a-m-e/</th>
<th>flame</th>
<th>/s-t-o-p/</th>
<th>stop</th>
<th>/d-r-o-p/</th>
<th>drop</th>
</tr>
</thead>
</table>

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

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

STaR

TIMING GOAL: 20 minutes

Story Retell

Review

• Review the title, author, and illustrator.

  *We read this story yesterday. Do you remember the title?* Stop, Drop, and Roll.

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

  WGR: The illustrator is Arthur Howard. What does the illustrator do? The illustrator paints, draws, creates the pictures.

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

  *We learned some new words in our story yesterday. The first word was “escape.” What does “escape” mean?* Get away.

  **T-P-S:** Can you think of a sentence that uses the word “escape”? Work with your partner to think of a sentence.
• Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.

• Repeat this process with the word “sprinkler.” The word “sprinkler” means a device that sprays water to put out a fire.

• Repeat this process with the word “confident.” The word “confident” means feel sure about something.

**Story Retell**

• Explain that students will summarize the story *Stop, Drop, and Roll.*

  *Yesterday we read *Stop, Drop, and Roll.* Today we are going to work in groups to summarize the story. Remember, when we summarize a story, we tell the important things that happened in our own words.*

  *We will look at some illustrations in the story and then tell what happens on those pages. I will show you pages, and you will talk with the other students in your group about what happens on those pages. We will use your words to write a sentence. When we finish writing our sentences, we will read our summary of what happens in *Stop, Drop, and Roll.**

• Quickly place students in groups of four or five by combining partnerships. Present several pages in the beginning of the story, and have students talk in their groups about that part of the story. Ask guiding questions, if needed, to help students remember what happens.

• Pages 1–3: Show these pages, and ask students to think about what happens in this part of the story. **Talk with the members of your group about what happens in this part of the story. Then make a sentence about it.** If students need help getting started, you can ask a question such as “What does Jessica worry about?”

• Use the sharing sticks to select a group to share their sentence. Help students as needed to limit their thoughts to one sentence.

• Write the sentence on the board.

• Repeat the process of showing several pages, inviting groups to talk about what’s happening and to make a sentence about that part of the story, selecting a group to share their sentence, and writing the sentence on the board.

**Suggested pages:**

- Pages 4–7
- Pages 8–11
- Pages 16–19
- Pages 22 and 23
- Pages 29 and 30

• When you get to the end of the book, read each sentence to summarize the story.
• Congratulate students for their hard work in helping to write a summary of the story.

You worked hard in your groups to tell about this story. When we read all these sentences together, we know what the story is about.

• Transfer the summary to chart paper, and post it in the classroom library lab (optional).

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

**Learning Labs**

**Routine**

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

**Dramatic Play Lab | Firefighters**

Description:

• The dramatic play lab will be a fire station.

When You Tour:

• Remind students that today the dramatic play area will be a fire station. Ask students what telephone number people should call if there is a fire.

**Blocks Lab | Fire Trucks**

Description:

• Students will build fire trucks and use fire trucks to fight fires.
When You Tour:

- Remind students that the blocks lab will be an extension of the dramatic play lab and that they can build fire trucks.

**Art Lab | Firefighter Helmets**

Description:

- Students will make firefighter helmets.

When You Tour:

- Remind students that they will be able to make their own firefighter helmets.

**Classroom Library Lab | Free Reading**

Description:

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

When You Tour:

- Remind students that they can read on their own or with a friend.

**Literacy Lab | Play School: Red Words!**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use Red Word cards to play a memory game.

When You Tour:

- Remind students that today in their imaginary classroom, they will play a memory game with their Red Words.

**Math Lab | Combinations of Community Helpers**

Description:

- Students will create combinations of community helpers using the Community-Helpers–Combination Cards and the Community-Helpers Recording Sheet.

When You Tour:

- Remind students that the Community-Helpers–Combination Cards and the Community-Helpers Recording Sheet can be used to make combinations of bus drivers and crossing guards for the numbers 2, 3, 4, and 5.
Computer/Media Lab | Free Exploration

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

When You Tour:
- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Sand/Water Lab | Free Exploration

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

When You Tour:
- Remind students that the lab is open.

Science Lab | Egg Safety

Description:
- Students will use the materials provided to construct a protective container/wrap for an egg.

When You Tour:
- Remind students that they can use the materials to make protective containers for eggs and then test them by dropping the eggs from different heights to see whether they crack.

Writing Lab | Class Book: Fire Safety

Description:
- Students will create a classroom fire-safety book.

When You Tour:
- Remind students that they can make a class book about fire safety.

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

• Before placing the calendar cutout on the calendar, encourage students to think about the pattern that is forming on the calendar. Ask a student to add the calendar cutout for today’s date to the calendar. Ask, **Did you know which picture would be on today’s cutout? Do you know what the pattern is?** Point to the pattern, and identify each picture. Then say, **Today is** (day of the week), (month and date), (year).

Days of the Week

Days of School Tape

Ten-Frames

Number Combinations

• Show students the Number-Combination Card for the combination 4 and 0. Ask students to name the number combination shown on the card. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper (4 + 0 = 4). Read the number sentence aloud, pointing to each numeral or symbol as it is named. Repeat this process with the remaining Number-Combination Cards for 4.

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

- Serve apple and peach slices.
- Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to think of win-win solutions to the problem in which you and your partner both want to be the first person to read a new book. You will choose one of your ideas to solve the problem. You will tell us which solution you agreed on and why you chose that one.

- Allow time for students to work through the Peace Path process. Monitor, and provide assistance as needed.
- Award pocket points when students agree on a solution.

Outside/Gross-Motor Play

- Play Mother, May I? Encourage students to use the names of community helpers as they make their requests (e.g., “Mother, may I take one giant firefighter-leap forward?” “Mother, may I take three teacher-steps forward?”).

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

KinderRoots

Warm-Up

Alphabet Chant

- Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal

- Students will read a familiar story with partners or in unison as a class.
Word Presentation

Read sounds.

- Use the key cards to guide practice with /i/, /g/, /o/, /s/, /c/, and /k/.
- Show the Animated Alphabet video segment for /k/.

Stretch and Read

- Show the Sound and the Furry video segment.
- Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

- Use the following word sequence:
  Tim → Kim → kick → sick → pick

Say-Spell-Say

- Have students use the word cards to say-spell-say each of the Red Words.

Readles

- Review each of the readles from the story.

Partner Word and Sentence Reading

- Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
- Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Guided Group Reading

Review

- Review background concepts for the story by playing the Word Play video segment.
- Remind students about their predictions from yesterday.

We used clues from the pictures and the title to guess what might happen in the story. Let’s read the story now to find out what really happens.

Guided Group Reading

- Follow these steps on each page:
  - Read the teacher text at the top of the page.
  - Have students point to the first word of the first sentence, and then read it with them in unison. Read with a soft voice unless they need more support.
  - Read each sentence on the page twice to help build fluency.
  - Ask comprehension questions as guided by the questions printed at the bottom of each page in the teacher’s version of the Shared Story.
Discussion Questions

- After reading the entire story, use these questions to check comprehension.

  T-P-S: Why does Nan visit Kim? *Kim is sick.*
  T-P-S: What does Nan bring with her? *A sack.*
  T-P-S: What is in the sack? *A frog.*
  T-P-S: Why do you think Nan puts a frog in the sack?

Roo’s Request

**It’s time for Roo’s Request!** Children say a rhyme to bring out KinderRoo.
“KinderRoo, KinderRoo, what do you want us to do?”

Use KinderRoo to make this request: **Look at page 3. Point to the surprises Kim found in the sack.** Tell your partner in a complete sentence why Nan brought Kim surprises.

Call on a few partnerships to share responses, and award pocket points for interesting language.

Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.

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

Math Mysteries

**Show What You Know**

- Review solving addition and subtraction stories. Tell a subtraction story to students.

  There were six students in the library. Two students left the library to go to lunch. How many students are left in the library?

- Use the sharing sticks to select a student to explain how to solve the problem. Award pocket points if students are able to explain their thinking and solve the problem. Ask a student to write the number sentence on the board (6 – 2 = 4).

**Active Instruction**

- Explain to students that they will solve more addition and subtraction stories today. Tell an addition story.

  There were two police officers at the bank. One more police officer came into the bank. How many police officers were at the bank altogether?

- Model making a drawing to help you solve the story.
I will draw “X”s to be the police officers in the bank. Draw two “X”s on the board or on a chart. Now I will add one more “X” to the drawing. Draw one more “X” next to the first two.

- Challenge students to solve the addition story.

  T-P-S: How many police officers are at the bank? 3. Let’s count to check: 1, 2, 3. Do you know how to write this in a number sentence? \( 2 + 1 = 3 \). Write the number sentence on the board.

**Partner Practice**

- Tell students that they will draw pictures to solve addition and subtraction stories with their partners. Pass out a piece of paper to each partnership and either a pencil or crayon to each student. Tell the first story.

  I am going to tell you one addition and one subtraction story. For the first story, one partner will draw a picture to show the story. The other partner will write the number sentence to show the story. You will switch roles for the second story. Here is the first story. Nine teachers were outside in front of the school. Three of the teachers went inside to go to a meeting. How many teachers are left outside?

  - Read the story again slowly. Tell the first partner to draw circles or dots to be the teachers outside of the school. Prompt students to draw nine dots. Then have students draw “X”s across three of the dots. Encourage partners to talk and figure out how many teachers are left outside. Tell the second partner to write the number sentence to show the problem \((9 - 3 = 6)\). Circulate and check that all students solved the problem successfully.

  - Congratulate students on solving the first story. Remind partners to switch roles. Tell students the second story.

    Four dogs were at the park. Four more dogs came to the park. How many dogs are at the park altogether?

  - Read the story again slowly. Tell the first partner to draw circles or dots to be the dogs at the park. Prompt students to draw four dots for the dogs. Then have them draw four more dots for the other dogs that came to the park. Encourage partners to talk and figure out how many dogs are in the park. Tell the second partner to write the number sentence to show the problem.

**Recap**

- Select a few students to explain how they solved the addition story. Encourage students to share their drawings. Award pocket points if students are able to explain their thinking and identify the correct number sentence. \( 4 + 4 = 8 \).

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

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

• “Moving,” The 20th Century Children’s Poetry Treasury, page 65

Introduce the Poem

Today’s poem is called “Moving” by Eileen Spinelli. It is about a child who is moving away to a new home. Listen carefully to see if you can tell how the child is feeling.

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

Write Away

TIMING GOAL: 20 minutes

Prewriting

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

We’ve been talking about how firefighters and police officers help to keep us safe. Today you are going to write about other people in our community who help to keep us safe.

T-P-S: Who are some people, other than firefighters and police officers, who help to keep us safe?

• Share an example that applies to you.

I think that I will write a sentence that says, “Lifeguards save us from drowning.”

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

I will use these things to write my sentence. You can use them when you write your sentence too.
• Use previously introduced writing strategies to model writing your sentence.

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

Example:

I am ready to write my sentence. My sentence is, “Lifeguards save us from drowning.”

– The first word is “Lifeguards.” What sounds do you hear in “lifeguards”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

– “Save” is the next word. What sounds do you hear in “save”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

– “Us.” Let’s use Stretch and Spell to write “us.” Prompt students to stretch and spell the word. Write any letters that students say.

– “Lifeguards save us from drowning.” The next word is “from.” I think I hear a few sounds that I know in “from.” I hear /f/, /r/, and /m/. Write each letter as you say the sound.

– The last word is “drowning.” What sounds that you know do you hear in “drowning”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

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

Partner Planning

• Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.

• Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

Writing

• Distribute pencils and either writing journals or paper.

• Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.

• Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

Sharing

• Ask students to share their sentences with their partners.

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

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

Theme-Learning Recap

- Review the learning focus of the day.

Today you learned a lot about calling 9-1-1 in emergency situations. You know that you can call 9-1-1 for a fire truck, a police officer, and an ambulance. Let’s play a game to practice thinking about when we should call 9-1-1. I’m going to tell you about something that has happened in the neighborhood. If it is an emergency, you say, “9-1-1.” If it is not an emergency, you say, “Neighbors can help.” Ready?

<table>
<thead>
<tr>
<th>Teacher says:</th>
<th>Students reply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a lot of smoke and flames coming from a car.</td>
<td>9-1-1.</td>
</tr>
<tr>
<td>A bike left in a driveway is smashed by a truck.</td>
<td>Neighbors can help.</td>
</tr>
<tr>
<td>Your pet snake has slithered under the house.</td>
<td>Neighbors can help.</td>
</tr>
<tr>
<td>Your brother has fallen out of a tree and can’t stand up.</td>
<td>9-1-1.</td>
</tr>
<tr>
<td>Your favorite baseball has been hit into tall weeds, and you can’t find it.</td>
<td>Neighbors can help.</td>
</tr>
</tbody>
</table>

- Congratulate students on being able to distinguish between emergencies and nonemergencies.

- Read through the fire-safety tips that students have written in the class book so far. Ask for some other ideas. Remind students that they may add to the book during the rest of the week.
Vocabulary Review

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

  **Our new word today is “emergency.”** An emergency is a dangerous time when help is needed right away. T-P-S: When did we see, hear, or use the word “emergency” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
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<tr>
<td>70</td>
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<tr>
<td>80</td>
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<tr>
<td>90</td>
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<tr>
<td>100</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Theme Vocabulary: emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fostering Richer Language</strong></td>
</tr>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Fire emergency.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>Emergencies are scary.</strong></td>
</tr>
</tbody>
</table>

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

- Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today was to think of win-win solutions to the problem in which you and your partner both want to be the first person to read a new book. You had to choose one of your ideas to solve the problem.

- Allow time for students to review their solutions.

- Use the sharing sticks to select partnerships to tell how they chose to solve the problem. Ask them to explain why they chose that solution. Tell us which solution you agreed on and why you chose that one. After several partnerships share, compare the solutions so students can see that there can be more than one way to solve a problem.

- Award pocket points when students tell their agreed-upon solutions.

- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

- Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

- Pour the chips into the jar, and observe how close the total is to the reward line.

- Remind students about their reward.

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.

- Make any announcements or give reminders (upcoming field trips, picture day, etc.).

- Remind students to watch tonight’s Home Link show. Tell students to click on the walrus for today’s show.

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

- Use the walrus stamp to place an animal image on each student’s hand.
Day 8 | Ready, Set...

Focus

We need to be safe when crossing the street.

### Additional Materials Needed Today

| Greetings, Readings, & Writings | • Classroom Library Lab: Shared Story: *The Jumping Sack* |
| Gathering Circle                | • No new materials |
| Theme Exploration               | • Chart paper, marker |
|                                  | • SFAF Big Book: *Who Keeps Me Safe?* |
|                                  | • Theme vocabulary word cards for “guard” and “pedestrian” or IWB access |
| Rhyme Time                       | • “Ditchdiggers,” *The 20th Century Children’s Treasury*, page 55 |
| STaR                             | • Trade book: *Make Way for Ducklings* |
| 15-Minute Math                  | • Number-Combination Cards for 5 (appendix) |
| Snack/Outside/ Gross-Motor Play  | • Crackers, octagonal and triangular shaped |
|                                  | • Spread or dip |
|                                  | • Road signs |
|                                  | • Stoplight (optional) |
| KinderRoots                     | • Shared Story (teacher and student copies): *The Jumping Sack* |
|                                  | • KinderCorner 2nd Edition Plus Media and Software flash drive |
|                                  | • Key cards: “i,” “g,” “o,” “s,” “c,” and “k” or IWB access |
|                                  | • Green Word cards: “frog,” “pack,” “sick,” “jumps,” “ticks,” “picks,” “sock,” “Kim,” “sack,” and “up” or IWB access |
|                                  | • Red Word cards: “she,” “with,” “put,” “says,” and “sees” or IWB access |
| Math Mysteries                  | • Set of 10 pencils for demonstration |
|                                  | • Solve It! page, one per student |
| Let’s Daydream                  | • “The Bad-Mood Bug,” *The 20th Century Children’s Poetry Treasury*, page 64 |
| Write Away                      | • Chart paper and marker or whiteboard for teacher modeling |
|                                  | • Pencils |
|                                  | • Paper or students’ writing journals |
|                                  | • Writing Development Feedback Guide |
### Additional Materials Needed Today

| Let's Think About It | Street Safety chart from Theme Exploration or IWB access  
| | Class fire-safety book pages from the writing lab  
| | Home Link animal hand stamp: hippopotamus |

### Learning Labs—Additional Materials

| Blocks Lab | Street Safety | Street signs |
| Art Lab | Safety Signs | Examples of safety signs  
| | | Tempera paints  
| | | Markers, crayons  
| | | Construction paper (variety of colors) |
| Sand/Water Lab | Make Way for Ducklings | Plastic ducks  
| | | Large rock or plastic container  
| | | Trade book: Make Way for Ducklings |
Day 8

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

**Homework**

• Read & Respond

**Available Activities**

Classroom Library Lab

• Place a few copies of *The Jumping Sack* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

• Same as day 7

Math Lab

• Same as day 7

Computer/Media Lab

• Same as day 7

Writing Lab

• Same as day 7

Other

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

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

Routine

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

Home Link Debrief

- Invite children to share what they remember from last night’s Home Link show.
  
  **T-P-S:** In last night’s story, what was the emergency that happened in the town of Butterbread? A burning roll caught a rainbow on fire.

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

Active Instruction

- Review the steps on the Peace Path.

  **WGR:** Let’s say the steps on the Peace Path. Tell the problem, brainstorm solutions, and solve the problem.

Partner Practice

- Invite partners to practice putting all the steps on the Peace Path together.

  **Today we’ll work with our partners to practice putting all the steps on the Peace Path together.**

- Present the following situation.

  **You and your sister both want to use the computer to play a game. You run to the computer and start the game you want to play. When your sister gets to the computer, you tell her in a mean voice, “Go find something else to do!”**

- Quickly assign the members of each partnership to play the parts of the sisters.

  **WGR:** What is the first step on the Peace Path? Tell the problem. Think of an “I” Message to give that tells how you feel. Allow time for students
to formulate “I” Messages and use Say-It-Back to repeat their partners’ “I” Messages.

WGR: What is step 2? Brainstorm solutions. Think of solutions to solve the problem. Provide time for students to think of ideas.

WGR: What is the last step on the Peace Path? Solve the problem. Choose one of your ideas to solve the problem. T-P-S: How does this solve the problem so each person gets some of what he or she wants?

Partner Challenge

• Introduce today’s challenge.

Our Partner Challenge today is to tell your partner why both people on the Peace Path have to agree on the solution to a problem.

• Provide a moment for students to think about the challenge. Remind them that they will talk about the challenge with their partners later in the day.

• Tell students they will earn pocket points when they use active-listening skills to show their partners that they are listening carefully to their ideas.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

T-P-S: Tell an example of a 9-1-1 emergency.

You gave some great examples of emergencies that you should call 9-1-1 for. You know when you should call 9-1-1 and when you should ask someone else, such as a parent, teacher, or neighbor, for help. Our Daily Message is going to tell us more about how to keep ourselves safe in our community.

Daily Message

We need to be safe when crossing the street.

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

• Reinforce literacy objectives by pointing out the following:
  – T-P-S: How many words are in our Daily Message today? Nine.
  – Have students clap out the syllables in each word to determine which word in the sentence has the most syllables.
Theme Learning

- Explain the content of the Daily Message.
  
  Let’s think about the meaning of our Daily Message. Do you remember seeing a child crossing a street in *Who Keeps Me Safe?*
  
- Turn to pages 6 and 7 in the book, and show students the photos.
  
  **WGR:** Who do you see in this photograph? **RWE:** There is a child and a grown-up in this picture. The grown-up is a crossing guard. I know that a guard is a person who protects other people. **WGR:** What do you think a crossing guard does? **RWE:** Yes. A crossing guard protects people as they cross the street. Crossing guards direct traffic and let pedestrians know when it is safe to cross a street. “Pedestrian” is a word we use to describe people who walk from place to place.
  
  It is a good idea to cross the street with the help of a crossing guard or another adult. Let’s make a list of ways to be safe when crossing the street.

- Write “Street Safety” at the top of a piece of chart paper. Then write “Cross with help of an older person.”
  
  **T-P-S:** What are some other things children need to remember to cross the street safely?

- On the chart paper, write students’ tips for crossing the street safely. They should include the following tips:
  - Cross at the corner, not in the middle of a block (jaywalking).
  - If there is a light, cross with the walk signal or with the green light that is facing you.
  - Look both ways.
  - Watch for cars that are making turns before and during crossing.
  - Be extra careful in bad weather. It’s harder for drivers to see you or to stop quickly when it’s raining, snowing, or foggy.
  - Remember, just because you can see the driver, it does not mean that the driver can see you.

  **These are some great tips for pedestrians!**

- Play the digital dictionary videos for “guard” and “pedestrian.”

- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

  **Our new words for today are “guard” and “pedestrian.”**

  A guard is a person who protects other people. I can make a sentence with the word “guard”:

  A crossing guard protects people as they cross the street.

  A pedestrian is a person who walks, just like a driver is a person who drives. I can make a sentence with the word “pedestrian”:

  Pedestrians should look both ways before crossing a street.
Ask students 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 students recite “Ditchdiggers.”
- Read the poem from page 55 of *The 20th Century Children’s Poetry Treasury* while students listen and recite along.

**Develop Phonemic Awareness—Auditory Sound Segmenting**

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Joey Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>flame</td>
<td>/f-l-a-m-e/</td>
</tr>
<tr>
<td>stop</td>
<td>/s-t-o-p/</td>
</tr>
<tr>
<td>drop</td>
<td>/d-r-o-p/</td>
</tr>
</tbody>
</table>

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

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

**STaR Words:**
ducklings
bank
rushed

**Interactive Story Reading**

**Make Way for Ducklings**

*Written and illustrated by Robert McCloskey*

Mr. and Mrs. Mallard are looking for a safe place to live and raise their family. One day they find a nice place to live in the Public Garden. However, it is too busy for little baby ducklings, so they continue to search. They finally decide to hatch their eggs on a little island near the Charles River close to the Public Garden. The Mallards plan to move to the Public Garden once the ducklings are old enough to follow directions and stay safe. When the ducklings become old enough, their mother takes them for a walk to the Public Garden. To get there, they have to cross a busy street. A kind police officer, Michael, helps Mrs. Mallard and the ducklings cross the street and makes sure that their trip to the Public Garden is safe.
Interactive Story Reading

Before Reading

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


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

  Remember, the title of our story is *Make Way for Ducklings*. Point to the cover. T-P-S: Talk with your partner about what you see on the cover. A duck and duckling crossing the street in front of cars. Where do you think this story might take place? In the city. What clues on the cover tell you that the story might take place in the city? There is a light pole and cars. There are no trees. What do you think this story will be about based on the title and the clues from the cover?

- Introduce the story vocabulary words.

  We will hear some new words in our story. Display the book cover. One of those words is in the title of the story. The word is “duckling.” A duckling is a baby duck.

  Another word we will see is “bank.” Bank has more than one meaning. You probably know that “bank” can mean a place where people keep their money. However, in this story, “bank” means the ground beside a river or pond.

  We will also see the word “rushed.” “Rushed” means went fast. If you rushed to school this morning, you went fast to get to school.

- Introduce the good-reader skill for today.

  When good readers read something aloud, they read it fluently. That means that they read smoothly and with good expression, as if they are talking. As I read today, listen to see if I am reading fluently.

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.

  - Page 2: T-P-S: What are Mr. and Mrs. Mallard trying to find? A safe home to live in and raise a family.

  - Page 10: The story says that the ducks climb out on the bank of the pond. Remember, “bank” means the ground beside a river or pond.
Page 11: Read the page robotically, slowly, and in a monotone voice.
WGR: Did I sound smooth and expressive when I read that page? Did I sound like I was talking? No. Good readers read fluently. They read smoothly and with good expression. Reread the page fluently.

Page 16: T-P-S: Describe the kind of place you think Mr. and Mrs. Mallard are trying to find.

Page 21: T-P-S: Who becomes Mr. and Mrs. Mallard’s friend? Michael, the police officer.

Page 31: T-P-S: Why does Mrs. Mallard teach the ducklings to swim, dive, walk in a line, come when called, and stay away from “things with wheels”? So they will be safe.

Show students pages 35 and 36. They are going to the Public Garden, a big park, to meet Mr. Mallard. T-P-S: What dangers might be ahead? Fast cars and people walking.

Page 44: The story says that Officer Michael rushed back to his police booth. That means he went fast back to the booth. T-P-S: Why do you think Officer Michael was rushing?

Page 49: Read the page smoothly and expressively. WGR: Did I sound smooth and expressive when I read that page? Did I sound like I was talking?

After Reading

T-P-S: Do the ducks find a good place to live? What makes it a good place for ducks?

T-P-S: Why do you think Mr. McCloskey titled this book Make Way for Ducklings?

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

This story is about Mr. and Mrs. Mallard trying to find a good place to raise their ducklings. T-P-S: Who can tell me what ducklings are? Baby ducks.

Let’s make a sentence together using the word “ducklings.” T-P-S: Talk to your partner about ideas that you have for our sentence.

• Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat with the words “bank” and “rushed.”

Use the 1-2-3 Move signal to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.
DAY 8 | Unit 11: Safe & Sound

Learning Labs

**Routine**

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

**Dramatic Play Lab | Firefighters**

**Description:**
- The dramatic play lab will be a fire station.

**When You Tour:**
- Remind students that today the dramatic play area will be a fire station. Ask students what phone number people should call if there is a fire.

**Blocks Lab | Street Safety**

**Description:**
- Students will use the blocks and other props to build streets with traffic signs and signals.

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

**When You Tour:**
- Tell students they can build buildings and arrange them so they create streets with intersections. Students will place traffic signs or signals at intersections or along the streets.
• Ask students why we have traffic signs and signals. *They keep us from having traffic accidents.*

• Ask students what kinds of traffic signs and signals they see around their city or town. *Stop signs, traffic lights, deer-crossing signs, etc.*

• Suggest that students can make signs or signals that are not already in the lab.

**Facilitate Learning:**

• Join students in creating streets and placing traffic signs and signals.

• Encourage students to run cars and trucks on the road.

• Suggest that students can pretend to be traffic cops and direct traffic.

**Art Lab | Safety Signs**

**Description:**

• Students will make a variety of safety signs.

**Purpose:**

• This lab reinforces thematic concepts and provides the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

**When You Tour:**

• Tell students they will be able to make safety signs.

• Ask students what safety signs they see in their community. *Children at play, wash hands, speed-limit signs, etc.*

• Point out the examples of safety signs that you have placed in the lab.

• Explain that students can make safety signs that they have seen before or make up their own signs for dangerous situations such as a sign that warns of a “Hot Stove.”

• Tell students they can also make street signs for use in the blocks lab.

**Facilitate Learning:**

• Join students in making safety signs.

• Ask students questions that prompt them to think of dangerous situations.

**Examples:**

- *What dangerous situations might happen in a park? What kind of sign could you make to warn about that?*
- *Are there any dangerous situations in our classroom? Could we make signs for them?*
**Classroom Library Lab | Free Reading**

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

**When You Tour:**
- Remind students that they can read on their own or with a friend.

**Literacy Lab | Play School: Red Words!**

**Description:**
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use Red Word cards to play a memory game.

**When You Tour:**
- Remind students that today in their imaginary classroom, they will play a memory game with their Red Words.

**Math Lab | Combinations of Community Helpers**

**Description:**
- Students will create combinations of community helpers using the Community-Helpers–Combination Cards and the Community-Helpers Recording Sheet.

**When You Tour:**
- Remind students that this lab is open.

**Computer/Media Lab | Free Exploration**

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

**When You Tour:**
- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

**Sand/Water Lab | Make Way for Ducklings**

**Preparation:**
Place a large rock or weighted plastic container into the water to form an island.

**Description:**
- Students will retell the story *Make Way for Ducklings*. 
Purpose:

- This lab reinforces sequencing and retelling skills.

When You Tour:

- Point out the ducks and rock that have been added to the lab.
- Tell students they will use the ducks and the water table to retell Make Way for Ducklings.
- Hold up the book Make Way for Ducklings, and take a quick Picture Walk through the book, highlighting the main events of the story.

Facilitate Learning:

- Join students as they retell Make Way for Ducklings.
- If they are having trouble getting started, suggest that one student hold the book and turn the pages for a Picture Walk as a guide for the others.
- Ask questions that help students remember what happens in the story.
  
  **Examples:**
  - What happens in the beginning of the story?
  - What do the ducklings do next?

**Science Lab | Egg Safety**

Description:

- Students will use the materials provided to construct protective containers/wraps for eggs.

When You Tour:

- Remind students that they can use the materials to make protective containers for eggs and then test them by dropping eggs from different heights to see whether they crack.

**Writing Lab | Class Book: Fire Safety**

Description:

- Students will create a classroom fire-safety book.

When You Tour:

- Remind students that they can make a class book about fire safety.

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Number Combinations

• Show students the Number-Combination Card for the combination 5 and 0. Ask students to name the number combination shown on the card. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper (5 + 0 = 5). Read the number sentence aloud, pointing to each numeral or symbol as it is named. Repeat this process with the remaining Number-Combination Cards for 5.

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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

• Serve students octagonal- and/or triangular-shaped crackers. Ask them what the crackers look like. You may have to guide them to the discovery that the crackers look like stop and yield signs. If you have stop and yield signs in your blocks lab, bring them to the table. Talk with students about how these signs are used to help keep people safe. Role-play what the word “yield” means.

• Invite students to talk about the Partner Challenge.

Our Partner Challenge today is to tell your partner why both people on the Peace Path have to agree on the solution to a problem.
• Allow time for students to talk about the challenge. Review active-listening skills, as needed, so students can listen carefully to their partners.

• Award pocket points when students use active-listening skills to show their partners that they are listening carefully to their ideas.

**Outside/Gross-Motor Play**

• When students play on wheeled toys, they can take turns pretending to be Michael, the police officer, as they direct traffic. If the roads and tracks that students previously drew with chalk are no longer visible, they can make new ones with intersections for the police officers to control. If you have a set of large traffic signs, bring them outside for students to use in creating roads and traffic patterns. Some students may want to bring out the signs they made.

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

### KinderRoots

**TIMING GOAL:** 30 minutes

**Warm-Up**

**Wall Frieze Sound Review**

• Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

**Reading Rehearsal**

• Students will read a familiar story with partners or in unison as a class.

**Word Presentation**

Read sounds.

• Use the key cards to guide practice with /i/, /g/, /o/, /s/, /c/, and /k/.

• Show the Animated Alphabet video segment for /k/.

**Stretch and Read**

• Show the Sound and the Furry video segment.

• Guide students to use the word cards to stretch and read the Green Words from the story.

**Quick Erase**

• Use the following word sequence:

  sick → sack → pack → back → rack
Say-Spell-Say

• Have students use the word cards to say-spell-say each of the Red Words.

Readles

• Review each of the readles from the story.

Partner Word and Sentence Reading

• Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
• Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Guided Partner Reading

• Review the story by having students work with their partners to answer the following questions.

T-P-S: Can anyone remember the title of the story?

T-P-S: Do you remember what the frog is in when Kim takes it from the sack?

Now you're ready to read the story again. This time you will read it with your partner, but I will guide you to move from page to page. Open your book to the first page.

• Closely guide the partner reading process by following these steps on each page:
  – Read the teacher text at the top of the page.
  – Have Peanut Butter read the first page of the student text. Jelly will help.
  – Have the whole class read the page in unison.
  – Have Jelly read the next page of the student text. Peanut Butter will help.
  – Repeat the steps for the remainder of the pages, alternating which partner will read and which partner will help for each page. Model, or assist, as needed.

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Look at page 4. Read the page with your partner. Tell your partner in a complete sentence why Kim jumps. Call on a few partnerships to share, and award pocket points for interesting language.

Celebration

• Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.

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

TIMING GOAL: 25 minutes

Show What You Know

- Review solving addition and subtraction stories. Tell a subtraction story to students.

  There were four birds in a tree. Three of the birds flew away. How many birds are left in the tree?

- Use the sharing sticks to select a student to explain how to solve the problem. Award pocket points if students are able to explain their thinking and solve the problem. Ask a student to write the number sentence on the board \((4 - 3 = 1)\).

Active Instruction

- Explain to students that they will solve more addition and subtraction stories today and will practice solving problems with their partners. Tell an addition story before having students work in partnerships.

  There were four pencils on my desk. A student put five more pencils on my desk. How many pencils are on my desk now altogether?

- Model using manipulatives to help you solve the problem.

  I will use pencils to act out the story and solve it. It said there were four pencils on my desk. Count out and place four pencils on a table or the floor where they are easily visible to all students. Then it said a student put five more pencils on my desk. Ask a student volunteer to help you count out five more pencils to add to the set of four.

- Challenge students to solve the addition story.

  T-P-S: How many pencils are on my desk altogether? 9. Let’s count to check: 1, 2, 3, 4, 5, 6, 7, 8, 9. Do you know how to write this in a number sentence? \(4 + 5 = 9\). Write the number sentence on the board.

Partner Practice

- Tell students that they will solve more addition and subtraction stories with their partners. Give each student a copy of the Solve It! page.

  Work with your partner to complete the number sentence below each picture. Decide with your partner whether each problem is addition or subtraction. Remind students to look for the “+” or “–” sign in the number sentence. Count with your partner to solve the problem. Each of you will write the number to complete the number sentence on your copy of the Solve It! page.

- Circulate as students work to provide assistance as needed. Tell stories related to the pictures to help students solve the problems and complete the number sentences. Check that students are writing the numbers to complete each number sentence.
Recap

- Select a few students to share how they solved the problems on the Solve It! page. Award pocket points if students complete the number sentences correctly.

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

Let’s Daydream

**Routine**

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

**Recommended Poetry Selection**


**Introduce the Poem**

Do you ever wake up and feel grumpy for no reason? Well maybe you have a bad-mood bug inside you. Listen to our poem today called “The Bad-Mood Bug” by Brod Bagert.

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

Write Away

**Prewriting**

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

    Today we’ve been talking about ways to be safe. You are going to write about how to be safe in a car.

    **T-P-S:** How can you be safe in a car?

- Share an example that applies to you.

    I think that I will write a sentence that says, “I need to wear a seatbelt.”
• Review previously introduced emergent-writing strategies. T-P-S: **What are some things that I can do if I don't know how to write some of the words in my sentence?** Draw a picture, draw a line, write sounds that I know, copy a word, remember a word, stretch and spell, and say-spell-say.

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

• Use the previously introduced writing strategies to model writing your sentence.

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

**Example:**

I am ready to write my sentence. My sentence is, “I need to wear a seatbelt.”

  – The first word is “I.” This word is on the word wall, so I’ll copy it. Write “I” on the first line.

  – The next word is “need.” What sounds do you hear in “need”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

  – “To.” I’ve written “to” a lot of times, and I remember how to spell it. Write “to.”

  – “I need to wear a seatbelt.” “Wear” is the next word. What sounds do you hear in “wear”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

  – “A” is the next word. I can copy that word from the word wall. Write “a.”

  – The last word is “seatbelt.” I hear a few sounds that I know in “seatbelt.” I hear /s/, /t/, /b/, /l/, and /t/. Write each letter as you say the sound. I also need to remember to put a period after this word because it is the end of the sentence.

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

**Partner Planning**

• Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.

• Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

**Writing**

• Distribute pencils and either writing journals or paper.

• Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.

• Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.
Sharing

- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.
- Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

Let’s Think About It

**TIMING GOAL:** 20 minutes

**Theme-Learning Recap**

- Review the learning focus of the day.

  **Today we talked about safety while crossing the street.** WGR: Who are the people who help us cross the street? Crossing guards. RWE: It is very important to pay attention to crossing guards when we are walking near a road. It is also very important to pay attention to cars and trucks when we are walking near a road, especially if a crossing guard is not present.

- Explain that some crossing guards are also police officers.

  **We know that crossing guards help people cross the street.** Sometimes police officers act as crossing guards. We call these people traffic cops. A traffic cop is a police officer who directs traffic and helps pedestrians cross the street.

- Review the list of street-safety tips from Theme Exploration this morning. Ask students if they have any other ideas about street safety that they would like to add to the list.

- Remind students that it is important to think about safety every day. Read through the fire-safety tips that students have written in the class book so far. Remind students that they may add to the book during the rest of the week in the writing lab.
Vocabulary Review

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

**One of our new words today is “guard.”** A guard is a person who protects people. T-P-S: When did we see, hear, or use the word “guard” today?

**Our other new word today is “pedestrian.”** A pedestrian is a person who walks. T-P-S: When did we see, hear, or use the word “pedestrian” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. Guard outside.</td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>There is a crossing guard outside the school.</strong></td>
</tr>
</tbody>
</table>

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

- Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today was to tell your partner why both people on the Peace Path have to agree on the solution to a problem.

- Provide a moment for students to review their responses.

- Use the sharing sticks to select students to respond to the challenge. If your students are able, have them report what their partners told them. Award pocket points when students use active-listening skills to show their partners that they are listening carefully to their ideas.

- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

**Pocket Points for the Day**

- Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

- Pour the chips into the jar, and observe how close the total is to the reward line.

- Remind students about their reward.

**Home Link/Departure**

- Invite students to tell their partners one thing that they did or learned today at school.

- Make any announcements or give reminders (upcoming field trips, picture day, etc.).

- Remind students to watch tonight’s Home Link show. Tell students to click on the hippopotamus for today’s show.

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

- Use the hippopotamus stamp to place an animal image on each student’s hand.
Day 9 | Ready, Set…

Focus

We need to be safe on our bikes and riding toys.

## Additional Materials Needed Today

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Gathering Circle</td>
<td>No new materials</td>
</tr>
<tr>
<td>Theme Exploration</td>
<td>Theme vocabulary word card for “helmet” or IWB access</td>
</tr>
<tr>
<td></td>
<td>Key cards: “s,” “k,” “b,” “g,” “h,” “l,” and “p”</td>
</tr>
<tr>
<td>STaR</td>
<td>Trade book: <em>Make Way for Ducklings</em></td>
</tr>
<tr>
<td></td>
<td><em>Make Way for Ducklings</em> Retell Picture Cards (appendix) or objects representing the following: a fox, a turtle, peanuts, a bicycle, eggs, cars, a police officer, an island</td>
</tr>
<tr>
<td></td>
<td>Container to hold objects or pictures</td>
</tr>
<tr>
<td>15-Minute Math</td>
<td>Number-Combination Cards for 6</td>
</tr>
<tr>
<td>Snack/Outside/Gross-Motor Play</td>
<td>Graham crackers</td>
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<tr>
<td></td>
<td>Spread or dip</td>
</tr>
<tr>
<td></td>
<td>Colored ring cereal</td>
</tr>
<tr>
<td></td>
<td>Traffic signal or SFAF Big Book <em>Opposites</em></td>
</tr>
<tr>
<td>KinderRoots</td>
<td>Shared Story (teacher and student copies): <em>The Jumping Sack</em></td>
</tr>
<tr>
<td></td>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td></td>
<td>Key cards: “i,” “g,” “o,” “s,” “c,” and “k” or IWB access</td>
</tr>
<tr>
<td></td>
<td>Green Word cards: “frog,” “pack,” “sick,” “jumps,” “kicks,” “picks,” “sock,” “Kim,” “sack,” and “up” or IWB access</td>
</tr>
<tr>
<td></td>
<td>Red Word cards: “she,” “with,” “put,” “says,” and “sees” or IWB access</td>
</tr>
<tr>
<td></td>
<td>Letter tiles for “k” (appendix)</td>
</tr>
<tr>
<td></td>
<td>All letter tiles from previous units</td>
</tr>
<tr>
<td>Math Mysteries</td>
<td>Chart paper and marker</td>
</tr>
<tr>
<td></td>
<td>Solve It 2! page, one per student</td>
</tr>
<tr>
<td>Let’s Daydream</td>
<td>“When I Was Lost,” <em>The 20th Century Children’s Poetry Treasury</em>, page 65</td>
</tr>
</tbody>
</table>
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Write Away</th>
<th>Let’s Think About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chart paper and marker or whiteboard for</td>
<td>• Class fire-safety book from the writing</td>
</tr>
<tr>
<td>teacher modeling</td>
<td>lab</td>
</tr>
<tr>
<td>• Pencils</td>
<td>• Home Link animal hand stamp: elephant</td>
</tr>
<tr>
<td>• Paper or students’ writing journals</td>
<td></td>
</tr>
<tr>
<td>• <em>Writing Development Feedback Guide</em></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Science Lab</th>
<th>Street Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Construction paper</td>
<td></td>
</tr>
<tr>
<td>• Polystyrene blocks and/or peanuts</td>
<td></td>
</tr>
<tr>
<td>• Bubble wrap</td>
<td></td>
</tr>
<tr>
<td>• Cardboard</td>
<td></td>
</tr>
<tr>
<td>• Other packing materials</td>
<td></td>
</tr>
<tr>
<td>• Yarn or ribbon</td>
<td></td>
</tr>
<tr>
<td>• Tape</td>
<td></td>
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<tr>
<td>• Scissors</td>
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</tbody>
</table>
DAY 9 | Unit 11: Safe & Sound

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

• Read & Respond

Available Activities

Classroom Library Lab

• Display Make Way For Ducklings in a prominent place in the library. Invite students to explore the book. Also place a few copies of The Jumping Sack in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

• Same as day 8

Math Lab

• Same as day 8

Computer/Media Lab

• Same as day 8

Writing Lab

• Same as day 8

Other

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

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

TIMING GOAL: 15 minutes

### Routine

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

### Home Link Debrief

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

  **T-P-S:** What did you find that begins with the letter “k” in your house?

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

### Partner Challenge

- Introduce the challenge.

  **Our Partner Challenge today is to talk with your partner about the three steps on the Peace Path and what you do in each step.**

- Provide a moment for students to think about the challenge. Point out the Peace Path poster for students to use as a reference. Remind students that they will talk with their partners about the Partner Challenge during snack time.

- Tell students they will earn pocket points when they name the steps on the Peace Path and tell what they do in the steps.

### Brain Game

- Play this week's Brain Game.

- Review this week's game, adding more challenge if students are ready.

  **T-P-S:** How does (name of game) help us exercise our mind muscles?

  Demonstrate the Stop and Think signal (one hand held out like a stop sign while the other points to your head). If appropriate, invite the Cool Kid to be the leader. Play the game several times now, and continue to play throughout the remainder of the week.
Partnership Question of the Day

T-P-S: Think about your trip to school this morning. How did you get here? What did you do that was safe? Maybe you looked both ways before crossing the street, or maybe you buckled your seatbelt in a car.

You gave some great examples of emergencies that you should call 9-1-1 for. You know when you should call 9-1-1 and when you should ask someone else, such as a parent, teacher, or neighbor, for help. Our Daily Message is going to tell us more about how to keep ourselves safe in our community.

Daily Message

We need to be safe on our bikes and riding toys.

• Write the Daily Message in front of students directly under yesterday’s message so the first five words are aligned. Read each word as you finish writing it. Then read the entire message again, touching each word as you read it.

• Reinforce literacy objectives by pointing out the following:
  – Some of the words in today’s message are the same as in yesterday’s message. Invite students to join you in reading yesterday’s message and as much of today’s as they can. Many of you were able to read the first part of today’s message with me because it is the same as the beginning of yesterday’s message.
  – T-P-S: What other words in our message can you read? Think about the words on our word wall that you know. When students share their recognized words, prompt them to help you find each word on the board by giving the beginning sound in the word.

Theme Learning

• Explain the content of the Daily Message.

  Yesterday we learned about crossing the street. I’ll read today’s message again so you can listen for what we will learn today. Read the message. T-P-S: Now think about some things that you can do when riding your bikes or toys to keep you safe.

• Review bike-safety tips by leading students on an imaginary bike ride.

  Let’s pretend that you’re going on a bike ride. What is the first thing you should do before getting on your bike? Check that the bike is working and put on my helmet. Invite students to stand up and pretend to check their bikes. Is there air in your tires? Don’t forget to put on your helmet! Let’s all
**put on our helmets now together.** Pretend to put on a helmet. **This will help our heads stay safe in case we run into trouble!**

T-P-S: Ask students if it is safer to ride side by side or one in front of the other. Instruct students to form a line so they will be riding one in front of the other.

T-P-S: **Where should you ride your bike?** *On the playground, on the sidewalk in front of my house, or on a bike path.* If a student replies, “In the street,” caution students against that idea at this age, but tell them that if they have to ride in the street, they should ride with traffic and obey all traffic rules.

**Pretend that you are riding on the bike path in the park today.**

- Lead students around the room while pretending to ride a bike.

  **T-P-S: What can you do to warn the bike rider behind you that you are going to stop?** Invite students to brainstorm solutions to solve this problem without taking both their hands off the handlebars or turning around. If none of the students mention hand signals, show students how to make the signal that indicates the rider is stopping. Direct all students to practice the stop signal while they say, “I'm stopping.”

- Continue in the same manner with the left- and right-turn signals, encouraging students to vocalize the signal while they do the action as they continue to ride their bikes around the room.

- Continue as time and interest allow. Then ask students to stop, looking to see which students use the stop signal.

  **Boy! That was a fun bike ride!**

- Ask students to pretend to get off their bikes and remove their helmets. Encourage students to use what they learned about bike safety today the next time they ride a bike.

- Play the digital dictionary video for “helmet.”

- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

  **Our new word for today is “helmet.”**

  A **helmet** is a hard hat used to protect your head. I can make a sentence with the word “helmet”:

  A **helmet** can protect your head if you fall off your bike.

---

Ask students 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 students recite “Ditchdiggers.”
• Read the poem from page 55 of The 20th Century Children’s Poetry Treasury.

Develop Phonemic Awareness—Phoneme Addition

• Introduce the game Add a First Sound.

Today I’d like to play a new game called Add a First Sound. I’m going to say a word and then let you make a new word by adding another sound to the beginning of the word. So if the word is “no” and I tell you to add the /s/ sound (Hold up the “s” key card.) to the beginning of the word, you would say “snow.” If I say “lap” and ask you to add the /k/ sound (Hold up the “k” key card.) to the beginning of the word, what word would you make? “Clap.”

• Have students work in pairs to play Add a First Sound. Explain the game, and begin playing.

I’m going to say a word and then say a sound that I want you to add to the beginning of the word. You and your partner will work together to make the new word. Ready? The word is “room.” Hold up the key card for “b.” Add /b/ to “room.” Think about the new word. Pause for students to think. Pair with your partner. Pause for students to discuss with their partners. Who would like to share their new word out loud? “Broom.”

Great. Let’s try another sound. Hold up the key card for “g.” T-P-S: Add /g/ to “room.” “Groom.”

• Continue to select words and sounds from the following list, holding up the key card for each sound that you want students to add to the existing word:

<table>
<thead>
<tr>
<th>Word</th>
<th>Add</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>top</td>
<td>/s/</td>
<td>stop</td>
</tr>
<tr>
<td>and</td>
<td>/b/, /v/, /l</td>
<td>band, hand, land</td>
</tr>
<tr>
<td>up</td>
<td>/p/, /k</td>
<td>pup, cup</td>
</tr>
</tbody>
</table>

• Award pocket points if most students are able to successfully add phonemes to the beginning of words.

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

- Review the title, author, and illustrator.

  **We read this story yesterday. Do you remember the title?** Make Way for Ducklings.

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

  **WGR:** The illustrator is also Robert McCloskey. What does the illustrator do? *The illustrator paints, draws, and creates the pictures.*

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

  **We learned some new words in our story yesterday. The first word was “ducklings.” What does “ducklings” mean?** Baby ducks.

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

- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.

- Repeat this process with the word “bank.” *The word “bank” means ground beside a river or pond.*

- Repeat this process with the word “rushed.” *The word “rushed” means went fast.*

Story Retell

- Introduce the pictures or objects, and explain their purpose.

  **Today we will use some pictures (or objects) to help us think about the different things that happen in the story Make Way For Ducklings.**

  Show each picture (or object), and place it where students can see it as you reread the story.

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

- Reread the story.

- Place students in groups of four by combining partnerships. You may need to modify the number of members in a group or the number of cards (or objects) used for this activity based on the number of students in your class. Select one of the cards (or objects), and model telling about the part of the story that it represents. For example, hold up the pictures of foxes or turtles, and say, “I remember in the beginning of the story, the ducks don’t want to make a home where there are foxes or turtles.”
**Picture or Object** | **Page**
--- | ---
fox and turtle | 2
peanuts | 8
bicycle | 12
eggs | 24
cars | 38
police officer | 42
island | 62

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

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

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### Learning Labs

**TIMING GOAL:** 40 minutes

**Routine**

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

Description:
• The dramatic play lab will be a fire station.

When You Tour:
• Remind students that today the dramatic play area will be a fire station. Ask students what phone number people should call if there is a fire.

Blocks Lab | Street Safety

Description:
• Students will use the blocks and other props to build streets with traffic signs and signals.

When You Tour:
• Remind students that they can build buildings and arrange them so the buildings create streets with intersections. Students will place traffic signs or signals at the intersections or along the streets.

Art Lab | Safety Signs

Description:
• Students will make a variety of safety signs.

When You Tour:
• Remind students that they will be able to make safety signs.

Classroom Library Lab | Free Reading

Description:
• Students will have the opportunity to explore books independently or with a friend.

When You Tour:
• Remind students that they can read on their own or with a friend.

Literacy Lab | Play School: Red Words!

Description:
• Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use Red Word cards to play a memory game.

When You Tour:
• Remind students that today in their imaginary classroom, they will play a memory game with their Red Words.
Math Lab | Combinations of Community Helpers

Description:
- Students will create combinations of community helpers using the Community-Helpers–Combination Cards and the Community-Helpers Recording Sheet.

When You Tour:
- Remind students that this lab is open.

Computer/Media Lab | Free Exploration

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

When You Tour:
- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.

Sand/Water Lab | Make Way for Ducklings

Description:
- Students will retell the story Make Way for Ducklings.

When You Tour:
- Remind students that they will use the ducks and the water table to retell Make Way for Ducklings.

Science Lab | Safety Helmets

Description:
- Students will use the materials provided to construct safety helmets.

Purpose:
- This lab reinforces thematic concepts and provides students with opportunities to explore the properties of safety equipment.

When You Tour:
- Point out the new materials that you have added to the lab.
- Explain that students will use what they learned from the egg-safety lab and the materials provided to make safety helmets.
- Tell students the helmets they make are only models and are NOT to be used as real helmets when riding bicycles, skateboards, etc.
Facilitate Learning:

• Join students in making safety helmets.
• Ask students about the helmets they are constructing.

Examples:

– What did you learn from the egg-safety lab that helped you make this helmet?
– Why are you using ________ to make your helmet?
– What do you think is most important in making a safety helmet?

Writing Lab | Class Book: Fire Safety

Description:

• Students will create a classroom fire-safety book.

When You Tour:

• Remind students that they can make a class book about fire safety.

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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Number Combinations

• Show students the Number-Combination Card for the combination 6 and 0. Ask students to name the number combination shown on the card. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper (6 + 0 = 6). Read the number sentence aloud, pointing to each numeral or
symbol as it is named. Repeat this process with the remaining Number-Combination Cards for 6.

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

### Snack

- Have a traffic signal (or the page in the Big Book *Opposites* with the traffic signal) available for reference. Distribute one rectangle of graham cracker to each student. Have each student put some of the spread on his or her cracker so the ring cereal will stick. Ask who remembers what colors the lights are on a traffic signal. Talk with students about where on the signal each color belongs. Have them place their colored rings on their crackers to look like traffic lights and then eat the crackers. Talk about what the different colors on the signal mean.

- Invite students to talk with their partners about the challenge.

  **Our Partner Challenge today is to talk with your partner about the three steps on the Peace Path and what you do in each step.**

- Allow time for students to talk about the challenge. Remind them that they have the Peace Path poster for reference if they need it.

- Award pocket points when students name steps on the Peace Path and tell what they do in the steps.

### Outside/Gross-Motor Play

- Play the game Red Light, Green Light. One student represents the traffic light and calls out, alternately, “Red light,” and “Green light.” When he or she calls out, “Green light,” the other students approach the traffic light. When the student calls out, “Red light,” the other students freeze in their places. The first student to get to the caller becomes the new caller, and the others go back to the start. You can add some variety to the game by having students approach the caller in different ways. For example, they may skip, hop, jump, etc. You can point out to students that when they play this game, they are exercising their mind muscles to stop and think.

- Continue to encourage play about traffic with the wheeled toys, reinforcing safety issues with students.

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

Alphabet Chant
• Recite “The Alphabet Chant” with students, encouraging them to do the associated motions.

Reading Rehearsal
• Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.
• Use the key cards to guide practice with /i/, /g/, /o/, /s/, /c/, and /k/.
• Show the Animated Alphabet video segment for /k/.

• Stretch and Read
  • Show the Sound and the Furry video segment.
  • Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase
• Use the following word sequence:
  Kim ➔ Tim ➔ him ➔ ham ➔ Pam

Say-Spell-Say
• Have students use the word cards to say-spell-say each of the Red Words.

Readles
• Review each of the readles from the story.

Partner Word and Sentence Reading
• Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
• Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.
Partner Reading

- Tell partners that they will practice reading the story, alternating pages and helping one another. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.

- As they read the entire story, or designated pages, students should focus on remembering to include all the steps of partner reading.

- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo’s Request

It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?”

Use KinderRoo to make this request: Look at pages 6 and 7. Use the words “jumping” and “funny” in a complete sentence to tell your partner about the pictures.

Call on a few partnerships to share, and award pocket points for interesting language.

Writing

Partner Story Questions

- Have students locate the partner story questions on the inside back cover of their books. Closely guide them to respond to each question by following these steps:
  - Lead the class in reading the question in unison.
  - Give students time to answer the question with their partners.
  - Use the sharing sticks to select a student to share his or her partnership’s answer.
  - Ask all students to fill in the blank or circle either “yes” or “no” in their books.
  - Award pocket points for correct responses.

Stretch and Count/Stretch and Spell

- Distribute writing materials (chalkboards and chalk, paper and pencils, whiteboards and markers, etc.) or plastic bags of letter tiles to students.

- Say a word, and ask students to count the sounds on their fingers as they break down the sounds in the word.

- If students are writing, have them draw the number of lines that correlates with the number of sounds in each word. Then stretch the word again, and have them write the letter(s) that make(s) each sound in the word on the lines.

- If students are using the letter tiles, stretch the word slowly, encouraging them to locate the tiles that match each sound and to place them side by side to form a word.
Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.

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

Show What You Know

- Review solving addition and subtraction stories. Tell an addition story to students.

There were two pedestrians waiting on the corner to cross the street. Five more pedestrians walked to the corner and also waited to cross the street. How many pedestrians are waiting at the corner altogether?

- Use the sharing sticks to select a student to explain how to solve the problem. Award pocket points if students are able to explain their thinking and solve the problem. Ask a student to write the number sentence on the board \(2 + 5 = 7\).

Active Instruction

- Explain to students that they will solve more addition and subtraction stories today and will practice solving problems with their partners. Tell a subtraction story before having students work in partnerships.

Six friends met at the park to ride bikes. One of the friends had to go back home because she forgot her helmet. How many friends are left at the park?

- Model drawing a picture to help you solve the story.

I will draw circles to be the friends in the story. Draw six small circles on the board or on a chart. Now I will place an “X” on one of the circles to show the friend who went home to get her helmet. Place an “X” over one of the circles. (Another option is to erase one of the circles or cover one of the circles with a piece of paper.)

- Challenge students to solve the subtraction story.

T-P-S: How many friends are left in the park? 5. Let’s count to check: 1, 2, 3, 4, 5. Do you know how to write this in a number sentence? \(6 - 1 = 5\). Write the number sentence on the board.
Partner Practice

• Tell students that they will solve more addition and subtraction stories with their partners. Give each student a copy of the Solve It 2! page.

  **Work with your partner to complete the number sentence below each picture. Decide with your partner whether each problem is addition or subtraction.** Remind students to look for the “+” or “–” sign in the number sentence. **Count with your partner to solve the problem. Each of you will write the number to complete the number sentence on your copy of the Solve It 2! page.**

• Circulate as students work to provide assistance as needed. Tell stories related to the pictures to help students solve the problems and complete the number sentences. Check that students are writing the numbers to complete each number sentence.

Recap

• Select a few students to share how they solved the problems on the Solve It 2! page. Award pocket points if students complete the number sentences correctly.

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

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**Let’s Daydream**

**TIMING GOAL:** 25 minutes

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**Routine**

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

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**Recommended Poetry Selection**

• “When I Was Lost,” *The 20th Century Children’s Poetry Treasury*, page 65

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**Introduce the Poem**

  Dorothy Aldis, a poet, wrote a poem called “When I Was Lost.” In this poem, she describes how she felt when she got lost. It is not a comfortable feeling for most people to be lost. It is very important to stay with the person who is caring for you so you don’t get lost. It is also important to know what to do in case you do get lost. If you’ve ever been lost before, you may understand the poet’s feelings.
Gather students in a place where you will model during Write Away.

Write Away

TIMING GOAL: 20 minutes

Prewriting

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

  Today we’ve been talking about ways to be safe on our bikes and other riding toys. You are going to write about how to be safe on a bike or other riding toy.

  T-P-S: How can you be safe on a bike or other riding toy?

- Share an example that applies to you.

  I think that I will write a sentence that says, “Wear pads when riding a skateboard.”

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

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

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

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

  Example:

  I am ready to write my sentence. My sentence is, “Wear pads when riding a skateboard.”

  - The first word is “wear.” What sounds do you hear in “wear”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

  - The next word is “pads.” We can use Stretch and Spell to write “pads.” Prompt students to stretch and spell the word. Write any letters that students say.

  - “When.” Do you hear any sounds that we’ve learned in “when”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

  - “Wear pads when riding a skateboard.” “Riding” is the next word. I hear a few sounds that I know in “riding.” I hear /r, /d/, /n/, and /g/. Write each letter as you say the sound.

  - “A.” That word is on the word wall, so I can copy it. Write “a.”
– The last word is “skateboard.” I’m going to draw a picture for “skateboard.” Draw a skateboard on the last line.

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

Partner Planning

• Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.

• Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

Writing

• Distribute pencils and either writing journals or paper.

• Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.

• Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

Sharing

• Ask students to share their sentences with their partners.

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

• Review the learning focus of the day.

Today we talked about safety while riding bikes and other toys. We know that when we ride bikes, it is dangerous to take both hands off the handlebars. We can take one hand off at a time, though, to signal to other bike riders or car drivers. T-P-S: Why might you need to signal to other people on the road or path? RWE: Yes. We signal to other bikers or drivers to warn them if we are stopping or turning. Signaling helps everyone stay safe on the road.
• Review the hand signals for stopping, turning right, and turning left.

• Tell students they will practice bike safety by playing a game of Simon Says.

• Direct students to stand. As you call out commands (as suggested below), watch to see who follows the directions correctly. After you have played the game once, play again, mixing up the order and stressing the hand signals. After students are familiar with the game, increase the tempo.

Teacher's Note: Even if errors are made, all students should continue to gain practice in attending to and following oral directions and in using the right, left, and safety hand signals.

<table>
<thead>
<tr>
<th>Simon says:</th>
</tr>
</thead>
<tbody>
<tr>
<td>put on your helmet.</td>
</tr>
<tr>
<td>snap the helmet straps.</td>
</tr>
<tr>
<td>climb on the bike or wheeled toy.</td>
</tr>
<tr>
<td>look both ways.</td>
</tr>
<tr>
<td>steer straight.</td>
</tr>
<tr>
<td>turn left.</td>
</tr>
<tr>
<td>say “Hi!” to a friend.</td>
</tr>
<tr>
<td>turn right.</td>
</tr>
<tr>
<td>slow down.</td>
</tr>
<tr>
<td>stop.</td>
</tr>
</tbody>
</table>

• Invite students to sit down, and ask them to listen carefully to some situations that could happen to them. Tell them that they are going to have to think carefully about what they would do to stay safe in the different situations. Encourage students to take this very seriously, and lead them to the safest way to solve each situation.

Your mom has offered to take you, your brother, and your bikes or wheeled toys to a park to ride, but you can’t find your helmet anywhere. What would you do? I wouldn’t ride anywhere without a helmet; I would find something else to do at the park; or I would ask my brother to share his helmet when he isn’t riding his bike and adjust the straps if necessary.

You’re walking down the sidewalk to a friend’s house when an older friend offers to give you a ride on her bike. She says, “You can ride on the handlebars, or I’ll stand so you can ride on the seat.” What do you say? No, thank you. Why should you refuse or say, “No, thank you”? Bikes can fall over with two people riding; (most) bikes aren’t made for two people to ride.

You are getting ready to go for a bike ride, and you notice that one of your tires is flat. What would you do? Not ride the bike or ask my dad to fix the tire.
• Congratulate students on their good safety sense, and remind them to use that good safety sense when they have to resolve real-life safety problems.

• Remind students that it is important to think about safety every day. Read through the fire-safety tips that students have written in the class book so far. Remind students that they may add to the book during the rest of the week in the writing lab.

Vocabulary Review

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

   Our new word today is “helmet.” A helmet is a hard hat used to protect your head. T-P-S: When did we see, hear, or use the word “helmet” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>100</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. I have helmet.</td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. I wear a helmet.</td>
</tr>
</tbody>
</table>
• Award pocket points if the student is able to create a complete sentence.

• **Partner Challenge**
  • Review the Partner Challenge of the day.
  
  *We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to talk with your partner about the three steps on the Peace Path and what you do in each step.*

• Provide a moment for students to review their responses from snack time.

• Use the sharing sticks to select students to share their responses. Award pocket points when students name the three steps on the Peace Path and tell what they do in the steps.

• Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

**Pocket Points for the Day**

• Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

• Pour the chips into the jar, and observe how close the total is to the reward line.

• Remind students about their reward.

**Home Link/Departure**

• Invite students to tell their partners one thing that they did or learned today at school.

• Make any announcements or give reminders (upcoming field trips, picture day, etc.).

• Remind students to watch tonight’s Home Link show. Tell students to click on the elephant for today’s show.

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

• Use the elephant stamp to place an animal image on each student’s hand.
### Day 10 | Ready, Set…

**Focus**

We need to be safe in a park or playground.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
</tbody>
</table>
| **Gathering Circle** | • Trade book: *Bunny Cakes* (from unit 6, optional)  
• Conflict Solver Memory Cards (unit 8 appendix), one card per partnership |
| **Theme Exploration** | • Playground Cards (appendix), one card per partnership  
• Prepared Playground Safety chart or IWB access  
• Marker  
• Theme vocabulary word card for “tip” or IWB access |
• Linking cubes, three per student and three for the teacher |
| **STaR** | • Storybook for free-choice day |
| **15-Minute Math** | • Number-Combination Cards for 2–6 |
| **Snack/Outside/Gross-Motor Play** | • Nutritious snack |
| **KinderRoots** | • Shared Story (teacher and student copies): *The Jumping Sack*  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “i,” “g,” “o,” “s,” “c,” and “k” or IWB access  
• Green Word cards: “frog,” “pack,” “sick,” “jumps,” “kicks,” “picks,” “sock,” “Kim,” “sack,” and “up” or IWB access  
• Red Word cards: “she,” “with,” “put,” “says,” and “sees” or IWB access |
| **Math Mysteries** | • Set of ten bear counters for demonstration  
• Small plastic bag with ten bear counters, one bag per partnership |
| **Let’s Daydream** | • “Running Song,” *The 20th Century Children’s Poetry Treasury*, page 5 |
| **Write Away** | • Chart paper and marker or whiteboard for teacher modeling  
• Pencils  
• Paper or students’ writing journals  
• *Writing Development Feedback Guide* |
Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Let’s Think About It</th>
<th>Learning Labs—Additional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Class fire-safety book from the writing lab</td>
<td>• SOLO assessment for your current grading period</td>
</tr>
<tr>
<td>• Cool Kid certificates</td>
<td></td>
</tr>
</tbody>
</table>

Learning Labs—Additional Materials

• SOLO assessment for your current grading period
Day 10

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</tr>
<tr>
<td>2. Turn in homework.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

- Read & Respond

Available Activities

Classroom Library Lab
- Same as day 9

Literacy Lab
- Same as day 9

Math Lab
- Same as day 9

Computer/Media Lab
- Same as day 9

Writing Lab
- Same as day 9

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

Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.
DAY 10 | Unit 11: Safe & Sound

Gathering Circle

Timing Goal: 15 minutes

Routine

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

Home Link Debrief

- Invite children to share what they remember from last night’s Home Link show.
  
  T-P-S: **How do you solve the subtraction problem: 8 – 2 = ___?** Use counters or other objects in the classroom to help you solve the problem.

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

Class Council

- Review the steps on the Peace Path.
  
  We’ve been practicing the steps on the Peace Path so we will be able to use it to solve our problems. Let’s watch Chilly and Buster use the Peace Path again to help us remember all the steps.

- Use the steps on the Peace Path to address any classroom concerns. If there are no class problems that need to be addressed at this time, use the story *Bunny Cakes* from unit 6 for students to work with their partners to practice the steps on the Peace Path.
  
  We’ve learned all the steps on the Peace Path, and we know what to do to solve problems with win-win solutions. The more we practice using these steps, the better we will be at solving problems that we have with our friends.

- Hold up the book *Bunny Cakes*. Quickly review the story, focusing on Max and Ruby’s problem.
  
  In the story *Bunny Cakes*, Ruby and Max have a problem. Ruby wants to make a special cake for Grandma’s birthday, and Max wants to help. Ruby is bossy and takes charge of making the cake, and Max keeps making messes. Ruby’s solution to this problem is to make a sign telling Max to stay out of the kitchen. WGR: Is this a win-win solution to their problem? No. No, it isn’t. Let’s see if we can use the Peace Path to figure
out a way to solve their problem so Ruby and Max both get some of what they want.

- Quickly assign members of partnerships to play the role of either Ruby or Max. Explain to students that they will work with their partners to find a win-win solution for Ruby and Max’s problem using one of the conflict solvers that they have learned.

- Point to step 1 on the Peace Path—tell the problem.

  The first thing Ruby and Max need to do is tell the problem.

- Invite students who are playing the role of Ruby to think of an “I” Message that Ruby can give Max.

  Rubys, think of an “I” Message that you can give Max about how you feel when he spills things and why you feel this way.

- After Ruby gives her “I” Message, Max will say it back.

  Now Maxs, think of an “I” Message that you can give Ruby about how you feel when Ruby keeps you out of the kitchen and why you feel this way. Then Ruby will say it back to you.

- Point to the second step on the Peace Path—brainstorm solutions.

  T-P-S: What’s the next thing Ruby and Max need to do to solve their problem? Think of ways to solve the problem. Each partnership will use one of our conflict solvers to help Max and Ruby.

- Assign each partnership one of the five conflict solvers (share, take turns, get help, new idea, or apologize). Allow time for students to discuss possible solutions using their given conflict solvers. Use the sharing sticks to select students to report their ideas. Have them use the sentence stem “We can ________” to state their ideas.

- Point to step 3 on the Peace Path—solve the problem.

  What do Max and Ruby need to do to leave the Peace Path?

  - Give students time to decide on a solution that Max and Ruby will agree to try. Use the sharing sticks to select students to report their choices. Provide the sentence stem “We agree to ________” when they give their choices.

  - Address other concerns, unrelated to the Partner Challenge, if necessary.

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**Theme Exploration**

**TIMING GOAL:** 15 minutes

**Partnership Question of the Day**

T-P-S: How do we protect ourselves when we play?

You have some great ideas about staying safe during play. I heard some of you mention wearing helmets (and elbow pads, knee pads, etc.) to protect your bodies while you play. Our Daily Message is going to tell us more about how to keep ourselves safe in our community.
Daily Message

We need to be safe in a park or playground.

- Write the Daily Message in front of students directly under yesterday’s message so the first five words are aligned. Read each word as you finish writing it. Then read the entire message again, touching each word as you read it.

- Reinforce literacy objectives by pointing out the following:
  - Some of the words in today’s message are the same as in the messages from the past couple of days. Which words do you know in our message? Invite students to share any words they recognize. As students share, prompt them to help you find the word on the board by giving the beginning sound, or sounds, in the word.

Theme Learning

- Explain the content of the Daily Message.

  Today’s message tells us that we need to be safe in a park or playground. T-P-S: How are playgrounds and parks similar? Answers will vary. Often, parks have playgrounds in them. T-P-S: How is a playground different from a park? RWE: Right. Playgrounds have structures to play on such as swings, slides, or bars. A park might have a playground inside of it, but it might also just be a large field to play or picnic in. A playground might be covered in sand, mulch, wood chips, or other material. A park might be all grass.

  All week we have been thinking about safety. Today we are going to think about safety tips that will help you stay safe when you play on the playground or in the park. A tip is a hint, or useful idea, about something.

- Distribute one Playground Card to each partnership. Have students confirm with their partners which playground apparatus is pictured on their card (slide, swings, or seesaw).

  Think about the playground item on your card. Think about safe and unsafe ways someone might play on swings, a slide, or a seesaw. With your partner, come up with one good safety tip that you could give your classmates about your playground item. For example, if I had a picture of a sandbox, a good safety tip might be not to throw sand because it could get in people’s eyes.

- Allow several minutes for students to think about their safety tips. Prompt students who are having difficulty to think about playground safety by asking questions such as “Is there a right way and a wrong way to go down a slide?” or “What might happen if you stood up on a seesaw? Would that be safe?”

- Tell students you will create a chart of their playground safety tips. Invite students with slide cards to share their tips together. Write students’ tips in the Slide column of the Playground Safety chart.

- Repeat this process for the swings and seesaw.
- Read the list of safety tips when it is complete. Display this chart in the classroom. You might like to make standard-size copies of the safety tips to send home with each student.

- Play the digital dictionary video for “tip.”

- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

  **Our new word for today is “tip”:**

  A tip is a helpful hint or idea. I can make a sentence with the word “tip”:

  Your safety tips for the playground will help us have fun in a safe way.

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

---

### Rhyme Time

**TIMING GOAL:** 10 minutes

#### Say the Rhyme

- Introduce the poem “Buses.”

  Buses are an important part of our communities. They help people get around communities when they don’t have a car. Buses can carry a lot of people at one time, unlike a car, so they can help make community streets less busy and crowded.

- Read the poem “Buses” from *The 20th Century Children’s Poetry Treasury*, page 63, while students listen.

  Listen as I read the “Buses” first. Then we can begin to learn part of the poem. When you listen to the poem, try to remember the images the poet is using to describe buses.

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

#### Develop Phonological Awareness—Identify Medial Sounds

- Use linking cubes to review the concept of medial sounds to students.

  We just learned a poem about a bus. Let’s think about the word “bus.” There are three sounds in this word /b-u-s/. As you say each sound, place one linking cube in front of you, from left to right. WGR: **What sound do you hear in the beginning of “bus”?** (Point to the first cube.) /b/. WGR: **What sound do you hear at the end of /b-u-s/?** (Point to the last cube.) /s/. So, we know that the word “bus” starts with /b/ (Point.) and ends with /s/. (Point.) Listen again carefully, and pay attention to the sound between /b/ (Point.) and /s/. (Point.) Point to each cube as you pronounce its sound. WGR: **What**
sound is in the middle? /u/. Yes. The sound /u/ is in the middle: /b-u-s/.

(Point)

• Explain to students that other words, such as “duck,” “gum,” and “cut,” also have the sound /u/ hidden inside them. As you say each word, break it down, and point to the appropriate cube for each sound so students can clearly hear the medial vowel sound and visualize its placement within the word.

• Distribute three linking cubes or other manipulatives to each student. Encourage students to place their cubes in a horizontal line in front of them.

• Introduce the game What’s in the Middle?

Today we will play a new sound game. This game is called What’s in the Middle? I will say some words that have the same middle sound, and your job will be to figure out what that sound is.

• Explain the game to students, and demonstrate how it is played.

Listen as I say some words. Say the words slowly, with clear articulation.

“Cap,” “rat,” “back.” These words have different beginning and ending sounds, but the sound in the middle is the same. Let’s break down each of these words. Encourage students to point to each cube as they sound out the words with you. Remind students to begin with the left cube and read the sounds from left to right, just as they would read letters. /C-a-p/, /r-a-t/, /b-a-c-k/. T-P-S: What sound do you hear in the middle of these words? /a/. RWE: Yes, “cap,” “rat,” and “back” begin and end with different sounds, but they all have the sound /a/ in the middle (Point to the middle cube).

• Repeat this activity with a new set of medial-/a/ words.

Now listen to this set of words: “bat,” “laugh,” “tap.” Let’s sound them out together. Be sure to point to each cube as you say its sound. Break down each word with students. WGR: What sound do you hear in the middle of these words? /a/. /a/ again! We hear this sound in a lot of words!

• If students need more practice, continue to play the game with the medial-/a/ sound. If students are successful, try using other combinations of words such as the following:

  – “fox,” “top,” “log” /o/
  – “doll,” “bog,” “mop” /o/
  – “bun,” “rug,” “cup” /u/

• Award pocket points if several partnerships are able to successfully identify the medial vowel sounds in the given words.

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

**TIMING GOAL:** 20 minutes

- Reread a favorite STaR book or another book that you would like to share.
- Use Think-Pair-Share to have students share their favorite parts of the book.
- See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.

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

Learning Labs

**TIMING GOAL:** 40 minutes

### Routine

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

### Dramatic Play Lab | Firefighters

**Description:**

- The dramatic play lab will be a fire station.

**When You Tour:**

- Remind students that today the dramatic play area will be a fire station. Ask students what phone number people should call if there is a fire.
**Blocks Lab | Street Safety**

Description:
- Students will use the blocks and other props to build streets with traffic signs and signals.

When You Tour:
- Remind students that they can build buildings and arrange them so the buildings create streets with intersections. Students will place traffic signs or signals at the intersections or along the streets.

**Art Lab | Safety Signs**

Description:
- Students will make a variety of safety signs.

When You Tour:
- Remind students that they will be able to make safety signs.

**Classroom Library Lab | Free Reading**

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

When You Tour:
- Remind students that they can read on their own or with a friend.

**Literacy Lab | Play School: Red Words!**

Description:
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use Red Word cards to play a memory game.

When You Tour:
- Remind students that today in their imaginary classroom, they will play a memory game with their Red Words.

**Math Lab | Combinations of Community Helpers**

Description:
- Students will create combinations of community helpers using the Community-Helpers–Combination Cards and the Community-Helpers Recording Sheet.
When You Tour:

- Remind students that this lab is open.

**Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

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

**Sand/Water Lab | Make Way for Ducklings**

Description:

- Students will retell the story *Make Way for Ducklings*.

When You Tour:

- Remind students that they will use the ducks and the water table to retell *Make Way for Ducklings*.

**Science Lab | Safety Helmets**

Description:

- Students will use the materials provided to construct safety helmets.

When You Tour:

- Remind students that they will be able to make safety helmets.

**Writing Lab | Class Book: Fire Safety**

Description:

- Students will create a classroom fire-safety book.

When You Tour:

- Remind students that they can make a class book about fire safety.

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

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Number Combinations

• Show students any Number-Combination Card for numbers 2–6. Ask students to name the number combination shown on the card. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper. Read the number sentence aloud, pointing to each numeral or symbol as it is named. Repeat this process with several other Number-Combination Cards.

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

Snack • Outside • Gross-Motor Play

Snack

• Serve the snack. Encourage students to talk about community helpers and how community helpers keep them safe.

Outside/Gross-Motor Play

• Continue playing Red Light, Green Light. Students should continue to use safe practices to cross streets and obey traffic signals and signs as they play.

When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.
TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review
• Have students say the sound for each of the letter sounds in the wall frieze. Review the picture names as needed.

Reading Rehearsal
• Students will read a familiar story with partners or in unison as a class.

Word Presentation

Read sounds.
• Use the key cards to guide practice with /i/, /g/, /o/, /s/, /c/, and /k/.
• Show the Animated Alphabet video segment for /k/.

Stretch and Read
• Show the Sound and the Furry video segment.
• Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase
• Use the following word sequence:
  Kim ➔ Tim ➔ him ➔ ham ➔ Pam

Say-Spell-Say
• Have students use the word cards to say-spell-say each of the Red Words.

Readles:
• Review each of the readles from the story.

Partner Word and Sentence Reading
• Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
• Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.

Green Words:
frog
pack
sick
jumps
kicks
picks
sock
Kim
sack
up

Red Words:
she
with
put

Readles:
smiles

KinderRoots
Partner Reading

- Tell partners that they will practice reading the story, alternating pages and helping one another.
- As they read the entire story, or designated pages, students should focus on practicing all the steps of partner reading: read, retell, and reread together.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo’s Request

**It’s time for Roo’s Request!** Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?”

Use KinderRoo to make this request: **Look at page 8. Tell your partner in a complete sentence how Nan made Kim feel better.**

Call on a few partnerships to share, and award pocket points for interesting language.

Writing

Stretch and Count/Stretch and Spell

- Have students count the sounds and then write the letters that make the sounds in each of the following words:
  - kick
  - can
  - mop
- Write the words on the board so students can work with their partners to check their answers.

Sentence Dictation

- Say the following sentence. Repeat the sentence, one word at a time, and ask students to write it. Provide hints as needed (Point to the word wall, sound out the words slowly, etc.) to help students write the sentence successfully. Strive for a low-stress environment. Celebrate whatever students are able to do.

  **Kim is sick.**

All Together Now

- Celebrate progress with the new Shared Story by having all students read the entire story in unison, with or without teacher text.
- Award pocket points for successful reading.
Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.

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

Math Mysteries

**TIMING GOAL:** 25 minutes

**Show What You Know**

- Remind students that they have been working with addition and subtraction stories. Challenge students to think of an addition or subtraction story with their partners. Ask for a few student volunteers to share their stories with the class.
- Award pocket points to recognize students’ efforts.
- Challenge students to complete number sentences. Write the following number sentences, and use whole-group response to ask students to complete them.

\[
6 + 3 = \_\_ \quad (9) \\
8 - 4 = \_\_ \quad (4)
\]

**Active Instruction**

- Tell students that today they will try problem solving again.

  *Today you are going to solve mysteries. A mystery is a problem that you have to solve, but maybe you are not too sure of the answer right away. You might have to investigate to find clues that will help you solve the problem—like a detective would! Today you will solve mysteries with numbers.*

- Explain that when we problem solve, the answer is not always clear. Tell students that it is important to keep trying to find a solution and that it is OK if you do not get the answer right away.

- Make sure that students are seated in such a fashion that they can see your demonstration. Tell them the problem-solving story.

  *One morning, there were five students on the school bus. At the next stop, two students got on the bus. At the next stop, four students got off the bus. How many students are left on the bus?*
• Use a Think Aloud to explain your thinking about this problem.

I need to figure out what the problem is. Let’s see, there were five students on the bus, and then two students got on, and then four students got off the bus. The problem is we need to figure out how many students are left on the bus. Show students the bear counters. I think this story has both addition and subtraction. I think I can figure this out if I use the bear counters to act out the story. I’m going to pretend that these bears are the students on the bus. Count out 5 bears.

• Encourage students to think about how to use the materials to solve the problem.

T-P-S: I have 5 students on the bus. Point to the bear counters. Reread the story again slowly. What should I do next? Add two more students to the bus. How many students are on the bus now? Let’s count to find out: 1, 2, 3, 4, 5, 6, 7. Point to the seven bear counters. What did the story say happened at the next stop? Four students got off the bus. Remove four bears from the bus.

• Point to the bear counters left on the bus.

How many students are left on the bus? 3. Wow, we solved the mystery!

• Reflect on the process, strategy, and solution.

T-P-S: What was the problem in the story? The problem was finding out how many students were left on the bus after the two stops. T-P-S: How did we solve the problem? We pretended that the bear counters were students on the bus. We acted out the story using the bear counters and found out that three students are left on the bus.

Partner Practice

• Tell students that they will solve another mystery with their partners. Give them a plastic bag with bear counters to help solve the mystery. Share the problem-solving mystery with them.

One afternoon, there were ten students on the school bus. At the next stop, four students got off the bus. At the next stop, two students got on the bus. How many students are left on the bus?

• Prompt students to think about the problem.

T-P-S: What is the problem in the story? The problem is that we need to know how many students are on the bus.

• Tell students to count out 10 bear counters that will act as the 10 students on the bus in the story. Read the story again slowly, prompting students to add or subtract bears based on the story.

• Prompt students to think about the answer.

T-P-S: How many students are left on the bus? How do you know? There are eight students on the bus. First, there were 10 students on the bus. At one stop, four students got off, so then there were six students left on the bus. At the next stop, two students got on the bus, so there are eight students on the bus.

• If time permits, create similar problem-solving stories for students to solve.
Recap

- Use the sharing sticks to select several students to explain how they worked through and solved the problem-solving story. Award pocket points if students are able to explain their thinking.
- Review problem solving.

  T-P-S: How did we solve the mysteries today?
  RWE: We solved the mysteries today by using our bear counters to act out the problems.

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

Let’s Daydream

**Timing Goal:** 25 minutes

**Routine**

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

**Recommended Poetry Selection**

- “Running Song,” *The 20th Century Children’s Poetry Treasury*, page 5

**Introduce the Poem**

I have a fun poem to read to you today about something you might do in a park or playground. The name of the poem is “Running Song” by Marci Ridlon. I like the feel of this poem because it makes me feel like I’m running too.

- Use a slightly quicker pace to give the feeling of running as you read the poem.

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

TIMING GOAL: 20 minutes

Prewriting

• Present the writing activity for the day.

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

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

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

• Model writing your second sentence using the strategies from the Writing Strategies Bank.

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

Partner Planning

• Ask students to share what they would like to write with their partners. Encourage them to use the Say-It-Back strategy to show their partners that they are listening.

• Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

Writing

• Distribute pencils and either writing journals or paper.

• Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.

• Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

Sharing

• Ask students to share their sentences with their partners.

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

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

Theme-Learning Recap

- Review the learning focus of the week by inviting students to share safety tips with one another.

This week we have been learning all about safety and how to be safe in our community. WGR: Who are some of the people in our community who protect us? RWE: Yes, firefighters, police officers, and crossing guards are just a few of the people in our community who help to keep us safe. WGR: When we have an emergency and need help right away, what number do we call? 9-1-1.

Now think about everything you have learned about safety this week. T-P-S: What is one safety tip you could share with your classmates? Think about all the places you need to be safe...at home, at the playground, outside riding your bike....

- Quickly place students in groups of five or six members, and have them form a circle with their group.

- Tell students that they will play a game of Telephone with the new words they have learned this week. Remind students how to play the game as needed.

- Quietly say, “Helmets are hard hats for your head,” to one member of each group. Wait while students pass the message in their circles. Remind them, if necessary, to speak quietly so only the person next to them hears what they say. When all groups finish, invite the last student in each group to state the message. After they tell what they heard, tell them the original message. Have students give a thumbs up if the message stayed the same in their group. Have students give a thumbs down if the message changed in their group.

- Continue playing several rounds of Telephone using the following theme vocabulary words in short sentences:
  - protect
  - safe
  - emergency
  - guard
  - pedestrian
  - helmet
  - tip

- Remind students that it is important to think about safety every day. Read through the fire-safety tips that students have written in the class book so far. Remind students that they made add to the book during the rest of the week in the writing lab.
Vocabulary Review

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

Our new word today is “tip.” A tip is a helpful hint or idea. T-P-S: When did we see, hear, or use the word “tip” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
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<tbody>
<tr>
<td>70</td>
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<td>90</td>
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• Use the suggestions below to help foster oral language development.

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
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<tr>
<td>The student responds in an incomplete sentence. Safety tips.</td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. We can say, I know some safety tips.</td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. I can give a safety tip.</td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________?</td>
<td>If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about your safety tip?</td>
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</table>

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

Cool Kid Recognition

• Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.

• Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.
Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.

Read & Respond: I’d like you to read with a member of your family this weekend. Perhaps you could read a book about a community helper.
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What Else Can We Get Into?

• Invite people whose professions are featured in this unit into the classroom to explain what they do, show some of their tools, and discuss how their jobs help neighborhood people. This is an especially important opportunity for children of communities in which certain professions, such as police officers or dentists, are thought of negatively.

• Have students make a map of the classroom, locating the fire drill exit and other important features of your room.

• Have students make a map of the school, noting important places such as the nurse’s office, the administrator’s office, the cafeteria, bathrooms, etc.

• Have students make a map of the playground and the area surrounding the school.

• Take a walking field trip of the school neighborhood, taking note of the different types of buildings and businesses. When you return, students can write about the walk and what they saw.

• If you live in a suburban or rural area, arrange for a field trip by school bus around the school community. Take note of the community. What kinds of buildings, homes, and businesses are there?

• In the art lab, students can paint a barber pole for the barbershop in the dramatic play lab.

• If you focus on medical people, have students build a clinic in the blocks lab. They can make a waiting area and an examining room and extend it into the dramatic play lab as they act out a visit to the doctor or dentist.

• Students can make Stop, Drop, and Roll posters to display in the school.

• In the dramatic play lab, students can practice stop, drop, and roll.

• Students have examined their fingerprints in a previous unit. In this unit, focus on how police officers can use fingerprints to identify people because each person’s fingerprints are unique.

• In the dramatic play lab, students can act out safety precautions such as wearing seat belts when riding in a car, wearing helmets when riding bikes or roller skating, looking both ways when crossing the street, etc.
• Conduct an Egg “Helmet” experiment in the science lab.

Preparation:
1. Fill the plastic eggs with a weighty substance such as gravel or marbles, which will spill and be easily reassembled.
2. Gather materials of various thickness in which to wrap the eggs, such as tissue paper, foil, cotton batting, bubble wrap, small gift boxes, paper and plastic bags, material scraps, etc.
3. On tagboard, make a chart titled “Which Ones Keep the Egg Safe?” Attach a sample of each material to the first column. Write the concluding statement at the bottom, leaving a blank for the results.
4. Try the experiment to eliminate possible problems.

Activity:
Discuss the helmets that firefighters, football players, bikers, and auto racers wear. Students will experiment with designing the most protective “helmet” for a plastic egg. Demonstrate how easily the filled egg breaks apart and spills its “brains” when it is dropped into a dishpan. Show students the various materials with which they will experiment to determine which ones will keep the egg safe. Ask for their “before-experiment” guesses, and respond by saying simply, “Try the experiment to find out if your guess is correct.” Like all scientists, students will record their data by placing a check under the “Yes” or “No” column to indicate whether the material kept the egg from breaking apart or did not protect it.

When there is enough data collected on the chart Which Ones Keep the Egg Safe? to answer the question and draw a conclusion, discuss their predictions, and then look at the results that students recorded on the chart.

• Take a walk around the school and look for safety signs. When you return to the classroom, students can go to the writing lab to create the safety signs they saw on their walk.

• Take another walking field trip of the school neighborhood to count, read, and note the attributes of signs. Back in the classroom, record the findings on a bar graph.
Resource Corner

Children’s Resources


Teacher’s Resources


Websites

Community Helpers  http://teacher.scholastic.com/commclub/tguide.htm
Fire Safety  www.usfa.fema.gov/kids
Street and Bike Safety  www.nysgtsc.state.ny.us
Uppercase and Lowercase Letter Names

Duplication is not necessary.

Q  x

X q
On the Town Retell Picture Cards

Duplicate one set, and cut the cards apart. Laminate if possible.
On the Town Retell Picture Cards

Duplicate one set, and cut the cards apart. Laminate if possible.
My Dental Checkup
Duplicate one per student.

I have ____ top teeth.

I have ____ bottom teeth.

Write:  ✔ on each tooth you have.
        ✗ on each tooth you are missing.
Letter Tiles

Duplicate, and cut the letter tiles apart.
Slice of Cake
Duplicate one slice per partnership.
Number Combinations for 3
Duplicate one per student.

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\begin{array}{c|c}
\quad + \quad & \quad + \quad \\
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\quad + \quad & \quad + \quad \\
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## Number Combinations for 4

Duplicate one per student.

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</table>
Firefighter’s Helmet Pattern

1. Enlarge to about 11” x 17". Cut the pattern along the heavy line, and use it as a template to cut others out of construction paper.
2. Cut the pattern along the dotted line to use as a template for the center area of each construction-paper helmet.
3. Cut the shape of the shield in the center of each helmet, and fold it up.
4. Discard the shaded portion (see right) of the center piece so the shield will stand up.
Red Word Cards
Duplicate two or three sets, and cut the cards apart.

<table>
<thead>
<tr>
<th>is</th>
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<tr>
<td>no</td>
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<tr>
<td>I</td>
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<tr>
<td>was</td>
<td>was</td>
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<tr>
<td>a</td>
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</tbody>
</table>
Red Word Cards
Duplicate two or three sets, and cut the cards apart.

love
has
oh
puts
the

love
has
oh
puts
the

(2 of 5)
Red Word Cards
Duplicate two or three sets, and cut the cards apart.

(3 of 5)
Red Word Cards

Duplicate two or three sets, and cut the cards apart.

like  like
of  of
put  put
are  are
my  my

(4 of 5)
Red Word Cards
Duplicate two or three sets, and cut the cards apart.

(5 of 5)
Community-Helpers—Combination Cards

Duplicate one set of twelve cards per partnership, and cut the cards apart.
Community- Helpers—Combination Cards

Duplicate one set of twelve cards per partnership, and cut the cards apart.
## Community-Helpers Recording Sheet

Duplicate one per student.

<table>
<thead>
<tr>
<th>2 community helpers</th>
<th>3 community helpers</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ and _____</td>
<td>_____ and _____</td>
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<tr>
<td>_____ and _____</td>
<td>_____ and _____</td>
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<td>_____ and _____</td>
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</table>

<table>
<thead>
<tr>
<th>4 community helpers</th>
<th>5 community helpers</th>
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<tbody>
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<td>_____ and _____</td>
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</tbody>
</table>

KinderCorner 2nd Edition Plus Theme Guide
9-1-1 Cards
Duplicate, and cut the cards apart, one card per student.
Number-Combination Cards for 5 and 6
Duplicate, and cut the cards apart.

5 and 0
4 and 1
1 and 4
0 and 5
3 and 2
2 and 3

(1 of 3)
Number-Combination Cards for 5 and 6

Duplicate, and cut the cards apart.

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>6 and 0</td>
<td>5 and 1</td>
</tr>
<tr>
<td>4 and 2</td>
<td>3 and 3</td>
</tr>
<tr>
<td>2 and 4</td>
<td>1 and 5</td>
</tr>
</tbody>
</table>

(2 of 3)
Number-Combination Cards for 5 and 6

Duplicate, and cut the cards apart.

0 and 6
Solve It!

Look at each picture. Write the correct number on the line to complete the sentence.

1. 

![Image of three birds and one flying]

\[3 + 2 = \underline{\quad}\]

2. 

![Image of four birds with one crossed out]

\[4 - 1 = \underline{\quad}\]

3. 

![Image of six birds with one flying]

\[6 + 1 = \underline{\quad}\]
Make Way for Ducklings Retell Picture Cards

Duplicate, and cut the cards apart. Laminate if possible.
Make Way for Ducklings Retell Picture Cards
Duplicate, and cut the cards apart. Laminate if possible.

(2 of 2)
Solve It 2!

Look at each picture. Write the correct number on the line to complete the sentence.

1. 

\[ 2 + 1 = \_\_\_\_\_ \]

2. 

\[ 6 - 2 = \_\_\_\_\_ \]

3. 

\[ 5 + 3 = \_\_\_\_\_ \]
Playground Cards
Duplicate enough for one card per partnership. Cut the cards apart.
Dear Family,

As your child grows, his or her world expands from home to neighborhood to the larger community. Your child's awareness of the people who care for him or her within the community is growing also. In the unit Safe & Sound, your child will learn about some of the people and community workers who keep your neighborhood a safe and thriving place. Your child will also learn about his or her own personal safety.

The first part of the unit focuses on what neighborhood streets and buildings look like and on some of the people who provide community services. Your child will compare and contrast mail delivery long ago with mail delivery today while listening to The Post Office Book. Also, he or she will go along with a young boy as he visits the neighborhood barbershop in Bippity Bop Barbershop.

The unit’s second part focuses on safety and some of the people who help to keep neighborhoods safe. The book Who Keeps Me Safe? will introduce those community helpers who are so important to everyone’s safety. After reading Stop, Drop, and Roll, your child will help his or her classmates write a class book of fire-safety rules.

How can you help?

Continue to share a book with your child each day. Sign and return the Read & Respond bookmark. Engage in conversation with your child, and watch the Home Link show online to reinforce the focus for the day and beginning reading and math skills.
Estimada familia:

A medida que su niño crece, su mundo se expande desde el hogar al barrio a la comunidad. Conciencia de las personas que cuidan de él de la comunidad está creciendo también. En la unidad de Safe & Sound (Sano y salvo), su niño aprenderá acerca de algunas de las personas y de los trabajadores de la comunidad que mantienen su vecindario seguro y próspero. Su niño también aprenderá sobre su propia seguridad personal.

La primera parte de la unidad se centra en las calles y comunidades de vecinos y en algunos de los proveedores de servicio comunitario. Su niño comparará y contrastará la entrega de correo desde el pasado y el presente mientras se escucha a The Post Office Book (El libro de la oficina postal). Además, va a ir junto con un joven como él visita la barbería en Bippity Bop Barbershop (Barbería Bippity Bop).

Segunda parte de la unidad se centra en la seguridad y algunas de las personas que ayudan a mantener vecindarios seguros. El libro Who Keeps Me Safe? (¿Quién me mantiene a salvo?) introducirá los ayudantes de la comunidad que son importantes para la seguridad de todos. Después de leer Stop, Drop, and Roll (Detente, tirate al suelo, y échate a rodar), su niño le ayudará a sus compañeros de clase escriben un libro de clase de reglas de seguridad contra incendios.

¿Cómo puedes ayudar?

Continuar a compartir un libro con su niño todos los días. Firme y devuelva el marcador de Leer y responder. Participe en una conversación con su niño, y vea el programa Home Link online con para reforzar el enfoque para el día y comienzan las habilidades de lectura y matemáticas.
## Weekly Record Form

### Unit 11 | Week 1: Safe & Sound

**Teacher:** _____________________________  **Date:** _______________

<table>
<thead>
<tr>
<th>Students Names</th>
<th>Graphemes</th>
<th>Oral-Language Development</th>
<th>PA</th>
<th>Beginning Reading</th>
<th>Emergent Writing</th>
<th>Math</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SOLO vocabulary expression (score 0–100)</td>
<td>SOLO oral expression (score 70, 80, 90, 100)</td>
<td>Theme Vocabulary Sentence (score 70, 80, 90, 100)</td>
<td>Auditory blending: &quot;blue,&quot; &quot;sheet&quot; (D, ND)</td>
<td>Sounds out the words: &quot;bump,&quot; &quot;cot&quot; (D, ND)</td>
<td>Reads the sentence: &quot;Pit Pat is not in the can.&quot; (D, ND)</td>
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**D** = Demonstrated  **ND** = Not Demonstrated

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**KinderCorner 2nd Edition Plus Theme Guide**

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## Weekly Record Form

**Unit 11 | Week 2: Safe & Sound**

**Teacher:** _____________________________  **Date:** _______________

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<th>Emergent Writing</th>
<th>GAT</th>
<th>Math</th>
<th>Homework</th>
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<tbody>
<tr>
<td></td>
<td>SOLO vocabulary (score 0–100)</td>
<td>SOLO oral expression (score 70, 80, 90, 100)</td>
<td>Theme Vocabulary Sentence (score 70, 80, 90, 100)</td>
<td>PA</td>
<td>Stages Observed</td>
<td>Solve addition and subtraction problems and write the corresponding number sentence</td>
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