Curiosity Corner 2nd Edition Theme Guide:
Unit 7
© 2014, 2020 by the Success for All Foundation. All rights reserved.

Produced by the Curiosity Corner 2nd Edition Team

Jennifer Austin       Kate Conway       Mike Knauer       Karen Poe
Program Developer    Program Developer  Software Developer Production Artist
Irene Baranyk       Meghan Fey        Claire Krotiuk    Kelly Rose
Production Artist   Proofer        Rollout Team      Online Tools Developer
Sue Belt             Wendy Fitchett    Nancy Madden      Pam Russell
Rollout Team         Rollout Team     Program Developer Contributing Developer
Coleen Bennett      Marti Gastineau   Kristal Mallonee-Klier Kimberly Sargeant
Program Developer    Editor         Rollout Team      Contributing Developer
Teresa Blanton      Jeffrey Goddard   Lori Martin       Jane Strausbaugh
Field Advisory Team  Video Team      Field Advisory Team Video Team
Devon Bouldin       Angie Hale        Terri Morrison    Laurie Warner
Designer            Video Team        Program Developer Production Artist
Debra Branner       Jill Hanson       Irina Mukhutdinova Tina Widzbor
Designer            Rollout Team     Production Artist Production Artist
James Bravo         Tonia Hawkins     Sheri Mutreja     Janet Wisner
Illustrator         Video Team        Coordinator      Editor
Kathy Brune         Michael Hummel    Cathy Pascone     Judith Worrell
Production Artist   Designer         Field Advisory Team Rollout Team
Patrice Case-McFadin Wanda Jackson    Michele Patterson Michelle Zahler
Program Developer   Illustrator      Production Artist Proofreader
Patricia Johnson    Software Developer

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.
Table of Contents

Setting the Scene

Standard Graphics Key .......................... iv
Why Many Thanks? ............................... v
Thematic Concepts and Objectives .......... vi
Vocabulary ........................................ viii
Peek at the Week ............................... x
You Will Need ..................................... xii

Daily Lessons

Day 1 ............................................. 1
Day 2 ................................................ 17
Day 3 ................................................ 29

Appendix ........................................... 39
## Standard Graphics Key

### Instructional Components

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

### Instructional Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Think-Pair-Share</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Whole-Group Response</strong></td>
<td>The teacher prompts the class to respond in unison.</td>
</tr>
<tr>
<td><strong>My Turn, Your Turn</strong></td>
<td>The teacher models a response and then prompts students to repeat it in unison.</td>
</tr>
<tr>
<td></td>
<td>A great time to use the sharing sticks to randomly select a child</td>
</tr>
<tr>
<td></td>
<td>Opportunity to award paw points</td>
</tr>
</tbody>
</table>

### Other Lesson Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition</strong></td>
<td>Activity to help children transition from one component to the next</td>
</tr>
<tr>
<td><strong>Video</strong></td>
<td>Video provided to support the lesson content</td>
</tr>
</tbody>
</table>
Why *Many Thanks*?

*MAny Thanks* is a three-day unit designed for Thanksgiving week when many programs are in session only Monday through Wednesday.

The Thanksgiving holiday is a time when many people gather with family and friends and reflect on the many things in their lives for which they are grateful. The focus of *Many Thanks* is on the holiday as it is celebrated in the children’s homes and their experiences in sharing and gratitude. Be aware that some of your students might not celebrate the holiday. Reinforce the fact that not celebrating is an acceptable choice. The books, rhymes, and lab activities in this unit provide starting points to help children express their own gratitude. During this unit, you and the children will experience the fun, and perhaps the organizational challenges, of preparing a community meal. You may be able to include many of the children’s families in your feast.

**Happy Thanksgiving!**
Many Thanks

**thematic concepts**

- We celebrate the Thanksgiving holiday by thinking about people and things for which we are thankful.
- Many people in our country celebrate Thanksgiving by gathering for a meal with family and friends.
- Many families eat turkey for Thanksgiving dinner.

### Creative Domain

Children will:
- explore a variety of media.
- use paper lunch bags and construction paper to create turkeys.
- pretend to create placemats in a factory.
- pretend and imitate during dramatic play activities.

### Personal/Emotional Domain

Children will:
- choose Learning Lab activities.
- organize materials when finished with them.
- follow simple rules and routines.
- demonstrate courtesy.
- reflect on things in their lives for which they can be thankful.

### Cognitive Domain

Children will:
- participate in brain games that will help them to stop and think before acting.
- observe and make discoveries.
- use real and imaginary props in dramatic play.
Interpersonal/Social Domain
Children will:
• work cooperatively with a partner.
• participate in group activities.
• develop an understanding of manners.

Social Studies Domain
Children will:
• discuss ways that Thanksgiving Day is typically celebrated in the United States.

Mathematical Domain
Children will:
• count to 19 by rote.
• count backward from 10 to 1.

Language/Literacy Domain
Children will:
• learn and use new theme-related vocabulary words.
• speak in sentences.
• explain that the title tells the name of a story.
• begin to recognize the sounds and shapes of “t.”
• observe that the first letter of a holiday name is uppercase.
• observe that a question mark indicates that the sentence asks something.
• recite a rhyme.
• recognize and produce rhyming words.
• listen attentively to stories.
• answer comprehension questions about informational text and literature.
• actively participate in the retelling of stories.
• experiment with writing to communicate meaning.

Science Domain
Children will:
• explore the characteristics of feathers.

Physical Domain
Children will:
• follow dance movements.
• use scissors, glue, and markers functionally.
• increase small- and gross-motor coordination.
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.
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.

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

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

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

<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>We celebrate the Thanksgiving holiday by thinking about people and things for which we are thankful.</td>
<td>Many people in our country celebrate Thanksgiving by gathering for a meal with family and friends.</td>
</tr>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</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>“T” Picture Sorting</td>
<td>“T” Picture Sorting</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Counting Back</td>
<td>Counting Back</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Exploring with Technology</td>
<td>Exploring with Technology</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>What’s for Dinner?</td>
<td>What’s for Dinner?</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Paper Bag Turkeys</td>
<td>Paper Bag Turkeys</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Examining Feathers</td>
<td>Examining Feathers</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>“Turkey in the Straw”</td>
<td>The Elmo Slide</td>
</tr>
<tr>
<td><strong>Clues &amp; Questions</strong></td>
<td>Concepts-of-print book: We Are Thankful by Sally Francis Anderson Introduce the letter “t.”</td>
<td>Pantomime dinner. Review the letter “t.”</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>“Thanksgiving Table”; Rhyme Recognition: Jump right in with rhyming words.</td>
<td></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: Thanksgiving Dinner Placemat Factory Airport</td>
<td>Scenario Options: Same as day 1 Note: There is no small-group instruction activity this week.</td>
</tr>
<tr>
<td><strong>STaR Story Retell and Retelling</strong></td>
<td>Interactive Story Reading: Thanks for Thanksgiving by Julie Markes</td>
<td>Thanks for Thanksgiving Story Retell: Dramatization.</td>
</tr>
<tr>
<td><strong>Math Moments</strong></td>
<td>Count to 19 by rote. Count backward 10–1.</td>
<td>Count to 19 by rote. Fingerplay: “Five Little Turkeys”</td>
</tr>
<tr>
<td><strong>Question/Reflection</strong></td>
<td>Brain Game: Simon Says We’re Going on a Turkey Hunt</td>
<td>Brain Game: Simon Says Letter “t” room search</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

Many families eat turkey for Thanksgiving dinner.

Enjoy a Story

“T” Picture Sorting

Counting Back

Exploring with Technology

What’s for Dinner?

Paper Bag Turkeys

Examining Feathers

Free Exploration

Daily start-up routines

Head, Shoulders, Knees, and Toes

Plan Thanksgiving dinner.
Review the letter “t.”

Scenario Options:
Same as day 1
Small-Group Instruction:
Same as day 2

Free-Choice Story Reading:
Suggestion – The Very Hungry Caterpillar by Eric Carle

Count to 19 by rote.
Problem Solving: Use objects to count backward 10–1.

Brain Game: Simon Says
Reread concepts-of-print book
We Are Thankful.
### You Will Need

**Supplied by SFAF:**

<table>
<thead>
<tr>
<th>Books</th>
<th>STaR</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Thanks for Thanksgiving</em> by Julie Markes</td>
<td></td>
</tr>
<tr>
<td>• <em>The Very Hungry Caterpillar</em> by Eric Carle (from unit 6)</td>
<td></td>
</tr>
</tbody>
</table>

**Concepts of Print**

| • *We Are Thankful* by Sally Francis Anderson (class set) |

**Getting Along Together**

| • *Cookies: Bite-Sized Life Lessons* by Amy Krouse Rosenthal (from unit 3) |

**Media**

| • Curiosity Corner 2nd Edition Software |

**Cards/Card Sets**

**Curiosity Corner Activity Cards for Unit 7**

| Letter Cards | • “Bb,” “Tt,” and “Ww” |
| Thematic Content | • Wonderful Word picture cards: “celebrate,” “dinner,” “turkey” |
| | • Day 1: Curiosity’s family, Curiosity’s house, Curiosity’s friends |

| Plan & Play Scenario Cards | • Thanksgiving Meal, Placemat Factory, Airport |
| Rhyme Cards | • “Thanksgiving Table” |

**General — Used in Every Unit**

| • Puppets: Curiosity (cat) |
| • Paw point chips |
| • Cool Kid certificates |
| • Cool Kid stamp |
| • Colored clothespins (for Plan & Play scenario selection) |
| • Read & Respond bookmarks |
| • Home Link animal stamps and ink pad |

**Other SFAF Items**

| • Number cube (Blank number cubes were provided with your materials. Use a permanent marker to label each side of a number cube with a number from 5–10.) |
| • Bear counters |
| • Curiosity Corner Unit Record Form for unit 7 (generate with data-tools system) |
### Teacher Acquired:

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plastic food item or piece of fruit (Getting Along Together, day 2)</td>
</tr>
<tr>
<td>• Green paper (for story tree leaves)</td>
</tr>
<tr>
<td>• Wonder Box and supplies for Plan &amp; Play prop creation (See the <em>Curiosity Corner 2nd Edition Teacher’s Manual</em>, chapter 10, Getting Started for information about setting up a Wonder Box.)</td>
</tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enjoy a Story</td>
</tr>
<tr>
<td><strong>Letter Lab</strong></td>
<td></td>
</tr>
<tr>
<td>“T” Picture Sorting</td>
<td>“T” Picture Sort sheets (appendix), one sheet per student</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td></td>
</tr>
<tr>
<td>Counting Back</td>
<td>Two number lines (0–10), number cube (5–10), two bear counters</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></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 Resources for suggested websites.)</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td></td>
</tr>
<tr>
<td>What’s for Dinner?</td>
<td>Crayons, colored pencils, pencils, markers, various types of paper</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td></td>
</tr>
<tr>
<td>Paper Bag Turkeys</td>
<td>Brown paper lunch bags; construction paper feathers, heads, and wattles (patterns in appendix); crumpled newspaper; black marker or wiggle eyes; glue sticks; masking tape or rubber bands; a stapler</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td></td>
</tr>
<tr>
<td>Examining Feathers</td>
<td>Several real or synthetic feathers of various types, magnifiers</td>
</tr>
<tr>
<td><strong>Puzzles &amp; Games Lab</strong></td>
<td></td>
</tr>
<tr>
<td>Free Exploration</td>
<td>Classroom puzzles and games</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan &amp; Play</th>
<th>Suggested Classroom Space</th>
<th>Ideas for Props</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario</strong></td>
<td><strong>Suggested Classroom Space</strong></td>
<td>Ideas for Props</td>
</tr>
<tr>
<td>Thanksgiving Dinner</td>
<td>Any area with tables</td>
<td>Toy dishes, food, tablecloth, centerpieces</td>
</tr>
<tr>
<td>Placemat Factory</td>
<td>Writing and/or Art Labs</td>
<td>Construction paper, markers, sample placemats</td>
</tr>
<tr>
<td>Airport</td>
<td>Any area</td>
<td>Chairs in rows (allow children to arrange) for either the gate area or the actual airplane, special hat for the pilot, paper for tickets, luggage</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.

<table>
<thead>
<tr>
<th>Day 1</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **GR&W** | • Duplicate the theme introduction letter.  
  • Duplicate and prepare the Learning Labs Facilitation Guide.  
  • Letter Lab: Copy and cut “T” picture sorting cards (appendix).  
  • Art Lab: Cut out turkey parts from red, orange, brown, and yellow construction paper using patterns (appendix). |  |
| **C&Q** | • Place the picture cards showing Curiosity’s house, friends, and family inside her box house. |  |
| **MM** | • Duplicate and cut out number lines, one partnership, plus two more for the Math Lab (appendix). |  |

<table>
<thead>
<tr>
<th>Day 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C&amp;Q</strong></td>
<td>• Place a plate and fork inside Curiosity’s box house.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C&amp;Q</strong></td>
<td>• Place a can of cat food inside Curiosity’s box house.</td>
<td></td>
</tr>
</tbody>
</table>
Day 1 | Ready, Set

Learning Focus

We celebrate the Thanksgiving holiday by thinking about people and things for which we are thankful.

Materials

| General          | • Sign-in sheet  
|                  | • Sharing sticks  
|                  | • Ear and mouth cards  
|                  | • Partnership chart and name cards  
|                  | • Curiosity puppet  
|                  | • Curiosity’s water dish  
|                  | • Cool Kid sticker  
|                  | • Paw point chips  
|                  | • Curiosity Corner 2nd Edition flash drive  
|                  | • Unit record form for unit 7  

| Greetings, Readings, & Writings | • Learning Lab Facilitation Guide (appendix)  
|                                 | • Refer to the Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan & Play scenarios.  

| Gathering Circle | • Calendar cutout for today’s date  

| Move It! | • No new materials needed  

| Clues & Questions | • CC Activity Cards: Pictures of Curiosity’s house, family, and friends (Squeaky and Joey)  
|                   | • CC Activity Card: Wonderful Word picture card for “celebrate”  
|                   | • Daily Message board or IWB access  
|                   | • CC Activity Cards: Letter cards for “Tt,” “Ww,” and “Bb”  

| Rhyme Time | • No materials needed  

| Plan & Play | • CC Activity Cards: Scenario cards for Thanksgiving Dinner, Placemat Factory, and Airport  
|            | • Colored clothespins  
|            | • Paper and crayons or pencils for writing play plans  
|            | • Wonder Box for prop creation  

| STaR | • Trade book: Thanks for Thanksgiving by Julie Markes  
|     | • Leaf for story tree  

| Math Moments | • CC Activity Cards: Numeral cards 1–10  
|             | • Number lines (appendix), one per partnership  
|             | • Counting bears, one per partnership  

### Materials

| Question/Reflection     | • Cool Kid certificate and marker  
|                        | • Celebration jar  
|                        | • Theme introduction letter for unit 7 (appendix)  
|                        | • Read & Respond bookmarks  |
Day 1

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>

Available Activities

Classroom Library Lab: Enjoy a Story
- Invite children to explore any new books related to Thanksgiving.

Letter Lab: “T” Picture Sorting
- Have children sort the pictures into two groups: those that begin with the /t/ sound that we hear in “turkey” and those that begin with other sounds.

Math Lab: Counting Back
- Point out the number lines, bear counters, and number cube.
- Have children roll the number cube to generate a starting number. Children should then place a bear counter on the corresponding number on the number line. Counting backward from that number, children should count aloud to 0 as they move their counter.

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: What’s for Dinner?
- Encourage children to write or draw about things they would serve for their Thanksgiving dinner.

See the Learning Labs Facilitation Guide in the appendix for more detailed information and ideas about engaging with the children in the labs.
Art Lab: Paper Bag Turkeys

- Help children use the supplies to create paper bag turkeys. This lab will likely require the assistance of an adult. See the Learning Labs Facilitation Guide for instructions.

Science Lab: Examining Feathers

- Invite children to use the magnifying glasses to explore the feathers.

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. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

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

(Repeat if children need more time.)

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

Gathering Circle

Welcome Activities

Welcome

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

Attendance

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

Partners

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

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

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

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

Classroom Jobs

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

Calendar

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

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

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

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

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

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

Weather

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

Cool Kid

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

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

- Explain that today’s Move It! activity is dancing to a fun song called “Turkey in the Straw.”
- Invite children to move their bodies and sing along as they are able as you play the “Turkey in the Straw” video.

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

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

Clues & Questions

Curiosity’s Clues

- Bring Curiosity to the group with pictures of her home, family, and friends.

  Teacher: Curiosity has brought some pictures to share with us today. Curiosity, can you tell us about your pictures? Curiosity has brought a picture of the place where she lives.

  Curiosity: Show the pictures as she explains. This is my house, and these are my friends. And this is my family.

  Teacher: These are wonderful pictures. Why did you bring them today? Are they clues about what we will learn?

  Curiosity: Yes! These are all things that I feel very thankful to have. There is a holiday this week called Thanksgiving. At Thanksgiving time, we stop to think about all the good things in our lives that we are thankful for.

Learning with Curiosity

- Introduce the concepts-of-print book for the unit, We Are Thankful by Sally Francis Anderson. Show the cover of the book to children.

  Today we will read this book. The title of the book is We Are Thankful. The title tells us what the book will be about. WGR: What might the people in the book do to show that they are thankful? Accept reasonable answers. As we read together, let’s see what the people in the book are thankful for.
• Distribute a book to each child. As you look at each page, ask children what they think the page might say based on the picture. Then tell them what the words say, and have them read the page with you.

EXAMPLE WITH PAGE 1:

What are these people thankful for? Their families, games, and laughter.

The words on this page say “We are thankful for families.” Let’s all read it together. Touch the words as we say them. Ready? We are thankful for families. Great job! Now let’s look at page 2.

• Use the sharing sticks to call on children to share. Award paw points for thoughtful responses.

• Introduce and show the “Family” video.

We are each thankful for different things in our lives. Many people are thankful for their families. Let’s watch a video about families.

Wonderful Word

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

Our Wonderful Word today is “celebrate.” When we celebrate, we do something special to show that a day or an event is important.

• Play the digital dictionary video for “celebrate.”

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

On Thanksgiving, we celebrate having good things in our lives.

Letter Links

• Have Curiosity provide clues about the letter “t.” Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to children.

• Display the letter cards for “Ww,” “Tt,” and “Bb.”

Our letter of the week is one of these three letters. The letter is in our message today. Curiosity has brought some clues for us about the letter. Listen carefully to see if you can tell what it is!
– My uppercase and lowercase shapes do not look exactly the same.
– My lowercase letter shape has a little line that crosses it.

WGR: **What letter am I? “T” “T” is the letter of the week!**

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

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

  **Was the letter in our message today?** Yes. Circle each instance of the letter in the message. You may need to point out that when the “t” stands next to the letter “h,” they make a new sound together, the one we hear at the beginning of “Thanksgiving” and “things.”

- Reinforce the sound and shape of the letter “t” by showing the “Alphabet Dancers Letter T” video.

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

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

  **Rhyme Time**

  **Say the Rhyme**
  - Introduce the new rhyme.

    **Today we will begin to learn a new rhyme about Thanksgiving. It’s called “Thanksgiving Table.” When we say this rhyme, listen carefully for the words that end the same.**

  - Start the video so children can hear the audio and see the motions.
DAY 1  |  Unit 7: Many Thanks

- Use My Turn, Your Turn to teach the rhyme and motions to children, one line at a time.

**Thanksgiving Table**

- **When our family comes together**
  (Spread your arms apart, and then bring them to your chest.)
- **Each year in the fall,**
  (Raise hands; wiggle fingers while lowering hands.)
- **Our Thanksgiving table**
  (Spread your hands out, palms up.)
- **Has lots of room for all.**
- **I put a plate at every place,**
  (Make a small circle with your hands.)
- **Then knife and fork and spoon.**
  (Pretend to place flatware on either side of the plate.)
- **I’m helping set the table;**
  (Wave hello.)
- **Our company’s coming soon!**

**Develop Phonological Awareness—Rhyme Recognition**

- Invite children to recall the rhyming words from the poem.
  - Which word rhymes with “fall”? “All.” Fall, all. They both have /all/ at the end. Which word rhymes with “spoon”? “Soon.” Spoon, soon. They both end with /oon/.
  - Today you will jump right in with the rhyming words in the rhyme as I recite it.

- Recite the rhyme, pausing for children to jump right in with the rhyming words “fall” and “all” and “spoon” and “soon.”

- Award paw points if children were able to successfully recognize the rhyming words in the rhyme.

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

---

**Plan & Play**

**Scenario Introduction**

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

In this area, you can plan and prepare a Thanksgiving dinner. What will you cook? Who will come to your dinner? Maybe you could set the table and get ready for your guests to arrive.

Placemat Factory

Show the sample placemats, and explain what they are for. Many people use a placemat at the dinner table. They put their plate, fork, spoon, knife, and drinking glass on the mat to protect the table. In this factory, you can make placemats. What will your placemats look like? How will you decorate the placemats?

Airport

Many people travel to visit their families on Thanksgiving. Some people fly in an airplane to get to their relatives’ houses. Pretend that you’re going to fly in an airplane to visit someone for Thanksgiving. Remember to visit the Wonder Box to look for things you can use in your airport.

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.

Remember to stop by the planning table on your way to your chosen area so you can think about what you’d like to pretend today.

• 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 become engaged in the new scenarios by joining in the play. Acknowledge children who play the roles from their play plans. Speak to them as if they were actually persons in those roles. Accept changes in roles that may have occurred during the course of play.
EXAMPLES:

Thanksgiving Dinner

Approach children, carrying a clipboard with paper and a pencil to jot pretend notes.

Hi there! I’m a reporter from the newspaper. We are reporting about Thanksgiving and how people celebrate the holiday. You are the mother, right? Could you tell me how you all are celebrating Thanksgiving?

Placemat Factory

Hello, are you the manager? I would like to buy some placemats to sell in my store. People will want to buy them for their Thanksgiving dinners. Can you tell me about some of the placemats that you make here?

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

The Clean-Up Song

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

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

Two Little Hands

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

STaR word(s):
cuddle

Thanks for Thanksgiving

Author: Julie Markes  
Illustrator: Doris Barrette

There are many things for which the children in this story are thankful on Thanksgiving. While not all the experiences in this story are common to all children, the message that we can be thankful for simple pleasures and a family’s love comes through in the lovely illustrations.
Interactive Story Reading

Before Reading

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

The title of our story today is Thanks for Thanksgiving. That’s the name of the story. The author is Julie Markes. She wrote the words for the story. The illustrator is Doris Barrette. She drew the pictures.

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

Look at the picture on the cover of this book. T-P-S: What time of year is it? There is a holiday that many people celebrate in the fall called Thanksgiving. It is a time when we think about all the things we are thankful for, or glad that we have.

• Take a Picture Walk through the book, stopping occasionally for children to look closely at the illustrations.

T-P-S: What do you think the children in this story are thankful for?
Let’s read the story and see if your ideas are in here.

During Reading

• Read the book all the way through so children can appreciate the rhyme and rhythm of the story.

• Turn back to the beginning of the story, and use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.

  – Page 11: The children in this story are thankful for many different things. T-P-S: What is something they are thankful for? Why do you think they are glad for this?
  – Page 27: T-P-S: What are the children in this story most thankful for? Who might some of the people in this picture be?

After Reading

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

  Turn back to page 1.

  The children in this story sure have a lot of things they are thankful for on Thanksgiving. Let’s see what things we’re thankful for that are the same as the children in the book.

  As you page through the book, invite children to raise their hands to indicate that they are thankful for what is depicted on various pages.

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

  The children are thankful for cuddles. Show page 18. T-P-S: Look at this picture to see if you can find a clue that tells you what the word “cuddles” means.
The mommy in the picture is holding her children close. When someone cuddles with you, they hug you, or hold you close, like the mommy does in this picture.

- 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.”

<table>
<thead>
<tr>
<th>When I’m Doing Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I’m doing math,</td>
</tr>
<tr>
<td>I wonder what I’ll see.</td>
</tr>
<tr>
<td>Lots of things for counting,</td>
</tr>
<tr>
<td>1, 2, 3.</td>
</tr>
</tbody>
</table>

Math word(s):
backward

Math Moments

Count with Curiosity

- Introduce the number that children will count to this week.

  Last week we counted to 18. This week we will add one more number. WGR: What comes after 18? 19.

- Play the “Count with Curiosity: 1–19” video. Invite children to count to 19 with Curiosity.

Active Instruction

- Invite ten children to stand in a line in the front of the room. Give each child a numeral card so they are standing in order from 1 to 10. Invite the class to count to 10 with you. Walk behind the row of children, patting each child on the head as you say the number on the card that he or she is holding.

- Introduce the notion of counting backward.

  When we counted from 1 to 10, we started with (child’s name holding the numeral 1) and went all the way to (child’s name holding the numeral 10).

  Now we’re going to count a different way. We’re going to count backward! So we’ll start with (child’s name holding the numeral 10) and go all the way to (child’s name holding the numeral 1).

- Walk behind children in the opposite direction, helping them count from 10 to 1.
Partner Practice

- Give each partnership a number line and a counting bear. Have one partner count backward from 10 to 1 as the other partner moves the bear along the number line. Then have partners switch roles and count again.

- Reinforce the concept of counting backward by playing the “NASA Countdown to Space” video.

Have children play this week’s brain game, Simon Says. Remind children that Simon Says is a game that will help them practice stopping to think before they do something.

<table>
<thead>
<tr>
<th>Brain Game: Simon Says</th>
</tr>
</thead>
<tbody>
<tr>
<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 jump. 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>
</tr>
</tbody>
</table>

Question/Reflection

Learning-Focus Review

- Review the day's learning focus.

  Let's think about what we’ve learned today. Today we learned that we celebrate the Thanksgiving holiday by thinking about people and things that we are thankful for.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is “celebrate.” When we celebrate, we do something special to show that a day or an event is important. T-P-S: When did we hear the word “celebrate” today?

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

- Explain that many people celebrate Thanksgiving by having a turkey dinner. Engage children in an imaginary turkey hunt. Guide them in acting out various motions as you lead them through the following poem.

---

**Turkey Hunt**

We're going on a turkey hunt. We're going to catch a big one.
What a beautiful day! We're not scared.

Uh-uh! Mud! Wet and sticky mud.
We can't go over it. We can't go under it.
Oh no! We've got to go through it!

Squishy squashy! Squishy squashy! Squishy squashy!

We're going on a turkey hunt. We're going to catch a big one.
What a beautiful day! We're not scared.

Uh-uh! A lake! A deep cold lake.
We can't go over it. We can't go under it.
Oh no! We've got to swim across it!

Kick, stroke, breathe! Kick, stroke, breathe! Kick, stroke, breathe!

We're going on a turkey hunt. We're going to catch a big one.
What a beautiful day! We're not scared.

Uh-uh! A forest! A big dark forest.
We can't go over it. We can't go under it.
Oh no! We've got to go through it!

Tip toe! Hush! Tip toe! Hush! Tip toe! Hush!

WHAT'S THAT?
One big body!
Two big googly eyes!
Lots of big feathers!
It's a turkey!
A HUGE turkey!
And he looks mad!

Quick!
Back through the forest! Tiptoe! Tiptoe! Tiptoe!
Back across the lake! Kick, stroke, breathe! Kick, stroke, breathe!
Kick, stroke, breathe!
Back through the mud! Squishy squashy! Squishy squashy!
Squishy squashy!

Get to the school.
Open the door.
Into our classroom.
And we're safe!

We're not going on a turkey hunt again.
---
Cool Kid Recognition

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

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

Home Link/Departure

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

- Distribute this unit’s theme introduction letter and a Read & Respond bookmark to each child.

- Remind children to complete their Read & Respond bookmark.

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

<table>
<thead>
<tr>
<th>I’ll Miss You</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tune: “This Old Man”)</td>
</tr>
<tr>
<td>I’ll miss you. (Point to class)</td>
</tr>
<tr>
<td>You’ll miss me. (Point to self)</td>
</tr>
<tr>
<td>We sure learned a lot you see.</td>
</tr>
<tr>
<td>We had clues and questioned lots of things.</td>
</tr>
<tr>
<td>We want to see what tomorrow brings!</td>
</tr>
</tbody>
</table>
Day 2 | Ready, Set

Learning Focus

Many people in our country celebrate Thanksgiving by gathering for a meal with family and friends.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td>• No additional materials needed</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></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>• CC Activity Card: Wonderful Word picture card for “dinner”</td>
</tr>
<tr>
<td>• CC Activity Card: Letter card for “Tt”</td>
</tr>
<tr>
<td><strong>Getting Along Together</strong></td>
</tr>
<tr>
<td>• Trade book: Cookies: Bite-Size Life Lessons by Amy Krouse Rosenthal</td>
</tr>
<tr>
<td>• Plastic food item, packaged food item, or a piece of fruit</td>
</tr>
<tr>
<td><strong>Plan &amp; Play</strong></td>
</tr>
<tr>
<td>• Scenario cards for new scenarios (if applicable)</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
</tr>
<tr>
<td>• Trade book: Thanks for Thanksgiving by Julie Markes</td>
</tr>
<tr>
<td><strong>Math Moments</strong></td>
</tr>
<tr>
<td>• No additional materials needed</td>
</tr>
<tr>
<td><strong>Question/Reflection</strong></td>
</tr>
<tr>
<td>• Cool Kid certificate and marker</td>
</tr>
</tbody>
</table>
Day 2

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</td>
</tr>
<tr>
<td>3. Self-select labs or other activities.</td>
<td>their day.</td>
</tr>
<tr>
<td></td>
<td>3. Guide children, as needed, to select a Learning Lab to explore. Introduce</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>observe their activities.</td>
</tr>
<tr>
<td></td>
<td>5. Observe for children’s developing oral language and social skills as guided by</td>
</tr>
<tr>
<td></td>
<td>the unit record form for the current unit.</td>
</tr>
</tbody>
</table>

Available Activities

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

Letter Lab: “T” Letter Sorting
- Same as day 1

Math Lab: Counting Back
- Same as day 1

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

Writing Lab: What’s for Dinner?
- Same as day 1

Art Lab: Paper Bag Turkeys
- Same as day 1

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

- Same as day 1

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

Gathering Circle

Welcome Activities

Welcome

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

Attendance

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

Partners

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

Home Link Debrief

- Ask if children 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.

  What was your favorite part of a book you read last night?

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

Classroom Jobs

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

Calendar

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

Weather

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

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

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

**Move It!**

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

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

- Play the “Elmo Slide” video. Encourage children to dance along with Elmo.

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

**Clues & Questions**

**Curiosity’s Clues**

- Bring Curiosity to the group with a plate and fork.

  Teacher: Curiosity, why do you have a plate and a fork? Are these clues about what we will talk about today?

  Curiosity: Yes! Yesterday we talked about the Thanksgiving holiday. Many families celebrate Thanksgiving by sharing a special meal together.

**Learning with Curiosity**

- Introduce the pretending activity.

  Today we will pretend to eat a Thanksgiving dinner together. That means we will eat imaginary food with imaginary forks and spoons. If we get imaginary food on our faces, we’ll need to use our imaginary napkins.

- If children are not already sitting in a circle, have them move.

  Welcome to our Thanksgiving table. For dinner today, we have some turkey. (Name of a child sitting far from you), can you please pass the turkey?
• Encourage children to pretend to pass a plate of turkey from child to child until it reaches you. Pretend to put some on your plate, and then take a bite.

    Oh, this is delicious! You’ll all have to try some.
• Pretend to pass the turkey to the child sitting next to you.

    Here, put some on your plate, and then pass it around so everyone will get to eat some.
• Continue to play in this manner for a few minutes. Try to engage children in a conversation about the foods they are eating, and encourage them to ask one another to pass things.

• Play the “Rosita’s Family Feast” background video.

Wonderful Word

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

    Our Wonderful Word today is “dinner.” Dinner is a meal, a time when you eat food. Some people use the word “dinner” to describe the meal they eat in the middle of the day, and others use it to describe the meal they eat in the evening.

• Play the digital dictionary video for “dinner.”

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

    Many people in our country celebrate Thanksgiving by gathering for a meal with family and friends.

• Point to the uppercase “T” at the beginning of the word “Thanksgiving.” Tell children that we use uppercase letters at the beginning of names and other important words.

Letter Links

• Have Curiosity show the letter card for “Tt.”

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

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

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

- Reinforce the sound and shape of the letter “t” by playing the “Handpainted: T is for Turkey” video.

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

---

**Getting Along Together**

**GAT word(s):** manners polite

**Active Instruction**

- Talk about using good manners and being polite.
  
  **We have been talking about Thanksgiving and celebrations. When we gather for big meals with our families, it’s important to show good manners. Sometimes there are lots of people at the table, and you may have to wait a long time to get your food. This is a time to stop and think and remember to wait your turn.**

- Hold up the book *Cookies: Bite-Size Life Lessons* that you read in unit 3. Show some of the pages that deal with having good manners and being polite at a meal or celebration.
  
  - Waiting nicely for the food to be ready
  - Offering the first cookie to a grandparent to show respect
  - Sharing food and being generous with food
  - Being polite, saying, “Excuse me, can you please pass the cookies?” Saying, “Thank you.”
  - Being open-minded and trying new foods

**Partner Practice**

- Gather children in a circle, and practice using good manners to say please and thank you. Have a plastic food item, a packaged food, or a piece of fruit in your hands to pass around.

  **We are going to practice using good manners when asking for something.** Hold up the item you have, perhaps an apple. **When you want the apple, say, “Excuse me, can you please pass the apple?”** Have children repeat the phrase two times. **When you get the apple, remember to say, “Thank you.”** Continue until all the children have had a chance to practice good manners.
• Talk about using good manners in the classroom and in school.

   It’s important to use good manners in the classroom too. When you ask for something in the classroom, remember to say, “Please.” And always remember to say, “Thank you.” Give the Stop and Think Signal. When you really want to use something and it’s difficult to wait your turn, remember to stop and think and use good manners. Sometimes you may feel like grabbing something and not waiting. This is a time when you need to take a deep breath and stop and think! If we remember to stop and think and use good manners, we will have a happy and safe classroom.

• Award paw points for children using good manners 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

• 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

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

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

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

STaR word(s):
cuddle

Thanks for Thanksgiving
Author: Julie Markes
Illustrator: Doris Barrette

Review

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

  We read this story yesterday. The title of our story is Thanks for Thanksgiving. That’s the name of the story. Julie Markes is the author. She wrote the words. Doris Barrette is the illustrator of this story. She created the pictures.

- Review the story vocabulary that was introduced yesterday.

  The children in the story are thankful for the cuddles they share with their mother. They like being held close. T-P-S: Whom do you like to cuddle with in your family?

Story Retell

- Hold up the story Thanks for Thanksgiving, and tell children that they will help you read the book today by acting out the things for which the children in the story are thankful.

  Today when I read this book, you will pretend to be the children and act out the things they do in the story.

- Read the story, allowing time for children to dramatize the things the children in the story do.

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

• Play the “Count with Curiosity: 1–19” video. Invite children to count to 19 with Curiosity.

Active Instruction

• Bring Curiosity to the group with a baggie of ten counting bears.

Curiosity brought these bears to help us do something. T-P-S: What do you think we will do with the bears? Count backward with them. Let’s use the bears to count backward.

• Use the bears to model counting backward. Repeat this activity two or three times, inviting children to count backward with you aloud.

Partner Practice

• Introduce the fingerplay.

Yesterday we counted backward from 10 to 1. Today we will learn a fun song about counting backward. It’s called “Five Little Turkeys,” and this is how it goes.

Five little turkeys were out to play. (Hold up five fingers.)
Over the hills and far away. (Wiggle fingers.)
Mama Turkey called, “Gobble, gobble, gobble.” One little turkey came waddling back. (Hold up four fingers.)

Four little turkeys were out to play. (Hold up four fingers.)
Over the hills and far away. (Wiggle fingers.)
Mama Turkey called, “Gobble, gobble, gobble.” Another little turkey came waddling back. (Hold up three fingers.)

Three little turkeys were out to play. (Hold up three fingers.)
Over the hills and far away. (Wiggle fingers.)
Mama Turkey called, “Gobble, gobble, gobble.” Another little turkey came waddling back. (Hold up two fingers.)

Two little turkeys were out to play. (Hold up two fingers.)
Over the hills and far away. (Wiggle fingers.)
Mama Turkey called, “Gobble, gobble, gobble.” Another little turkey came waddling back. (Hold up one finger.)

One little turkey was out to play. (Hold up one finger.)
Over the hills and far away. (Wiggle finger.)
Mama Turkey called, “Gobble, gobble, gobble.” Another little turkey came waddling back. (Close fingers to make a fist.)

Happy Mama Turkey gave each of her five little turkeys a great big hug! (Hug yourself.)
• Repeat the fingerplay, and invite children to say the words and do the motions as they are able. Encourage partners to help each other.

• Reinforce the concept of counting backward by playing the “NASA Countdown to Space” video.

Have children play this week’s brain game, Simon Says. Remind children that Simon Says is a game that will help them practice stopping to think before they do something.

**Question/Reflection**

**Learning-Focus Review**

• Review the day’s learning focus.
  
  Let’s think about what we’ve learned today. Today we learned that many people in our country gather together with their friends and families for a Thanksgiving meal.

**Wonderful Word**

• Review the Wonderful Word.
  
  Our Wonderful Word today is “celebrate.” Remember that we celebrate special days because they are important to us and make us feel joyful.
  
  T-P-S: When did we hear the word “celebrate” today?

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

**Theme Learning Extension**

• Use the “Fay Family Letter T” video to review the sound and shape of the letter “t.”

  When we listen to the word “turkey,” we hear the sound /t/ at the beginning. Let’s watch a video about the letter that makes the sound /t/.

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

  Before we go home, let’s look around the classroom to see if we can find anything that begins with the /t/ sound.

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

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

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

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

Paw Points

- Remind children about why they have earned paw points.

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

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

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

Home Link/Departure

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

- Remind children to complete their Read & Respond bookmark.

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 3 | Ready, Set

Learning Focus

Many families eat turkey for Thanksgiving dinner.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
<tr>
<td><strong>Move It!</strong></td>
</tr>
</tbody>
</table>
| **Clues & Questions** | • Can of cat food  
• CC Activity Card: Wonderful Word picture card for “turkey”  
• CC Activity Card: Letter card for “Tt” |
| **Getting Along Together** | • Trade book: *Cookies: Bite-Size Life Lessons* by Amy Krouse Rosenthal |
| **Plan & Play** | • Scenario cards for new scenarios (if applicable) |
| **STaR** | • Trade book: *The Very Hungry Caterpillar* by Eric Carle  
• Leaf for the story tree |
| **Math Moments** | • No additional materials needed |
| **Question/Reflection** | • Concepts-of-print book: *We Are Thankful* by Sally Francis Anderson  
• Cool Kid certificate and marker |
Day 3

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>

Available Activities

Classroom Library Lab: Enjoy a Story
- Add the STaR story *Thanks for Thanksgiving* by Julie Markes.

Letter Lab: “T” Picture Sorting
- Same as day 1

Math Lab: Counting Back
- Same as day 1

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

Writing Lab: What’s for Dinner?
- Same as day 1

Art Lab: Paper Bag Turkeys
- Same as day 1

Science Lab: Examining Feathers
- Same as day 2
Puzzles & Games Lab: Free Exploration

• Same as day 1

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

~ Gathering Circle

Welcome Activities

Welcome

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

Attendance

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

Partners

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

Home Link Debrief

• Ask if children 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.

What was your favorite part of a book you read last night?

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

Classroom Jobs

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

Calendar

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

Weather

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

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

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

Move It!

- Explain that today’s Move It! activity will be Head, Shoulders, Knees, and Toes.

  Today we will dance to and sing “Head, Shoulders, Knees, and Toes.” Get ready to move and groove with Elmo!

- Play the “Do What I Do: 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

- Bring Curiosity with a can of cat food.

  Teacher: What do you have today? Is this a clue?

  Curiosity: This is my very favorite kind of cat food! It is so delicious. I am saving it for our family’s Thanksgiving dinner.

  Teacher: That looks delicious, Curiosity. So today we will talk about the foods we eat with our families on Thanksgiving or other special days.

Learning with Curiosity

- Invite children to share the Thanksgiving experiences they have had with their own families. Keep in mind that some children’s families may not celebrate Thanksgiving, or they may be too young to remember what their families ate in previous years.

  T-P-S: What kind of food does your family eat on Thanksgiving or other special days?
• Use the sharing sticks to call on children to share their ideas. Award paw points for thoughtful responses.

• Tell about your own traditions. Include the meal, if applicable, and any other activities that your family does each year to celebrate.

• Introduce and then play the “Say Cheese” background video.

  We celebrate holidays in different ways. Many people like to take pictures during celebrations to help them remember these special times later. This video is about taking pictures.

**Wonderful Word**

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

  Our Wonderful Word today is “turkey.” Many people eat turkey on Thanksgiving. A turkey is a kind of large bird. Turkeys make a gobbling sound like this—gobble gobble!

• Play the digital dictionary video for “turkey.”

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

  Many families eat turkey for Thanksgiving dinner. Do you like to eat turkey?

• Point to the question mark at the end of the sentence.

  This is called a question mark. It tells us that there is a question.

**Letter Links**

• Have Curiosity show the letter card for “Tt.”

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

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

  Was the letter in our message today? Yes. Circle each instance of the letter in the message.
• Reinforce the sound and shape of the letter “t” by showing the “T Triangle Dance with Kids” video.

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

---

**Getting Along Together**

Yesterday we read this book, *Cookies: Bite-Size Life Lessons*, to help us remember our manners. It is important to mind our manners during family celebrations.

• Reread the book. Invite children to share ideas about how the various behaviors might apply during a family gathering.

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

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

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 Free Choice

Free Choice

- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *The Very Hungry Caterpillar* by Eric Carle.

- 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: 1–19” video. Invite children to count to 19 with Curiosity.

Active Instruction

• Invite ten children to stand in front of the class. Try to select different children from those who helped with the numeral cards on day 1.

• Explain that you will pat each child on the head. Once you pat a child’s head, he or she should sit down. Guide the class to count backward from 10 to 1 with you as you do this. Start by asking, “How many children are standing here?” Pat the first child’s head after children say, “Ten.” Then ask, “Now how many?”

Partner Practice

• Have children take turns counting backward from 10 to 1 with their partners.

• Reinforce the concept of counting backward by showing the “NASA Countdown to Space” video.

TRANSITION

Have children play this week’s brain game, Simon Says. Remind children that Simon Says is a game that will help them practice stopping to think before they do something.

Question/Reflection

Learning-Focus Review

• Review the day’s learning focus.

  Let’s think about what we’ve learned today. Today we learned that many families eat turkey for Thanksgiving dinner.

Wonderful Word

• Review the Wonderful Word.

  Our Wonderful Word today is “dinner.” Remember that dinner is usually a large meal served in the late afternoon. T-P-S: When did we hear the word “dinner” today?”
• Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

**Theme Learning Extension**

• Reread the concepts-of-print book *We Are Thankful* with 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 children typically give.

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

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

**Paw Points**

• Remind children about why they have earned paw points.

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

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

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

**Home Link/Departure**

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

• Give a copy of the concepts-of-print book *We Are Thankful* 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.

• Remind children to complete their Read & Respond bookmark today with a family member.

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

Curiosity Corner Unit Record Form ................................................. 41
Learning Labs Facilitation Guide .................................................... 42
Snack Time! .................................................................................. 44
Outside/Gross-Motor Play .............................................................. 45
Blackline Masters
  “T” Picture Sort .......................................................................... 47
  Number Lines .............................................................................. 48
  Turkey-Part Patterns ................................................................. 49
  Paper Bag Turkeys ...................................................................... 50
Theme Introduction Letter (English version) .................................. 51
Theme Introduction Letter (Spanish version) .................................. 52
## Unit Record Form

**Unit 7: Many Thanks**

**Teacher:** ____________________  **Class Age:** ________  **Date:** ______________

<table>
<thead>
<tr>
<th>Students</th>
<th>Read &amp; Respond</th>
<th>GAT Behaviors Individual Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Nights</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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>Lab</th>
<th>Activity</th>
<th>Engage all children:</th>
<th>Offer support:</th>
<th>Challenge:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Enjoy a Story</td>
<td>This looks like an interesting book. Why did you select the book?</td>
<td>Where on the page will I find the words that I should read? Point to the word that I should read first.</td>
<td>Is there anything in this story that the characters are thankful for?</td>
</tr>
<tr>
<td></td>
<td>Children explore books related to Thanksgiving and other books in the classroom library.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab</th>
<th>Activity</th>
<th>Engage all children:</th>
<th>Offer support:</th>
<th>Challenge:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Lab</strong></td>
<td>&quot;T&quot; Picture Sorting</td>
<td>Talk to the children about how their tongue touches the top of their mouths when they make the /t/ sound. Have them repeat the sound, then think about how it feels with they say the picture names that begin with /t/.</td>
<td>Show the children only two pictures at a time and have then select the one that begins with /t/.</td>
<td>Ask children to name other words not included in the pictures that begin with /t/.</td>
</tr>
<tr>
<td></td>
<td>Children sort pictures into two groups: those that begin with /t/ and those that do not.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab</th>
<th>Activity</th>
<th>Engage all children:</th>
<th>Offer support:</th>
<th>Challenge:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math Lab</strong></td>
<td>Counting Back</td>
<td>Have children roll the number cube to generate a starting number. Children should then place a bear counter on the corresponding number on the number line. Counting backward from that number, children should count aloud to 0 as they move their counter.</td>
<td>Have the children count backwards from 10–1, touching each number on the number line as they count, before they roll the number cube.</td>
<td>What number comes after ___? What number comes before ___? How do you know?</td>
</tr>
<tr>
<td></td>
<td>Children roll a number cube to determine a starting number, then count backwards from that number to one.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab</th>
<th>Activity</th>
<th>Engage all children:</th>
<th>Offer support:</th>
<th>Challenge:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Lab</strong></td>
<td>What's for Dinner?</td>
<td>Refer to the Steps for Encouraging the Emergent Writer to interact with each child at their writing level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children write about or draw things they would serve for their Thanksgiving dinner.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab</th>
<th>Activity</th>
<th>Engage all children:</th>
<th>Offer support:</th>
<th>Challenge:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art Lab</strong></td>
<td>Paper Bag Turkeys</td>
<td>Although you may provide a model for this craft, encourage children to make the turkeys any way they would like.</td>
<td>If needed, lead children through the process of making the turkeys one step at a time.</td>
<td>Invite children to describe their turkeys, then teach them a new word they had not used, such as “feathers” or “wattle.”</td>
</tr>
<tr>
<td></td>
<td>Children create turkeys using paper bags and construction paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tip:** Instructions for making the turkeys can be found in the appendix.
<table>
<thead>
<tr>
<th><strong>Science Lab</strong></th>
<th><strong>Examining Feathers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children use magnifying glasses to explore feathers.</td>
</tr>
<tr>
<td><strong>Engage all children:</strong></td>
<td>Ask children to use words such as “fluffy” and “light” to describe the feathers.</td>
</tr>
<tr>
<td><strong>Offer support:</strong></td>
<td>Introduce one new word to help the children describe a feather. Ask them to say the word with you, then model using the word in a sentence.</td>
</tr>
<tr>
<td><strong>Challenge:</strong></td>
<td>Encourage children to experiment by dropping the feathers and other items to the ground to see how long it takes each item to fall.</td>
</tr>
</tbody>
</table>
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

- Pilgrim Hat: Use icing to adhere a marshmallow to the top of a fudge-striped cookie. Let the icing harden. Dip the marshmallow and cookie in melted chocolate. Use gel icing to make a buckle.

- Pumpkin Pudding: Fill a container with instant vanilla pudding and milk (quantity on pudding package), plus two teaspoons of pumpkin pie filling. Tightly attach the lid, and let children take turns shaking the container until the pudding thickens.

*Always check for children’s allergies before serving any food.
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.

Weaving Games
Set up traffic cones, big blocks, a row of hula hoops, or even a pair of children through which a line of students can weave in and out. Ask if anyone knows what the word “weave” means. Reinforce the idea of one thing going in and out, or over and under, another thing.

Sing “We weave in and out the window, in and out the window, in and out the window until we’re home again.” When children seem to be getting the concept, form them into a circle; have one child, or a line of two or three, weave in and out, alternating in front of one child and then behind the next.

Five Fat Turkeys

<table>
<thead>
<tr>
<th>Five Fat Turkeys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oh, Five Fat Turkeys are we.</td>
</tr>
<tr>
<td>We slept all night in a tree.</td>
</tr>
<tr>
<td>When the cook came around,</td>
</tr>
<tr>
<td>We couldn’t be found,</td>
</tr>
<tr>
<td>And that’s why we’re here you see.</td>
</tr>
</tbody>
</table>

As children gather, sing the rhyme several times. Spend a few moments talking with them about the size of turkeys and exploring how a big heavy bird with small wings would move. Introduce the word “waddle.” Have they seen a real turkey, either live, on the Internet, or on television? Ask why the turkeys would hide from the cook.

Say, “Now I will be the cook. Who would like to be a turkey?” Accept all volunteers, and then count off groups of five. Say, “Where is your tree? Decide on a spot. Let’s sing our rhyme as you waddle off to your tree. I’m going to look for you!” Remind children to move as turkeys do, with large heavy bodies. As the cook, you will not be able to see the turkeys in the tree. If some children seem afraid, let them help you with the search; if others love the element of danger, give them the excitement of being caught. As the game continues, some children may want a turn being the cook.

Turkey Trot
Gather children in a circle. Walk around the outside of the circle while using My Turn, Your Turn to recite the rhyme. Stop when the rhyme stops, and lightly tap the nearest child with a turkey feather. Ask that child to mention something for which she or he is thankful. Encourage children to answer in complete sentences.
Turkey Trot

His feathers do not make a sound
When the turkey trots around.
When he stops, our friends must say
What they’re thankful for this day.

Offer help to any child who finds this activity daunting by asking questions such as “Are you thankful for, or happy you have, your sweater today?”

Have a child wave the feather as he or she runs around the outside of the circle in Duck-Duck-Goose fashion, stopping as you did and tapping the nearest child with the feather.
"T" Picture Sort
Copy and cut apart, four sets.
Number Lines
Duplicate and cut out the number lines. Provide one for each partnership.
Turkey-Part Patterns

Use the patterns to create feathers, a head, and a wattle with red, yellow, and orange construction paper.
Paper Bag Turkeys

- Help children use the supplies to create paper bag turkeys.

1. Have children stuff paper lunch bags with crumpled newspaper.
2. Close the open end of the bag with a rubber band or masking tape.
3. Attach paper feathers to the closed end of the bag with staples or glue.
4. Attach the head to the bottom of the bag. Create eyes with wiggle eyes, a marker, or paper. Create a small paper triangle for the beak, and attach the wattle.
Dear Family,

The next theme your child will explore in Curiosity Corner is called Many Thanks! We will talk about Thanksgiving as it is celebrated in the children’s homes and their experiences in caring, sharing, and gratitude.

During this week, you can help your child remember what your family has done on Thanksgiving in years past. You may want to share memories from your own childhood. If you have a tradition, a particular food, or an approach that your child may not be able to describe well to the class, please give the school a call, or send a note.

Your child may enjoy sharing a new fingerplay called “Five Little Turkeys.”

Five little turkeys were out to play. (Hold up five fingers.)
Over the hills and far away. (Wiggle fingers.)
Mama Turkey called, “Gobble, gobble, gobble.” One little turkey came waddling back. (Hold up four fingers.)

Four little turkeys were out to play. (Hold up four fingers.)
Over the hills and far away. (Wiggle fingers.)
Mama Turkey called, “Gobble, gobble, gobble.” Another little turkey came waddling back. (Hold up three fingers.)

Three little turkeys were out to play. (Hold up three fingers.)
Over the hills and far away. (Wiggle fingers.)
Mama Turkey called, “Gobble, gobble, gobble.” Another little turkey came waddling back. (Hold up two fingers.)

Two little turkeys were out to play. (Hold up two fingers.)
Over the hills and far away. (Wiggle fingers.)
Mama Turkey called, “Gobble, gobble, gobble.” Another little turkey came waddling back. (Hold up one finger.)

One little turkey was out to play. (Hold up one finger.)
Over the hills and far away. (Wiggle finger.)
Mama Turkey called, “Gobble, gobble, gobble.” Another little turkey came waddling back. (Close fingers to make a fist.)

Happy Mama Turkey gave each of her five little turkeys a great big hug! (Hug yourself.)

Happy Thanksgiving!
Estimada familia,

El próximo tema es llamado Many Thanks! Charlaremos sobre el Día de Acción de Gracias y las celebraciones en casa. También compartiremos las experiencias de ser cariñosos, el compartir y la gratitud.

Durante esta semana, hable con su niño sobre lo que hace la familia en el Día de Acción de Gracias. Usted puede compartir sus memorias de su infancia. Si ustedes tienen una tradición, una comida especial, o otra cosa que su niño no puede describir bien, llame la escuela o escriba una nota.

Tal vez su niño comparta un juego de dedos llamado “Five Little Turkeys” (“Cinco pavitos”).

| Five little turkeys were out to play. / Cinco pavitos estaban jugando afuera.  
| (Hold up five fingers. / Los cinco dedos arriba.) |
| Over the hills and far away. / Sobre los cerros y muy lejos. (Wiggle fingers. / Mueve los dedos como serpiente) |
| Mama Turkey called, “Gobble, gobble, gobble.” / Mama Pavita llama “Gobble, gobble, gobble.”  
| (sonidos de pavo) |
| One little turkey came waddling back. / Un pavito viene. (Hold up four fingers. / Cuatro dedos arriba.) |

| Four little turkeys were out to play. / Cuatro pavitos estaban jugando afuera.  
| (Hold up four fingers. / Cuatro dedos arriba.) |
| Over the hills and far away. / Sobre los cerros y muy lejos. (Wiggle fingers. / Mueve los dedos como serpiente.) |
| Mama Turkey called, “Gobble, gobble, gobble.” / Mama Pavita llama “Gobble, gobble, gobble.”  
| Another little turkey came waddling back. / Otro pavito viene. (Hold up three fingers. / Tres dedos arriba.) |

| Three little turkeys were out to play. / Tres pavitos jugaban afuera.  
| (Hold up three fingers. / Tres dedos arriba.) |
| Over the hills and far away. / Sobre los cerros y muy lejos. (Wiggle fingers. / Mueve los dedos como serpiente.) |
| Mama Turkey called, “Gobble, gobble, gobble.” / Mama Pavita llama “Gobble, gobble, gobble.”  
| Another little turkey came waddling back. / Otro pavito viene. (Hold up two fingers. / Dos dedos arriba.) |

| Two little turkeys were out to play. / Dos pavitos estaban jugando afuera.  
| (Hold up two fingers. / Dos dedos arriba.) |
| Over the hills and far away. / Sobre los cerros y muy lejos. (Wiggle fingers. / Mueve los dedos como serpiente.) |
| Mama Turkey called, “Gobble, gobble, gobble.” / Mama Pavita llama “Gobble, gobble, gobble.”  
| Another little turkey came waddling back. / Otro pavito viene. (Hold up one finger. / Un dedo arriba.) |

| One little turkey was out to play. / Un pavito jugaba afuera. (Hold up one finger. / Un dedo arriba.)  
| Over the hills and far away. / Sobre los cerros y muy lejos. (Wiggle finger. / Mueve el dedo como serpiente.) |
| Mama Turkey called, “Gobble, gobble, gobble.” / Mama Pavita llama “Gobble, gobble, gobble.”  
| Another little turkey came waddling back. / Otro pavito viene.  
| (Close fingers to make a fist. / Cierra los dedos para hacer un puño.) |

| Happy Mama Turkey gave each of her five little turkeys a great big hug! / Feliz Mama Pavita les abrazaba todos sus pavitos con un gran abrazo fuerte! (Hug yourself. / Abrázate.) |