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

The Success for All Foundation grants permission to reproduce the blackline masters of this Curiosity Corner 2nd Edition theme guide on an as-needed basis for classroom use.

Curiosity Corner is brought to you by the Success for All Foundation in partnership with Sesame Workshop, the non-profit educational organization behind Sesame Street.
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## Daily Lessons
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- Day 2 ............................................................................................... 19
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Standard Graphics Key

### Instructional Components

- **Greetings, Readings, & Writings** – Preparation for the day, exploration of academic and creative activities in Learning Labs
- **Gathering Circle** – Housekeeping (attendance, calendar, weather, jobs, etc.)
- **Move It!** – Music and movement
- **Clues & Questions** – Thematic content and vocabulary
- **Getting Along Together** – Self-regulation and interpersonal skills
- **Rhyme Time** – Phonological and phonemic awareness
- **Plan & Play** – Imaginative play with theme-based scenarios
- **STaR (Story Telling and Retelling)** – Listening comprehension with literature
- **Math Moments** – Short hands-on experiences that develop math concepts
- **Question/Reflection** – Thematic content extension and vocabulary review

### Instructional Strategies

- **Think-Pair-Share** – The teacher asks a question and provides wait time for children to formulate their answers. Children discuss their answers with a partner, and the teacher invites some children to share with the class.
- **Whole-Group Response** – The teacher prompts the class to respond in unison.
- **My Turn, Your Turn** – The teacher models a response and then prompts students to repeat it in unison.
- A great time to use the sharing sticks to randomly select a child
- Opportunity to award paw points

### Other Lesson Features

- Activity to help children transition from one component to the next
- Video provided to support the lesson content
Why Welcome to Curiosity Corner?

As the children enter this new school setting, your warm child-centered classroom with clear routines and expectations will help them feel successful and welcome.

One major long-term goal is to create a cohesive group of children who care about one another, are increasingly independent, and learn to work out their differences in a climate of concern about one another’s feelings. You will initiate this process by creating an environment in which the children feel safe, welcome, accepted as they are, and loved.

Some children will feel shy or insecure as they enter this new situation, demonstrating or hiding these feelings in different ways. Establish a calm, reassuring atmosphere that fosters self-confidence so the children’s natural interest in learning can surface.

This first unit, Welcome to Curiosity Corner, allows children to acclimate themselves into a well-organized space and routine. As children explore the materials and set-up in each lab, you will establish your general expectations and the expectation that tidying-up activities are to be shared by all as an enjoyable learning activity.

Keep in mind that during the first week and the next few weeks, you may need to vary the allotted times for different components more than usual. All whole-group activities should be kept brief, Plan & Play will be the longest part of the day, and your outside time may be longer than usual to allow for those children who are calmed by being outside.

This may be a good time for you to learn names and make notes to yourself about the children’s individual language abilities and understanding of basic concepts. The focus for them will be learning one another’s names and the routine and beginning to trust you, the other adults, and the environment.

You will be the one to make the difference in the children’s lives and to help them feel welcome at school. Have a wonderful learning year!
Welcome to Curiosity Corner

thematic concepts

- School is a special place where we learn and play.
- We will learn about our classmates and make friends this year in Curiosity Corner.
- Friends help one another and work together.
- We take care of the materials we use in our classroom.
- We will learn lots of new things with our friends.
- We treat one another in a friendly way by sharing and taking turns.
- People can be different from us and still be our friends.

### Creative Domain

Children will:
- explore a variety of media.
- take pleasure in creating with art materials.
- pretend and imitate during dramatic play activities.

### Mathematical Domain

Children will:
- count by rote to 10.
- classify objects by attributes.
- develop number sense for 0 and 1.

### Personal/Emotional Domain

Children will:
- begin to follow classroom rules and routines.
- demonstrate an interest in classroom activities.
- begin to make independent decisions.

### Cognitive Domain

Children will:
- participate in brain games that help to develop inhibitory control.
- classify objects by characteristics.
- observe and make discoveries.
- begin to make a plan before engaging in an activity.
- engage in imaginary play using real and imaginary props.
SETTING THE SCENE | Unit 1: Welcome to Curiosity Corner

**Interpersonal/Social Domain**

Children will:
- learn the names of classmates.
- begin to share and take turns.
- interact with teachers and other adults.
- participate in group activities.
- listen while another is speaking.

**Social Studies Domain**

Children will:
- demonstrate an awareness of the local neighborhood and community.
- demonstrate roles that people play in society.
- identify family relationships.

**Science Domain**

Children will:
- observe, predict, experiment, and draw conclusions.
- use their senses and tools to investigate.

**Language/Literacy Domain**

Children will:
- learn the meanings of new theme-related vocabulary words.
- hold a book right-side-up.
- recite the alphabet.
- observe that letters have uppercase and lowercase forms.
- recite rhymes and sing songs.
- recognize rhyming words.
- listen attentively to stories.
- answer comprehension questions about informational text and literature.
- actively participate in retelling of stories.
- begin to become aware of words and letters.
- explore with writing materials.
- begin to demonstrate an interest in writing to communicate meaning.

**Physical Domain**

Children will:
- manipulate materials to develop small-muscle control.
- move their bodies in response to music and while reciting rhymes.
- engage in group games that promote gross- and fine-motor control.

**Interpersonal/Social Domain**

Children will:
- learn the names of classmates.
- begin to share and take turns.
- interact with teachers and other adults.
- participate in group activities.
- listen while another is speaking.
Developing oral language and vocabulary is one of the most important goals for preschool children to achieve to prepare them for later success in school. In Curiosity Corner, we balance specific vocabulary instruction with experiences that promote natural language acquisition. The teaching strategies help to ensure that all children get ample opportunities to hear and practice using new words in a variety of situations.

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

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

<table>
<thead>
<tr>
<th>Theme-Related Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>attendance</td>
</tr>
<tr>
<td>blocks</td>
</tr>
<tr>
<td>calendar</td>
</tr>
<tr>
<td>classmates</td>
</tr>
<tr>
<td>library</td>
</tr>
<tr>
<td>teacher</td>
</tr>
<tr>
<td>weather</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wonderful Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
</tr>
<tr>
<td>school</td>
</tr>
<tr>
<td>Day 2</td>
</tr>
<tr>
<td>name</td>
</tr>
<tr>
<td>Day 3</td>
</tr>
<tr>
<td>people</td>
</tr>
<tr>
<td>Day 4</td>
</tr>
<tr>
<td>materials</td>
</tr>
<tr>
<td>Day 5</td>
</tr>
<tr>
<td>learn</td>
</tr>
<tr>
<td>Day 6</td>
</tr>
<tr>
<td>friend</td>
</tr>
<tr>
<td>Day 7</td>
</tr>
<tr>
<td>new</td>
</tr>
<tr>
<td>Day 8</td>
</tr>
<tr>
<td>together</td>
</tr>
<tr>
<td>Day 9</td>
</tr>
<tr>
<td>share</td>
</tr>
<tr>
<td>Day 10</td>
</tr>
<tr>
<td>different</td>
</tr>
</tbody>
</table>
# Setting the Scene

## Unit 1: Welcome to Curiosity Corner

### STaR Words

- **Cassie Starts School**
  - wonder
  - accident
- **I Love You All Day Long**
  - mistake
- **The Little Red Hen**
  - plant (verb)
  - gather
  - sharin’ (sharing)
- **Armadilly Chili**
  - content
  - feast

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

### Math Words

- count
- fewer
- more
- number
- one
- same
- sort
- zero

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

### Getting Along Together Words

- take turns
- active-listening
- posture
- Say-It-Back
- Cool Kid

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

### Basic Words

- books
- bookshelf
- chair
- clue
- construction
- crayons
- curious
- dish
- factory
- freeze
- glue
- group
- hoe
- nose
- nothing
- paper
- paw
- please
- puzzle
- rake
- rug
- scissors
- sheep
- snow
- stapler
- table
- toe

Basic words are those that are helpful for four- and five-year-old children to know. If children do not know them already, there will be opportunities to learn the basic words during this unit.
### Peek at the Week 1

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Focus for the Day</strong></td>
<td>School is a safe, enjoyable, and interesting place.</td>
<td>Everyone has a name, and everything has a special place in our classroom.</td>
</tr>
<tr>
<td>Classroom Library Lab</td>
<td>Enjoy a Story</td>
<td>Enjoy a Story</td>
</tr>
<tr>
<td>Letter Lab</td>
<td>Exploring Letters</td>
<td>Exploring Letters</td>
</tr>
<tr>
<td>Math Lab</td>
<td>Count ‘em</td>
<td>Count ‘em</td>
</tr>
<tr>
<td>Computer/Media Lab</td>
<td>Learning with Technology</td>
<td>Learning with Technology</td>
</tr>
<tr>
<td>Writing Lab</td>
<td>Tools for Writing</td>
<td>Tools for Writing</td>
</tr>
<tr>
<td>Art Lab</td>
<td>Creation Station</td>
<td>Creation Station</td>
</tr>
<tr>
<td>Science Lab</td>
<td>Up Close</td>
<td>Up Close</td>
</tr>
<tr>
<td>Puzzles &amp; Games Lab</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>❖ Gathering Circle</td>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
</tr>
<tr>
<td>❖ Move It!</td>
<td>What is your name?</td>
<td>Beanbag Pass: Names</td>
</tr>
<tr>
<td>❖ Rhyme Time</td>
<td>N/A – Rhyme Time begins on day 6.</td>
<td>N/A – Rhyme Time begins on day 6.</td>
</tr>
<tr>
<td>❖ Getting Along Together</td>
<td>Brain Game: Freeze</td>
<td>Ask to join in play. Learn to share.</td>
</tr>
<tr>
<td>❖ Plan &amp; Play</td>
<td>Scenario Options: Let’s Play House Construction Zone The Library Book-Making Factory</td>
<td>Scenario Options: Same as day 1 Small-Group Instruction: Use our imaginations.</td>
</tr>
<tr>
<td>❖ STaR Story Telling and Retelling</td>
<td>Interactive Story Reading: Cassie Starts School by Bette Chambers</td>
<td>Cassie Starts School Story Retell: Jump right in with repetitive text.</td>
</tr>
<tr>
<td>❖ Math Moments</td>
<td>Count by rote to 10. Sort jungle animals.</td>
<td>Count by rote to 10. Sort jungle animals and classmates.</td>
</tr>
<tr>
<td>❖ Question/Reflection</td>
<td>Brain Game: Freeze</td>
<td>Brain Game: Freeze</td>
</tr>
</tbody>
</table>

We recommend that snacks and outdoor gross-motor play be an integral part of the daily schedule. You will find suggested snacks and activities to support this theme in the appendix.
### Day 3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>We can get to know people by finding out what they like to do.</td>
<td></td>
</tr>
<tr>
<td>Enjoy a Story</td>
<td></td>
</tr>
<tr>
<td>Letters in My Name</td>
<td></td>
</tr>
<tr>
<td>Sort ‘em</td>
<td></td>
</tr>
<tr>
<td>Learning with Technology</td>
<td></td>
</tr>
<tr>
<td>Writing My Name</td>
<td></td>
</tr>
<tr>
<td>Creation Station</td>
<td></td>
</tr>
<tr>
<td>Up Close</td>
<td></td>
</tr>
<tr>
<td>Free Exploration</td>
<td></td>
</tr>
<tr>
<td>Daily start-up routines</td>
<td></td>
</tr>
<tr>
<td>The Elmo Slide</td>
<td></td>
</tr>
<tr>
<td>Curiosity and teacher(s) share Me bags.</td>
<td></td>
</tr>
<tr>
<td>Concepts of words and letters</td>
<td></td>
</tr>
<tr>
<td>Introduce the Cool Kid routine.</td>
<td></td>
</tr>
<tr>
<td>Scenario Options:</td>
<td></td>
</tr>
<tr>
<td>Same as day 1</td>
<td></td>
</tr>
<tr>
<td>Small-Group Instruction: Same as day 2</td>
<td></td>
</tr>
<tr>
<td>Interactive Story Reading: I Love You All Day Long by Francesca Rusackas</td>
<td></td>
</tr>
<tr>
<td>Sort by attributes.</td>
<td></td>
</tr>
<tr>
<td>Count by rote to 10.</td>
<td></td>
</tr>
<tr>
<td>Brain Game: Freeze</td>
<td></td>
</tr>
<tr>
<td>Letter-Recognition Game: Marching Around the Alphabet</td>
<td></td>
</tr>
</tbody>
</table>

### Day 4

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>We take care of the materials we use.</td>
<td></td>
</tr>
<tr>
<td>Enjoy a Story</td>
<td></td>
</tr>
<tr>
<td>Letters in My Name</td>
<td></td>
</tr>
<tr>
<td>Sort ‘em</td>
<td></td>
</tr>
<tr>
<td>Learning with Technology</td>
<td></td>
</tr>
<tr>
<td>Writing My Name</td>
<td></td>
</tr>
<tr>
<td>Creation Station</td>
<td></td>
</tr>
<tr>
<td>Up Close</td>
<td></td>
</tr>
<tr>
<td>Free Exploration</td>
<td></td>
</tr>
<tr>
<td>Daily start-up routines</td>
<td></td>
</tr>
<tr>
<td>Ball Roll Name Game</td>
<td></td>
</tr>
<tr>
<td>Curiosity and teacher(s) share Me bags.</td>
<td></td>
</tr>
<tr>
<td>Concepts of words and letters</td>
<td></td>
</tr>
<tr>
<td>Active Listening: Say-It-Back</td>
<td></td>
</tr>
<tr>
<td>Scenario Options:</td>
<td></td>
</tr>
<tr>
<td>Same as day 1</td>
<td></td>
</tr>
<tr>
<td>Small-Group Instruction: Same as day 2</td>
<td></td>
</tr>
<tr>
<td>Interactive Story Reading: I Love You All Day Long by Francesca Rusackas</td>
<td></td>
</tr>
<tr>
<td>Sort by attributes.</td>
<td></td>
</tr>
<tr>
<td>Count by rote to 10.</td>
<td></td>
</tr>
<tr>
<td>Brain Game: Freeze</td>
<td></td>
</tr>
<tr>
<td>Letter-Recognition Game: Marching Around the Alphabet</td>
<td></td>
</tr>
</tbody>
</table>

### Day 5

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will learn lots of new things with our friends this year in Curiosity Corner.</td>
<td></td>
</tr>
<tr>
<td>Enjoy a Story</td>
<td></td>
</tr>
<tr>
<td>Letters in My Name</td>
<td></td>
</tr>
<tr>
<td>Sort ‘em</td>
<td></td>
</tr>
<tr>
<td>Learning with Technology</td>
<td></td>
</tr>
<tr>
<td>Writing My Name</td>
<td></td>
</tr>
<tr>
<td>Creation Station</td>
<td></td>
</tr>
<tr>
<td>Up Close</td>
<td></td>
</tr>
<tr>
<td>Free Exploration</td>
<td></td>
</tr>
<tr>
<td>Daily start-up routines</td>
<td></td>
</tr>
<tr>
<td>Head, Shoulders, Knees, &amp; Toes</td>
<td></td>
</tr>
<tr>
<td>Curiosity and teacher(s) share Me bags.</td>
<td></td>
</tr>
<tr>
<td>Concepts of words and letters</td>
<td></td>
</tr>
<tr>
<td>Introduce Stop and Think.</td>
<td></td>
</tr>
<tr>
<td>Scenario Options:</td>
<td></td>
</tr>
<tr>
<td>Same as day 1</td>
<td></td>
</tr>
<tr>
<td>Small-Group Instruction: Same as day 2</td>
<td></td>
</tr>
<tr>
<td>Interactive Story Reading: I Love You All Day Long by Francesca Rusackas</td>
<td></td>
</tr>
<tr>
<td>Sort by attributes.</td>
<td></td>
</tr>
<tr>
<td>Count by rote to 10.</td>
<td></td>
</tr>
<tr>
<td>Brain Game: Freeze</td>
<td></td>
</tr>
<tr>
<td>Letter-Recognition Game: Marching Around the Alphabet</td>
<td></td>
</tr>
</tbody>
</table>

N/A – Rhyme Time begins on day 6.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario Options:</td>
<td></td>
</tr>
<tr>
<td>Same as day 1</td>
<td></td>
</tr>
<tr>
<td>Small-Group Instruction: Same as day 2</td>
<td></td>
</tr>
<tr>
<td>Interactive Story Reading: I Love You All Day Long by Francesca Rusackas</td>
<td></td>
</tr>
<tr>
<td>Sort by attributes.</td>
<td></td>
</tr>
<tr>
<td>Count by rote to 10.</td>
<td></td>
</tr>
<tr>
<td>Brain Game: Freeze</td>
<td></td>
</tr>
<tr>
<td>Letter-Recognition Game: Marching Around the Alphabet</td>
<td></td>
</tr>
</tbody>
</table>

We recommend that snacks and outdoor gross-motor play be an integral part of the daily schedule. You will find suggested snacks and activities to support this theme in the appendix.
## 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>Learning Focus for the Day</strong></td>
<td>A friend is someone who likes to play with you and with whom you like to play.</td>
<td>I can make many new friends at school.</td>
</tr>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Children’s Choices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Enjoy a Story</td>
<td>Enjoy a Story</td>
</tr>
<tr>
<td><strong>Letter Lab</strong></td>
<td>Uppercase and Lowercase Letter Match</td>
<td>Uppercase and Lowercase Letter Match</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Sort ‘em</td>
<td>Bears Cup Game</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Learning with Technology</td>
<td>Learning with Technology</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>We’re Friends</td>
<td>We’re Friends</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Creation Station</td>
<td>Friendship Wreath</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Friends Stick Together</td>
<td>Friends Stick Together</td>
</tr>
<tr>
<td><strong>Puzzles &amp; Games Lab</strong></td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
</tr>
<tr>
<td><strong>Move It!</strong></td>
<td>Greet Your Friends</td>
<td>Jumping Bean</td>
</tr>
<tr>
<td><strong>Clues &amp; Questions</strong></td>
<td>Curiosity makes a new friend. Uppercase and lowercase letters CC Activity Cards: Letter cards for “Ii,” “Li,” and “Mm”</td>
<td>Three steps for making a friend Uppercase and lowercase letters CC Activity Cards: Letter cards for “Ww,” “Aa,” and “Nn”</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>“If You’re Friendly and You Know It;” listening</td>
<td>Be friendly and welcoming, and invite others to join.</td>
</tr>
<tr>
<td><strong>Getting Along Together</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan &amp; Play</strong></td>
<td>Scenario Options: Play Date Bear Friends Go to the Beach Construction Zone The Library Book-Making Factory</td>
<td>Scenario Options: Same as day 6 Small-Group Instruction: Play Memory game with the Friends Go Together cards.</td>
</tr>
<tr>
<td><strong>STaR Story Telling and Retelling</strong></td>
<td>Interactive Story Reading: <em>The Little Red Hen</em> by J. P. Miller</td>
<td>The Little Red Hen Story Retell: Act it out.</td>
</tr>
<tr>
<td><strong>Math Moments</strong></td>
<td>Count by rote to 10. Number Sense for 0: Zero Bears Game</td>
<td>Count by rote to 10. Number Sense for 0: Zero Bears Game</td>
</tr>
<tr>
<td><strong>Question/Reflection</strong></td>
<td>Brain Game: Freeze New Brain Game: Simon Says</td>
<td>Brain Game: Simon Says “Today We Met Some Friends”</td>
</tr>
<tr>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Friends help one other and work together:</strong></td>
<td><strong>We treat one another in a friendly way by sharing and taking turns.</strong></td>
<td><strong>People can be different from us and still be our friends.</strong></td>
</tr>
<tr>
<td><strong>Enjoy a Story</strong></td>
<td><strong>Enjoy a Story</strong></td>
<td><strong>Enjoy a Story</strong></td>
</tr>
<tr>
<td><strong>Uppercase and Lowercase Letter Match</strong></td>
<td><strong>Uppercase and Lowercase Letter Match</strong></td>
<td><strong>Uppercase and Lowercase Letter Match</strong></td>
</tr>
<tr>
<td><strong>Bears Cup Game</strong></td>
<td><strong>Bears Cup Game</strong></td>
<td><strong>Bears Cup Game</strong></td>
</tr>
<tr>
<td><strong>Learning with Technology</strong></td>
<td><strong>Learning with Technology</strong></td>
<td><strong>Learning with Technology</strong></td>
</tr>
<tr>
<td><strong>We’re Friends</strong></td>
<td><strong>We’re Friends</strong></td>
<td><strong>We’re Friends</strong></td>
</tr>
<tr>
<td><strong>Friendship Wreath</strong></td>
<td><strong>Friendship Wreath</strong></td>
<td><strong>Friendship Wreath</strong></td>
</tr>
<tr>
<td><strong>Friends Stick Together</strong></td>
<td><strong>Friends Stick Together</strong></td>
<td><strong>Friends Stick Together</strong></td>
</tr>
<tr>
<td><strong>Free Exploration</strong></td>
<td><strong>Free Exploration</strong></td>
<td><strong>Free Exploration</strong></td>
</tr>
<tr>
<td><strong>Daily start-up routines</strong></td>
<td><strong>Daily start-up routines</strong></td>
<td><strong>Daily start-up routines</strong></td>
</tr>
<tr>
<td><strong>Kitty Walk</strong></td>
<td><strong>Ball Pass (colors)</strong></td>
<td><strong>“Colors”</strong></td>
</tr>
<tr>
<td><strong>Help Curiosity and Squeaky solve a problem. Uppercase and lowercase letters CC Activity Cards: Letter cards for “Cc,” “Tt,” and “Pp”</strong></td>
<td><strong>Sharing with friends Uppercase and lowercase letters CC Activity Cards: Letter cards for “Ss,” “Oo,” and “Ff”</strong></td>
<td><strong>Similarities and differences between friends Uppercase and lowercase letters CC Activity Cards: Letter cards for “Bb,” “Dd,” and “Uu”</strong></td>
</tr>
<tr>
<td><strong>Introduce the Thinking Spot and the Settle-Down Jar.</strong></td>
<td><strong>“If You’re Friendly and You Know It” Rhyme Recognition: Stand Up, Sit Down game</strong></td>
<td><strong>“If You’re Friendly and You Know It” Rhyme Recognition: Picture Match game</strong></td>
</tr>
<tr>
<td><strong>Scenario Options: Same as day 6</strong></td>
<td><strong>Scenario Options: Same as day 6</strong></td>
<td><strong>Scenario Options: Same as day 6</strong></td>
</tr>
<tr>
<td><strong>Small-Group Instruction: Same as day 2</strong></td>
<td><strong>Small-Group Instruction: Same as day 2</strong></td>
<td><strong>Small-Group Instruction: Same as day 2</strong></td>
</tr>
<tr>
<td><strong>Interactive Story Reading: <em>Armadilly Chili</em> by Helen Ketteman</strong></td>
<td><strong>Armadilly Chili</strong></td>
<td><strong>Free-Choice Story Reading: <em>A Splendid Friend Indeed</em> by Suzanne Bloom</strong></td>
</tr>
<tr>
<td><strong>Count by rote to 10. Number Sense for 1: Only One by Marc Harshman</strong></td>
<td><strong>Count by rote to 10. Number Sense for 1: Nothing game</strong></td>
<td><strong>Count by rote to 10. Review 0 and 1.</strong></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>Cassie Starts School</em> by Bette Chambers (class set)</td>
<td></td>
</tr>
<tr>
<td>• <em>I Love You All Day Long</em> by Francesca Rusackas</td>
<td></td>
</tr>
<tr>
<td>• <em>The Night Before Preschool</em> by Natasha Wing</td>
<td></td>
</tr>
<tr>
<td>• <em>The Little Red Hen</em> illustrated by J. P. Miller</td>
<td></td>
</tr>
<tr>
<td>• <em>Armadilly Chili</em> by Helen Ketteman</td>
<td></td>
</tr>
<tr>
<td>• <em>A Splendid Friend Indeed</em> by Suzanne Bloom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concepts of Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>At School</em> by Sally Francis Anderson (class set)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Only One</em> by Marc Harshman</td>
</tr>
<tr>
<td>• <em>Chicka Chicka Boom Boom</em> by Bill Martin Jr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curiosity Corner 2nd Edition Software</td>
</tr>
<tr>
<td>• <em>Learning Basic Skills Through Music, Volume 1</em> CD by Hap Palmer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cards/Card Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curiosity Corner Activity Cards for Unit 1</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All (“Aa” – “Zz”)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeral Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 0, 1 and 1–5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thematic Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curiosity Meets Squeaky set</td>
</tr>
<tr>
<td>• Wonderful Word picture cards: school, name, people, materials, learn, friend, new, together, share, different</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Day 7: Blocks Friends card</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rhyme Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Day 10: snow, rake, sheep, hoe, toe, nose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan &amp; Play Scenario Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Let’s Play House, Construction Zone, The Library, Book-Making Factory, Play Date, Bear Friends Go to the Beach</td>
</tr>
<tr>
<td>• Small group: Friends Go Together</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rhyme Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “If You’re Friendly and You Know It”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Card Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Letter-Blending Cards, Deck 1</td>
</tr>
<tr>
<td>• Ear and mouth cards</td>
</tr>
<tr>
<td>Setting the Scene</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Posters</strong></td>
</tr>
<tr>
<td>• Active Listening poster</td>
</tr>
<tr>
<td>• Arrival Activities poster</td>
</tr>
<tr>
<td>• Three Steps for Making a New Friend poster</td>
</tr>
<tr>
<td><strong>General — Used in Every Unit</strong></td>
</tr>
<tr>
<td>• Puppets: Curiosity (cat) and Squeaky (squirrel)</td>
</tr>
<tr>
<td>• Paw point chips</td>
</tr>
<tr>
<td>• Cool Kid certificates</td>
</tr>
<tr>
<td>• Cool Kid stamps</td>
</tr>
<tr>
<td>• Colored clothespins (for Plan &amp; Play scenario selection)</td>
</tr>
<tr>
<td>• Read &amp; Respond bookmarks</td>
</tr>
<tr>
<td>• Home Link animal hand stamps and ink pad</td>
</tr>
<tr>
<td><strong>Other SFAF Items</strong></td>
</tr>
<tr>
<td>• Counting bears</td>
</tr>
<tr>
<td>• Plastic jungle animals</td>
</tr>
<tr>
<td>• Toy food (for housekeeping area)</td>
</tr>
<tr>
<td>• Lace and trace pets (Puzzles &amp; Games Learning Lab)</td>
</tr>
<tr>
<td>• Curiosity Corner 2nd Edition Unit Record Form for unit 1 (generate with data-tools system)</td>
</tr>
</tbody>
</table>
**Teacher Acquired:**

<table>
<thead>
<tr>
<th>Items to Be Used in All Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the Curiosity Corner 2nd Edition Teacher’s Manual, chapter 10, Getting Started, for information and ideas about preparing these items.</td>
</tr>
<tr>
<td>• Calendar</td>
</tr>
<tr>
<td>• Calendar shape cutouts</td>
</tr>
<tr>
<td>• Weather chart</td>
</tr>
<tr>
<td>• Partnership chart</td>
</tr>
<tr>
<td>• Classroom jobs chart</td>
</tr>
<tr>
<td>• Daily Message board (or IWB access)</td>
</tr>
<tr>
<td>• Box house for Curiosity</td>
</tr>
<tr>
<td>• Sharing sticks</td>
</tr>
<tr>
<td>• Celebration jar</td>
</tr>
<tr>
<td>• Water bowl for Curiosity’s paw points</td>
</tr>
<tr>
<td>• Leaves (cut from green paper) for the story tree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office/Craft Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Materials to make nametags for each child (and Curiosity)</td>
</tr>
<tr>
<td>• Index cards or sections of sentence strips for name cards (two per child)</td>
</tr>
<tr>
<td>• Marker</td>
</tr>
<tr>
<td>• Resealable baggies or bowls (enough for half of the class; used daily in Math Moments)</td>
</tr>
<tr>
<td>• Beanbag or other item for children to pass (Move It!, day 2)</td>
</tr>
<tr>
<td>• Paper lunch bags (one for each child, each teacher, and Curiosity for Clues &amp; Questions, day 3)</td>
</tr>
<tr>
<td>• Three opaque plastic or paper cups (Math Lab, day 7)</td>
</tr>
<tr>
<td>• Washable paint (Art Lab, day 7)</td>
</tr>
<tr>
<td>• Large piece of paper (such as chart paper or bulletin board paper for Art Lab, day 7)</td>
</tr>
<tr>
<td>• Plastic peanut butter jar or water bottle with lid with the label removed, glitter, and glycerin (available at craft stores) for making the Settle-Down Jar (GAT, day 8)</td>
</tr>
<tr>
<td>• Chart paper (one piece for Clues &amp; Questions, day 9)</td>
</tr>
<tr>
<td>• Strips of colored paper: red, blue, green, and yellow (Move It!, day 10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supplies for Learning Labs and Plan &amp; Play scenarios (see next section)</td>
</tr>
</tbody>
</table>
## Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios:

<table>
<thead>
<tr>
<th>Learning Labs</th>
<th>Classroom Library Lab</th>
<th>Letter Lab</th>
<th>Math Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy a Story</td>
<td>• Books of all kinds, theme-related books</td>
<td>• Magnetic, plastic, or foam letters, metal cookie sheet (for magnetic letters), Letter-Blending Cards, Deck 1 Card Set</td>
<td>• Things that children can count: linking cubes, buttons, beads, pattern blocks, etc.</td>
</tr>
<tr>
<td>Letter Lab</td>
<td>• Magnetic, plastic, or foam letters, metal cookie sheet (for magnetic letters), Letter-Blending Cards, Deck 1 Card Set</td>
<td>• Plastic jungle animals</td>
<td>• Three paper or plastic cups (opaque)</td>
</tr>
<tr>
<td>Exploring Letters</td>
<td>• Name card for each child with first and last name printed, plastic letters</td>
<td>• Three or four counting bears (any size or color)</td>
<td></td>
</tr>
<tr>
<td>Letters in My Name</td>
<td>• Set of uppercase and lowercase letter match cards (appendix)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uppercase and Lowercase Letter Match</td>
<td>• Set of uppercase and lowercase letter match cards (appendix)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Lab</td>
<td>• Computers, digital tablets, CD player, cassette tape player, headphones, etc. Software, CDs, tapes, and/or links to websites (See the SFAF Online Resource Center for suggested websites.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count ‘em</td>
<td>• Computers, digital tablets, CD player, cassette tape player, headphones, etc. Software, CDs, tapes, and/or links to websites (See the SFAF Online Resource Center for suggested websites.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort ‘em</td>
<td>• Plastic jungle animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear Cup Game</td>
<td>• Three paper or plastic cups (opaque)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer/Media Lab</td>
<td>• Computers, digital tablets, CD player, cassette tape player, headphones, etc. Software, CDs, tapes, and/or links to websites (See the SFAF Online Resource Center for suggested websites.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring with Technology</td>
<td>• Computers, digital tablets, CD player, cassette tape player, headphones, etc. Software, CDs, tapes, and/or links to websites (See the SFAF Online Resource Center for suggested websites.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Lab</td>
<td>• Variety of different writing instruments: markers (thin and thick), crayons, sparkly crayons, highlighters, pencils, etc.; paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools for Writing</td>
<td>• Name card for each child, unlined paper, writing instruments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing My Name</td>
<td>• Paper, writing instruments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Lab</td>
<td>• Variety of craft supplies that children can choose from: construction paper, glue, scissors, sequins, glitter glue, paint, paintbrushes (If you have an easel, it can be considered part of the Art Lab.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creation Station</td>
<td>• Paper cut into a wreath shape, washable paint, paper towels, moist towelettes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship Wreath</td>
<td>• Paper cut into a wreath shape, washable paint, paper towels, moist towelettes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Lab</td>
<td>• Magnifiers, items to explore with magnifiers (leaves, rocks, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Friends Stick Together

- Magnets, magnetic and nonmagnetic items for children to test with the magnets (paperclips, buttons, bottle caps, small toys)

### Puzzles & Games Lab

#### Free Exploration

- Classroom puzzles and/or games
- Lace-and-trace pets
- CC Activity Cards: We Meet Squeaky set

### Plan & Play

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Suggested Classroom Space</th>
<th>Ideas for Props</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s Play House</td>
<td>Housekeeping area</td>
<td>• Toy kitchen appliances, small table and chairs, toy dishes, toy food, dolls, baby doll clothes, crib, toy or unconnected telephone, toy broom and mop</td>
</tr>
<tr>
<td>Construction Zone</td>
<td>Area where blocks are stored</td>
<td>• Blocks, toy dump trucks and bulldozers, wooden people or other dolls, toy cars, construction hats</td>
</tr>
<tr>
<td>The Library</td>
<td>Classroom library</td>
<td>• Library cards (appendix), something children can pretend is a scanner for library cards, clipboard with paper and pencils or crayons for librarians to record checked-out books, box or basket for placing books that need to be reshelved, beanbag or other comfortable chair so the librarian can conduct story time</td>
</tr>
<tr>
<td>Book-Making Factory</td>
<td>Writing Lab and/or Art Lab area</td>
<td>• Different types and sizes of paper, scissors, stapler (with adult helpers), crayons, markers, stickers</td>
</tr>
<tr>
<td>Bear Friends Go to the Beach</td>
<td>Sand table</td>
<td>• Counting bears, sand toys (shovels, pails, cups), small cloth to serve as picnic blanket, paper drink umbrellas, napkins or small pieces of fabric to serve as beach towels</td>
</tr>
<tr>
<td>Play Date</td>
<td>Housekeeping area</td>
<td>• Board games, playdough, dolls and accessories, toy cars</td>
</tr>
</tbody>
</table>
To Be Prepared:

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

| Day 1 |  
|---|---|
| **General** | • Refer to the *Curiosity Corner 2nd Edition Teacher’s Manual*, chapter 10, Getting Started, for more information about general classroom set-up that should occur prior to the first day of school.  
  - Prepare a nametag for each child (first and last name).  
  - Write each child's name on a wooden craft stick to use as sharing sticks.  
  - Label each child's cubby or hook.  
  - Prepare a calendar for the month. Add numbers and shapes for the days in the month that occur prior to the first day of school.  
  - Acquire or make a weather chart.  
  - Create a box house for Curiosity.  
  - Find a bowl to serve as Curiosity's water dish.  
  - Make a line on a jar to create a celebration jar.  
  - Familiarize yourself with the functions and features of the interactive whiteboard software. |
| **GR&W** | • Set up the Learning Labs. See the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart on the previous pages for information about how to set up each lab. Check the lesson plan or the Peek at the Week to see which labs will be offered on day 1.  
  • Duplicate the theme introduction letter.  
  • Duplicate and prepare the Learning Labs Facilitation Guide.  
  • Lay the children's nametags out on a table or other easily accessible surface. |
| **C&Q** | • Put a nametag on Curiosity, and place her inside her box house.  
  • Place the Active Listening poster inside Curiosity’s house. |
| **P&P** | • Set up any materials for the Plan & Play scenarios. See the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart on the previous pages for ideas about materials you can provide for each scenario.  
  • Place the Plan & Play scenario cards in a pocket chart or other display area. Attach a different colored clothespin to each card. Think about how many children will be able to reasonably participate in each scenario. Count out the corresponding number of clothespins, and place them in an easily accessible spot. |
| **MM** | • Create a group of six plastic jungle animals for modeling how to sort items. You should have two each of three different animals. Try to select two pairs of animals that are the same color (e.g., two hippos, two orange tigers, and two orange giraffes).  
  • Place the remaining jungle animals into resealable plastic baggies or bowls. You should have one baggie or bowl of animals for each group of two or three children. (Note: You will use these again on day 2.) |

| Day 2 |  
|---|---|
| **C&Q** | • Place items from around the classroom into Curiosity’s house. Examples might include a stapler, crayons, a block, a paintbrush, and books. |
### Day 3

| GR&W | Add the STaR story *Cassie Starts School* to the Classroom Library Lab and a set of name cards to the Letter Lab.  
  
  - Make a name card for each child, and place the cards in the Writing Lab. The cards should include the first and last names of each child. You may also attach a photograph of the child if you have one available. (Note: Make two copies of each name card because you will want to add a set to the Letter Lab on day 3.)  
  
| C&Q | Prepare a Me Bag for Curiosity. Write Curiosity's name on the outside of a paper lunch bag. Place a small toy, such as a ball or other cat toy, inside the bag. Prepare a second Me Bag for yourself. Place something inside the bag that tells something about what you like to do or an interesting fact about yourself. It can be an object or a photograph. If you have teaching assistants, create Me Bags for them too.  
  
| STaR | Number the pages of *I Love You All Day Long*. Page 1 begins, “Owen had an important question.”  
  
| MM | Prepare three paper bags of counting bears for modeling. Place the bags inside Curiosity's house. Number the bags “1,” “2,” and “3.” The following bears should be in each bag:  
  - one large, one medium, and one small bear, all the same color  
  - four small bears, one of each color (red, yellow, green, blue)  
  - two large red bears, one medium red bear, one medium green bear, one large yellow bear, one medium yellow bear, and three small yellow bears  
  
  - Place counting bears in baggies for each group of two or three children. Try to include at least eight to ten bears per baggie. Vary the number of bears in each size and color so each baggie is unique. (Note: You will use the baggies of bears again on day 4.)

### Day 4

| MM | Prepare a group of counting bears for modeling. Include five large bears (any color) and three medium bears (also any color).  
  
### Day 5

| GR&W | Add the STaR story *I Love You All Day Long* to the Classroom Library Lab.  
  
| C&Q | Place copies of *At School* (enough for each child to have his or her own) inside Curiosity's house.  
  
| STaR | Select a story for free-choice day (or options for children to choose from).  
  
| MM | Place three counting bears in Curiosity’s house: a large red bear, a medium green bear, and a small blue bear.  
  
  - Prepare the following groups of counting bears:  
    - Two groups to compare:  
      - Six large bears: three red, two blue, and one yellow  
      - Five small bears: two green, one yellow, one red, and one blue  
    - Two groups to compare:  
      - Assorted sizes of five to seven bears, all blue  
      - Assorted sizes of five to seven bears, all green  
    - Two groups to compare:  
      - Three large blue bears  
      - Three small green bears  
      - Three small blue bears  
  
| Q/R | Prepare a sign-in sheet for your class as described in the *Curiosity Corner 2nd Edition Teacher's Manual*, chapter 10, Getting Started.
### Day 6

**GR&W**
- Add the STaR story *The Night Before Preschool* to the Classroom Library Lab.
- Create a set of uppercase and lowercase letter matching cards. Duplicate and cut out the cards found in the appendix. Place the set of cards in the Letter Lab.
- Place magnets and a variety of objects (magnetic and nonmagnetic) in the Science Lab.
- Place the lace-and-trace pets cards on a table or other easily accessible area.

**GC**
- Create and display a chart for partnership assignments.
- Create and display a classroom jobs chart.

**C&Q**
- Place the Squeaky (squirrel) puppet and the We Meet Squeaky picture cards inside Curiosity’s house. (IWB users will not need the picture cards.)

**STaR**
- Number the pages of *The Little Red Hen*. Page 1 begins, “One summer day…”

**P&P**
- Prepare for the new Plan & Play scenarios according to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart.

### Day 7

**GR&W**
- Math Lab: Add three cups and four to five counting bears.
- Art Lab: Prepare materials to make a friendship wreath in the Art Lab. Cut a piece of large paper into a circle with a hole in the center (like a donut) to make the wreath shape. You may cut a beveled edge on the outside. Invite each child to make a handprint on the wreath with the washable paint. Their fingers should face the outside of the circle. Label the wreath “Friendship Wreath.” (Note: This activity should be facilitated by an adult.)

### Day 8

**GR&W**
- Add the STaR story *The Little Red Hen* to the Classroom Library Lab.
- Place the Curiosity Meets Squeaky picture cards in an accessible location.

**C&Q**
- Scatter pieces from a jigsaw puzzle near your whole-group teaching area. Place the Squeaky (squirrel) puppet in Curiosity’s house.

**GAT**
- Create a Settle-Down Jar. Fill a clear plastic water bottle three-quarters full with warm water, and then add enough glycerin to fill the bottle almost to the top. Add a few pinches of glitter. Secure the lid tightly to the bottle, and label it “Settle-Down Jar.”

### Day 9

**C&Q**
- Place the Squeaky puppet and a toy inside Curiosity’s house.

**Q/R**
- Preview the book *Chicka Chicka Boom Boom* (if you are unfamiliar with it) so you can read it smoothly and rhythmically to your class.

### Day 10

**C&Q**
- Place the Squeaky (squirrel) puppet in Curiosity’s house.

**STaR**
- Select a story for free-choice day.

**Q/R**
- Use the data from your unit record form to select five Wonderful Words that children need to practice. Pull the Wonderful Word picture cards for the selected words unless you are using an interactive whiteboard.
Day 1 | Ready, Set

Learning Focus

School is a special place where we learn and play.

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<th>Materials</th>
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<tr>
<td>General</td>
<td>• Sharing sticks&lt;br&gt;• Curiosity Corner 2nd Edition flash drive&lt;br&gt;• Curiosity Corner Unit Record Form for unit 1&lt;br&gt;• Cool Kid stamp</td>
</tr>
<tr>
<td>You will need these items at various points throughout the day.</td>
<td></td>
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<tr>
<td>Greetings, Readings, &amp; Writings</td>
<td>• Nametags for children&lt;br&gt;• Learning Labs Facilitation Guide (appendix)&lt;br&gt;• Refer to the Suggested Materials for Setting Up Learning Labs and Plan &amp; Play Scenarios chart in the front matter for materials related to Learning Labs and Plan &amp; Play scenarios.</td>
</tr>
<tr>
<td>Gathering Circle</td>
<td>• Calendar plus calendar cutout for today’s date&lt;br&gt;• Weather chart</td>
</tr>
<tr>
<td>Move It!</td>
<td>• CD: <em>Learning Basic Skills Through Music, Volume 1</em> by Hap Palmer</td>
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<tr>
<td>Clues &amp; Questions</td>
<td>• Curiosity’s box house&lt;br&gt;• Curiosity puppet and nametag&lt;br&gt;• Curiosity’s water dish&lt;br&gt;• Paw point chips&lt;br&gt;• Active Listening poster&lt;br&gt;• CC Activity Cards: Wonderful Word picture card for “school”&lt;br&gt;• Daily Message board or IWB access</td>
</tr>
<tr>
<td>Getting Along Together</td>
<td>• Music CD (teacher’s choice)</td>
</tr>
<tr>
<td>Plan &amp; Play</td>
<td>• CC Activity Cards: Scenario cards for Let’s Play House, Construction Zone, the Library, and the Book-Making Factory&lt;br&gt;• Colored clothespins&lt;br&gt;• Props for scenarios (see list of suggestions in the You Will Need section of the front matter)&lt;br&gt;• Library cards for the Library scenario (appendix)</td>
</tr>
<tr>
<td>STaR</td>
<td>• SFAF book: <em>Cassie Starts School</em> by Bette Chambers&lt;br&gt;• Ear and mouth cards&lt;br&gt;• Leaf for story tree</td>
</tr>
</tbody>
</table>
### Materials

<table>
<thead>
<tr>
<th>Math Moments</th>
<th>Question/Reflection</th>
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</thead>
<tbody>
<tr>
<td>• Six plastic jungle animals for demonstration</td>
<td>• Class set of <em>Cassie Starts School</em> by Bette Chambers</td>
</tr>
<tr>
<td>• Baggies of eight to twelve plastic jungle animals for sorting – one per group of two or three children</td>
<td>• Theme Introduction letter for unit 1 (appendix)</td>
</tr>
<tr>
<td></td>
<td>• Home Link animal stamp: chick</td>
</tr>
</tbody>
</table>
Facilitate Learning

- Greet and introduce yourself to each child and family member(s) individually in a warm, welcoming way as they enter the classroom.

- Individually show children their cubbies with their names and places for their personal belongings. Help children find their nametags in their cubbies.

- Point out your nametag, and ask children to wear theirs, assisting them if needed.

- Show children where the bathroom is, and explain the procedure for its use (“Tell me,” or “Ask an adult to take you.”). Then guide them to the Learning Labs that are available today.

- Write any new student’s name on a sharing stick.

- If children arrive after others are already engaged in a lab activity, introduce them, and encourage them to get involved with those already in the lab.

- Once most of the children have arrived and had a brief opportunity to use the lab activities, prepare them to tidy up. Let them know that they will not have time to begin another project right now.

- After giving children a little more time to complete their projects, work with them to tidy up the materials before moving to the Gathering Circle.

Teacher’s Note: Some children might have difficulty separating from their families. Please see ideas on how to deal with separation in chapter 6, Developing Social/Emotional Skills and Self-Regulation, in the Curiosity Corner 2nd Edition Teacher’s Manual.

It will be helpful if you greet everybody on this first day while the other teacher(s) interact(s) with the children using the lab materials. Although all teachers will have their hands full this first day and week, be sure to introduce the other adults working in the classroom, at least from a distance, and have them wave to the family members.

Be aware of children who might need to use the bathroom throughout the day and who might need help with buttons, belts, and zippers. If a child has a toilet accident, remember to assure him or her that it is okay and that no one is upset.

Available Activities

Classroom Library Lab: Enjoy a Story

- Encourage children to freely explore books from the class library. Include books related to starting school and other classic children’s books. Demonstrate and/or remind children about turning pages and handling the books gently. Observe how children turn pages, and offer suggestions if needed.
Letter Lab: Exploring Letters

- Place a set of plastic letters, letter cards, or other letter manipulatives in the lab for children to explore and manipulate.

Math Lab: Count ‘em

- Have a variety of manipulatives available that children can sort and count. Examples include linking cubes, plastic bears, buttons, beads, and pattern blocks.

Computer/Media Lab: Exploring with Technology

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

Writing Lab: Tools for Writing

- Have a variety of writing instruments (crayons, markers, pencils, colored pencils) and types of writing paper (lined, unlined, construction) available. Encourage children to try out the different types of writing tools and see what types of marks they make.

Art Lab: Creation Station

- Provide a variety of general items, such as construction paper, glue, scissors, or paint, and encourage children to create whatever they’d like.

Science Lab: Up Close

- Provide basic exploration materials, such as magnifiers, with which children may experiment.

Puzzles & Games Lab: Free Exploration

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

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. When you give the three-minute warning today, tell children that when they hear you sing a song, they will know it is time to clean up and move to the gathering area. Encourage children to join you in singing the tidy-up song as they put away the lab supplies.

This is the way we tidy our labs, tidy our labs, tidy our labs.
This is the way we tidy our labs, all of us together.
(Repeat if the children need more time.)

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

Welcome

- Welcome children to the circle. Introduce yourself and any other teachers or assistants in the classroom.

- Help children sit in a circle so everyone can see. If necessary, ask children to create a circle while standing by holding hands, and then have them sit down. Go over basic rules for circle time (keep your hands to yourself, listen to the teacher or someone who is sharing an idea, etc.).

- Demonstrate expectations for circle time by showing the “Sit in a Circle” video.

- Explain that each day when they arrive, children will be able to explore the labs like they did this morning. Then, after singing the tidy-up song, they will gather together for some special morning activities.

Attendance

- Check attendance. Use this opportunity to introduce each child by name to the class.

Calendar

- Introduce the calendar.

  This special chart is called a calendar. It tells us what month it is, the day of the week, and the date. We will learn a lot about months and days of the week this year with our calendar. Point to the name of the month. This month is (name of the month). Point to the name of the day of the week. Today is (day of the week), and the date is the (date as an ordinal number).

  Each date has a shape. Let’s look at the shapes on the dates before you started school. Go over the pattern (for example, star, circle, star, circle). So what do you think our shape for today will be? Allow students to answer freely. Place the shape with today’s date in the appropriate space.

- Model how to say the full day, date, and year in a sentence. Then invite children to say it with you in unison.

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

  EXAMPLE:

  Today is Monday, August 25, 2014.
Weather

- Introduce the weather chart. Explain each of the features of the chart. Tell children that each day, you will let someone look out the window to see what the weather is like. Then that child will get to show the weather on the chart. Allow a child to check the weather and indicate the conditions on the chart.

Tell children that after circle time, we will do something fun to move our bodies. It’s called Move It! Invite children to stand in preparation for the Move It! activity.

Move It!

- Explain the Move It! activity to the children.

  Today we will play a game called What is your name? I am going to play a song. There will be parts of the song where you will have a chance to say your name. When I point to (or look at) you, you will know that it is your turn to say your name. After you have said your name, please sit down.

- Play the song “What is your name?” from the Learning Basic Skills Through Music, Volume 1 CD. When the song says “What is your name?” and “My name is _____,” point to (or otherwise signal) a child, and have him or her say his or her name. After the child says his or her name, have him or her sit down so you will know that he or she has had a turn. The song includes the opportunity for eighteen introductions. Play the song twice if you have more than eighteen children in your class.

Invite children to be seated, and present Curiosity’s box. Explain the class mascot.

In our class, we have a special friend who will help us learn each day. She is a cat, and her name is Curiosity because she is very curious. That means she always loves to learn new things, and she’s always wondering about something.

Curiosity lives in this box house. She won’t come out of her box until we say a special rhyme. Let’s learn the rhyme so she will come out and you can meet her!

- Use My Turn, Your Turn to teach the rhyme “Cat in a Box” one line at a time. Then have children say the first three lines in unison, and bring out the Curiosity puppet after she says, “Yes, I will!”

| Children: | Cat in a box,          |
|          | Sit so still,          |
|          | Will you come out?    |
| Teacher as Curiosity: | Yes, I will!           |
Clues & Questions

Curiosity’s Clues

- Bring out Curiosity wearing a nametag. Have her introduce herself.
  
  Curiosity: Good morning, boys and girls. My name is Curiosity.

- Walk around the circle, and offer children the opportunity to pet Curiosity. As you do, have Curiosity ask each child’s name. Invite the child to shake her paw as she says, “It’s nice to meet you, (child’s name).”

  EXAMPLE:
  
  Curiosity: What's your name?
  Child: Olivia.
  
  Curiosity: It’s nice to meet you, Olivia. (Olivia shakes Curiosity’s paw.)

- Explain Curiosity’s clues.

  Teacher: Each day, Curiosity will give us a clue about something we will learn. On some days, she will tell us the clue. On other days, she will bring something. (To Curiosity) Curiosity, did you bring a clue today?

  Curiosity: Yes, I did! I have something special in my house. Would you like to see it?

  Teacher: Yes! Let’s get it!

  Help Curiosity get the Active Listening poster, the paw points dish, and a few paw point chips out of her house.

  Teacher: Curiosity has brought some things that will help us learn together this year. First, let’s talk about listening.

Learning with Curiosity

- Invite children to close their eyes and listen for sounds in the environment.

  What sounds did you hear in our classroom? Select a few children to respond. Did you hear anything coming from the halls or outside on the playground?

  Thank you for sharing. Listening is a very important thing we do in school.

- Introduce the Active Listening poster. Explain and model the three things that children can do with their bodies to show the active-listening posture. Encourage children to mimic your behavior as you name each one.

  This poster tells us things you can do with your body to help you listen carefully: Look at the speaker, be quiet, and sit still with your hands in your lap.
Let’s see if some of you can show me all three parts of the active-listening posture right now.

- Name specific things that you observe in your students. If some children are turned away, talking, or fidgeting, use this opportunity to describe strategies for the active-listening posture.

  **EXAMPLES:**
  - Great! Maya and Bernice are looking right at me. I can see their eyes.
  - Carlos, if you turn your body around and point your knees toward me, it will be easier to look at me. Adjust any students who are not already turned toward the teacher.
  - What can you do to help you be quiet? You can zip your lips shut, or you can pretend that there is a bubble in your mouth. Demonstrate by puffing out cheeks.
  - Juan is sitting still with his hands in his lap. If you have trouble keeping your hands still, you can squeeze them together like this, or you can sit on them. Demonstrate by interlocking your fingers and squeezing your hands together or by tucking your hands under your legs.

- Reinforce the importance of active listening. Hang the poster where it can be easily referenced throughout the day.

  **Listening carefully is important in Curiosity Corner. Listening is one of the ways we learn from teachers and get along with other children. We will practice our active-listening skills every day, and our poster will help us remember what to do when we are listening.**

- Demonstrate and explain the Active-Listening Signal. (Hold up two fingers.)

  **When it is time to use active listening, I will show you this signal. This is called the Active-Listening Signal. When you see me do this, you know it is time to be quiet, put your hands in your lap, and look at me. We will have lots of opportunities to practice active listening later today and this week.**

- Introduce paw points. Show a paw point chip and Curiosity’s water dish.

  **This is called a paw point chip. I will be watching you today to see if you can remember to use active listening during group time. When you do a good job with active listening, I will give some of you some paw point chips to place in Curiosity’s dish. At the end of the day, we will see how many paw points you have earned!**

**Wonderful Word**

- Introduce the Wonderful Word of the day.

  **Teacher:** Another way to earn paw points is to say the Wonderful Word of the day or tell us if you hear someone else say it.

  **Curiosity:** The Wonderful Word of the day? What’s that?
Teacher: Wonderful Words are new words that we will learn. We will have a new word each day. The words are on cards so we can remember them. Show the Wonderful Word picture card for “school.” This is the card for today’s Wonderful Word.

Our Wonderful Word today is “school.” School is a special place where we can learn and play. We have a video about the word “school.” Let’s watch!

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

And now it’s time for our Daily Message. Each day, I will write a special message. Then I will tell you what it says, and we will talk about it.

Daily Message

- Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it. Be sure to use good handwriting to write the words in the message. Write large enough for all children to see the words well.

We are in our new class together.

Letter Links

- Introduce the concept of letters and words. Point to the letters in the Daily Message, and explain what letters are.

These little marks have a very special name. WGR: Does anyone know what they are called? Letters. We will learn a lot about letters this year. When we put letters together, we can make words. Point to the word “we” in the message. This is a word. The word is “we.” It is made of two letters. Point to each letter. One, two.

Some of you can sing the alphabet song or tell the names of all the letters. Let’s watch a video about the letters in the alphabet.

- Play the “Children’s Alphabet” video.
Getting Along Together

- Introduce the Getting Along Together segment.

  You have done a terrific job using your active-listening skills and learning new things with Curiosity! I think we need to move a little. Let’s play a game called Freeze. Freeze is what we call a brain game.

- Explain brain games.

  Brain games help us exercise our mind muscles so we will be good learners. This week we will play a brain game called Freeze.

- Teach children this week’s brain game, Freeze. Play a song that children enjoy dancing to from a music CD or digital media player. Stop and start the song at random intervals. When the music stops, children should freeze (be completely still) until the music starts again.

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

Plan & Play

Scenario Introduction

- Introduce Plan & Play.

  Now we will have time to use our imaginations and pretend while we play. You will choose from some different pretend situations. Show the scenario cards. These are the choices for this week. Some of you might want to play house in the housekeeping area. You can pretend to be a family. You could be a grown-up or a child in the family. Maybe you will cook dinner, or maybe you will play a game.

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

Let’s Play House

- Show the housekeeping area. In this area, you can pretend that this is where you live. Your friends can be your family members or visitors. Maybe you will cook something, clean your house, or play a game.

Construction Zone

- Show the blocks area. Some of you might want to pretend that you are building houses or buildings in the construction zone.
The Library

- Show the classroom library area. **We can pretend that this is a public library.** Maybe you will be someone who works at the library, a librarian. Or maybe you will be a guest at the library, looking for a book to read.

Book-Making Factory

- Show the writing and art areas. **This morning these areas were our writing and art labs. For Plan & Play this week, you can pretend that this is the book-making factory.** Maybe you will imagine that you are an author, writing the words to a story. You can use pretend writing for your book. You might be an illustrator and make pictures for a book.

Scenario Selection

- Identify which scenario is represented by each of the cards on the play-planning board to introduce the potential scenarios for the week. Place a different colored clip on each scenario card. If there are limitations on the number of children that can play in a given scenario, only make a certain number of clips available in the associated color.

  **EXAMPLE:**

  I have placed a red clip on this picture of children playing house. If you want to pretend in the housekeeping area today, you will wear a red clip on your clothing. As you can see, we could fit about eight children in the housekeeping area, so I have eight red clips here. Once the red clips are all gone, you will need to choose another scenario.

- Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the appropriate area to play.

Plan

- For the first week of school, simply ask children about their roles or what they are doing as they play. Children will be encouraged to preplan before engaging in play on day 6.

  **EXAMPLES:**

  Let’s Play House: I see that you are doing some cooking. Will you be having dinner soon?

  Construction Zone: I see that you are stacking the blocks on top of one another. What are you going to build today?

Play

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

- Encourage children to become engaged in the new scenarios by joining in the play.

  EXAMPLES:

  Let’s Play House: Pretend to ring a doorbell or knock on the door. When the children answer, say, **Hello. We just moved in next door. We’re your new neighbors!** Do you have a hammer that we could borrow to hang some pictures in our new home?

  Construction Zone: **Hello. I am a reporter, and we are doing a story about all the new buildings in town. Can you tell me about your building project?** For added impact, carry a clipboard with paper, and make scribble marks as if taking notes as children tell you about what they are building.

  The Library: **Excuse me, I’d like to check out a book, but I’m not sure what kind of book to get. Can you help me find one that I might enjoy?**

  Book-Making Factory: Show a simple book, such as one piece of paper folded in half, that you have made in advance with just scribble marks. **Say, I am an author, and I have written this book about dogs. Can someone draw some dogs in my book for me?**

Provide five-minute and three-minute warnings before the end of Plan & Play. When giving the three-minute warning today, tell children that you will begin to sing a clean-up song when it’s time to put away their things. Tell them that after they put everything away, they will move to the STaR area. Encourage children to sing with you.

The Clean-Up Song

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

**Note:** “The Clean-Up Song” and “Two Little Hands” are suggested routines to guide children as they transition from Plan & Play to STaR. You may already use other routines that are equally effective. Use what works best with your class.

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

Two Little Hands

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

Before Reading

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

The title of our story today is Cassie Starts School. That’s the name of the story. The author is Bette Chambers. She wrote the words for the story. The illustrator is Scott Mattern. He drew the pictures.

• Introduce a modified version of Think-Pair-Share.

Sometimes I will ask you questions as we read the story today. Instead of raising your hands to answer, we will do something different. We will do something called Think-Pair-Share.

• Quickly assign partnerships of two or three children. Give each partner an ear or mouth card. Partnerships of three will receive two ear cards.

When I ask a question, I want you to tell your answer to your partner. If you are holding the mouth card, it will be your turn to talk first. If you are holding the ear card, that will remind you to use active listening.

When you finish telling your answer, you will trade cards and give your partner a turn to share his or her idea.

After you have had a chance to talk, I will ask you to raise your hand if you want to share your answer with the class.

• Have children practice Think-Pair-Share by asking a question about the cover illustration and the title.

Let’s try it. Look at the front cover of this book. What does it look like these people are doing? Point to your head. Think about that for a moment in your mind. Wait about ten seconds. Now look at your card. If you are holding the mouth card, tell your answer to your partner. Give a moment for children with the mouth cards to talk. Some of them may not respond, and that is okay.

Now trade cards. Help children trade cards as needed. If you are holding the mouth card, it is your turn to tell your answer. Provide time for children to respond.
Now that everyone has had a chance to tell his or her answer, let’s have someone share with the class what he or she thinks. Raise your hand if you would like to tell what you think the people in the picture on the cover of our story are doing. Select a child to answer.

**Note:** The Think-Pair-Share process may not go smoothly in the beginning. Provide support by breaking each step down as needed. The ear and mouth cards are intended to help guide the process. If you find them to be a distraction instead, try encouraging children to discuss their answers without using the cards in the beginning. Using Think-Pair-Share regularly can greatly accelerate oral-language development, so it is worth the effort.

The picture on the cover of the book looks a little bit like our classroom. Point to the following parts of the illustration as you name them. I see a teacher, children, and a bookshelf.

The picture on the cover of a book can help us think about what the story might be about. The title can also give us a clue. Let’s listen to the title again. Point to the title as you read it. *Cassie Starts School.* T-P-S: How does this help you know what might happen in the story?

Let’s read the book together to see if your ideas are in there.

**During Reading**

- Read the pages with expression, allowing children to comment on the text or illustrations and to point out the similar places and activities in their classroom as you read about them in the book, e.g., the cat puppet, Art Lab, Blocks Lab, bathroom, story, and snack.

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 3: **T-P-S:** What do you think will happen next?
  - Page 6: **Cassie spilt paint and was worried about what might happen next. T-P-S:** What happened?
  - Page 9: **T-P-S:** Why do you think Jamie looked worried after he spilled his milk?

**After Reading**

- Ask summative questions about the story.

  **What are some of the things Cassie did at school? What have you done today that is like something Cassie did?**

- Discuss the meaning of the STaR words in this story.

  *Cassie wondered* about a lot of things while she got ready for school and after she got there. That means she wanted to know about what would happen in school.

  **T-P-S:** Did you **wonder** about what would happen when you came to school today? **T-P-S:** What did you **wonder** about?
There were some accidents in school when Cassie spilled paint and Jamie spilled his milk. What do you think the word “accident” means?

Cassie and Jamie didn’t mean to spill things; it happened by accident. Have you ever done something by accident? What did you do?

• Introduce the story tree.

These branches are the beginning of our story tree. Right now, the story tree has no leaves. Show your story tree leaf. Each time we read a story in Curiosity Corner, we will write the name of the story on a leaf and add it to our tree. I can’t wait to watch the number of leaves on the tree grow as we read more and more stories each day!

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

Explain that after STaR each day, it will be time for Math Moments. Recite the rhyme “When I’m Doing Math” for the children. Encourage children to join you as you say it a second time.

When I’m Doing Math

When I’m doing math,
I wonder what I’ll see.
Lots of things for counting,
1, 2, 3.

Math Moments

Count with Curiosity

• Bring out the Curiosity puppet, and introduce Math Moments and Count with Curiosity.

Each day in Curiosity Corner, we will learn about math during Math Moments. The first thing we will do is count with Curiosity. Sometimes we will count in different ways. Today we will count to 10. Some of you may already know how to count to 10. We will practice every day this week so we will all be able to count to 10 very soon. Let’s count. Are you ready?

• Play the “Count with Curiosity: 1–10” video. Encourage children to count to 10 along with Curiosity in the video. Have Curiosity jump slightly as you say each number to help guide the process. If necessary, repeat the video to help the children count in unison with Curiosity.

• Reinforce rote counting to 10 by showing the “Doggie Kisses” video.
Active Instruction

• Introduce the concept of sorting.

  One of the things we will do in math this year is to think about how things are different and how they are the same. We can put things that are the same in some way into groups. That’s called sorting.

• Show six jungle animals, two each of three different animals (such as two tigers, two hippos, and two giraffes). Try to select two pairs of animals that are the same color and one pair that is different. Place the animals where all children can see them.

• Name the animals. Explain that some of the animals are the same. Demonstrate how you can group the animals by type. Place the tigers together, the hippos together, etc. Then show how you can group the animals another way, such as by color.

Partner Practice

• Quickly assign partnerships of two or three children. Give each partnership a baggie of eight to twelve jungle animals.

• Remind children to use active listening when they work together.

• Invite children to work together to sort the animals by type and then by color. Award paw points when you see children actively listening to and making eye contact with one another.

• Review the concept of sorting by attributes by showing the “Cookie Monster Sorting Game” video.

Have children play this week’s brain game, Freeze, with the song of your choice from a CD or digital music player.

Question/Reflection

Learning-Focus Review

• Review the day’s learning focus.

  Let’s think about what we’ve learned today. We met Curiosity and lots of new friends and learned about the things we will do each day to learn at school.
Wonderful Word

- Review the Wonderful Word.

   Our Wonderful Word today is “school.” Remember that school is a special place where we can learn and play. When did we hear the word “school” today?

Theme Learning Extension

- Review the children’s first day of Curiosity Corner.

   We had a very exciting day today! Let’s think about some of the things we did. What was something we did today that you enjoyed?

- Select a few children to share about their favorite parts of the day. Then show the video “Off to School,” and invite children to make connections between the video content and their own experiences.

Paw Points

- Remind children about why they have earned paw points, and introduce the celebration jar.

   We earned paw points today for using or noticing the Wonderful Word and also for practicing active listening. Each day, before we go home, we will count the paw points in Curiosity’s dish and move them to this special jar. When the paw points reach the line on the jar, we will have a special celebration. Let’s count the paw points that we earned today!

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

- If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

   Paw Points

   Paw points, paw points, how did we earn our paw points?
Paw points, paw points, how did we fill the jar?
Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme introduction letter and a copy of Cassie Starts School to each child.

We have two very important things for you to take home today. Hold up a copy of the theme introduction letter. This is an important note for your parents to tell them about our class. It will tell them about things that you can do at home after school each day.

For today, we have something very special. Each of you will get a copy of Cassie Starts School to keep! We hope that someone in your family can read the book with you. You can tell him or her about some of the things you did in Curiosity Corner today.

- Use the chick stamp to place an animal image on each child's hand. (optional)
- Have children join hands to form a circle. Sing the “I'll Miss You” song.

I'll Miss You
(tune: “This Old Man”)
I'll miss you. (Point to class.)
You'll miss me. (Point to self.)
We sure learned a lot you see.
We had clues and questioned lots of things.
We want to see what tomorrow brings!
Day 2 | Ready, Set

Learning Focus

Everyone has a name, and everything has a special place in our classroom.

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<tr>
<th>Additional Materials Needed Today</th>
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<tr>
<td><strong>General</strong></td>
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<td><strong>Greetings, Readings, &amp; Writings</strong></td>
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<td><strong>Gathering Circle</strong></td>
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</tr>
<tr>
<td><strong>Question/Reflection</strong></td>
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</tbody>
</table>

*Use the ear and mouth cards throughout the day to help children understand when it is their turn to speak during Think-Pair-Share. Watch for the tps icon and T-P-S in the lesson plans for suggested places to use the process.
Day 2

Greetings, Readings, & Writings

<table>
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<td>2. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.</td>
</tr>
<tr>
<td></td>
<td>3. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td></td>
<td>4. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
</tr>
</tbody>
</table>

Facilitate Learning

- Greet each child and family member by name in a warm, welcoming manner.
- Ask families if their children told them about the activities they did in school yesterday and if they have any important news to share with you about their children. Let children know how glad you are to see them at school today.
- Help children find their names on their cubbies and place their belongings in them. Help children put their nametags on before showing them the manipulatives activities. Remind them where the bathroom is located.
- If possible, try to take digital photographs of each child in your class today. These pictures will come in handy for labeling cubbies, job cards, or name cards until children can recognize their names in print. They also come in handy for a variety of crafts.

Available Activities

Classroom Library Lab: Enjoy a Story
- Same as day 1

Letter Lab: Exploring Letters
- Same as day 1

Math Lab: Count ‘em
- Same as day 1
Computer/Media Lab: Exploring with Technology
- Same as day 1

Writing Lab: Tools for Writing
- Same as day 1

Art Lab: Creation Station
- Same as day 1

Science Lab: Up Close
- Same as day 1

Puzzles & Games Lab: Free Exploration
- Same as day 1

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

Gathering Circle

Welcome Activities

Welcome
- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner. Use the Active Listening poster to remind children about expectations for listening during circle time.

Attendance
- Check attendance. Tell children that you are happy that they came to school today.

Home Link Debrief
- Ask children if any of them shared the book Cassie Starts School with someone in their family after school yesterday.
  
  T-P-S: **Tell someone sitting next to you whom you shared the story with.**
- Select a volunteer to share about his or her experience.

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

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

Invite children to stand or sit in a circle in preparation for the Move It! activity.

Basic word(s):
- beanbag
- pass

Move It!

- Introduce the Beanbag Pass with Names game.

  **Today we will play a game called Beanbag Pass with Names. I will pass the beanbag to the person next to me. As I pass the beanbag to him or her, I need to say his or her name.**

- Model passing the beanbag to the child to your right as you say his or her name.

- Play two or three times, reversing the direction in which the beanbag is passed each time. Help children remember one another’s names as needed.

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

Clues & Questions

Curiosity’s Clues

- Distribute the ear and mouth cards. Use them to help children learn when it is their turn to talk during Think-Pair-Share.

- Have Curiosity give clues about one of the classroom items from her box.

  **EXAMPLE:**

  Curiosity: *I have some things in my house today from around the classroom. One of them is a tool that the teacher uses to make papers stick together.* T-P-S: *Can you guess what it is?* *A stapler.*

- Explain that today you will talk about materials that we use in the classroom, what they are for, and where they belong.
Learning with Curiosity

- Work with Curiosity to present other items from her house. Lead a discussion about what each item is for and where it belongs in the classroom. Use this opportunity to share any safety rules that you may have. For example, it might be a rule in your classroom that adults are the only ones allowed to use the stapler.

- Give each item to a child. Ask questions about the items. Help the class practice answering the questions in unison, naming both the child and the item, using a sentence like the following.

  **EXAMPLE:**
  
  Teacher: Who is holding something we can use to draw a picture on?
  
  Children: Wayne is holding paper.

  
  - State that everyone in our class has a name. Even the materials that we use have names, and they also have special places in our classroom.

  - Introduce the “Tatiana Goes to School” video.

    We have been getting used to our new class and school. Now let’s watch a video about a girl who is going to another school.

  - Play the video.

Wonderful Word

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

  Our Wonderful Word today is “name.” Your name is what we call you. People have names. Pets have names. Even the things we use in our classroom have names.

  
  - Play the digital dictionary video for “name.”

  - Remind children that they can earn paw points when they use or hear the word “name” today.

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

Daily Message

- Write the Daily Message in front of children, reading each word as you finish writing it.

  Everything and everyone in our class has a name.

  
  - Reinforce the concept of words.

    The message tells us something. To tell someone something, I can write words. Point to the words. These are called words.

  - Read the message again, touching each word as you read it.

  - Be sure to award paw points if children notice that the Wonderful Word is in the Daily Message today.
Letter Links

- Reinforce the concept of letters.

  Each word is made of letters from the alphabet. We will see the letters of the alphabet in this video.

- Show the “Circus Alphabet” video.

Invite children to stand and walk in a circle as they sing the traditional alphabet song.

Getting Along Together

Active Instruction

- Introduce the Getting Along Together component and today’s topic: sharing.

  Now it’s time for something we call Getting Along Together. In Getting Along Together, we will learn how to work together in a friendly way. We will meet some new friends during Getting Along Together who will help us as we learn.

- Introduce Betty the bear and the video.

  We will meet our first new friend in this video. Her name is Betty the bear. We have seen her picture on our Active Listening poster. Point out Betty’s picture on the poster. Betty wants us to watch some children playing together in a video. Let’s watch.

- Show the “Learning to Share—Part 1” video.

  It looks like Arielle wants to play blocks with Allen, but she doesn’t seem to know what to do. What do you think she should do or say?

- Have children tell someone sitting next to them what they think Arielle should do and say to be able to play with the blocks too. Invite a few children to share their ideas. Then show the “Learning to Share—Part 2” video.

- Reinforce that Arielle used Allen’s name and asked to play in a nice voice with nice words.

  T-P-S: What are some nice words we can use when we talk to one another? “May I...,” “please,” “thank you.”

Partner Practice

- Invite two volunteers to come to the front of the class. Give a few blocks to one child, and tell him or her to pretend to play with the blocks. Have the other child ask him or her to play. Help the child make the request if needed. If time permits, repeat the activity with another pair of volunteers. Remind children that they will practice more as they play together.
• Award paw points for good effort. Explain that children can earn paw points for asking nicely to play and for sharing materials.

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

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Plan & Play

Scenario Review

• Review the scenarios for the unit as needed. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

• Explain that near the end of Plan & Play, you will pull five or six children to work with you in a small group. You will do this each day with different children. Everyone will have a turn in small group this week.

Scenario Selection

• Review which scenario is represented by each of the cards on the play-planning board.

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

Plan

• For the first week of school, simply ask children about their roles or what they are doing as they play. Children will be encouraged to preplan before engaging in play beginning on day 6.

  EXAMPLES:

  The Library: I see that you found a great book to read. Is it a good one? Should I check that one out sometime?

  Book-Making Factory: You have used blue and green in your picture. Is that an illustration for a new book? I can’t wait to look for it at the bookstore when it comes out!

Play

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

- Encourage children to pretend as they play. Acknowledge children who pretend.

**EXAMPLE:**

Book-Making Factory: Joshua, you are pretending to be an author. I can’t wait to read your book!

Small-Group Instruction

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

**Using Our Imaginations**

- Explain that we can use our imaginations to pretend to be anything we want. Invite children to share what they have pretended to be this week during Plan & Play.
- Use this opportunity to record each child’s ability to communicate through speech with the rubric for oral expression on the unit record form.

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

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

**STaR word(s):** accident wonder

**STaR Story Retell**

*Cassie Starts School*

*Author: Bette Chambers*

*Illustrator: Scott Mattern*

Review

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

  *We read this story yesterday. Let’s see if we can remember the title. The title of our story is Cassie Starts School. That’s the name of the story. Bette Chambers is the author of this story. Scott Mattern is the illustrator; he drew the pictures.*

- Review the story vocabulary introduced yesterday.

  *Let’s review some new words that we learned in our story yesterday.*
We heard the word “wonder.” T-P-S: What do you do when you wonder about something? You want to know about something.

Cassie had an accident when she spilled the paint. T-P-S: What should you do when you spill something by accident? Help clean it up.

Story Retell

• Explain the retell activity, rereading the story.

Today you will help me read the story again. I will read the words on the page, but when you see me give this signal (Demonstrate motioning to children with one hand, palm facing up.), you will help me read “Cassie wondered what would happen.”

Let’s practice. Give the hand signal, and help children say the repetitive sentence together.

• Reread the story, pausing to give the hand signal for children to jump right in with the repetitive sentence as it occurs.

• Conclude this activity by having children tell something that Cassie did in school.

Math Moments

Count with Curiosity

• Play the “Count with Curiosity: 1–10” video. Invite children to count to 10 in unison with Curiosity.

Active Instruction

• Review the concept of sorting by attributes by showing the “One of These Things: Fay Dogs” video.

• Remind children about yesterday’s sorting activity. Show some plastic jungle animals.

Yesterday we made groups of these jungle animals. First, we put the same kinds of animals together, like the tigers with the tigers and the elephants with the elephants.

Then, we sorted the animals by color. We put the orange animals together and the brown animals together and so on.
• Reinforce the concept of sorting by attributes by sorting the children by an attribute. Possible attributes include:
  – boys and girls;
  – long hair, short hair, or medium hair;
  – skirts or dresses, shorts, or pants; and
  – shoelaces, loop-and-hook fasteners, or buckles on shoes.

• Once the children are sorted into groups, make statements such as, “These children are all the same. They are all boys.”

**Partner Practice**

• Distribute a baggy of plastic jungle animals to groups of two or three children. Explain the task.

  Today you will sort the animals again. You will decide how you want to sort them. Maybe you will make groups of animals that are all the same animal. Maybe you will make groups of animals by color. Maybe you will think of a different way to sort the animals.

• Provide time for children to sort their animals. Invite each partnership to tell how the animals are the same in each group that they made.

Have children play this week’s brain game, Freeze, using the song of your choice from a CD or digital music player.

**Question/Reflection**

**Learning-Focus Review**

• Review the day’s learning focus.

  Let’s think about what we’ve learned today. We worked on remembering the names of our classmates and the names of things in our classroom.

**Wonderful Word**

• Review the Wonderful Word.

  Our Wonderful Word today is “name.” Remember that a name is what we call someone or something.

  T-P-S: When did we use or hear the word “name” today?
Theme Learning Extension

• Review classroom materials and places by playing a modified version of I Spy. Make statements that describe materials and places in the classroom. Then allow children to guess the answers.

_EXAMPLES:_

_I spy, with my little eye, a place where you can put your coat in the morning._ Coat hooks or a closet.

_I spy, with my little eye, a plastic box that has special things inside that we can use to decorate paper._ Crayons.

_I spy, with my little eye, a special home where Curiosity lives._ Curiosity’s box house.

• Once children understand the game, you may invite volunteers to take turns providing the clues.

Paw Points

• Remind children about why they have earned paw points.

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

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

• If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment or teach the children a cheer from the teacher’s resources section at the end of Chapter 9: Building a Classroom Environment Conducive to Learning from the Curiosity Corner 2nd Edition Teacher’s Manual.

_Paw Points_

Paw points, paw points, how did we earn our paw points?
Paw points, paw points, how did we fill the jar?

Home Link/Departure

• Make any announcements, or give reminders (upcoming field trips, picture day, etc.)

• Encourage children to tell someone at home the names of as many of their teachers and classmates as they can remember.

• Have children join hands to form a circle. Sing the “I’ll Miss You” song.

• Use the dog stamp to place an animal image on each child’s hand. (optional)
Day 3 | Ready, Set

Learning Focus

We can get to know people by finding out what they like to do.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
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| **Greetings, Readings, & Writings** | • Classroom Library Lab: Cassie Starts School  
• Letter Lab: Name cards for each child and each teacher  
• Writing Lab: Name card for each child |
| **Gathering Circle** | • Calendar cutout for today’s date |
| **Move It!** | • No additional materials needed |
| **Clues & Questions** | • Me bag for Curiosity with small ball or other cat toy inside (see Advanced Preparation in the You Will Need section of the front matter)  
• Me bag for the teacher with an item inside that tells something about him or her  
• CC Activity Card: Wonderful Word picture card for “people” |
| **Getting Along Together** | • Cool Kid certificate |
| **Plan & Play** | • No new materials |
| **STaR** | • Trade book: I Love You All Day Long by Francesca Rusackas  
• Leaf for story tree |
| **Math Moments** | • Three paper bags of counting bears for modeling (see Advanced Preparation in the You Will Need section of the front matter)  
• Baggies of attribute bears—one per group of two or three children |
| **Question/Reflection** | • CC Activity Cards: Letter cards (all twenty-six)  
• CD: Learning Basic Skills Through Music, Volume 1 by Hap Palmer  
• Cool Kid certificate and marker  
• Curiosity’s water bowl and the celebration jar  
• Paper lunch bag and Me bag letter (appendix) for each child  
• Home Link animal stamp: goose |
Day 3

Greetings, Readings, & Writings

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Facilitate Learning

- Set the tone for an enjoyable day by helping children become more independent. Celebrate the accomplishments of children who locate their cubbies, participate in conversations with friends, or self-select a lab and begin working there.
- Acknowledge children by mentioning their accomplishments. For example, in an enthusiastic tone you might say, “LaShonda, you found your nametag today all by yourself!”

Available Activities

Classroom Library Lab: Enjoy a Story
- Add the STaR book *Cassie Starts School* to the lab for children to explore.

Letter Lab: Letters in My Name
- Help children identify their own name cards. Encourage them to form their names with the plastic letters or letter cards. Demonstrate how to arrange the letters to make your own name. Then encourage children to find the letters that they recognize in their own names and copy their names with the letters.

Math Lab: Sort ‘em
- Place the plastic jungle animals in the lab. Encourage children to sort the animals into groups.

Computer/Media Lab: Exploring with Technology
- Same as day 1
Writing Lab: Writing My Name

- Place children’s name cards in the lab. Encourage children to use the cards to attempt to write their names with any of the writing tools in the lab.

Art Lab: Creation Station

- Same as day 1

Science Lab: Up Close

- Same as day 1

Puzzles & Games Lab: Free Exploration

- Same as day 1

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

Gathering Circle

Welcome Activities

Welcome

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

Attendance

- Check attendance. Tell children that you are happy that they came to school today.

Home Link Debrief

- Remind children that their Home Link assignment was to tell someone at home the names of their teachers and classmates at school.

  T-P-S: Tell someone sitting next to you whom you talked to at home about the names of people in our class. Were you able to remember some of their names?

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

Calendar

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

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

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

Move It!

- Introduce today’s Move It! activity, the Elmo Slide.

  Today in Move It! we will dance with Elmo as he does the Elmo Slide. Stand up and get ready to slide!

- Invite children to stand in a circle. Play the video. Encourage children to dance along with Elmo.

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

Clues & Questions

Curiosity’s Clues

- Have Curiosity come out of her house with a Me Bag (a paper bag with a small ball inside).

  Teacher: Curiosity has brought a clue about what we will talk about today. Curiosity, can you tell us what you brought?

  Curiosity: Yes! My name is on the front of this bag. It’s called a Me Bag because you can find something inside that tells something about me.

  Teacher: What is in the bag? May I see?

- Reach into the bag, and pull out the ball.

  T-P-S: Why do you think Curiosity has a ball in her bag? Because she likes to play with balls.

  We can learn a lot about people (or cats) by learning about things they like to do.
Learning with Curiosity

- Share your own Me Bag with the class.
- Tell children that before they go home, you will give them each a paper bag so they can make their own Me Bags to share with the class.

  **T-P-S: What is something you think you might put inside your Me Bag?**

- Reinforce the benefit of getting to know one another.

  We have been learning one another’s names this week. Telling what we like helps us all get to know one another even better. When we know one another well, we can work together to learn new things.

- Emphasize the importance of working well together by playing the “Noodles and Ned, Making the Bed” video.

  When we work well together, we call that cooperating. Noodles and Ned have to cooperate to make the bed.

Wonderful Word

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

  Our Wonderful Word today is “people.” People are boys, girls, women, and men. There are many people in our classroom and in our school.

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

Daily Message

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

  [Teacher name(s)] help(s) us learn at school.

  **EXAMPLES:**

  “Mrs. Jones and Ms. Carter help us learn at school,” or “Mr. Taylor helps us learn at school.”

Letter Links

- Review the concepts of letters and words. Point to the words in your message.

  **WGR: What are these called? Words.**

  **WGR: Each word is made of little marks. What are those marks called? Letters.**

- Reinforce the connection between letters and words by showing the “Alphabet Town” video.
Lead children in saying the letters of the alphabet.

Getting Along Together

Active Instruction

- Introduce the Cool Kid routine, and explain how to give a meaningful compliment.

Today in Getting Along Together, we will learn about something exciting called the Cool Kid. Every day, I will pick one student to be the Cool Kid for that day. You will each have a turn.

- Use the sharing sticks to randomly select a Cool Kid for today.

Today’s Cool Kid is (name of student). At the end of the day, we will give the Cool Kid compliments about things that he or she did well. I will write the compliments on the Cool Kid certificate. (Hold up a Cool Kid certificate to show the students.) A compliment is something you say that is nice or encouraging about a person. We will say something about what he or she did or said to be a great team member and classmate. We will not give compliments about what someone looks like or what he or she is wearing. Here are some compliments that I might give the Cool Kid:
- You did a great job of using the active-listening posture as soon as I gave the Active-Listening Signal this morning.
- I saw you help your friend pick up her crayons that fell on the floor.
- I noticed that you did a great job sharing art materials with a classmate.

- Show the “Complimenting the Cool Kid” video to clarify the types of compliments children will give.

- Invite the Cool Kid to stand in front of the circle. Remind children to pay special attention to the Cool Kid today and watch for things that he or she does well. Explain that the Cool Kid will also get to help with some special jobs in the classroom, such as being the line leader and the teacher’s helper. Allow the Cool Kid to sit down.

Partner Practice

- Have children practice giving compliments. Invite children to share a compliment about someone else in the classroom. After each response, you may need to rephrase what the child has said into a simple sentence. If children have trouble generating compliments on their own, you may need to model a few suggestions. Reinforce that you are giving compliments about actions rather than external attributes. For example, “I like how you helped your friend put away his backpack,” rather than “I like your shoes,” or “I like your hair.”
It may be helpful to suggest a few sentence starters for giving compliments. “I like how...” and “I saw that...” are two ways to start a compliment. Remind children about the video they saw yesterday about the children learning to share.

**What are some compliments that we can give when we see classmates sharing?**

- I like how (insert a student’s name) is sharing blocks on the carpet.
- I saw that (insert a student’s name) gave two blocks to a classmate.

Award paw points for giving a meaningful compliment. Explain that children can earn paw points for giving compliments to the Cool Kid at the end of the day.

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

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**Plan & Play**

**Scenario Review**

- Review the scenarios for the unit as needed. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

**Scenario Selection**

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

**Plan**

- For the first week of school, simply ask children about their roles or what they are doing as they play. Children will be encouraged to preplan before engaging in play beginning on day 6.

**Play**

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

**Coaching**

- Continue to focus on encouraging children to use their imaginations and pretend.
Small-Group Instruction

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

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

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

STaR word(s):

mistake

I Love You All Day Long

Author: Francesca Rusackas
Illustrator: Priscilla Burris

Owen is anxious about going to school without his mother, but she reassures him that her love will stay with Owen no matter where he is or what he is doing throughout the day.

Interactive Story Reading

Before Reading

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

  The title of our story today is I Love You All Day Long. That’s the name of the story. The author is Francesca Rusackas. She wrote the words for the story. The illustrator is Priscilla Burris. She drew the pictures.

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

  Look at the front cover of this book. T-P-S: What do you see? We see a picture of a Mommy pig and a baby pig. The Mommy pig is giving the baby pig a hug and a kiss. Let’s listen to the title again to see if that helps us figure it out what this story is about. I Love You All Day Long. T-P-S: How does this help you know what might happen in the story? It helps us know that the story is about a mother’s love for her child. Let’s look at some of the pages in the book to see what happens in the story.

- Page through the book pausing occasionally to talk about the silly illustrations. Use a Think Aloud to give children a purpose for listening to the story.
I see that in this story, a little boy pig is at school. He does a lot of different things at school. The illustrations show him talking to his friends, painting pictures, eating his lunch, and playing outside. I also see pictures that show the little boy looking sad in some pictures. He is holding his stuffed frog in some of the pictures. I wonder if he is missing his mother while he is at school. He looks very happy when he comes home from school and hugs his mother. I think this story will tell about how the little boy’s mother loves him and wants him to feel happy at school.

During Reading

- Use Think-Pair-Share or Whole Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 3: T-P-S: Why do you think Owen looks sad in the picture? Why do you think he whispers his question to his mother?
  - Page 9: T-P-S: What do you think Owen is thinking about as he is looking at the picture he painted? Why?
  - Page 22: T-P-S: Why is Owen crying in the picture? Why do you think he is calling for help?

After Reading

- Ask summative questions to review story and reinforce the STaR vocabulary.
  T-P-S: Do you think Owen feels better at the end of the story? Why or why not?
  Turn back to page 9 in the story. Owen’s Mommy tells him she loves him even when he makes a mistake. T-P-S: What do you think the word “mistake” might mean?
  A mistake means that you did something wrong. T-P-S: Why do you think Owen’s Mommy says that he made a mistake? What mistake did Owen make in his painting?

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

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

• Play the “Count with Curiosity: 1–10” video. Invite children to count to 10 with Curiosity.

• Have Curiosity retrieve the bags of bears from her house.

Active Instruction

• Remind children about the sorting activities with the jungle animals, and introduce the attribute bears.

  This week we have been putting our jungle animals into groups in different ways. We sorted them by type, so we put all the tigers together, all the elephants together, and so on. We also sorted them by color.

  Today we will continue to practice sorting, but we will use some very special bears.

• Show the different attributes that the bears in each numbered bag have.

  Open bag 1. Show three different-sized bears of the same color, such as red. T-P-S: How do these bears look the same? They are all red; they each have two ears, two eyes, and four legs. How are they different? One is big, one is medium size, and one is small. We can call them the papa bear, the mama bear, and the baby bear.

  Open bag 2. Show four small bears, one of each color. T-P-S: How are these bears the same? They look the same; they are all the same size; they are all baby bears. How are they different? They are different colors.

  Open bag 3. Show a mixed group that has two large red bears, one medium red bear, one medium green bear, one large yellow bear, one medium yellow bear, and three small yellow bears.

  We could sort this group of bears in different ways. T-P-S: What is one way we could sort these bears? Use the sharing sticks to select a child to answer. Sort the bears in the suggested way (size, color). Then sort the bears the other way.

  When we sort the bears in different ways, some of the bears change groups. When we sort the bears by size, the yellow papa bear is in a group with the other papa bears. When we sort by color, he is in a group with a mama bear and some babies.
Partner Practice

- Distribute a bowl of counting bears to each group of two or three children. Tell them that they can sort the bears by color first. Once they have sorted the bears by color, have them sort the bears by size.

- Reinforce the concept of sorting by attributes by showing the “Tools Sort” video.

Have children play this week’s brain game, Freeze, with the song of your choice from a CD or digital music player.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

  Let’s think about what we’ve learned today. We learned more about one another and how we can work together in our classroom.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is “people.” Remember that “people” is the word we use for boys, girls, men, and women.

  T-P-S: When did we hear the word “people” today?

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

Theme Learning Extension

- Place the letter cards in alphabetical order in a circle on the floor. Have children stand in a circle on the outside of the letters. The teacher should stand in the middle of the circle.

- Play the song “Marching Around the Alphabet” from the Learning Basic Skills Through Music CD. The song will prompt children to stop when a whistle is blown. They are then to pick up the letter card in front of them and tell what letter they have.

- Ask children to raise their hands if they know the name of their letters. Quickly select a child to name his or her letter, and then have all children return their letter cards to the floor.
Cool Kid Recognition

- Remind children that they have been watching the Cool Kid today to see how well he or she has done with active listening, sharing, and taking turns.

- Remind children about the types of compliments they should give the Cool Kid by reshowing the video “Complimenting the Cool Kid.”

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready.

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

- If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

  Paw Points

  Paw points, paw points, how did we earn our paw points?

  Paw points, paw points, how did we fill the jar?

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).

- Distribute a small paper bag and Me Bag letter to each child. Encourage each child to find an object or photograph that will tell about something he or she likes to do. Explain that children will have the opportunity to share their Me Bags with the class over the next few days.

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.

- Use the goose stamp to place an animal image on each child’s hand. (optional)
Day 4 | Ready, Set

Learning Focus

We take care of the materials that we use.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
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<td>Greetings, Readings, &amp; Writings</td>
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<tr>
<td>• No additional materials needed</td>
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<tr>
<td>Gathering Circle</td>
</tr>
<tr>
<td>• Calendar cutout for today’s date</td>
</tr>
<tr>
<td>Move It!</td>
</tr>
<tr>
<td>• Medium-sized ball</td>
</tr>
<tr>
<td>Clues &amp; Questions</td>
</tr>
<tr>
<td>• Children’s Me Bags</td>
</tr>
<tr>
<td>• CC Activity Card: Wonderful Word picture card for “materials”</td>
</tr>
<tr>
<td>Getting Along Together</td>
</tr>
<tr>
<td>• Active Listening poster</td>
</tr>
<tr>
<td>Plan &amp; Play</td>
</tr>
<tr>
<td>• No additional materials needed</td>
</tr>
<tr>
<td>STaR</td>
</tr>
<tr>
<td>• Trade book: <em>I Love You All Day Long</em> by Francesca Rusackas</td>
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<tr>
<td>Math Moments</td>
</tr>
<tr>
<td>• Set of bears for modeling (see Advanced Preparation in the You Will Need section of the front matter)</td>
</tr>
<tr>
<td>• Baggies of counting bears in assorted colors and sizes—one bag per group of two or three children</td>
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<td>Question/Reflection</td>
</tr>
<tr>
<td>• Cool Kid certificate and marker</td>
</tr>
<tr>
<td>• Curiosity’s water bowl and the celebration jar</td>
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<tr>
<td>• Add Home Link animal stamp: lamb</td>
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</table>
Day 4

Greetings, Readings, & Writings

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<td>3. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
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<tr>
<td></td>
<td>4. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
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Facilitate Learning

- Welcome children and families by name. Share information with parents about their child’s adjustment.
- Help individual children select a lab in which to work as needed.

Available Activities

Classroom Library Lab: Enjoy a Story
- Same as day 1

Letter Lab: Letters in My Name
- Same as day 3

Math Lab: Sort ‘em
- Same as day 3

Computer/Media Lab: Exploring with Technology
- Same as day 1

Writing Lab: Writing My Name
- Same as day 3

Art Lab: Creation Station
- Same as day 1
Science Lab: Up Close

• Same as day 1

Puzzles & Games Lab: Free Exploration

• Same as day 1

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

Gathering Circle

Welcome Activities

Welcome

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

Attendance

• Check attendance. Tell children that you are happy that they came to school today.

Home Link Debrief

• Collect any Me Bags brought in by the children. Explain that they will have a chance to share their bags at different times during the day today and tomorrow.

Calendar

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

Weather

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

Cool Kid

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

Invite children to stand in preparation for the Move It! activity.
DAY 4 | Unit 1: Welcome to Curiosity Corner

**Move It!**

- Invite children to come up and sit in a circle with you.
- Tell children that we will play a game called Ball Roll. We will use the game to practice remembering one another’s names. Explain to children how to play the game.

  The person with the ball will point to a friend in the circle. The person that he or she points to will tell his or her name. The person with the ball will then roll the ball to that friend and say his or her name.

- Model how to play the game.
- Allow children to play until all the children in the circle have had a turn.

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

**Clues & Questions**

**Curiosity’s Clues**

- Bring out Curiosity, and move her in a way that makes her look excited.

  Teacher: **Curiosity, you look really excited! Did you bring a clue to let us know what we will learn about today?**

  Curiosity: **My clue is that we will learn some more things we don’t know in a special way.**

  Teacher: Hmmmm…a special way?

  Curiosity: Yes! We get to learn new things about some of our classmates when they share their Me Bags!

**Learning with Curiosity**

- Invite children who have brought in a Me Bag to stand before the group and share the item inside. Help them explain each of the items they have brought in a complete sentence. Model sentences for children who are not yet able to produce their own.

  **EXAMPLE:**

  Carlos brought a box of crayons because he loves to color pictures.
• Review the ways that the class will learn together this year.

  **Our Me Bags are helping us get to know one another better. We have been learning about one another and about the places and things in our classroom that we will use this year to find out about a lot of different things.**

  **The books, paper, crayons, blocks, counting bears, letter cards, and other things are all classroom materials.**

**Wonderful Word**

• Show the Wonderful Word picture card for “materials.”

  **Our Wonderful Word today is “materials.” Materials are things that we use in our classroom to learn.**

• Play the digital dictionary video for “materials.”

• Remind children that they can earn paw points when they use or hear the word “materials” today.

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

**Daily Message**

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

  **We put away our classroom materials after we use them.**

• Briefly review the rules about putting away materials.

  **By carefully putting away our materials, we can make sure that they will be there when we want to use them again.**

**Letter Links**

• Review the concept of letters and words. Point to the words in your message.

  **WGR: What are these called? Words.**

  **WGR: Each word is made of little marks. What are those marks called? Letters.**

• Reinforce the connection between letters and words by showing the “Children’s Alphabet” video.

  Lead children in saying the letters of the alphabet.
Getting Along Together

Active Instruction

- Review the Active-Listening Signal and the active-listening posture.

  *We have been getting to know one another and learning one another’s names. When you have a conversation with your friends or when the teacher is talking, it is important to use active listening. Give the Active-Listening Signal.*

  **T-P-S:** What are the three parts of active listening that we learned? *Look at the speaker, be quiet, and sit still with your hands in your lap.*

- Use the sharing sticks to select children to share. Point to the Active Listening poster, and model each part of the active-listening posture as needed.

- Introduce Say-It-Back.

  *One way to let our friends know that we are listening is to say it back. When we use My Turn, Your Turn in the classroom to learn rhymes, you show me that you are listening when you say it back. We use Say-It-Back to let our teachers and friends know that we are listening and that we understand what they are saying. When we use Say-It-Back, we show the other person that we are paying attention and that we care about what he or she is saying.*

- Ask the Cool Kid to come up to the front of the circle to be your special helper, and model how to say it back. Use the active-listening posture, and sit facing the Cool Kid. Remind the Cool Kid to use the active-listening posture as well. Explain that part of getting to know someone is to understand what the person likes the most. Ask the Cool Kid to tell you about his or her favorite game to play. Model using Say-It-Back to make sure that you heard the Cool Kid correctly. For example:

  Cool Kid: *My favorite game is tag.*

  Teacher: *Your favorite game is tag.*

  Now switch roles, and have the Cool Kid listen and say it back as you tell about something that you like:

  Teacher: *I like to walk my dog.*

  Cool Kid: *You like to walk your dog.*

Partner Practice

- Have partners practice using Say-It-Back.

  *Now let’s practice using Say-It-Back with our partners.* Quickly assign one member of each partnership as Peanut Butter and the other as Jelly. *Jellies, tell your partner about your favorite game to play (My favorite game is…).* Peanut Butters, use active listening, and say it back to make sure
you heard your partner correctly. Pause as children complete this activity. Peanut Butters, now you tell your partner about your favorite game to play. Jellies, use active listening, and say it back to make sure you heard your partner correctly. Observe as children complete this activity.

• Award paw points for children using Say-It-Back. Explain that children can earn paw points for using Say-It-Back as they listen to teachers or classmates throughout the day.

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

Plan & Play

Scenario Review

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

Scenario Selection

• Review which scenario is represented by each of the cards on the play-planning board.

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

Plan

• For the first week of school, simply ask children about their roles or what they are doing as they play. Children will be encouraged to preplan before engaging in play beginning on day 6.

Play

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

Coaching

• Continue to focus on encouraging children to use their imaginations and pretend.
Small-Group Instruction

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

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

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

STaR word(s):
- mistake

Review

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

  We read this story yesterday. Let’s see if we can remember the title. The title of our story is *I Love You All Day Long*. That’s the name of the story. The author is Francesca Rusackas. She wrote the words for the story. The illustrator is Priscilla Burris, she drew the pictures.

- Review the story vocabulary introduced yesterday.

  We heard the word “mistake” in the story yesterday. T-P-S: Have you ever made a mistake? Tell your partner what you did.

Story Retell

Hold up the story *I Love You All Day Long*, and tell the children that they will help you read the story as you retell it. Review the repetitive phrase, “I love you.”

Yesterday we read about Owen. Owen misses his mother when he is at school, but his mother tells Owen that she loves him all day, even when she is not there. Today when I read the story you can pretend you’re Owen’s mother and you can tell Owen “I love you.” Let’s practice saying that together.

- As you reread the story, pause for children to jump right in with the repetitive phrase. Point out that the phrase “I love you…” occurs at the beginning of most of the sentences in the story. As you start reading each sentence, read slowly as a cue for children to jump in and say the repetitive phrase “I love you…” along with you.
• Conclude this activity by having the children tell what they do when they miss someone.

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

Math Moments

Count with Curiosity

• Play the “Count with Curiosity: 1–10” video. Invite children to count to 10 with Curiosity.

Active Instruction

• Introduce the activity. Present the set of counting bears that you prepared for modeling.

We have been sorting these bears into groups by the ways that they are the same. Today we will sort the bears again, but we will use new words to describe the groups of bears that we make.

• Have children help you sort the bears by size. Then introduce the new words by describing the number of bears in each group.

I can count the bears in each group. First, I will count the papa bears: 1, 2, 3, 4, 5. There are five papa bears. Now the mama bears: 1, 2, 3.

There is a bigger number of papa bears than mama bears. We can use the word “more” to talk about the papa bears. There are more papa bears than mama bears.

There is a smaller number of mama bears than papa bears. We can use the word “fewer” to talk about the mama bears. There are fewer mama bears than papa bears.

Partner Practice

• Distribute a bag of bears to each group of two or three children, and ask them to sort the bears into groups by size. Make observations about the groups of bears using the words “more” and “fewer.”

EXAMPLES:

You have more baby bears than mama bears.

You have fewer mama bears than papa bears.

• Reinforce the concept of sorting by showing the video, “Case of the Four Fliers.”
Have children play this week's brain game, Freeze, with the song of your choice from a CD or digital music player.

**Question/Reflection**

**Learning-Focus Review**

- Review the day's learning focus.

  Let's think about what we've learned today. We talked about how carefully we must care for the learning materials in our classroom.

**Wonderful Word**

- Review the Wonderful Word.

  Our Wonderful Word today is “materials.” Remember that materials are things that we use in our classroom to learn.

  T-P-S: When did we hear the word “materials” today?

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

**Theme Learning Extension**

- If needed, use this time to allow more children to share their Me Bags.

- If all children who have brought Me Bags have had the chance to share and time remains, introduce the game Someone Is Knocking. Have children stand in a circle. Get in the middle of the circle to explain the game.

- I will teach you a new rhyme. Then we will play a game with the rhyme.

- Say the words to the rhyme, and show the motions. Then explain the game.

**Someone Is Knocking**

Someone is knocking (Pretend to knock.)
One, two, three. (Hold up 1, 2, 3 fingers.)
Someone is knocking (Pretend to knock.)
Who can it be? (Hold both palms up toward the sky at shoulder level with bent elbows.)
Who has come to visit me? (Point to self.)

At the end of the rhyme, we will ask the question, “Who has come to visit me?” I will stand in front of someone and pretend to knock on the door. When you pretend to open the door, I’ll introduce myself, saying the sentence, “Hello, my name is ___.” You can answer with the sentence, “Hello, my name is ___.” Let’s begin by saying the rhyme together.
• Say the rhyme together, and pretend to knock on a child’s door. Move to another child, and repeat. Help children continue the game as they repeat the rhyme.

Cool Kid Recognition

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

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

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

Paw Points

• Remind children about why they have earned paw points.

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

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

• If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

  Paw Points
  Paw points, paw points, how did we earn our paw points?
  Paw points, paw points, how did we fill the jar?

Home Link/Departure

• Make any announcements, or give reminders (upcoming field trips, picture day, etc.).

• Ask children to practice using Say-It-Back with someone at home to show that they are listening. Remind children to bring Me Bags if they have not done so already.

• Have children join hands to form a circle. Sing the “I’ll Miss You” song.

• Use the lamb stamp to place an animal image on each child’s hand.
Day 5 | Ready, Set

Learning Focus

We will learn lots of new things with our friends this year in Curiosity Corner.

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| **Clues & Questions** | • Concepts-of-print book: *At School* by Sally Frances Anderson (class set)  
  • CC Activity Card: Wonderful Word picture card for “learn” |
| **Getting Along Together** | • No additional materials needed |
| **Plan & Play** | • No additional materials needed |
| **STaR** | • *The Night Before Preschool* by Natasha Wing or other storybook for free choice  
  • Leaf for the story tree |
| **Math Moments** | • Groups of counting bears for comparing or IWB access  
  (See the To Be Prepared section of You Will Need)  
  • Baggies of counting bears in assorted colors and sizes—  
    one baggie per group of two or three children |
| **Question/Reflection** | • Sample sign-in sheet (appendix) or IWB access  
  • Sign-in sheet(s) for your class  
  • Arrival Activities poster  
  • Cool Kid certificate and marker  
  • Curiosity’s water bowl and the celebration jar |
Day 5

Greetings, Readings, & Writings

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Facilitate Learning

• Greet children and their families by name as you welcome them upon their arrival.

Available Activities

Classroom Library Lab: Enjoy a Story

• Point out the STaR story *I Love You All Day Long* that is now in the Library Lab, and invite children to read it when they visit the lab.

Letter Lab: Letters in My Name

• Same as day 3

Math Lab: Sort ‘em

• Same as day 3

Computer/Media Lab: Exploring with Technology

• Same as day 1

Writing Lab: Writing My Name

• Same as day 4

Art Lab: Creation Station

• Same as day 1
Science Lab: Up Close
• Same as day 1

Puzzles & Games Lab: Free Exploration
• Same as day 1

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

Gathering Circle

Welcome Activities

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

Attendance
• Check attendance. Tell children that you are happy that they came to school today.

Home Link Debrief
• Remind children that yesterday we learned that a way to show that we are listening carefully is to use Say-It-Back.

T-P-S: Tell someone sitting next to you if you were able to practice Say-It-Back with someone at home.

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

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

Weather
• Invite the weather watcher to indicate the current weather conditions on the weather chart.
Cool Kid

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

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

Move It!

- Explain that today’s Move It! activity will be Head, Shoulders, Knees, and Toes. Remind children how to play.

  When we play Head, Shoulders, Knees, and Toes, we sing the song and touch the parts of our bodies as we sing about them. Elmo will show us how.

- Show the “Head, Shoulders, Knees, and Toes” video. Invite children to sing and do the motions along with Elmo.

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

Clues & Questions

Curiosity’s Clues

- Have Curiosity whisper in your ear. Allow any children who have not yet shared their Me Bags to do so before introducing the book *At School*.

  Teacher: Curiosity wants to know if anyone else brought a Me Bag to share today.

- Have Curiosity provide clues about the new concepts-of-print book.

  Teacher: Curiosity has brought some very special materials today that we will use for learning. She will give us some clues about what they are.

  Curiosity: Here are my clues. You will each get something today to hold in your hands. It has pictures and words on it. At the end of next week, you will get to take it home to keep for your very own!


- Distribute a copy of *At School* to each child.
Learning with Curiosity

- Explain the importance of handling books carefully.

  When we look at a storybook, we have to be very careful not to tear the pages. We also want to make sure not to make marks or draw pictures in the book.

- Have children close the books and look at the cover. Introduce the story.

  The title of this story is *At School*. It is about some of the things that we do at school. The person who wrote the words in the book, the author, is Sally Frances Anderson. Her name is underneath the picture.

  T-P-S: What are the children in the picture doing? *Looking at a storybook.*


  Let's find out what else we will see in the story. Turn to the first page. Help children find the first page as needed.

  WGR: What are the boys in this picture doing? *Drawing pictures.*

  The words on the page say, “I draw at school.” Touch the words, and let's say that together. I draw at school.

  Continue in the same manner with the other pages, asking children what they see in each picture, telling them what the words say, and having them touch the words as they say them with you. The goal is for children to understand in a general way that the words on the page give the message. Many children will not be able to point to each word as it is read.

- Collect the books. Tell children that they will read the books many times, and at the end of next week, they will get to bring them home to keep for their very own.

Wonderful Word

- Show the Wonderful Word picture card for “*learn*.”

  Our Wonderful Word today is “*learn*.” To *learn* something means to find out something new. We have learned many new things about our classmates.

- Play the digital dictionary video for “*learn*.”

- Remind children that they can earn paw points when they use or hear the word “*learn*” today.

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

Daily Message

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

  We will *learn* about many interesting things this year in our class.
• Name a few of the themes that are included in Curiosity Corner.

    We will learn about friends and families, the seasons, all kinds of animals, places where we live, things that go, and much more!

Letter Links

• Review the concepts of letters and words. Point to the words in your message.

    WGR: What are these called? Words.

    WGR: Each word is made of little marks. What are those marks called? Letters.

• Reinforce the connection between letters and words by showing the “Alphabet Town” video.

    Lead children in saying the letters of the alphabet.

Getting Along Together

GAT word(s):
Stop and Think
brain games

Basic word(s):
control

Active Instruction

• Introduce the Stop and Think Signal and the importance of stopping and thinking before saying or doing something.

    This week we have been playing a brain game called Freeze. Remember, we play brain games to help our brain muscles get stronger. By playing Freeze, we are learning how to stop and think. When we stop and think, we wait and think about what we should do next.

• Demonstrate the Stop and Think Signal by holding one hand up to make a stop sign and using the other hand to point to your head. Explain that this signal can help children remember to be still and quiet and to think before they act (have self-control).

• Give a few examples of when children should remember to stop and think during the school day.

    It’s important to stop and think when playing brain games like Freeze, but we also need to stop and think many times in school. When we are waiting our turn, it’s important to stop and think. Sometimes it’s hard to wait your turn, and your body may feel like it doesn’t want to wait. That is when we need to stop, think, and use our brains to remind our bodies to wait. One thing that may help you is to close your eyes and count quietly to 5.
Another time to remember to stop and think is when we are sharing materials in the classroom. Sometimes during Learning Labs, you may want to use crayons, blocks, or paint that your classmates are using. Remember to stop and think about sharing these materials. Stop and think when you feel like you want to grab materials, and ask your classmates to share instead.

**Partner Practice**

- Have children play Freeze to practice stopping and thinking. Before starting the game, give the Stop and Think Signal to remind children to use their brain skills.

  *Let’s play Freeze again. As we play, concentrate on stopping and thinking. Maybe you could try closing your eyes to help you think. Close your eyes only when you are frozen, and then open them when the music starts again. Use your thinking to control your body!*

- Play music that your children enjoy for the Freeze game.

- Award paw points if children are able to stay frozen when the music stops. Give the Stop and Think Signal throughout the day to remind children to use this strategy if they seem to be having difficulty with self-control. Look for children who use Stop and Think when they are waiting their turn or sharing materials in the classroom.

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

**Scenario Review**

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

**Scenario Selection**

- Review which scenario is represented by each of the cards on the play-planning board.

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

• For the first week of school, simply ask children about their roles or what they are doing as they play. Children will be encouraged to preplan before engaging in play beginning on day 6.

Play

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

Coaching

• Continue to focus on encouraging children to use their imaginations and pretend.

Small-Group Instruction

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

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

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

Free Choice

• Reread a favorite STaR book or another book that you would like to share. We would like to recommend The Night Before Preschool by Natasha Wing.

• Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.

• Write the title of the story that you read on a leaf, and add it to the story tree.

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

Count with Curiosity

- Play the “Count with Curiosity: 1–10” video. Invite children to count with Curiosity.

Problem Solving

- Bring out Curiosity and three counting bears. Introduce today’s problem.

Today we will help Curiosity solve a problem. Curiosity has been sorting some bears into groups. She has more bears, but she doesn’t know which group to put them in. Let’s see if we can help her. Curiosity, show us your first group.

- Reveal the first two sets of bears, or show them on the interactive whiteboard. The bears in one group should be assorted colors of large bears, and the bears in the second group should be assorted colors of small bears. Hold up Curiosity’s first bear (a large red bear).

T-P-S: Which group should Curiosity add this red papa bear to? Why?
The first group because even though they are different colors, all the bears are papa bears.

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses. Use this process with the other two examples.

- Reveal the second two sets of bears, or show them on the interactive whiteboard. The bears in one group should be assorted sizes of blue bears, and the bears in the second group should be assorted sizes of green bears. Hold up Curiosity’s second bear (a medium green bear).

T-P-S: Which group should Curiosity add this green mama bear to? Why?
The second group because even though they are different sizes, all the bears are green.

- Reveal the last three sets of bears, or show them on the interactive whiteboard. This time there will be three sets: three large blue bears, three small green bears, and three small blue bears. Hold up Curiosity’s third bear (a small blue bear).

T-P-S: Now for a super-hard one! Curiosity wants to add this bear to the first group because the bears in that group are blue. Is that right? No. Why or why not? They are papa bears. The bear should go in the third group because they are all blue baby bears.

- Reinforce the concept of sorting by attributes by showing the “Dicey Matches Sorting” video.

Have children play this week’s brain game, Freeze, with the song of your choice from a CD or digital music player.
Learning-Focus Review

• Review the day’s learning focus.

   Let’s think about what we’ve learned today. We learned more about one another, and we read a book called *At School*.

Wonderful Word

• Review the Wonderful Word.

   Our Wonderful Word today is “learn.” Remember that to *learn* something means to find out something new. T-P-S: When did we hear or say the word “learn” today?

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

Theme Learning Extension

• Introduce the Arrival Activities poster.

   We have had a wonderful week of learning together in our new class. When you arrive next week, we will have some new things to do when you first enter the classroom. Show the Arrival Activities poster. *This poster will help you remember everything.* We have been doing some of these things already. Point to the first picture. *You have been putting away your hats, lunches, or other things you brought to school.* Point to the third and fourth pictures. *You have been doing some Learning Lab activities and talking to your friends.*

   Point to the second picture. *The new thing we will do is what the boy in this picture is doing.* T-P-S: *What do you think he is doing?*

   The boy is signing in. He has found his name on a paper called the sign-in sheet, and he is writing his name next to it.

• Present the sample sign-in sheet and the blank sign-in sheet for your class next week.

   Show the sample sign-in sheet. *Here is an example from another Curiosity Corner classroom.* The children have found their names and done their best to write them. Let’s look at what some of the children have done:

   – Ava knows how to make the first letter in her name, an “A,” but she hasn’t learned the rest yet, so she put some pretend writing next to it.
   – Brandon has written some of the letters in his name.
   – Olivia can make the “O.” For the other letters, she just drew a line.
   – Aiden wrote some pretend letters.
   – Caleb can write some of the letters in his name.
When you come in Monday (tomorrow), you will find our sign-in sheet right here. Indicate where the sign-in sheet will be located. We will help you find your name, and then you can put some pretend writing or even real letters next to your name.

- Hang the Arrival Activities poster in a location near the entrance at the eye level of your children.

Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

- If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

  Paw Points

  Paw points, paw points, how did we earn our paw points?
  Paw points, paw points, how did we fill the jar?

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).

- Remind children to tell someone at home as many letters of the alphabet as they can remember.

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 6 | Ready, Set

Learning Focus

A friend is someone you enjoy talking to and spending time with.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td>• Sign-in sheet(s)</td>
</tr>
<tr>
<td>• Classroom Library Lab: <em>The Night Before Preschool</em> by Natasha Wing</td>
</tr>
<tr>
<td>• Letter Lab: Uppercase and lowercase matching cards (appendix)</td>
</tr>
<tr>
<td>• Science Lab: Magnets and assorted objects that the magnets do and do not attract</td>
</tr>
<tr>
<td>• Puzzles &amp; Games Lab: Lace-and-trace pet cards</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
<tr>
<td>• Partnership chart and children’s name or picture cards</td>
</tr>
<tr>
<td>• Classroom jobs chart and name or picture cards</td>
</tr>
<tr>
<td>• Calendar cutout for today’s date</td>
</tr>
<tr>
<td><strong>Move It!</strong></td>
</tr>
<tr>
<td>• No additional materials needed</td>
</tr>
<tr>
<td><strong>Clues &amp; Questions</strong></td>
</tr>
<tr>
<td>• Squeaky the squirrel puppet</td>
</tr>
<tr>
<td>• Curiosity Meets Squeaky picture card set or IWB access</td>
</tr>
<tr>
<td>• Three Steps for Making a New Friend poster</td>
</tr>
<tr>
<td>• CC Activity Card: Wonderful Word picture card for “friend”</td>
</tr>
<tr>
<td>• CC Activity Cards: Letters “Ii,” “Ll,” and “Mm”</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
</tr>
<tr>
<td>• Rhyme card for “If You’re Friendly and You Know It” (optional)</td>
</tr>
<tr>
<td><strong>Plan &amp; Play</strong></td>
</tr>
<tr>
<td>• Paper and pencils (or crayons) for writing play plans</td>
</tr>
<tr>
<td>• CC Activity Cards: Scenario cards for Play Date and Bear Friends Go to the Beach</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
</tr>
<tr>
<td>• Trade book: <em>The Little Red Hen</em> illustrated by J. P. Miller</td>
</tr>
<tr>
<td>• Leaf for story tree</td>
</tr>
<tr>
<td><strong>Math Moments</strong></td>
</tr>
<tr>
<td>• One counting bear for each partnership (any size or color)</td>
</tr>
<tr>
<td><strong>Question/Reflection</strong></td>
</tr>
<tr>
<td>• Cool Kid certificate and marker</td>
</tr>
<tr>
<td>• Curiosity’s water bowl and the celebration jar</td>
</tr>
<tr>
<td>• Read &amp; Respond bookmarks and parent letters</td>
</tr>
<tr>
<td>• Home Link animal stamp: goat</td>
</tr>
</tbody>
</table>
Day 6

Greetings, Readings, & Writings

<table>
<thead>
<tr>
<th>Child Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sign in.</td>
<td>2. Remind children to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Self-select labs or other activities.</td>
<td>3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.</td>
</tr>
<tr>
<td></td>
<td>4. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td></td>
<td>5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
</tr>
</tbody>
</table>

Facilitate Learning

- Show children the sign-in sheet, and help them locate their names on it. Encourage them to write their names next to their preprinted names. Accept any marks that individual children make on the paper as their signatures. Each child will progress at his or her own rate to use writing materials and form the letters in their names.

- Explain new lab activities and materials as needed.

- As children work together throughout the day, if you observe a child on the verge of making a poor social decision, remind him or her to use the Stop and Think strategy that was introduced last week.

Available Activities

Classroom Library Lab: Enjoy a Story

- Add the STaR story *The Night Before Preschool* to the lab. Encourage children to select a book to share with a friend. Point out the new theme-related titles, and encourage children to read (or pretend to read) these stories to one another.

Letter Lab: Uppercase and Lowercase Letter Match

- Encourage children to use the letter-match cards to match the uppercase form to the lowercase form for each letter of the alphabet.

- Remind children that they can also make their names with the plastic letters in the lab. Help them recognize the sounds at the beginning of their names and select the letters with which their names begin.
Math Lab: Sort ‘em
• Same as day 3

Computer/Media Lab: Exploring with Technology
• Same as day 1

Writing Lab: We’re Friends
• Engage children in conversation about friendship, and encourage them to draw a picture or write about friends.

Art Lab: Creation Station
• Same as day 1

Science Lab: Friends Stick Together
• Introduce the magnets and objects in the lab. Encourage children to experiment with the magnets to find out which items stick and which do not.

Puzzles & Games Lab: Free Exploration
• Invite children to move the laces in and out of the holes or to trace the shapes of the pets onto paper. Both activities help to develop fine-motor skills.

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

Gathering Circle

Welcome Activities

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

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

Partners
• Introduce the notion of partnerships.

Many times in our class, after I have asked you a question, you have shared your ideas with a classmate before raising your hand. You have also worked with your classmates to sort counting bears and play games.
This week we will begin something new. I am going to assign a classmate who will be your partner for the week. When I ask a question, I will ask you to talk to your partner first.

If we are working with materials, like we did with the counting bears, you will share with your partner.

We will change partners every week so you will have a chance to be partners with many different classmates this year. I will award paw points today when I see partners working together nicely.

- Introduce the partnership assignment chart.

  We will use this chart to help us remember who our partners are for the week. When I place your name cards together, you may move to sit next to each other so you’ll be ready to share ideas.

- Assign partnerships, and help children move so they are sitting with their partners.

Home Link Debrief

- Remind children that they were to tell the ABC’s or sing the ABC song to someone at home.

  T-P-S: Tell your partner whether you were able to remember all the letters and whom you talked to at home.

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

Classroom Jobs

- Introduce the classroom jobs chart.

  Today there is something new in our classroom. It is called a jobs chart. It tells some of the ways that we can make our classroom a nicer place to work and play. Let’s look at the pictures on our chart to see some of the ways that you can help in the classroom.

- Help children read the jobs chart. Explain how often you will change jobs and your procedure for assigning jobs. Assign jobs for the day (or the week). Place children’s name or picture cards on the chart next to the jobs to which they are assigned.

  I’ll explain how you can do your job well. When your week for doing the job is over, you’ll teach the job to the classmate who will do it next week. Everyone will get a turn to help. Every job is important. Whether or not you have a job on the jobs chart this week, you’re always needed to help when we tidy up the classroom.

Calendar

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

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

Cool Kid

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

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

Move It!

- Introduce the Greet Your Friends game.

  **We have been getting to know one another and making new friends.**
  Today we are going to play a game called Greet Your Friends. The word “greet” means to say hello. This is a nice way to say hello to your friends, teachers, or family whenever you see them.

- Model the song once while children are sitting. Sing the song, and during verse 2, shake hands with the children. Then invite children to play.

- Help children stand in two circles (half in the inner circle and half in the outer circle). Children hold hands and walk around in their circles for the first verse while singing to the tune of “Here We Go ‘Round the Mulberry Bush.” For the second verse, children in the inner circle stand still and face the outer circle. Children in the outer circle walk around and shake the hand of each child in the inner circle whom they pass. If they wish to play the game again, children may switch circles. Play three or four times.

<table>
<thead>
<tr>
<th>Greet Your Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Tune: “Here We Go ‘Round the Mulberry Bush”)</em></td>
</tr>
<tr>
<td><strong>Verse 1:</strong> (Everyone walks around in one of two circles.)</td>
</tr>
<tr>
<td><strong>This is the way to greet your friends, greet your friends,</strong></td>
</tr>
<tr>
<td><strong>greet your friends.</strong></td>
</tr>
<tr>
<td><strong>This is the way to greet your friends so early in</strong></td>
</tr>
<tr>
<td><strong>the morning.</strong></td>
</tr>
<tr>
<td><strong>Verse 2:</strong> (Inside circle stands still while outside circle walks and**</td>
</tr>
<tr>
<td><strong>shakes hands.)</strong></td>
</tr>
<tr>
<td><strong>How are you? And how are you? How are you? And how</strong></td>
</tr>
<tr>
<td><strong>are you?</strong></td>
</tr>
<tr>
<td><strong>How are you? And how are you? It’s very nice to meet you.</strong></td>
</tr>
<tr>
<td><em>(Smile and shake hands.)</em></td>
</tr>
</tbody>
</table>
• Emphasize the importance of greeting others in a friendly way.

When we greet a friend this way, it shows that we care about him or her. When friends greet us this way, it makes us feel good because we know they care about how we are doing.

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

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**Curiosity’s Clues**

• Have Curiosity bring out the squirrel puppet.

Teacher: **Who do you have with you today, Curiosity?**

Curiosity: **I brought a good friend of mine. His name is Squeaky the squirrel, but I call him Squeaky for short.**

Teacher: **It's nice to meet you, Squeaky! How did you two meet?**

Curiosity: **Look at these pictures, and I'll tell you the story!**

Show the pictures as Curiosity tells the story.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture 1</td>
<td>My friend Joey and I were playing a game with marbles.</td>
</tr>
<tr>
<td>Picture 2</td>
<td>We noticed Squeaky, and he was playing all by himself. He looked a little lonely.</td>
</tr>
<tr>
<td>Picture 3</td>
<td>We decided to go over and ask him if he wanted to play with us.</td>
</tr>
<tr>
<td>Picture 4</td>
<td>I said, “Hi, I’m Curiosity,” and Joey said, “Hi, I’m Joey. What’s your name?” He said, “Hi. I’m Squeaky. This is my first day at this school.” I asked, “Would you like to play with us? We’re playing a game with marbles.” He said, “Sure! I would love to. That sounds like fun.”</td>
</tr>
<tr>
<td>Picture 5</td>
<td>Squeaky joined our marble game, and we had lots of fun together!</td>
</tr>
</tbody>
</table>

**Learning with Curiosity**

• Review Curiosity’s story.

Let’s see if we can remember how Curiosity and Squeaky became new friends. When Curiosity and her friend Joey saw Squeaky playing alone, what did they do? **They went over to him and said hello.**
What did Curiosity and Joey say to Squeaky? They introduced themselves by saying their names and asked him his name.

What did Curiosity do after they told one another their names? She invited Squeaky to play with them.

**Wonderful Word**

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

  Our Wonderful Word today is “friend.” A friend is someone we know whom we enjoy talking to and spending time with. Curiosity and Joey are friends, and they made a new friend, Squeaky the squirrel.

- Play the digital dictionary video for “friend” and the video “Word on the Street: Friends.”

- Remind children that they can earn paw points when they use or hear the word “friend” today.

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

**Daily Message**

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

  I like to play with my friends.

**Letter Links**

- Have Curiosity show the letter cards for “Ii,” “Ll,” and “Mm.”

  On each of these letter cards, there is a letter that we can find in our message. Point to each letter. They are called “i,” “l,” and “m.” On each card, we have both the uppercase and lowercase forms of the letter.

- Invite children to help you find each of the letters in the Daily Message. Hold the letter card up to the word in the message, and discuss whether the uppercase or lowercase form of the letter appears in the message. Award paw points if children can find the letters.

  Let’s see if we can find the letters in our message. We’ll check to see whether we find the uppercase or lowercase form of each letter.

- Use a Think Aloud to reflect on the fact that sentences begin with uppercase letters.

  The “i” is the first letter that we see in our message, and it is an uppercase letter. It is the only uppercase letter in our sentence.

- Review all the letters of the alphabet by showing the “Circus Alphabet” video.

- Introduce the transition rhyme.

  We will start something new this week. It’s called Rhyme Time. We will learn lots of fun rhymes and poems that we can say and songs that we can sing during Rhyme Time. Then we will play games that help us learn about sounds in the rhymes.

  To get us started each day, we will say this rhyme.
Ask children to stand up as they sing “It’s Time for a Rhyme” to signal the transition to Rhyme Time.

**It’s Time for a Rhyme**

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

- Repeat the rhyme two or three times to help children learn it.

**Rhyme Time**

**Say the Rhyme**

- Introduce the new song.

Today we will begin to learn a new song about being friendly. It’s called “If You’re Friendly and You Know It.” We know that greeting people by saying “Hello!” is one way to be friendly.

- Start the video so children can hear the audio and see the motions. Children will probably be able to sing and dance along with the video the first time it is shown.

- Use My Turn, Your Turn to teach any parts of the song that were difficult for the children.

**If You’re Friendly and You Know It**

(Tune: “If You’re Happy and You Know It”)

If you’re friendly and you know it, say, “Hello.” (Wave.)
   — “Hello.” (Wave.)
If you’re friendly and you know it, say, “Hello.” (Wave.)
   — “Hello.” (Wave.)
If you’re friendly and you know it, and you really want to show it,
If you’re friendly and you know it, say, “Hello.” (Wave.)
   — “Hello.” (Wave.)

Other verses:

...say, “Come play.” (Beckon with one arm.)

...say, “I’ll share.” (Extend one arm as if offering something.)
Develop Phonemic Awareness—Listening

• Remind children of the importance of listening carefully.

   Listening carefully at school can help you learn all kinds of interesting things. This song helps us practice listening. We have to think about what the words say so we’ll know what motions to do with our hands.

• Play the video again, and encourage children to do the motions along with the children in the video.

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

Plan & Play

Scenario Review

• Review the scenarios that continue from last week. Include any new scenarios that you have added this week. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

   Play Date: Show the area that children can use for this scenario. You may use your housekeeping area or another space if you wish to continue to offer Let’s Play House this week. Imagine that you will visit a friend for a play date. What kinds of things will you do on the play date? Does the friend have sisters and brothers?

   Bear Friends Go to the Beach: Show the sand table, the bears, and other items you have included for this scenario. In this scenario, you can pretend that some of our counting bears are friends who go on a trip to the beach. What kinds of things will they do there?

Scenario Selection and Planning

• Review which scenario is represented by each of the cards on the play-planning board.

• Explain the planning process. Show children where you have placed paper and crayons or pencils. Invite them to think about what might happen as they play today. Explain that they will take a few minutes to draw a picture or write about what they will do. They will be able to write with pretend or real letters.

• Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.
• Quickly talk to each child at the planning tables about what he or she thinks he or she might do in the pretend scenario. Praise any marks or pictures that children have made on their papers, and send them off to play. The entire planning and conferencing process at this point should not exceed three or four minutes.

Play

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

Coaching

• Encourage children to fulfill their play plans as you join in the play.

EXAMPLES:

Play Date: If a child has told you in her plan that she will be the mother: Hi, you're the mother, right? I live next door. I was wondering if I could play with the boys too.

Bear Friends Go to the Beach: If a child has told you in his plan that the bears would build sand castles: Excuse me, I see that you all are building some lovely sand castles. I just wanted to let you know that I've brought my ice cream cart, and I'm selling ice cream. Would you like to buy one? Invite the bears to visit your pretend ice cream cart and buy some pretend ice cream.

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

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

STaR word(s):

plant (verb)

The Little Red Hen

Illustrator: J. P. Miller

This is the traditional folktale of the little hen whose friends refused to help her with the work of making bread but were ready to reap the benefits of the Little Red Hen's efforts!
Interactive Story Reading

Before Reading

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

  The title of our story today is *The Little Red Hen*. That’s the name of the story. T-P-S: Has anyone ever heard this story before? This is a story that people have told over and over for many, many years. It is a story that changes a little bit when different people tell it or write it down. This kind of story is called a folktale. Someone wrote the words for this story but didn’t write his or her name on it. J. P. Miller drew the pictures for this version of *The Little Red Hen*.

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

  Let’s look at the cover of the book to see if we can get some ideas about the story. T-P-S: What do you see on the cover? If children state that they see a chicken, explain that “hen” is another word for a female chicken, and this might be the Little Red Hen to which the title refers.

  Think Aloud: I see a hen with a shovel. I wonder why a hen is digging with a shovel. Is there a clue in this picture about why she is digging? Point to the seed in the lower-left corner of the illustration. This looks like a seed. I know people dig in the ground when they plant seeds. I wonder if the Little Red Hen is going to plant this seed.

  Take a Picture Walk to expand the children’s ideas beyond the title and cover illustration. Maybe if we look at some of the pages in the story, we may get some more ideas. Page through the book, pausing occasionally to talk about the illustrations. Encourage children to share additional ideas that they have about the story.

  Let’s read this story to see if we can find out what the Little Red Hen does with the seed.

During Reading

• As you read the story, use your voice to convey the negative attitude of the Little Red Hen’s friends. When reading in her voice, read in a tone that demonstrates her frustration and tiredness with each of their refusals to help.

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

  – Page 5: T-P-S: The Little Red Hen’s friends tell her that they won’t help her plant the grain of wheat. What do you think will happen next?

  – Page 9: When a farmer reaps something, he cuts it down and gathers it up. The Little Red Hen asks her friends to help her cut down the wheat. T-P-S: How do you think she feels when her friends won’t help her reap the wheat?

  – Page 12: The Little Red Hen asks for help making the flour into dough. T-P-S: What do you think she will make with the dough?
The Little Red Hen’s friends all say they will help her eat the bread that she made all by herself. T-P-S: Do you think she will let them share the bread? Why or why not?

After Reading

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

  The Little Red Hen works hard to make a loaf of bread. Let’s see if we can remember all the things she has to do to make the bread. Page through the story to help children remember the sequence of events in making the bread.

  First, she plants the grain of wheat. What do you think the word “plants” means? When the Little Red Hen plants the grain of wheat, she digs a hole in the soil, puts the grain in, and covers it up so it will grow. T-P-S: What is something else people plant?

  T-P-S: What happens after the wheat grows? She reaps it.

  T-P-S: Why does the Little Red Hen take the wheat to the mill? To grind it into flour.

  T-P-S: What happens when she puts the dough into the oven? It cooks and becomes bread.

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

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

Math Moments

Math word(s):
- number
- zero

Count with Curiosity

- Play the “Count with Curiosity: 1–10” video. Encourage children to count along with Curiosity in the video.

Active Instruction

- Introduce the concept of 0 (zero).

  We have been doing lots of counting in our class. We’ve been practicing counting to 10 every day. We will spend some time exploring each of the numbers this year. But we are not starting with 1. Today we will start with a very special number. Hold up a closed empty fist. It’s the number of bears that I have in my hand. Are you ready to see the number? Open your fist, and show your empty hand to the children. How many bears are in my hand? None.
There is a number that we use to name nothing, and it’s called zero. When we see a zero, it looks like this. Show the number 0 picture card. It looks just like the uppercase letter “O.”

- Explain how to play the Zero Bears game.

Curiosity has a game she wants to play with us. This game is called the Zero Bears game. To play the Zero Bears game, I will put my hands behind my back. One hand will have one counting bear, and the other will have zero counting bears. If Curiosity picks the hand that has zero bears, she wins. Who would like to help Curiosity choose a hand?

Select a child to come to the front of the class to operate Curiosity. Place a counting bear in one of your hands behind your back where children can’t see. Display two fists. Now let’s see if Curiosity can pick the hand that has zero bears. Have the child holding Curiosity select one of your hands. If Curiosity chooses the correct hand, say, “You are right. This hand has zero bears.” If she chooses the wrong hand, say, “I’m sorry. This hand has one bear.”

**Partner Practice**

- Give children the opportunity to play the Zero Bears game in partnerships. Provide each partnership with a counting bear.

- Remind children to hold both hands behind their backs, with the counting bear in one hand and nothing in the other.

- Have partnerships play, taking turns so each child gets several turns. Encourage children to say, “This hand has zero bears,” or “This hand has one bear,” as they play.

- Reinforce the concept of the number 0 by showing the videos “Zero” and “Zero Elephants.”

Have children play last week’s brain game, Freeze, along with the song of your choice from a CD or digital music player.

**Question/Reflection**

**Learning-Focus Review**

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned about friends. We just played some fun games with our friends.
Wonderful Word

- Review the Wonderful Word.

  **Our Wonderful Word today is “friend.”** Remember that a friend is someone we enjoy talking to and spending time with. T-P-S: When did we hear the word “friend” today?

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

Theme Learning Extension

- Introduce the new brain game, Simon Says.

  **Last week we played a brain game called Freeze.** Freeze helps us practice Stop and Think. We will play another game this week that helps us practice Stop and Think. Some of you may already know how to play the game. It’s called Simon Says.

<table>
<thead>
<tr>
<th>Brain Game: Simon Says</th>
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<td>The game is played as a class, and the teacher acts as Simon. Have the class stand facing Simon so they can see the action being demonstrated. Simon announces that children should copy his or her actions only when they are prefaced by the phrase “Simon says.” For example, when Simon says, “Simon says, jump up and down,” children should jump. When Simon says, “Jump up and down,” children should not follow the action. For children to stop and think in this game, Simon should demonstrate every action even when it is not preceded by the phrase “Simon says.” In this way, children are not simply following a series of directions or imitating the actions of Simon.</td>
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Cool Kid Recognition

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

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

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

• Remind children about why they have earned paw points.

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

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

• If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

  Paw Points
  Paw points, paw points, how did we earn our paw points?
  Paw points, paw points, how did we fill the jar?

Home Link/Departure

• Make any announcements, or give reminders (upcoming field trips, picture day, etc.).

• Introduce the Read & Respond bookmarks.

  We are starting something new this week. It’s called Read & Respond. Every week, you will take home a form that looks like this. Show an example. We want you to spend some time looking at a book with someone in your family. It might be a book that you got at school, like Cassie Starts School, or one that you have at home already. Someone in your family can read the book to you. If it’s a book like At School that you will take home this week, you might be the one to read.

  There is a place on the form for your family member to write the name of the book you read and a place where he or she can write your favorite part. Then he or she can sign the form. At the end of the week, you will bring it back to school so we can celebrate what you did at home during the week. Add information about any incentive plan you will use.

• Distribute the Read & Respond bookmark for the week.

• Have children join hands to form a circle. Sing the “I'll Miss You” song.

• Use the goat stamp to place an animal image on each child’s hand. (optional)
Day 7 | Ready, Set

Learning Focus

I can make many new friends at school.

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<th>Additional Materials Needed Today</th>
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<td><strong>Gathering Circle</strong></td>
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Day 7

Greetings, Readings, & Writings

**Child Routines**
1. Remove coats and backpacks.
2. Sign in.
3. Self-select labs or other activities.

**Teacher Routines**
2. Remind children to read the Arrival Activities poster as they prepare for their day.
3. Guide children, as needed, to select a learning lab to explore. Introduce newly added labs as appropriate.
4. Encourage children to describe what they are doing in full sentences as you observe their activities.
5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.

**Facilitate Learning**
- Remind children to sign in, providing whatever assistance they need locating their names and/or making marks that represent their names.
- Explain new lab activities and materials as needed.
- As children work together throughout the day, if you observe a child on the verge of making a poor social decision, remind him or her to use the Stop and Think strategy that was introduced last week.

**Available Activities**

**Classroom Library Lab: Enjoy a Story**
- Same as day 1

**Letter Lab: Uppercase and Lowercase Letter Match**
- Same as day 6

**Math Lab: Bears Cup Game**
- Show children how they can play a game by hiding bears under two of the three cups. A friend must guess which cup has zero bears underneath it.

**Computer/Media Lab: Exploring with Technology**
- Same as day 1
Writing Lab: We’re Friends
• Same as day 6

Art Lab: Friendship Wreath
• Allow each child to dip his or her hand into washable paint to contribute to a class friendship wreath. (See the Advanced Preparation section of You Will Need for more information about how to make the friendship wreath.)
• Science Lab: Friends Stick Together
• Same as day 6

Puzzles & Games Lab: Free Exploration
• Same as day 6

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

Gathering Circle

Welcome Activities

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

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

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

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

Tell your partner about a book that someone read to you at home. What was your favorite part?
• Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
• Use the job chart to remind children about their jobs for the week, or assign new jobs if you are changing them daily.

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

Weather
• Invite the weather watcher to indicate the current weather conditions on the weather chart.

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

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

Move It!
• Introduce today’s Move It! activity, Jumping Bean.

We’re going to play Jumping Bean today. I will show you a number card. Call out the name of the number that you see on the card. After you say the number, you can jump in place the number of times that matches the number on the card.

• Allow children to play Jumping Bean for several minutes.

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

Curiosity’s Clues

- Have Curiosity bring out the Three Steps for Making a New Friend poster.

  Teacher: *This looks like an interesting poster, Curiosity. Does it have something to do with what we will talk about today?*

  Curiosity: *Yes, it does. It’s about making friends, just like Joey and I made friends with Squeaky the squirrel.*

Learning with Curiosity

- Review the story about how Curiosity and Joey met Squeaky.

  *Let’s see if we can remember how Curiosity, Joey, and Squeaky became new friends.*

  **T-P-S:** *When Curiosity and Joey saw someone new playing alone, what did they do? They went over to him and said hello.*

  **What did they say to Squeaky?** *They introduced themselves by saying their names and asked him his name.*

  **What did Curiosity and Joey do after they all told one another their names?** *They invited Squeaky to play with them.*

- Use the sharing sticks to select children to share their responses with the whole class. Award paw points for thoughtful answers.

- Make connections between the story and the steps on the poster.

  *You just figured out the three things these puppets did to make a new friend. You can use these three steps when you make a new friend too. Show the poster. Here are the three things you can do when you meet someone new:*

  1. **Look at the person, smile, and say hello.**
  2. **Tell the person your name. Ask the person his or her name.**
  3. **Invite the new friend to do something with you.**

- Invite two volunteers to come to the front of the class. Have one pretend to leave and come back. Explain that he or she is a new person whom we have not met yet. Help the other student follow the steps from the poster. Repeat the activity with another pair of volunteers if time allows.

- Reinforce the concept of making new friends by showing the “Making Friends” video.
Wonderful Word

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

  Our Wonderful Word today is “new.” If something is new, it is something that you did not have before, but you have now. Each of you have made new friends in our class.

- Play the digital dictionary video for “new.”

- Remind children that they can earn paw points when they use or hear the word “new” today.

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

Daily Message

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

  We can make many new friends at school. You probably already had some friends before you came to this school. T-P-S: Where did you meet your friends? Neighbors, their parents’ friends, church or synagogue, day care, etc.

Letter Links

- Have Curiosity show the letter cards for “Ww,” “Aa,” and “Nn.”

  Let’s look at some of the letters in our message. Here are some letter cards that we did not look at yesterday. Point to each letter. They are called “w,” “a,” and “n.” On each card, we have both the uppercase and lowercase forms of each letter.

- Invite children to help you find each of the letters in the Daily Message. Hold each letter card up to the word in the message, and discuss whether the uppercase or lowercase form of the letter appears in the message.

- Use a Think Aloud to reflect on the fact that sentences begin with an uppercase letter.

  The “w” is the first letter that we see in our message, and it is an uppercase letter. Yesterday our message also started with an uppercase letter. We’ll have to check the message tomorrow to see if it happens again.

- Review all the letters of the alphabet by showing the “Alphabet Town” video.

Have children stand and sing “If You’re Friendly and You Know It” as a transition to Getting Along Together.
Active Instruction

- Quickly review the steps for making a friend. Point to the Three Steps for Making a New Friend poster as you discuss them:
  1. Look at the person, smile, and say hello.
  2. Tell the person your name. Ask the person his or her name.
  3. Invite the new friend to do something with you.

- Talk about how it is important to be friendly to new friends and friends you already know.

  We want to be welcoming and friendly to any new children in our classroom. But we also want to make sure we are friendly to those we already know. Remember that we talked earlier this week about greeting our friends and saying, “Hello!” After we greet our friends, we can suggest playing something together. By playing together, we get to know one another, work together, and become better friends.

- Show the activity card Blocks Friends with Joey and Squeaky building a block tower to model being friendly and inviting others to join in an activity. Explain that the two friends are building a big tower. Take out the Curiosity puppet, and have a conversation with her about the picture.

  Teacher: What is happening in this picture, Curiosity?
  Curiosity: This is a picture of something that happened yesterday. Squeaky and Joey were building this block tower, and I thought it looked like a lot of fun, and I wanted to help build the tower too.
  Teacher: So what did you do?
  Curiosity: Well, I walked over there and asked them what they were doing. Joey told me that they were building a tower. And then he asked me if I would like to build it with them!
  Teacher: That was a really nice thing for Joey to do.
  Curiosity: Yes, we built an awesome tower. It was even taller with my help because I could reach higher than Squeaky or Joey. We had a lot of fun.

  T-P-S: What did Joey do to be friendly and include Curiosity? After greeting Curiosity, Joey asked her if she would like to join them in building the tower.
**Partner Practice**

- Organize children into groups of three. Use the following situation for children to practice being friendly and inviting others to play.

  **Today in your groups, you will practice how to invite a friend to play.** Select one person in each group to be the child who is new to the group and wants to join the activity. **Two of you will be playing and will act out greeting the new group member and what you would say to invite him or her to play with you.**

- Give each group a puzzle or some blocks to play with for this activity. Have children begin to play, and then instruct the new members to join each group. Circulate and observe the interactions among the children. Encourage children to be friendly, and offer suggestions about how to be welcoming if children need more specific guidance.

- After children have had a few minutes to practice, debrief by asking the following questions:

  - **What did you say when the new child came to your group?**
  - **Were you friends with the new child already? Did you already know each other's names?**
  - **How did you make the new child feel welcome? What did you say?**

- Award paw points for children being friendly and inviting others to join in activities. A great time to award points for this is during Plan & Play.

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

**Plan & Play**

**Scenario Review**

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

**Scenario Selection**

- Review which scenario is represented by each of the cards on the play-planning board.

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

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

Play

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

Coaching

• Encourage children to fulfill their play plans as you join in the play.

Small-Group Instruction

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

   Go Together Cards

   • Use the Go Together picture cards to lead a game of Memory. Lay all the cards face down, and when a child has a turn, allow him or her to turn over two cards. Help the child name the item on each card as needed.
   • If the pictures on the two cards selected go together (toothbrush and toothpaste, sock and shoe), have all the children say in unison, “The ___ and the ___ are friends.” When a child makes a match, he or she may keep the matching cards. If the cards do not match, they must be returned to their original positions.
   • Once all the pairs have been matched, the child with the most cards wins.

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

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

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

We read this story yesterday. It’s about a hen and her friends. Let’s see if we can read the name together, *The Little Red Hen*. This story has been told by many different people. This book doesn’t have the name of the person who wrote the words in it. The illustrator, the person who drew the pictures, is J. P. Miller.

- Review the story vocabulary introduced yesterday.

The Little Red Hen plants a grain of wheat so she can make a loaf of bread. T-P-S: Have you ever helped to plant a seed? What did you plant?

Story Retell

- Hold up the book, *The Little Red Hen*, and tell children that they will help you retell the story by pretending to be the characters in the story.

Yesterday we read the story about the Little Red Hen and her friends. Today when I read the book, you will pretend to be one of the animals in the story. You will say the words that the animal says in the story.

- Place children in five groups. Go around to each group and tell them the name of an animal from the story. Give each group a different animal from the story. Explain that you will read the story, and when you read the part about their animal they will repeat the words their animal says.

  T-P-S: What animal does your group have?

  When I read the story, think about your group’s animal. If you hear the part about your animal, you will say what your animal says after I read it. Let’s practice.

- Open the book to page 5. Read the question, “Who will help me plant this grain of wheat?” Invite children in the Little Red Hen group to repeat the question. Have each group practice saying, “Not I!” in an emphatic voice.

  When children understand what they will do, turn to page 1, and read the story, stopping to invite each group to repeat the dialogue for their character.

- Conclude this activity by having children tell their partners whether they think the duck, the goose, the pig, and the cat are good friends to the Little Red Hen and why or why not.
Lead children in reciting “When I’m Doing Math.”

**Math Moments**

**Count with Curiosity**

- Play the “Count with Curiosity: 1–10” video. Encourage children to count along with Curiosity in the video.

**Active Instruction**

- Present “0” picture card.

  *Yesterday we learned about the number zero. The number zero represents nothing! Here is the number zero.* Point to the picture card.

  *Let’s make a zero in the air.* Have children stand and draw a large zero in the air. *Zero goes around and around. It has nothing in the middle.*

- Ask the children a series of questions for which the correct answer is “zero.” Invite them to say statements with you after answering each question.

  **EXAMPLES:**

  - How many elephants are standing in our classroom? *Zero.* Let’s say a sentence about that together. There are zero elephants standing in our classroom.
  
  - How many of you flew an airplane to get to school today? *Zero.* We can say, “Zero friends flew an airplane to get to school today.”

**Partner Practice**

- Tell children that they will practice identifying the number 0 by playing the Zero Bears game that they played yesterday with their partners. Provide each partnership with a counting bear.

- Remind children to hold both hands behind their backs, with the counting bear in one hand and nothing in the other.

- Have partners play, taking turns so each child gets several turns. Encourage children to say, “This hand has zero bears,” or “This hand has one bear,” as they play.

- Reinforce the concept of 0 by showing the “Zero Pep Talk” video.

Have children play this week’s brain game, Simon Says. Remind children that Simon Says is a game that will help them to Stop and Think.
Learning-Focus Review

- Review the day's learning focus.

Let's think about what we've learned today. We have talked a lot about how to make new friends and how to work together in friendly ways.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “new.” Remember that if something is new, it is something that you did not have before, but you have now. When did we hear the word “new” today?

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

Theme Learning Extension

- Teach a new song game, “Today We Met Some Friends.” Have children walk, skip, etc. around a circle as they sing the first verse of the song.

```
Today We Met Some Friends
(Tune: “The Farmer in the Dell”)

Today we met some friends.
Today we met some friends.
When we came to school today,
Today we met some friends.
```

- Have a child get into the center of the circle, and sing new verses to provide practice using correct pronouns for “he,” “she,” and “they.” Substitute “Today we” with the child’s name and “we” with “he” or “she.”

  EXAMPLE: GIRL IN THE CENTER

  Tonia met some friends.
  Tonia met some friends.
  When she came to school today,
  Tonia met some friends.

  EXAMPLE: BOY IN THE CENTER

  William met some friends.
  William met some friends.
  When he came to school today,
  William met some friends.
Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

- If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

  Paw Points
  Paw points, paw points, how did we earn our paw points?
  Paw points, paw points, how did we fill the jar?

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).

- Remind children to ask a family member to read a book to them and complete the Read & Respond bookmark.

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.

- Use the pig stamp to place an animal image on each child’s hand. (optional)
## Day 8 | Ready, Set

### Learning Focus

Friends help one another and work together.

### Additional Materials Needed Today

| Greetings, Readings, & Writings | • Classroom Library Lab: Trade book: *The Little Red Hen,* *The Little Red Hen* story retell cards  
• Puzzles & Games Lab: CC Activity Cards: We Meet Squeaky card set |
| Gathering Circle | • Calendar cutout for today’s date |
| Move It! | • No additional materials needed |
| Clues & Questions | • Squeaky (squirrel) puppet  
• Puzzle pieces (any jigsaw puzzle)  
• CC Activity Cards: Wonderful Word picture card for “together”  
• CC Activity Cards: Letter cards for “Cc,” “Tt,” and “Pp” |
| Getting Along Together | • Settle-Down Jar |
| Plan & Play | • No additional materials needed |
| STaR | • Trade book: *Armadillo Chili* by Helen Ketteman  
• Leaf for story tree |
| Math Moments | • Trade book: *Only One* by Marc Harshman  
• CC Activity Card: Numeral 1 |
| Question/Reflection | • Concepts-of-print book: *At School* by Sally Frances Anderson—one copy per child  
• Cool Kid certificate and marker  
• Curiosity’s water bowl and the celebration jar  
• Home Link animal stamp: donkey |
Day 8

Greetings, Readings, & Writings

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<td>4. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
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<td>5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
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Facilitate Learning

- Explain new lab activities and materials as needed.
- As children work together throughout the day, if you observe a child on the verge of making a poor social decision, remind him or her to use the Stop and Think strategy that was introduced last week.

Available Activities

Classroom Library Lab: Enjoy a Story
- Add the STaR story *The Little Red Hen* and the STaR story retell cards from day 7 to the lab. Engage children in dramatizing the STaR story.

Letter Lab: Uppercase and Lowercase Letter Match
- Same as day 6

Math Lab: Bears Cup Game
- Same as day 7

Computer/Media Lab: Exploring with Technology
- Same as day 1
Writing Lab: We’re Friends
• Same as day 6

Art Lab: Friendship Wreath
• Same as day 7

Science Lab: Friends Stick Together
• Same as day 6

Puzzles & Games Lab: Free Exploration
• Encourage children to use the picture cards to retell the story about how Curiosity and her friend Joey met Squeaky.

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

Gathering Circle

Welcome Activities

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

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

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

Home Link Debrief
• Ask children if they were able to explore a book with someone at home last night. Remind children to ask their family members to complete the Read & Respond bookmark each day.

Tell your partner about a book that someone read to you at home. What was your favorite part?
• Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
• Use the job chart to remind children about their jobs for the week, or assign new jobs if you are changing them daily.

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

Weather
• Invite the weather watcher to indicate the current weather conditions on the weather chart.

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

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

Move It!

• Invite children to join you in a circle. Bring the Curiosity puppet out.

  Curiosity wants to have some fun with us today. She wants us to do the Kitty Walk with her. To do the Kitty Walk, we have to walk like cats.

• Model walking like a cat. Encourage children to join in when they are comfortable.

• Have children switch to an elephant walk, a bunny hop, etc. during the game.

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

CURIOSITY’S CLUES

• Bring out Curiosity and Squeaky.

Teacher: Hello, Curiosity. I see that you have Squeaky with you today. Hello, Squeaky. Is your clue something about Squeaky? Will we learn about squirrels?

Curiosity: Squeaky is part of my clue, and those puzzle pieces are the other part.

Teacher: So what will we learn about today? T-P-S: Would anyone like to guess what we will talk about?

LEARNING WITH CURIOSITY

• Have Curiosity explain a problem that she is having with Squeaky.

Curiosity: Squeaky and I have a problem. Do you see the puzzle pieces? Well, we were playing with them, and now we want to go read some books. I don’t want to put the puzzle together by myself before we go and neither does Squeaky, but the rule in our class is that you have to clean up before you can do something else so the next person will find a tidy lab.

Squeaky (a little angrily): You picked out the puzzle! It’s too hard for me to do by myself!

Curiosity: No! You wanted to do it too! I don’t want to put it together all by myself either.

Teacher: You know, arguing about it is not going to solve the problem. Let’s see if our friends in the class can help out. Curiosity, you and Squeaky want to go read some books, but neither of you wants to put the puzzle together by yourself, right?

T-P-S: Can you help Curiosity and Squeaky figure out a way that they can solve the problem?

• Facilitate a discussion based on the children’s responses. Encourage them to think about the advantages and disadvantages of each idea. Possible answers might include:

  – Curiosity and Squeaky could ask another friend if he or she would like to do the puzzle.

  – They could ask for help from a teacher.

  – They could work together to put the puzzle back together.
• Have Curiosity state the decision.

   Curiosity: **If we do the puzzle together, it will be much faster and much more fun too.**

**Wonderful Word**

• Show the Wonderful Word picture card for “together.”

   **Our Wonderful Word today is “together.”** “Together” means with someone else. You and a friend can walk together, sit together, or play together.

• Play the digital dictionary video for “together.”

• Remind children that they can earn paw points when they use or hear the word “together” today.

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

**Daily Message**

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

   **Friends can work together to solve problems.**

• Elaborate on the message’s meaning.

   Curiosity and Squeaky worked together to figure out how to put away the puzzle so they could play with something else.

**Letter Links**

• Have Curiosity show the letter cards for “Cc,” “Tt,” and “Pp.”

   **Here are some more letter cards. Point to each letter. They are called “c,” “t,” and “p.”** On each card, we have both the uppercase and lowercase forms of each letter.

• Invite children to help you find each of the letters in the Daily Message. Hold each letter card up to the word in the message, and discuss whether the uppercase or lowercase form appears in the message.

• Ask children what they notice about the first letter of the sentence. Remark that all sentences seem to begin with an uppercase letter.

• Review all the letters of the alphabet by showing the “Children’s Alphabet” video.

   Have children stand and sing “If You’re Friendly and You Know It” as a transition to Getting Along Together.
Active Instruction

- Introduce the Thinking Spot.

Today I will show you a special area in our classroom called the Thinking Spot. The Thinking Spot is a place you can go if you need to be by yourself for a minute. We have been practicing the Stop and Think skill for several days. It’s important to remember to stop and think when you are waiting your turn or when you are sharing materials in the classroom. Sometimes we may get upset when we have to wait or share, and it may be hard to think. That is when you may decide that you need to take a minute to be by yourself at the Thinking Spot.

This week we have also been talking about friends. Sometimes you may have a problem with a friend, and you need a minute to calm down before you talk to your friend. You can go to the Thinking Spot to calm down and relax. Or you may get frustrated when something you are trying to do feels too hard. You may need to take a break for a minute at the Thinking Spot before trying the activity again.

Teacher’s Note: It is important to remember that the Thinking Spot is not a time-out chair. See the Curiosity Corner 2nd Edition Teacher’s Manual, chapter 6, Developing Social/Emotion Skills and Self-Regulation, for additional information about the distinction between the Thinking Spot and time out. The Thinking Spot provides an opportunity for children to practice self-regulation. It is not a punishment or something a child should ever be forced to do.

- Talk about what children can do to calm down when they go to the Thinking Spot.

We will keep some tools at the Thinking Spot to help us relax and think. Hold up the Settle-Down Jar. This is called a Settle-Down Jar. Do you know what it means to settle down? It means to calm down and relax.

Shake up the Settle-Down Jar. See how the glitter churns and swirls around in the water? Sometimes when we are upset or frustrated, it may feel like our feelings are churning around inside our brains and through our bodies. Place the jar on a table where it is visible to all children. Let’s watch what happens to the churning glitter. What happened? Yes, the glitter slowly settled to the bottom as the water stopped churning.

When you go to the Thinking Spot, gently shake the Settle-Down Jar. Set it down, and take deep breaths as you watch the glitter settle. Taking deep breaths is a good way to relax. When the glitter has settled, you will return to the group or activity.
Partner Practice

• Pass the Settle-Down Jar around the circle so children can practice using it. Have children practice taking a deep breath and blowing it out to relax. Ask for a volunteer to go to the Thinking Spot to show what he or she would do.

  1. First, gently shake the Settle-Down Jar.
  2. Place the Settle-Down Jar on the table.
  3. Take deep breaths as you watch the glitter settle.
  4. After calming down, return to the group or activity.

As we learn to use other tools in Getting Along Together, we will add them to the Thinking Spot.

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

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Plan & Play

Scenario Review

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

Scenario Selection

• Review which scenario is represented by each of the cards on the play-planning board.

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

Plan

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

Play

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

• Encourage children to fulfill their play plans as you join in the play.

Small-Group Instruction

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

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

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

STaR Interactive Story Reading

STaR word(s):
gather
sharin’

**Armadilly Chili**

*Author: Helen Ketteman  
Illustrator: Will Terry*

In this southwestern spin on *The Little Red Hen*, Miss Billie Armadilly asks her friends to help her make a pot of chili. Each of them is too busy to help, so Miss Billie makes the chili herself. In contrast to *The Little Red Hen*, Miss Billie’s friends return with apologies and something to add to the meal. Miss Billie realizes that what her meal lacks are friends to share it with, so she invites them to stay and enjoy a perfect meal.

Interactive Story Reading

Before Reading

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

  The title of our story today is Armadilly Chili. That’s the name of the story. The author is Helen Ketteman. She wrote the words for the story. The illustrator is Will Terry. He drew the pictures.

• Have children preview the story. Take a Picture Walk, stopping on several pages to talk about what’s happening in the illustrations. Guide them as they make predictions about the story based on the cover illustration and the title.

  Look at the front cover of this book. T-P-S: What does it look like these people are doing?
Point to the animal in the center of the cover illustration. **This is Miss Billie Armadilly. She is one of the characters in this story.** What do you think she has in the bowl? Let’s listen to the title again to see if that helps us figure it out. **Armadilly Chili.** How does this help you know what might be in the bowl?

**Let’s read the book together to see if your ideas are in there.**

**During Reading**

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 5: T-P-S: **How do you think Miss Billie feels? How can you tell?**
  - Page 11: T-P-S: **What do you think Taffy will say when Miss Billie asks her to help chop cactus? Why?**
  - Page 17: Tex comes by and wants to have some chili. Miss Billie says, “No workin’ with Billie, no sharin’ the chili.” T-P-S: What is Miss Billie telling Tex? That’s her way of saying you didn’t help me with the work to make the chili, so I won’t share it with you.
  - Page 23: T-P-S: **What does Miss Billie forget?**

**After Reading**

- Ask summative questions to review the text and reinforce the STaR vocabulary.
  
  T-P-S: **How do you think Miss Billie feels when her friends bring something when they come to dinner?**

  Miss Billie asks her friend Tex to help her gather beetles for her chili.

  T-P-S: **What do you think the word “gather” might mean?**

  **When Miss Billie gathers beetles, she brings them together in one place.** Point to the box of beetles in the illustration on page 3. **You can see that she puts all the beetles she gathers into this box.**

  T-P-S: **Have you ever gathered something? What did you gather?**

  Miss Billie tells her friends, “No workin’ with Billie, no sharin’ the chili.” T-P-S: What do you think the word “sharin’” means?

  Miss Billie means that if the friends don’t want to help her make the chili, she’s not going to let them eat it with her.

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

  **Lead children in reciting “When I’m Doing Math.”**
Math word(s): one

Count with Curiosity

• Play the “Count with Curiosity: 1–10” video. Encourage children to count along with Curiosity in the video.

Active Instruction

• Introduce the number 1.

  Yesterday we talked about the number 0. Today we will talk about a new number, the number 1. It’s easy to count to 1. Let’s do it together. 1! I have a book about the number 1.

• Read the book Only One by Marc Harshman aloud.

  If there is only one of something, then it is all alone. There’s nothing else like it around.

  T-P-S: What are some things in the story that there is only one of? Sky, hive, pumpkin, quilt, etc.

• Use the sharing sticks to select a few children to share their answers. Show the pages again for items that children name.

Partner Practice

• Reinforce the concept of the number 1 by showing “The Number One Song” and the “Number One and Only” videos.

  Have children play this week’s brain game, Simon Says. Include a few commands using the number 1. (Simon says, “Say your name one time. Simon says hold up one finger.”) Remind children that Simon Says is a game that will help them to Stop and Think.
Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. We learned that friends can work together and help one another.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “together.” Remember that “together” means with someone else. You and a friend can walk together, sit together, or play together.

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

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

Theme Learning Extension

- Make sure that each child is holding their copy of the book right-side-up.

- Give a copy of At School to each child. Make sure that each child is holding their copy of the book right-side-up. Reread the story together in unison.

- Ask children what they see in the picture before reading each page to remind them what the words on the page say. Help children follow along on the correct page as needed. Remember that the goal of this activity is to provide practice in turning pages the correct way and to develop an understanding that the marks under the picture are words that we should say when we read the page.

Cool Kid Recognition

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

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

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

• Remind children about why they have earned paw points.

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

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

• If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

Paw Points

Paw points, paw points, how did we earn our paw points?
Paw points, paw points, how did we fill the jar?

Home Link/Departure

• Make any announcements, or give reminders (upcoming field trips, picture day, etc.).

• Remind children to ask a family member to read a book to them and complete the Read & Respond bookmark.

• Have children join hands to form a circle. Sing the “I’ll Miss You” song.

• Use the donkey stamp to place an animal image on each child’s hand. (optional)
Day 9 | Ready, Set

Learning Focus

We treat one another in a friendly way by sharing and taking turns.

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Day 9

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<td>4. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
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<td>5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
</tr>
</tbody>
</table>

Facilitate Learning

- Explain new lab activities and materials as needed.
- As children work together throughout the day, if you observe a child on the verge of making a poor social decision, remind him or her to use the Stop and Think strategy that was introduced last week.

Available Activities

Classroom Library Lab: Enjoy a story
- Same as day 1

Letter Lab: Uppercase and Lowercase Letter Match
- Same as day 6

Math Lab: Bears Cup Game
- Same as day 7

Computer/Media Lab: Exploring with Technology
- Same as day 1

Writing Lab: We’re Friends
- Same as day 6
Art Lab: Friendship Wreath
- Same as day 7

Science Lab: Friends Stick Together
- Same as day 6

Puzzles & Games Lab: Free Exploration
- Same as day 8

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

Gathering Circle

Welcome Activities

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

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

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

Home Link Debrief
- Ask children if they were able to explore a book with someone at home last night. Remind children to ask their family members to complete the Read & Respond bookmark each day.

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

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

- Use the job chart to remind children about their jobs for the week, or assign new jobs if you are changing them daily.

Calendar

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

Weather

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

Cool Kid

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

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

Move It!

- Invite children to come up and sit in a circle. Introduce the Ball Pass game with colors.

  Today we will play Ball Pass with colors. I will pass the ball to the person next to me. As I pass the ball to him or her, I need to say the name of a color.

- Model passing the ball to the child to your right as you say the name of a color.

- Play two or three times, reversing the direction in which the ball is passed each time. Encourage children to think of colors that have not already been named.

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

**Theme-related word(s):**
share*

---

**Curiosity’s Clues**

- Bring out Curiosity, Squeaky, and a toy that there is only one of in your classroom.

  Teacher: **Good morning, Curiosity! Hello, Squeaky! I didn’t expect to see you here today. What toy do you have?**

  Curiosity: **Well, it is a toy, but it’s also a problem!**

  Teacher: **A problem?**

  Curiosity: **Yes, because Squeaky and I both want to play with it, and there’s only one, and we just don’t know what to do.**

  Teacher: **Well maybe we can help you out. Solving problems like this is what we are talking about today.**

**Learning with Curiosity**

- Have the children talk to one another about how Curiosity and Squeaky could solve their problem.

  T-P-S: **What can Curiosity and Squeaky do? They both want to play with the toy, but there’s only one toy.**

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

- Address the two kinds of sharing.

  **There are two different ways to share. If you have lots of things, like maybe you have several building blocks, you could give some to your friend and keep some for yourself.**

  **Another way to share is to take turns. You can BOTH play with all the blocks, but take turns adding blocks to the tower that you build together.**

  **Taking turns is usually what works best when you only have one thing. Since Curiosity and Squeaky have only one toy and they both want to play with it, they can take turns. That’s the way they can share the toy.**

- Reinforce the concept of sharing by showing the “Primitives: Chair Sharing” video.

  **Let’s watch a video about two cavemen who want to share a chair. Will they take turns sitting in the chair?**
Wonderful Word

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

  Our Wonderful Word today is “share.” To share means to give someone part of what you have or to let someone else have a turn with materials that you are using.

- Play the digital dictionary video for “share.”

- Remind children that they can earn paw points when they use or hear the word “share” today.

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

Daily Message

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

  We share and take turns with our friends.

- Elaborate on the meaning of the message.

  We learned that sharing is one of the many important things we can do to keep our friends.

Letter Links

- Have Curiosity show the letter cards for “Ss,” “Oo,” and “Ff.”

  Here are some more letter cards. Point to each letter. They are called “s,” “o,” and “f.” On each card, we have both the uppercase and lowercase forms of each letter.

- Invite children to help you find each of the letters in the Daily Message. Hold each letter card up to the word in the message, and discuss whether the uppercase or lowercase form of the letter appears in the message.

- Ask children what they notice about the first letter of the sentence. Point out that all sentences begin with an uppercase letter.

- Review all the letters of the alphabet by showing the “Fireworks Alphabet” video.

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

- Have children sing “If You’re Friendly and You Know It” along with the children on the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Rhyme Recognition

- Introduce the concept of rhyming words.

  A lot of words in our song sound the same at the end. “Know” and “show” sound the same. They both end with /ow/. Say “know.” Know. Say “show.” Show. Words that sound the same at the end are words that rhyme. Listen to some more words that rhyme:

  - fat cat They both end with /at/.
  - me tree They both end with /ee/.
  - pie sky They both end with /ie/.

- Introduce the game Stand Up, Sit Down.

  Today we will play Stand Up, Sit Down. I will ask you whether two words rhyme. If they rhyme, you will stand up. If they do not rhyme, you will sit down. Are you ready?

- Play the game.

  - know show (Stand up.)
  - hands fingers (Sit down.)
  - clap snap (Stand up.)
  - friend frown (Sit down.)
  - it sit (Stand up.)

- Award paw points if children were able to successfully identify rhyming word pairs.

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

Scenario Review

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

Scenario Selection

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

Plan

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

Play

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

Coaching

- Encourage children to fulfill their play plans as you join in the play.

Small-Group Instruction

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

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

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”
STaR word(s):
gather
sharin’

Story Retell

Armadilly Chili
Author: Helen Ketteman
Illustrator: Will Terry

Review

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

  We read this story yesterday. Let’s see if we can remember the title. The title of our story is Armadilly Chili. That’s the name of the story. Helen Ketteman is the author of this story. Will Terry is the illustrator; he drew the pictures.

• Review the story vocabulary introduced yesterday.

  We heard the word “gather” in the story yesterday. T-P-S: What do you do when you gather something? Bring things together in one place.

Story Retell

• Hold up the story Armadilly Chili, and tell children that they will compare this story with the story The Little Red Hen.

  Yesterday in the story Armadilly Chili, we read about Miss Billie and her friends Tex, Mackie, and Taffy. Miss Billie wanted them to help her make chili, but they had other plans. At the end of the story, they apologized, and she invited them to eat some chili with her.

  Today when we read this story, we will think about how Miss Billie and her friends are like Little Red Hen and her friends.

• Reread the story without stopping for discussion or to ask questions. Emphasize the responses from Miss Billie’s friends to her requests.

• Take a Picture Walk through The Little Red Hen, and encourage children to talk with their partners about the things that the characters in both books do that are the same.

• Conclude this activity by having children tell whether they liked the ending to The Little Red Hen or Armadilly Chili better and why.

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

- Play the “Count with Curiosity: 1–10” video. Encourage children to count along with Curiosity in the video.

Active Instruction

- Show the numeral 1 card to children.

  Yesterday we talked about the number 1. If there is only one of something, then it is all alone. There’s nothing else like it around.

  This is what a 1 looks like. It’s just a straight line. Sometimes in books, we might see it with a little tent on top or with a little line on the bottom. Show or draw an example.

- Quickly review the story Only One.

  We read this story yesterday. T-P-S: Can you remember some things in the story of which there was only one?

- Use the sharing sticks to select a few children to share their answers. Show the pages again that show the items that children name.

Partner Practice

- Invite children to walk around the classroom in partnerships and look for things of which there is only one. When they find a singular object, they should stop in front of it. When everyone has found something, quickly call on a few children to share what they have found. Encourage children to describe what they found using the sentence frame, “There is only one ___.”

- Reinforce the concept of the number 1 by showing the “We’re the Number One” video.

Have children play this week’s brain game, Simon Says. Try to include things related to the number 1. (Simon says, “Clap one time.” Simon says, “Jump one time.”) Remind children that Simon Says is a game that will help them to Stop and Think.
Learning-Focus Review

- Review the day’s learning focus.

  Let’s think about what we’ve learned today. We talked more about being friendly. We learned that sharing and taking turns are friendly things to do.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is “share.” Remember that “share” means to give someone part of what you have or let someone else have a turn with materials that you are using. T-P-S: When did we hear the word “share” today?

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

Theme Learning Extension

- Review the letters of the alphabet by reading *Chicka Chicka Boom Boom* by Bill Martin, Jr.

Cool Kid Recognition

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

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

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

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

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

- If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

<table>
<thead>
<tr>
<th>Paw Points</th>
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<tr>
<td>Paw points, paw points, how did we earn our paw points?</td>
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<tr>
<td>Paw points, paw points, how did we fill the jar?</td>
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**Home Link/Departure**

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).

- Remind children to ask a family member to read a book to them and complete the Read & Respond bookmark.

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.

- Use the cow stamp to place an animal image on each child's hand. (optional)
Day 10 | Ready, Set

Focus

People can be different from us and still be our friends.

<table>
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<tr>
<th>Additional Materials Needed Today</th>
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<td><strong>Greetings, Readings, &amp; Writings</strong></td>
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<td><strong>Gathering Circle</strong></td>
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<td><strong>Move It!</strong></td>
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<td><strong>Clues &amp; Questions</strong></td>
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<td><strong>Rhyme Time</strong></td>
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<td><strong>Plan &amp; Play</strong></td>
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<td><strong>STaR</strong></td>
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<td><strong>Math Moments</strong></td>
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<td><strong>Question/Reflection</strong></td>
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Day 10

Greetings, Readings, 
& Writings

<table>
<thead>
<tr>
<th>Child Routines</th>
<th>Teacher Routines</th>
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<tbody>
<tr>
<td>2. Sign in.</td>
<td>2. Remind children to read the Arrival Activities poster as they prepare for their day.</td>
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<tr>
<td>3. Self-select labs or other activities.</td>
<td>3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.</td>
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</table>

Facilitate Learning

- Explain new lab activities and materials as needed.
- As children work together throughout the day, if you observe a child on the verge of making a poor social decision, remind him or her to use the Stop and Think strategy that was introduced last week.

Available Activities

Classroom Library Lab: Enjoy a Story

- Provide the books *The Little Red Hen* and *Armadillo Chili* for children to read and compare. Invite children to recite the lines of the characters in one of the stories as you retell it. Talk with them about how the characters behave in the story. Engage them in conversation about how the characters in both stories are alike or different in the way they treat their friends. Encourage the use of vocabulary and concepts introduced in this unit.

Letter Lab: Uppercase and Lowercase Letter Match

- Same as day 6

Math Lab: Bears Cup Game

- Same as day 7
Computer/Media Lab: Exploring with Technology
• Same as day 1

Writing Lab: We’re Friends
• Same as day 6

Art Lab: Creation Station
• Same as day 1

Science Lab: Friends Stick Together
• Same as day 6

Puzzles & Games Lab: Free Exploration
• Same as day 8

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

Gathering Circle

Welcome Activities

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

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

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

Home Link Debrief
• Ask children if they were able to explore a book with someone at home last night. Remind children to ask their family members to complete the Read & Respond bookmark each day.

Tell your partner about a book that someone read to you at home. What was your favorite part?
DAY 10 | Unit 1: Welcome to Curiosity Corner

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

Classroom Jobs

Use the job chart to remind children about their jobs for the week, or assign new jobs if you are changing them daily.

Calendar

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

Weather

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

Cool Kid

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

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

**Move It!**

Distribute pieces of colored paper. Tell children that when they hear the name of the colored paper they are holding, they will follow the singer’s directions about standing up or sitting down.

Today in Move It!, we will listen and dance to this song about colors. At the beginning of the song, you may move to the music any way you like. When the singer says the name of the colored paper you’re holding, you will do what he tells you to do.

Play the song “Colors” from the Learning Basic Skills Through Music, Volume 1 CD by Hap Palmer.

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

Curiosity’s Clues

• Bring out Curiosity. Ask her if she brought a clue about what we will learn today.
  
  Curiosity: I brought my friend Squeaky. Come on out, Squeaky.
  
• Bring Squeaky out of the house.
  
  Teacher: It’s so nice to see you, Squeaky. Will we be learning about squirrels today?
  
  Curiosity: No, we are still talking about friends. Squeaky is my friend, even though he is a squirrel.

Learning with Curiosity

• Explain that Curiosity and Squeaky enjoy being friends because they both like to do a lot of the same things. Start a discussion about what they like to do.
  
  Teacher: Curiosity, do you like to ride a bicycle?
  
  Curiosity: Yes, I love to ride my bike, even though it still has training wheels.
  
  Teacher: Squeaky, do you like to ride a bicycle?
  
  Squeaky: No, not really. My fluffy tail always gets stuck in the wheels.

• Use Think-Pair-Share to invite children to ask similar questions about what Curiosity and Squeaky like to do. As the puppets respond, have them both like some of the suggested activities, and have only one or neither of them like others.

• Point out that they even look the same in some ways and different in others.
  
  T-P-S: In what ways do Curiosity and Squeaky look the same? They both have two eyes, two ears, one nose, four legs, a tail, etc. In what ways do they look different? Curiosity has black and white fur, but Squeaky’s fur is gray. Squeaky’s tail is much fluffier. Squeaky is smaller.

Wonderful Word

• Show the Wonderful Word picture card for “different.”
  
  Our Wonderful Word today is “different.” “Different” means not the same in some way.

• Play the digital dictionary video for “different.”

• Remind children that they can earn paw points when they use or hear the word “different” today.

• Post the Wonderful Word picture card where children will be able to refer to it throughout the day.
**Daily Message**

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

  **People can be different from us and still be our friends.**

- Explain the Daily Message’s meaning.

  **Just like Curiosity and Squeaky, we can be the same as and different from our friends in many ways.**

**Letter Links**

- Have Curiosity show the letter cards for “Dd,” “Uu,” and “Bb.”

  **Here are some more letter cards.** Point to each letter. **They are called “d,” “u,” and “b.”** On each card, we have both the uppercase and lowercase forms of each letter.

- Invite children to help you find each of the letters in the Daily Message. Hold each letter card up to the word in the message, and discuss whether the uppercase or lowercase form of the letter appears in the message.

- Ask children what they notice about the first letter of the sentence. Point out that all sentences begin with an uppercase letter.

- Review all the letters of the alphabet by showing the “Circus Alphabet” video.

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

**Rhyme Time**

**Say the Rhyme**

- Have children sing “If You’re Friendly and You Know It” along with the children on the video. Encourage children to do the physical motions that accompany the rhyme.

**Develop Phonological Awareness—Rhyme Recognition**

- Invite children to recall the pair of rhyming words from the song.

  **Which word from our song rhymes with “know”?** “Show.” **Know, show. They both have /ɔ/ at the end.**

- Lead the Picture Match game. Show the first pair of pictures: snow and rake. Point to and name the pictures, and then ask which one rhymes with “know” and “show.”
EXAMPLE:

WGR: This is snow, and this is a rake. Which word rhymes with “know” and “show”? “Snow.”

• Use My Turn, Your Turn to have children say “know,” “show,” and “snow.” Encourage them to think about how their mouths feel the same as they say the end of each word.

• Repeat the process with the second and third pairs of picture cards:
  – sheep and hoe
  – toe and nose

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

Plan & Play

Scenario Review

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

Scenario Selection

• Review which scenario is represented by each of the cards on the play-planning board.

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

Plan

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

Play

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

- Encourage children to fulfill their play plans as you join in the play.

Small-Group Instruction

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

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

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

Free Choice

- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *A Splendid Friend Indeed* by Suzanne Bloom.

- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.

- Write the title of the story that you read on a leaf, and add it to the story tree.

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

Math Moments

Math word(s): set

Basic word(s): match cards

Count with Curiosity

- Play the “Count with Curiosity: 1–10” video. Encourage children to count along with Curiosity in the video.

Active Instruction

- Review the numerals 1 and 0. Show the picture cards, and point out that the number 0 looks like an uppercase letter “O.” It’s just a circle. The number 1 is a stick that goes up and down. Invite children to form a 0 and a 1 with their fingers in the air with you.
• Give a small paper plate and crayon to each child. Help children write a 0 on one side of the plate and a 1 on the other side. Explain that you will use your plates to play a game about 1 and 0. Select two volunteers to bring their plates to the front of the class.

To play the game, I will ask you a question. The answer to the question will be either 0 or 1. First, I will give you time to think about the answer. Do not say the answer while we are thinking. When I say, “Show your card,” you will show me the side of the card that answers the question correctly. Let’s see how this will work.

Turn to your volunteers. OK, here is your question. How many elephants are walking around our classroom? Think. (Point to your temple to signify that children should think about their answers.) Show your card. 0.

Partner Practice
• Once children understand the game, ask several questions of the whole group. Intersperse questions that would be correctly answered with 0 and 1.

• Reinforce the concept of number sense for the numbers 0 and 1 by showing the “Zero Pep Talk” and the “We’re the Number One” videos.

Have children play this week’s brain game, Simon Says. Remind children that Simon Says is a game that will help them to Stop and Think.

Question/Reflection

Learning-Focus Review
• Review the day’s learning focus.

Let’s think about what we’ve learned today. We can be friends with people who are different from us.

Wonderful Word
• Review the Wonderful Word.

Our Wonderful Word today is “different.” Remember that “different” means not the same. T-P-S: When did we hear or use the word “different” today?

• Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
Theme Learning Extension

- Lead a game of Which Wonderful Word? Bring out Curiosity, and explain that she is thinking about one of the Wonderful Words from the week.
- Display the Wonderful Word picture cards that you have introduced this week. Explain and model how to ask a question about the pictures to find out which one Curiosity is thinking of.
  
  We will think of questions to ask Curiosity to find out which word she is thinking of. I will ask the first question. Curiosity, is it something we call one another? No. So, it must not be the word “name.”
- Use Think-Pair-Share to invite children to think of a question they could ask about the cards to guess which word Curiosity is thinking of.
  
  T-P-S: Can you think of a question that you could ask Curiosity about the pictures? Talk to the person next to you, and see if you can think of a question.
- Use the sharing sticks to select a child to question Curiosity.
- If children are able to eliminate any pictures once questions are asked and answered, turn those cards over to isolate the remaining cards. Award paw points once children figure out the correct word.
- Repeat the activity with other words if time allows.

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what the children typically give.
  
  Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.
- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

- Remind children about why they have earned paw points.
  
  We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!
- Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.
If the chips reach the line on the celebration jar, engage children in a celebration activity. Have them sit in a circle. Pass the Curiosity puppet from one child to the next as they say the Paw Points chant. After they ask, “How did we fill the jar?” the child holding Curiosity tells one way the class earned paw points that day or the day before. (Provide help if needed.) After three or four rounds, encourage children to cheer aloud for a moment.

### Paw Points

Paw points, paw points, how did we earn our paw points?
Paw points, paw points, how did we fill the jar?

**Home Link/Departure**

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Give a copy of the concepts-of-print book *At School* to each child. Explain to children that the book is now theirs to keep. Encourage them to read the book to someone in their family.
- Have children join hands to form a circle. Sing the “I’ll Miss You” song.
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## Unit Record Form

### Unit 1: Welcome to Curiosity Corner

**Teacher:** ____________________  
**Class Age:** ____________  
**Date:** ________________

<table>
<thead>
<tr>
<th>Students</th>
<th>Expressive Vocabulary</th>
<th>Oral Expression</th>
<th>Read &amp; Respond</th>
<th>GAT Behaviors**</th>
<th>GAT Behaviors Individual Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Expressive Words (0-5)</td>
<td>Receptive Words (Optional) (N,E,T,S,A)</td>
<td># Nights (0-10)</td>
<td>Shares classroom materials</td>
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</tbody>
</table>

**BEGINS IN UNIT 2**

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* Use these abbreviations for oral-language development stages: **N** = nonverbal; **E** = emergent speech (single words); **T** = telegraphic sentences; **S** = simple sentences; **A** = advanced sentences.

**Use the following abbreviations for GAT behaviors: **N** = not evident; **P** = evident with prompting; **I** = uses independently.
# Learning Labs Facilitation Guide

## Week 1

<table>
<thead>
<tr>
<th>Learning Labs</th>
<th>Facilitation Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Enjoy a story</td>
</tr>
<tr>
<td>Children explore books related to school and other books in the classroom library.</td>
<td>Engage all children: This looks like an interesting book. Why did you select this book?</td>
</tr>
<tr>
<td>Offer support: If I wanted to read this story, where would I start? What page should I read first?</td>
<td>Challenge: Could this story happen in real life, or is it just pretend? How do you know?</td>
</tr>
<tr>
<td><strong>Letter Lab</strong></td>
<td>Exploring Letters</td>
</tr>
<tr>
<td>Children explore plastic, magnetic, or foam letters or letter cards.</td>
<td>Engage all children: Do you know the names of any of these letters? Tell me the letter names that you know.</td>
</tr>
<tr>
<td>Offer support: These shapes are letters. We can make words with letters. Can you find any words in our classroom?</td>
<td>Challenge: Write the child’s name. Invite the child to find and arrange the letters of his or her name.</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Count ‘Em</td>
</tr>
<tr>
<td>Children count manipulatives, such as counting bears.</td>
<td>Engage all children: Encourage children to touch each item as they count to help establish one-to-one correspondence. Model using a complete sentence to state the number of items counted, e.g., There are four yellow bears. I counted 3 cubes.</td>
</tr>
<tr>
<td>Offer support: Can you make a group of (number between 2–5) bears? Let’s count as we add bears to the group.</td>
<td>Challenge: Make a group 2–5 of bears. Then ask the child to add more bears until the group has ten bears, e.g., I have 4 bears, but there need to be 10 bears on the team. Can you help me add more bears to make this group large enough?</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Count ‘Em</td>
</tr>
<tr>
<td>Children sort manipulatives by attribute.</td>
<td>Engage all children: Tell me about the groups you made. How are the (name of object) the same in each group?</td>
</tr>
<tr>
<td>Offer support: Can you sort these (name of object) by color? Let’s name the colors and put them into groups.</td>
<td>Challenge: Create a sets of counting bears sorted by size AND color (large green bears, large blue bears, medium green bears, baby green bears, etc.). Hold up a large green bear. This bear is green, so he needs to go into a green group. Point to the group of baby green bears. Here’s a green bear group. Can he go here?</td>
</tr>
</tbody>
</table>
## Week 1, cont.

### Writing Lab

**Writing My Name**
Children arrange plastic, magnetic, or foam letters to match the letters in the name from a name card.

**Engage all children:**
What letters are in your name?

**Offer support:**
What is the first letter in your name? Teach the child the name of the first letter in his or her name.

**Challenge:**
Encourage the child to write his or her name using the writing materials in the lab.

### Art Lab

**Creation Station**
Children use a variety of materials to create a piece of art.

**Engage all children:**
Tell me about your picture/sculpture. What materials did you use to make your art?

**Offer support:**
What colors did you use to make your picture/sculpture?

**Challenge:**
Tell me about the technique you used. Did you rub the crayon back and forth or make straight lines?

### Science Lab

**Up Close**
Children experiment with magnifiers to explore classroom objects.

**Engage all children:**
What can you see using the magnifying glass that is harder to see without the magnifying glass?

**Offer support:**
Can you name the items that we have here?

**Challenge:**
Encourage children to describe the items. *This seashell has sharp bumps on the top. I can see tiny hairs on this bug’s legs.*

## Week 2

### Classroom Library Lab

**Enjoy a story**
Children explore books related to school and other books in the classroom library.

**Engage all children:**
Do you see any children in the pictures of this book? Would you like to be friends with them?

**Offer support:**
Can you show me the title of the story? Read the title to the child. The title tells me the name of the story. It helps me know what the story will be about.

**Challenge:**
Once you have introduced both *The Little Red Hen* and *Armadilly Chili*, encourage children to compare the two stories.

### Letter Lab

**Uppercase & Lowercase Letter Match**
Children use letter cards to match the uppercase and lowercase forms of letters.

**Engage all children:**
Encourage the children to play a game of Memory Match. Have them turn two letter cards over at a time to see if they match. If the cards don’t match, they are turned back over, and someone else takes a turn.

**Offer support:**
Limit the number of different letters each child has to match. Create a group that contains pairs of only three or four letters.

**Challenge:**
Invite each child to sort the letters into pairs of letters with uppercase and lowercase shapes that look the same, such as “Ss,” “Oo,” and “Xx,” and pairs in which the shapes look different, such as “Aa,” “Ff,” and “Rr.”
### Week 2, cont.

<table>
<thead>
<tr>
<th><strong>Math Lab</strong></th>
<th><strong>Bear Cup Game</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children work with friends to play a game with two cups and a counting bear. They cover a counting bear with one of the cups. The friend must guess which cup has one bear underneath and which cup has zero bears.</td>
<td></td>
</tr>
</tbody>
</table>

| **Engage all children:** | What does “zero” mean? “Zero” means none or nothing. |
| **Offer support:** | Ask the child to point to the cups as you describe them. Show me which cup had one bear underneath. Which cup had zero bears underneath? |
| **Challenge:** | Write the numbers 1–10 where the child can see them. Point out that the number 10 has a zero in it. |

**Tips:** Some children will have difficulty with the concept of zero at this point. Just reinforce that “zero” means none, and consider the lesson activities and labs as exposure. They will develop the concept later in the year.

<table>
<thead>
<tr>
<th><strong>Writing Lab</strong></th>
<th><strong>We’re Friends</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children draw or write about their friends.</td>
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</table>

Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.

<table>
<thead>
<tr>
<th><strong>Art Lab</strong></th>
<th><strong>Friendship Wreath</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children will contribute a paint-palm-print to a class wreath.</td>
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</table>

| **Engage all children:** | You will dip your palm into the paint. Which part of your hand is the palm? |
| **Offer support:** | Help the child to name each of the paint colors. |
| **Challenge:** | Point to a print already on the wreath. Did this friend use his or her left hand or right hand to make this print? How do you know? |

**Tips:** If you prefer not to use paint first thing in the morning (or you do not have an additional adult to facilitate), you can incorporate this activity at a better time and continue with Creation Station from week 1 during Greetings, Readings, & Writings.

<table>
<thead>
<tr>
<th><strong>Science Lab</strong></th>
<th><strong>Friends Stick Together</strong></th>
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</thead>
<tbody>
<tr>
<td>Children explore items with magnets.</td>
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</tbody>
</table>

| **Engage all children:** | Which of the items stick to the magnet? Which items do not stick? |
| **Offer support:** | Help the child say the names of each of the objects you have placed in the lab. |
| **Challenge:** | Show the child how to pick up a string of paper clips with one magnet. (You will need a fairly strong magnet. Attach one paper clip first, and then dangle the attached clip over a loose one. For best results, use small paper clips.) |
Snack Time!

General Nutritious Snack Ideas*

- Fresh fruit (oranges, pears, apples, grapes, mangos, bananas, strawberries, blueberries, blackberries, kiwi)
- Fresh vegetables (carrots, broccoli, sugar snap peas, celery)
- Dried fruit (raisins, apricots, cranberries)
- Applesauce
- Low-fat dip or hummus for fresh fruits or veggies
- Canned fruit (packed in water if possible)
- Crackers, bagels, or rice cakes with peanut butter, cream cheese, or hummus
- Trail mix (cereal, pretzels, nuts)
- Whole-grain crackers and cheese
- String cheese
- Pudding (made with low-fat milk)
- Yogurt (alone or spread on graham crackers)
- Vegetable juice
- Cottage cheese with fruit
- Hard-boiled eggs

Theme-Related Snack Ideas

- Pear friends: Slice a pear in half. Use one half for the body. Add cream cheese dots and raisins for eyes and pretzel sticks for arms and legs.
- Friendship crackers: Smear cream cheese onto a cracker, and top with another cracker.
- Friendship mash-up: Mix raisins, dried whole-grain cereal, fish-shaped crackers, and pretzels.
- Friendly faces: Serve one half of a bagel. Smear it with cream cheese or another spread, and invite children to use raisins to create faces.
- Share a smile! Use one half of an English muffin. Smear it with cream cheese or another spread, and invite children to use blueberries, banana slices, strawberry pieces, and orange slices to create a smiley face.

*Always check for children’s allergies before serving any food.
Activity Suggestions for Outside/Gross-Motor Play

Providing organized activities that help children develop gross-motor skills should be balanced with unstructured free play. The following games and activities can also help children internalize the content presented in this unit.

**Cat in a Box**
Gather children who are interested in an organized game to play Cat in the Box. Recite the rhyme from the introduction of Clues & Questions on day 1. Have children form a circle. Invite a child to play the role of the cat and sit in the center of the circle. Explain that the cat will jump up at the end of the rhyme and answer the question “Won’t you come out?” by saying, “Yes, I will.”

Recite the rhyme with the group, pausing after asking the question so the cat in the circle can jump up and say, “Yes, I will.”

If you have a cardboard box large enough for children to fit in, place it in the center of the circle for the cat to hide in until he or she is called out by the children reciting the rhyme.

**Getting to Know You**
Gather some interested children to bounce or throw a ball back and forth. Encourage them to say their names as they bounce or throw the ball back to you. They may prefer to play only briefly, or some may feel safer playing with you than venturing to play with children they do not know well.

**Hug Tag**
One child is It and tries to tag another running child. Once tagged, a child is frozen until another child gently hugs him or her to unfreeze him or her. Children can take turns being It. When children are hugging, they cannot be tagged.

The underlying concept of Hug Tag is helping a friend with a kind act.
The Library Scenario

Make enough copies to provide each child with his or her imaginary library card.
Me Bag Letter to Parents

Duplicate and cut apart on the dotted lines. Attach the note to a paper lunchbag for each child.

Dear Parents,

We are learning lots of interesting information about our classmates in Curiosity Corner. To help us get to know your child even better, please place an object or photograph that illustrates something your child likes to do or something he or she is good at in this bag. We will call this a Me bag. Send the bag to school so your child can share something about himself or herself with his or her new classmates.

Thank you,
Your Curiosity Corner Teacher

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Thank you,
Your Curiosity Corner Teacher
Me Bag Letter to Parents—Spanish version

Duplicate and cut apart on the dotted lines. Attach the note to a paper lunchbag for each child.

Estimada familia,
Estamos aprendiendo muchas cosas interesantes acerca de los amigos nuevos en nuestra clase. Para conocer a su hijo mejor, favor de poner un objeto o una foto dentro de esa bolsa y envíalo a la escuela de nuevo. El objeto debe demostrar algo que su hijo le gusta hacer o algo con que tiene mucha interés. En la escuela, su hijo mostrará y hablará sobre el objeto con sus compañeros de clase.

Gracias,
Su maestro de Curiosity Corner

Estimada familia,
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Gracias,
Su maestro de Curiosity Corner
Sample Sign-in Sheet

Please sign in!

Ava
Brandon
Olivia
Aiden
Caleb
APPENDIX | Unit 1: Welcome to Curiosity Corner

Blank Sign-in Sheet

Please sign in!
Uppercase and Lowercase Matching Cards

Make one copy of each page. Cut the cards apart to create the card set.
<table>
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**Dear Family,**

The first two weeks of school are an exciting time for your child as we welcome him or her to this new experience. We will spend this time learning and practicing routines. Your child will meet Curiosity the cat, our class mascot puppet, who introduces new things each day. Your child will also meet two other puppets, Chilly the penguin and Squeaky the squirrel. Both of these characters are friends of Curiosity who will help your child learn about friendship and how to get along with others.

During the first few weeks, Curiosity will help the children learn one another’s names and the names of the materials we work with in school. We will explore Learning Labs, participate in imaginative play scenarios, sing songs, and learn to feel comfortable in this new environment.

Throughout the course of the year, Curiosity will introduce your child to a variety of science and social studies topics in two-week themed units. Within these units, your child will also explore math concepts and literacy in a way that allows him or her to actively participate in his or her own learning. Engaging videos will provide context for learning rhymes and songs, new vocabulary, math concepts, and reading-readiness skills.

In Curiosity Corner, your child will receive concepts-of-print books that are designed to help him or her learn about books. The children will learn skills such as how to hold a book right-side up, how to turn pages from front to back, and that the marks on the page are words that tell the reader what to say. Your child will be able to keep each of these books for you to share with him or her at home. The first story, *At School*, will come home with your child at the end of this first unit. As you read and reread this and the other books with your child, note the suggestions inside the back cover on the Story Sharing Sheet to reinforce the prereading skills your child has been practicing in school.

At home, you can help your child by listening to what he or she learned at school, talking about new friends and teachers, discussing the names of the materials and activities used in class, and learning some of the songs and rhymes. In this unit *Welcome to Curiosity Corner*, your child is learning how to clean up materials by putting them on a shelf or in a basket with a picture/word label. You can help your child put things away at home by labeling spaces with pictures of clothes, books, and toys so he or she can tidy up independently.
Most of all, share in the excitement of your child's school day by listening and talking about Curiosity the cat and the many activities that took place. Tell your child about your day so she or he will know that you were busy too.

We are all looking forward to a wonderful school year. We feel fortunate to have so many families working together to help each child enjoy learning.

Thank you for being part of our school community.

Here is a rhyme from our Rhyme Time that you can repeat with your child:

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

Sincerely,
Your Curiosity Corner Teacher
Estimada familia,

Las primeras semanas de escuela son un tiempo excitado para sus niños. Pasaremos el tiempo al aprender y practicar las rutinas. Su niño conocerá a Curiosity el gato, nuestro títere mascota, que introduzca a los niños a nuevas cosas. Su niño conocerá a dos más títeres, Chilly el pingüino y Squeaky la ardilla también. Ambos caracteres son amigos del Curiosity e les ayudarán a sus niños a aprender sobre la amistad y estar llevándose bien con todos.

Durante las primeras semanas, Curiosity ayudará a los niños al aprender y conocer a sus compañeros de clase y sus nombres. También ellos a saber los materiales y los nombres de ellos que usamos en la escuela. Exploraremos Learning Labs, actuaremos en obras cortas creativas, cantaremos temas y aprenderemos a sentirse bien en sus nuevos alrededores.

Durante el transcurso del año, Curiosity introducirá su niño a una variedad de temas en ciencias y estudios sociales. Cada tema es un capítulo de dos semanas. Dentro de los temas, su niño explorará conceptos de matemática y alfabetización. También el tema es escrito en una manera que es activa y apropiada para su niño. Videos interesantes provee el contexto para las ritmas y canciones, nuevo vocabulario, conceptos de matemática y las destrezas en leer.

En Curiosity Corner, su niño recibirá libros que fueran diseñados a pedido del consumidor para que su niño aprenda sobre los libros. Los niños aprenderán la forma correcta para sostener un libro, la forma correcta para pasar las páginas y que las marcas en ellas son palabras que cuentan sobre algo. Su niño puede guardar estés libros para compartir con la familia en casa. El primer cuento, At School, llegarás con su niño a casa cuando el capítulo termine/haya terminado en clase.

En este tema, su niño está aprendiendo a agarrar la sala de clase con uso de etiquetas. Hay canastas y estantes con los nombres y/o dibujos de las cosas en sus lugares correctos. Usted también puede usar etiquetas en su casa para que su niño pueda practicar la rutina.

Estamos muy entusiastas sobre este año en la escuela. Nosotros estamos agradecidos de tener muchas familias que trabajan juntos para celebrar la diversión del aprendizaje.

Muchas gracias por ser parte de la comunidad de la escuela.