KinderCorner 2nd Edition Plus Theme Guide:
Unit 3

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A Nonprofit Education Reform Organization

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Why Those Nearest & Dearest?

All children want to feel that they belong. They want to be part of a friendly community, whether it is a family or a community of peers. Most children know that they want a friend (“someone to play with”) but not necessarily how to get one, be one, or keep one. Each child is part of a family, yet families differ widely in composition and cultural expression. This unit is designed to assist you in helping students to develop the social skills to make and maintain friendships and to see their roles as members of a family and a classroom community.

Students are now more at home in their classroom environment and know many of their classmates’ names. Some have formed tentative bonds with a few classmates while others may still need assistance in doing so. Most of them probably see you as an ally in helping them to resolve their conflicts, and they need help in resolving conflicts amicably. Throughout the first week, students will have many opportunities to identify and practice the qualities of being a good friend. They will learn to be accepting of others who are different from them and with whom they have differences of opinion. During the second week, students will practice the steps of making a new friend and will grow the bonds they have been forming with their classmates.

In developing a concept of families while we teach typical family-member titles, our emphasis is on the members’ interactions of caring, helping, nurturing, and sharing rather than on family configurations. We hope that you will address the needs of each student and be aware that some students may not be in homes in which all family members provide them with a nurturing environment. Those students, in particular, should see the school and classroom as allies in ensuring that their needs are met.

As students participate in activities that foster cooperation, acceptance of others, and the development of friendships, the goal established during unit 2—developing a sense that they are valued, respected, and cared for by others—will be reinforced.

This nurturing community of support that you are building in your classroom is essential to establishing an atmosphere in which students take risks to grow socially and intellectually.

As you continue to help students attain the academic skills needed to read and develop numerical understanding, we urge you to keep in mind the following words of Jonathan Kozol in *Ordinary Resurrections: Children in the Years of Hope*.

Good teachers don’t approach a child of this age with overzealousness or with destructive conscientiousness. They’re not drill-masters in the military or floor managers in a production system. They are specialists in opening small packages. They give the string a tug but do it carefully. They don’t yet know what’s in the box. They don’t know if it’s breakable.
Those Nearest & Dearest

daily focus

Creative Domain

Students will:
- enjoy a variety of musical styles and genres.
- experiment with a variety of art materials.
- pretend with objects.
- take on increasingly complex dramatic roles.
- participate in singing and chanting activities.
- approach activities with increasing flexibility and imagination.

Emotional/Personal Domain

Students will:
- make increasingly independent decisions.
- assume classroom chores without being asked.
- expand their understanding of the consequences of their actions.
- name emotions.
- rate emotions on the Feelings Thermometer.

Cognitive Domain

Students will:
- use objects, actions, and symbols.
- observe and make discoveries.
- make a plan when doing an activity.
- consider the perspectives of others.
- play Brain Games for attention control, working memory, and response inhibition.

Language/Literacy Domain

Students will:
- hear initial sounds in words.
- demonstrate an increasing awareness of the sounds of language.
- identify separate phonemes in a word (auditory blending and segmentation).
- demonstrate an interest in writing to communicate meaning.
- write some recognizable letters and numbers.
- notice differences in story characters.
- identify book conventions.
- identify conventions of print.
- identify some letters, letter sounds, and numerals.
- know that letters combine to make words.
- begin to decode (know the sound that some letters represent).
- recognize sight words.
- read groups of words.
- retell a simple story in their own words.
- use words to identify the characteristics of objects.
- participate in group discussions.

Friends are people who like to play with one another.
Friends don’t always agree, but they still care for one another.
Friends help one another and work together.
Friends care and share about one another.
We are a classroom of friends.
What is a family?
Children are important members of a family.
Family members help one another.
Family members teach one another.
Family members celebrate together.
Interpersonal Domain

Students will:
- begin to recognize the qualities of being a good friend.
- practice how to make a new friend.
- take turns and share.
- respect differences.
- participate in group activities.
- use active-listening skills while another person is speaking.
- give and receive social support from peers.
- use verbal and physical cues to identify the feelings of others.
- respond appropriately to the feelings of others.
- know common manners and customs.
- use compromise and discussion to resolve conflicts in Class Council.

Mathematical Domain

Students will:
- rote count to 10.
- develop number concepts and vocabulary.
- develop numeric awareness.
- create and name sets of one, two, three, four, and five objects.
- identify the days of the week in order.
- identify the months of the year in order.
- build, read, and interpret graphs.

Social Studies Domain

Students will:
- develop an understanding of the concept of friendship.
- identify family relationships.
- acquire concepts about various methods of communication.

Science Domain

Students will:
- explore with science tools to discover what the tools do.
- use the scientific method.
- observe, compare, and record data.

Physical Domain

Students will:
- manipulate small objects with precision.
- engage in gross-motor activities that involve socialization.
# Vocabulary

## Background Words

<table>
<thead>
<tr>
<th>Actions</th>
<th>Body</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>argue</td>
<td>head</td>
<td>adopt</td>
</tr>
<tr>
<td>build</td>
<td>knees</td>
<td>aunt</td>
</tr>
<tr>
<td>fight</td>
<td>shoulders</td>
<td>baby</td>
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<tr>
<td>help</td>
<td>toes</td>
<td>blended family</td>
</tr>
<tr>
<td>hug</td>
<td></td>
<td>brother</td>
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<tr>
<td>play</td>
<td>best</td>
<td>child/children</td>
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<tr>
<td>share</td>
<td>big</td>
<td>cousin</td>
</tr>
<tr>
<td>teach</td>
<td>delicious</td>
<td>father</td>
</tr>
<tr>
<td>work</td>
<td>different</td>
<td>female</td>
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<tr>
<td></td>
<td>important</td>
<td>foster family</td>
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<tr>
<td></td>
<td>little</td>
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<td></td>
<td>medium</td>
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<td>new</td>
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<td>only</td>
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<td></td>
<td>same</td>
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<td></td>
<td>special</td>
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<tr>
<td>Art</td>
<td></td>
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<tr>
<td>mural</td>
<td></td>
<td>grandfather</td>
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<tr>
<td>picture</td>
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<td>grandmother</td>
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<tr>
<td>portrait</td>
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<td>grown-up</td>
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<td></td>
<td></td>
<td>male</td>
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<td></td>
<td></td>
<td>mother</td>
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<td></td>
<td></td>
<td>nephew</td>
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<td></td>
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<td>niece</td>
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<td></td>
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<td>sister</td>
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<td></td>
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<td>stepfamily</td>
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<td></td>
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<td>uncle</td>
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</tbody>
</table>
Students will encounter background vocabulary words in natural ways throughout the unit. You will have a variety of opportunities to help students acquire these basic words that many students already know when they arrive in kindergarten.
The theme-related vocabulary words are explicitly taught each day. Encourage your students to use them whenever possible throughout the theme.

<table>
<thead>
<tr>
<th>Theme-Related Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
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<tr>
<td>argument</td>
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<tr>
<td>care</td>
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<tr>
<td>celebrate</td>
</tr>
<tr>
<td>cooperate</td>
</tr>
<tr>
<td>daughter</td>
</tr>
<tr>
<td>family</td>
</tr>
<tr>
<td>friend</td>
</tr>
<tr>
<td>grandparents</td>
</tr>
<tr>
<td>help</td>
</tr>
<tr>
<td>holiday</td>
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<tr>
<td>introduce</td>
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<tr>
<td>kind</td>
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<tr>
<td>member</td>
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<tr>
<td>parents</td>
</tr>
<tr>
<td>sibling</td>
</tr>
<tr>
<td>son</td>
</tr>
</tbody>
</table>
STaR Words

arranged  
cradle  
cushion  
glad  
grain  
parlor  
porridge  
scrumptious  
shoelaces

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

Math Words

one (1)  
two (2)  
three (3)  
four (4)  
five (5)  
number

Through Math Mysteries and 15-Minute Math activities, students will learn important mathematical vocabulary that will help them to communicate the new concepts that they are developing in math.
## Peek at the Week 1

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>Feelings Thermometer Brain Game: Freeze</td>
<td>Skill lesson: qualities of a good friend</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>Introduce the concept of introductions, and practice introducing one another.</td>
<td>Learn about agreeing and arguing.</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>Listen to and recite “Friends.” Segment sentences into words.</td>
<td>“Friends” Blend sounds to make words.</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>My Best Friend Focus: Relate story plots to reality.</td>
<td>Retell My Best Friend through dramatization.</td>
</tr>
<tr>
<td><strong>Dramatic Play Lab</strong></td>
<td>Sleepover: Role-play at an imaginary sleepover party.</td>
<td>Sleepover</td>
</tr>
<tr>
<td><strong>Blocks Lab</strong></td>
<td>Build It!: Role-play in an imaginary construction site.</td>
<td>Build It!</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Decorate Dan the Dazzling Dinosaur: Glue glitter and sequins to “d.”</td>
<td>Friends Mural: Create a mural of yourself and your friends.</td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Free Reading: Explore self-selected books.</td>
<td>Free Reading</td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Play School: Role-play in an imaginary school.</td>
<td>Play School</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Puzzle Pairs: Work cooperatively to complete puzzles.</td>
<td>Number Posters: Create a collaborative poster demonstrating sets of one.</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Free Exploration: Software, music, IWB activities</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Sand/Water Lab</strong></td>
<td>Free Exploration: Explore the properties of sand or water.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Are They Friends?: Experiment with magnets.</td>
<td>Are They Friends?</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>Friendly Notes: Write friendly notes to send to classmates.</td>
<td>Friendly Notes</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>Continue counting and number-awareness activities.</td>
<td>Introduce the Number-Recognition Circle 1–5.</td>
</tr>
<tr>
<td><strong>Snack • Outside • Gross-Motor Play</strong></td>
<td>Eat apples, and discuss sharing. Play Today We Met Some Friends.</td>
<td>Eat pears, and discuss sharing. Play Today We Met Some Friends.</td>
</tr>
<tr>
<td><strong>Stepping Stones</strong></td>
<td>Read Me too! Focus: Recognize sight words, and match text.</td>
<td>Begin to recognize the sound and shape of /t/. Read Me too! with partners.</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
<td>Create and name a set of one. Make a Just One booklet.</td>
<td>Review writing the numeral 1. Create and name a set of two. Make a My Two book.</td>
</tr>
<tr>
<td><strong>Let’s Daydream</strong></td>
<td>“The Dream Keeper”</td>
<td>“Tired Tim”</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>Write about something that you like to do with your friends.</td>
<td>Write about a time when you disagreed with a friend.</td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
<td>Play cooperative games.</td>
<td>Play Musical Hugs.</td>
</tr>
<tr>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>Skill lesson: being a good friend</td>
<td>Being a Good Friend</td>
<td>Class Council</td>
</tr>
<tr>
<td>Create a class list of ways that friends help one another.</td>
<td>Create a list of ways that friends show one another that they care.</td>
<td>Sing and move to &quot;Be My Friend.&quot;</td>
</tr>
<tr>
<td>&quot;Friends&quot; Segment words into sounds.</td>
<td>&quot;Friends&quot; Segment sentences into words.</td>
<td>Listen to and recite &quot;Friday Friend.&quot;</td>
</tr>
<tr>
<td>Sleepover</td>
<td>Sleepover</td>
<td>Sleepover</td>
</tr>
<tr>
<td>Building Project: Work cooperatively to plan and build with blocks.</td>
<td>Building Project</td>
<td>Building Project</td>
</tr>
<tr>
<td>Friends Mural</td>
<td>Friends Mural</td>
<td>Friends Mural</td>
</tr>
<tr>
<td>Free Reading</td>
<td>Free Reading</td>
<td>Free Reading</td>
</tr>
<tr>
<td>Play School</td>
<td>Play School: Magazine Search: Decorate paper with the letter &quot;t&quot; and /t/ items.</td>
<td>Play School: /i/ Is for Insect: Decorate &quot;i&quot; to look like an insect.</td>
</tr>
<tr>
<td>Number Posters</td>
<td>Number Posters: Create collaborative posters demonstrating sets of one and two.</td>
<td>Number Posters</td>
</tr>
<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
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<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>Are They Friends?</td>
<td>Are They Friends?</td>
<td>Are They Friends?</td>
</tr>
<tr>
<td>Bread Recipe: Use recipe cards to write a bread-making recipe.</td>
<td>Bread Recipe</td>
<td>Bread Recipe</td>
</tr>
<tr>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Eat oranges, and discuss sharing. Play All Aboard the Friendship Train.</td>
<td>Eat graham crackers, and discuss sharing. Play All Aboard the Friendship Train.</td>
<td>Serve fruit salad. Free-choice game or unstructured play</td>
</tr>
<tr>
<td>Begin to recognize the sound and shape of /i/. Read Taking a Trip. Focus: Introduce the sight word &quot;a.&quot;</td>
<td>Begin to recognize the sound and shape of /n/. Read Taking a Trip with partners.</td>
<td>Review /t/, /i/, and /n/. Free-choice partner reading</td>
</tr>
<tr>
<td>Create and name a set of three.</td>
<td>Practice identifying sets of 1, 2, and 3. Write the numerals 1, 2, and 3.</td>
<td>Practice identifying sets of 1, 2, and 3. Write the numerals 1, 2, and 3.</td>
</tr>
<tr>
<td>&quot;If a Bad Dream Comes True&quot;</td>
<td>&quot;Flittermice&quot;</td>
<td>&quot;Night Sounds&quot;</td>
</tr>
<tr>
<td>Write about something you can do when you play with friends so you don’t argue.</td>
<td>Write about something you can do to show your friends that you care about them.</td>
<td>Write about something that you like about one of your friends.</td>
</tr>
<tr>
<td>Play The Human Knot.</td>
<td>Review students’ kind acts throughout the week, and have them show appreciation for one another.</td>
<td>Play Telephone with theme-related vocabulary.</td>
</tr>
</tbody>
</table>
Lesson Component | Day 6 | Day 7
--- | --- | ---
**Greetings, Readings, & Writings** | Arrival Activities | Arrival Activities
**Gathering Circle** | Share information about friends. Introduce the Brain Game Head, Shoulders, Knees, and Toes. | Skill lesson: making new friends
**Theme Exploration** | Learn about families. | View Joey’s family photos, and learn about the roles children play in families.
**Rhyme Time** | Listen to and recite “A Family.” Recognize rhyming words. | “A Family” Blend sounds to make words.
**STaR** | The Three Bears Focus: questioning | Retell The Three Bears by sequencing events.

**Dramatic Play Lab** | The Three Bears: Role-play in the three bears’ house. | The Three Bears
**Blocks Lab** | Build Homes: Build homes with blocks. | Build Homes
**Art Lab** | Family Portraits: Create a family portrait. | Family Portraits
**Classroom Library Lab** | Read to a Stuffed Animal: Read aloud to a stuffed animal. | Read to a Stuffed Animal
**Literacy Lab** | Play School: /n/ Is for Noodles: Glue noodles to the shape of “n.” | Play School: /n/ Is for Noodles
**Math Lab** | Number Posters: Create collaborative posters demonstrating sets of one, two, and three. | Number Posters
**Computer/Media Lab** | Free Exploration: software, music, and IWB activities | Family Rhythm Band: Play rhythm instruments together as a group.
**Sand/Water Lab** | Free Exploration: Explore properties of sand or water. | The Cup Family: Use measuring cups to measure sand or water.
**Science Lab** | Scientist’s Station: Explore freely with science materials. | Scientist’s Station
**Writing Lab** | Free-Choice Writing | Free-Choice Writing

**15-Minute Math** | Continue counting and number-awareness activities. | Continue counting and number-awareness activities.
**Snack • Outside • Gross-Motor Play** | Discuss favorite snacks in families. Play The Family in the Home. | Healthy family favorite snack Play The Family in the Home.
**Stepping Stones** | Review /t/, /i/, and /n/. Read Families Together. Focus on recognizing letter sounds. | Begin to recognize the sound and shape of /p/. Read Families Together with partners.
**Math Mysteries** | Create and name a set of four. Draw the numeral 4 in the air. | Practice making sets of four. Introduce the numeral 5. Practice making sets of five.
**Let’s Daydream** | “A Bat Is Born” | “Big Sister”
**Write Away** | Write about someone in your family. | Write about someone who helps to take care of you.
**Let’s Think About It** | Review family-member vocabulary. | Review family vocabulary. Identify how many children live in each student’s home. Share family photos.
<table>
<thead>
<tr>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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</thead>
<tbody>
<tr>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>Skill lesson: steps for making a new friend</td>
<td>Making New Friends Play Head, Shoulders, Knees, and Toes.</td>
<td>Class Council</td>
</tr>
<tr>
<td>Learn about the ways that family members help one another.</td>
<td>Learn about ways that family members teach one another.</td>
<td>Learn about ways that families celebrate together.</td>
</tr>
<tr>
<td>“A Family” Segment words into sounds.</td>
<td>Listen to and recite “I Have a Family.” Follow oral instructions.</td>
<td>“I Have a Family” Concept of a Sentence</td>
</tr>
<tr>
<td>Peter’s Chair Focus: purpose for reading</td>
<td>Retell Peter’s Chair using picture cards.</td>
<td>Free Choice</td>
</tr>
<tr>
<td>The Three Bears</td>
<td>The Three Bears</td>
<td>The Three Bears</td>
</tr>
<tr>
<td>Build Homes</td>
<td>Build Homes</td>
<td>Build Homes</td>
</tr>
<tr>
<td>Family Portraits</td>
<td>Family Portraits</td>
<td>Family Portraits</td>
</tr>
<tr>
<td>Read to a Stuffed Animal</td>
<td>Read to a Stuffed Animal</td>
<td>Read to a Stuffed Animal</td>
</tr>
<tr>
<td>Play School: /p/ Is for Playdough Make “p”s or things whose names begin with /p/.</td>
<td>Play School: /g/ Is for Glitter Decorate “g” with glitter.</td>
<td>Play School: /o/ Is for Octopus Make the letter shape “o” into an octopus.</td>
</tr>
<tr>
<td>Three Bears Counting Game: Play a counting game to help the three bears return to their cottage.</td>
<td>Three Bears Counting Game</td>
<td>Number Twist: Play a body-twist game with numbers 1–4.</td>
</tr>
<tr>
<td>Family Rhythm Band</td>
<td>Family Rhythm Band</td>
<td>Family Rhythm Band</td>
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<tr>
<td>The Cup Family</td>
<td>The Cup Family</td>
<td>The Cup Family</td>
</tr>
<tr>
<td>Fingerprint Fun: Make, examine, and compare fingerprints.</td>
<td>Fingerprint Fun</td>
<td>Fingerprint Fun</td>
</tr>
<tr>
<td>Free-Choice Writing</td>
<td>Free-Choice Writing</td>
<td>Free-Choice Writing</td>
</tr>
<tr>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Healthy family favorite snack Play Mother/Father, May I?</td>
<td>Healthy family favorite snack Play games from earlier this week.</td>
<td>Order snack options by size. Unstructured play</td>
</tr>
<tr>
<td>Begin to recognize the sound and shape of /g/. Read Getting Dressed.</td>
<td>Begin to recognize the sound and shape of /o/. Read Getting Dressed with partners.</td>
<td>Review /p/, /g/, and /o/. Free-choice partner reading</td>
</tr>
<tr>
<td>Find 5 in the classroom. Draw the numeral 5 in the air.</td>
<td>Practice writing numbers 1–5 to represent sets of objects.</td>
<td>Practice writing numbers 1–5 to represent sets of objects.</td>
</tr>
<tr>
<td>“Big Sister”</td>
<td>“Tickle Tickle”</td>
<td>“Running Song”</td>
</tr>
<tr>
<td>Write about a time when you helped your family.</td>
<td>Write about something a family member has taught you.</td>
<td>Write about something your family does to celebrate a special day.</td>
</tr>
<tr>
<td>Review and add to list of helping ideas. Thank one another for their good deeds Share family photos.</td>
<td>Play Mother, May I? with a variety of family vocabulary words.</td>
<td>Play Agree or Disagree to check students’ understanding of thematic concepts.</td>
</tr>
</tbody>
</table>
# You Will Need

## Supplied by SFAF:

### Books

<table>
<thead>
<tr>
<th>Books</th>
<th>STaR</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>My Best Friend</em> by Pat Hutchins</td>
<td></td>
</tr>
<tr>
<td><em>The Little Red Hen</em> retold by Carol Ottolenghi</td>
<td></td>
</tr>
<tr>
<td><em>The Three Bears</em> by Paul Galdone</td>
<td></td>
</tr>
<tr>
<td><em>Peter’s Chair</em> by Ezra Jack Keats</td>
<td></td>
</tr>
</tbody>
</table>

### Concepts of Print

<table>
<thead>
<tr>
<th>Concepts of Print</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Me too!</em> by Barbara Wasik (SFAF), student copies</td>
<td></td>
</tr>
<tr>
<td><em>Taking a Trip</em> by Barbara Wasik (SFAF), student copies</td>
<td></td>
</tr>
<tr>
<td><em>Families Together</em> by Sally Francis Anderson (SFAF), teacher and student copies</td>
<td></td>
</tr>
<tr>
<td><em>Getting Dressed</em> by Barbara Wasik (SFAF), student copies</td>
<td></td>
</tr>
</tbody>
</table>

### Gathering Circle

<table>
<thead>
<tr>
<th>Gathering Circle</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>It's Mine!</em> by Leo Lionni (from unit 1, <em>Welcome to School</em>)</td>
<td></td>
</tr>
<tr>
<td><em>Jamaica’s Find</em> by Juanita Havill (from unit 2, <em>I Am Amazing! I Feel Fine!</em></td>
<td></td>
</tr>
<tr>
<td><em>Jamaica Tag-Along</em> by Juanita Havill (from unit 2, <em>I Am Amazing! I Feel Fine!</em></td>
<td></td>
</tr>
</tbody>
</table>

### Other

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The 20th Century Children’s Poetry Treasury</em> by Jack Prelutsky</td>
<td></td>
</tr>
</tbody>
</table>

### Media

<table>
<thead>
<tr>
<th>Media</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
<td></td>
</tr>
<tr>
<td>KinderCorner 2nd Edition Plus Home Link show for unit 3</td>
<td></td>
</tr>
<tr>
<td><em>Learning Basic Skills Through Music, Volume 1</em></td>
<td></td>
</tr>
</tbody>
</table>

### Cards/Card Sets

<table>
<thead>
<tr>
<th>Cards/Card Sets</th>
<th>KinderCorner Phonics Picture Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key cards: “g,” “i,” “t,” “o,” “p,” “t”*</td>
<td></td>
</tr>
<tr>
<td>Uppercase and Lowercase Letter Cards: “Gg,” “Ii,” “Nn,” “Oo,” “Pp,” “Tt”</td>
<td></td>
</tr>
<tr>
<td>Picture cards: gate, girl, gum, insect, inside, invitation, nails, newspaper, nuts, olive, ostrich, ox, pig, pillow, popcorn, teeth, ten, tent*</td>
<td></td>
</tr>
</tbody>
</table>

### Other

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ear and mouth cards</td>
<td></td>
</tr>
<tr>
<td>Letter-Blending deck: “a,” “c,” “d,” “g,” “i,” “l,” “m,” “n,” “o,” “p,” “s,” “t”*</td>
<td></td>
</tr>
</tbody>
</table>
### Posters

- Feelings Thermometer poster*
- Three Steps for Making a New Friend poster*

### Math Kit Items

<table>
<thead>
<tr>
<th>Bear counters</th>
<th>Dot-Set Recognition Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number-Recognition Circle 1–5</td>
<td>Ten-frame cards</td>
</tr>
<tr>
<td>Number Cards for 1–5, one set per pair</td>
<td>Yesterday card</td>
</tr>
<tr>
<td>Number Name Cards</td>
<td>Transparent spinners</td>
</tr>
</tbody>
</table>

### Other SFAF Items

- KinderCorner Weekly Record Forms for unit 3, weeks 1 and 2 (generate with data tools)
- Cool Kid certificates (four)
- Puppets: KinderRoo, Joey, and Alex
- Read & Respond bookmarks
- Stepping Stones Partner Practice Booklets for unit 3
- Transparent color counting chips (for pocket points)
- Home Link animal hand stamps and ink pad

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

<table>
<thead>
<tr>
<th>Food</th>
<th>Office/Craft Supplies</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>Glitter</td>
<td>For Active Instruction</td>
</tr>
<tr>
<td>Pears</td>
<td>Sequins</td>
<td>CD or digital recording of lively music</td>
</tr>
<tr>
<td>Oranges</td>
<td>Stationery</td>
<td>Student name cards</td>
</tr>
<tr>
<td></td>
<td>Envelopes</td>
<td>Theme-related books about friends and families</td>
</tr>
<tr>
<td></td>
<td>Classroom mailboxes or supplies to make mailboxes (optional)</td>
<td>Theme-related puzzles and games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small zipper-closure plastic bags</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buttons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linking cubes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Learning Labs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blankets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dress-up pajamas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stuffed animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Magnets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clothespin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cookbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Old recipe cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plastic knives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stuffed animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhythm instruments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measuring-cup sets (at least two sets of different shapes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small bowl (approx. two cups)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pasta, any kind, uncooked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shoe box</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Playdough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Happy-or-sad face sticks (made in unit 2)</td>
</tr>
</tbody>
</table>
### To Be Prepared:

#### Day 1

| TE | Make theme vocabulary word cards for “friend” and “introduce.”* |
| LL | Duplicate Dan the Dinosaur Outline (appendix). |
| LL | Gather a selection of magnetic and nonmagnetic items (e.g., staples, erasers, paper clips, plastic rulers, crayons, etc.) for the science lab. |
| SS | Make a word-wall card for “me.” |
| MM | Fill plastic bags with four linking cubes each, one bag per student. |
| MM | Prepare a tub or container of linking cubes, enough for each student to have at least one. |
| MM | Duplicate and fold the Just One booklet, one per student (appendix). |
| LTAI | Duplicate the theme-introduction letter for unit 3. |

#### Day 2

| GC | Cut strips of construction paper for the friendship chain. |
| TE | Make theme vocabulary word cards for “agree” and “argument.”* |
| MM | Fill two tubs or containers with linking cubes; some cubes should be attached in pairs, and others should be left as single cubes. |
| MM | Duplicate and fold the My Two Book page, one per student (appendix). |
| LL | Hang a large sheet of butcher paper, or place it on a table or the floor for the art lab mural. |
| LL | Write the numeral 1 on a large sheet of butcher paper. Hang it, or place it on a table, in the math lab. |

#### Day 3

| TE | Make a theme vocabulary word card for “cooperate.”* |
| StaR | Number the pages of *The Little Red Hen*; page 2 begins, “Once upon a time….” |
| SS | Make a word-wall card for “a.” |
| MM | Fill small plastic bags with six to eight bear counters, one bag per pair. |
| LL | Write the numeral 2 on a large sheet of butcher paper. Hang it, or place it on a table, near the number 1 poster in the math lab. |

#### Day 4

| TE | Make a theme vocabulary word card for “care.”* |
| StaR | Duplicate and cut apart one set of Little Red Hen Puppets (appendix); adhere each puppet to a craft stick. |
| MM | Fill plastic bags with buttons, one bag per partnership. |
| MM | Gather one set of Number Cards, Number Name Cards, and Dot-Set Recognition Cards and the ten-frame cards for numbers 1, 2, and 3. |
### Day 5

| GC | • Create additional Little Red Hen puppets, as needed, so each group of four students has one puppet. |
| TE | • Make a theme vocabulary word card for “kind.”* |
| MM | • Duplicate the 3 in a Tree page, one per student (appendix). |
| LL | • Duplicate the /i/ outline sheet (appendix). |
| LL | • Write the numeral 3 on a large sheet of butcher paper. Hang it, or place it on a table, near the numbers 1 and 2 posters in the math lab. |

### Day 6

| TE | • Make theme vocabulary word cards for “family” and “member.”* |
| MM | • Gather one set of Number Cards, Number Name Cards, and Dot-Set Recognition Cards and the ten-frame cards for numbers 1, 2, and 3. |
| MM | • Fill plastic bags with a handful of manipulatives (varied or all one type), one bag per partnership. |
| LL | • Gather chairs, bowls, and blankets of three different sizes for use in the dramatic play lab. |
| LL | • Place a sample family photograph in the art lab. |
| SS | • Duplicate the /n/ outline sheet (appendix). |

### Day 7

| TE | • Make theme vocabulary cards for “sibling,” “son,” and “daughter.”* |
| GC | • Find a new classroom puppet or unfamiliar figure to use in dramatization. |
| STaR | • Duplicate the Three Bears Sequencing Cards, one set per group of four students (appendix). |
| MM | • Fill plastic bags with ten to twelve buttons (or other counters) in each bag, one bag per pair. |
| MM | • Gather one set of Number Cards, Number Name Cards, and Dot-Set Recognition Cards and the ten-frame cards for numbers 1, 2, 3, and 4. |

### Day 8

| TE | • Make theme vocabulary cards for “help” and “parents.”* |
| STaR | • Number the pages of *Peter’s Chair*, page 2 begins, “Peter stretched as high as he could….“ |
| MM | • Fill paper bags, two filled with a mixture of red and blue multilink cubes, enough for each student to gather five cubes. |
| MM | • Duplicate the 5 in a Hive sheet, one per student (appendix). |
| LL | • Duplicate the Three Bears Game Board (appendix). |
### Day 9

<table>
<thead>
<tr>
<th>TE</th>
<th>• Make a theme vocabulary word card for “grandparents.”*</th>
</tr>
</thead>
<tbody>
<tr>
<td>STaR</td>
<td>• Duplicate and cut apart the <em>Peter's Chair</em> Picture Cards (appendix), or gather small versions of the following items: blocks, cradle, crib, chair, baby picture, and table.</td>
</tr>
<tr>
<td>SS</td>
<td>• Duplicate the /g/ outline sheet (appendix).</td>
</tr>
<tr>
<td>MM</td>
<td>• Use masking tape to make a large ten-frame in the middle of students’ floor area, or draw a ten-frame on a large piece of yellow bulletin board paper. The ten-frame must be large enough for students to stand or sit in.</td>
</tr>
<tr>
<td>MM</td>
<td>• Duplicate Ten-Frame Bus, one per student (appendix).</td>
</tr>
<tr>
<td>MM</td>
<td>• Fill plastic bags each with ten bear counters, one bag per pair.</td>
</tr>
</tbody>
</table>

### Day 10

<table>
<thead>
<tr>
<th>TE</th>
<th>• Make theme vocabulary word cards for “celebrate” and “holiday.”*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snack</td>
<td>• Select a nutritious snack composed of a set of three items, each a different size.</td>
</tr>
<tr>
<td>MM</td>
<td>• Duplicate and prepare 1–5 spinner (appendix).</td>
</tr>
<tr>
<td>MM</td>
<td>• Fill small plastic bag with six to eight linking cubes, one bag per student.</td>
</tr>
<tr>
<td>LL</td>
<td>• Duplicate the /o/ outline sheet (appendix).</td>
</tr>
<tr>
<td>LL</td>
<td>• Gather sixteen sheets of construction paper; write the numeral 1 on four sheets, the numeral 2 on four sheets, the numeral 3 on four sheets, and the numeral 4 on four sheets. Randomly place and tape the sheets on the floor in the area where students will play Number Twist in the math lab.</td>
</tr>
<tr>
<td>LL</td>
<td>• Duplicate the Number Twist Spinner (appendix); cut and tape it to a transparent spinner.</td>
</tr>
</tbody>
</table>

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

Focus

Friends are people who like to play with one another.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td>• Weekly record form for unit 3—week 1</td>
</tr>
<tr>
<td>• Student name cards (first and last names), box or basket for name cards, lined paper for sign in</td>
</tr>
<tr>
<td>• Classroom Library Lab: STaR books and other books provided for unit 3, theme-related books about friends and families, ear and mouth cards</td>
</tr>
<tr>
<td>• Literacy Lab: Materials for tactile letter activities such as zip-top baggies filled with hair gel, cookie sheets covered in a thin layer of sand, etc.; key cards for “m,” “a,” “s,” and “d”</td>
</tr>
<tr>
<td>• Math Lab: Variety of manipulatives for sorting and counting</td>
</tr>
<tr>
<td>• Writing Lab: Variety of writing instruments and paper, students’ writing journals</td>
</tr>
<tr>
<td>• Theme-related puzzles and games</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
<tr>
<td>• CD of lively music</td>
</tr>
<tr>
<td>• Media player</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
</tr>
<tr>
<td>• Chart paper and marker</td>
</tr>
<tr>
<td>• Theme vocabulary word cards for “friend” and “introduce” or IWB access</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Small plastic bags with four linking cubes, one bag per student</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
</tr>
<tr>
<td>• Trade book: <em>My Best Friend</em></td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
</tr>
<tr>
<td>• No new materials</td>
</tr>
<tr>
<td><strong>Snack/Outside/Gross-Motor Play</strong></td>
</tr>
<tr>
<td>• Apples cut in half and cored</td>
</tr>
<tr>
<td>• Feelings Thermometer, one per partnership (optional)</td>
</tr>
<tr>
<td><strong>Stepping Stones</strong></td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Concepts-of-print book (student copies): <em>Me too!</em></td>
</tr>
<tr>
<td>• <em>Me too!</em> Sentence Builders (appendix)</td>
</tr>
<tr>
<td>• Word card for word wall: “me”</td>
</tr>
</tbody>
</table>
## Materials

### Math Mysteries
- Tub of linking cubes (at least one cube per student)
- Just One Booklet page (appendix), one copy per student, folded
- Magazines and catalogs for students to cut pictures out of
- Scissors
- Glue
- Crayons

### Let’s Daydream

### Write Away
- Journals, pencils, place to write for teacher modeling
- Writing Strategies Bank or IWB access
- *Writing Development Feedback Guide*

### Let’s Think About It
- Read & Respond bookmarks
- Home Link animal hand stamp: parrot

## Learning Labs

### General
- Writing journals of plain paper and pencils for lab plans
- *Writing Development Feedback Guide*
- KinderCorner 2nd Edition Plus Media and Software flash drive

### Dramatic Play Lab | Sleepover
- Blankets
- Dress-up pajamas
- Stuffed animals

### Blocks Lab | Build It!
- Wooden and/or cardboard blocks; block play figures such as people, animals, traffic signs, or vehicles; toy dump trucks and bulldozers; construction hard hats

### Art Lab | Decorate Dan the Dazzling Dinosaur
- Dan the Dinosaur Outline (appendix), one copy per student
- Glitter and/or sequins
- Glue

### Classroom Library Lab | Free Reading
- Books from the school, teacher, or public library
- Books provided with your KinderCorner materials
- Pamphlets, bus schedules, restaurant menus, travel brochures
- Ear and mouth cards
<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Literacy Lab</td>
<td>Play School**</td>
</tr>
<tr>
<td>**Math Lab</td>
<td>Puzzle Pairs**</td>
</tr>
<tr>
<td>**Computer/Media Lab</td>
<td>Free Exploration**</td>
</tr>
<tr>
<td>**Sand/Water Lab</td>
<td>Free Exploration**</td>
</tr>
<tr>
<td>**Science Lab</td>
<td>Are They Friends?**</td>
</tr>
<tr>
<td>**Writing Lab</td>
<td>Friendly Notes**</td>
</tr>
</tbody>
</table>
Day 1

Greetings, Readings, & Writings

Student Routines
1. Remove coats and backpacks.
2. Turn in homework.
3. Sign in.
4. Self-select activities.

Teacher Routines
1. Greet parents and students.
2. Remind students to read the Arrival Activities poster as they prepare for their day.
3. Encourage students to describe what they are doing in full sentences as you observe their activities.
4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.

TIMING GOAL: 15 minutes

Homework
• Read & Respond

Sign In
• Students will continue to find their first and last names on cards and place them in a basket or box. Encourage them this week to copy their names from the cards to the paper that you have provided before placing the cards in the basket.

Facilitate Learning
• Continue to encourage paired and small-group engagement in morning activities. Encourage students to use active-listening skills as they engage in activities together.

Available Activities
Classroom Library Lab
• Include new theme-related books about friends and families.
• Have the ear and mouth cards available. Encourage pairs of students to use the partner reading routine as they explore the books.

Literacy Lab
• Place the key cards for “m,” “a,” “s,” and “d” in the lab so students will be encouraged to use the tactile letter-formation materials to practice their letter formation.
Math Lab

• Students may explore a variety of manipulatives. Encourage students to count the items.

Computer/Media Lab

• If you have computers in your classroom, you may have them logged in to preschool-friendly websites or have educational software up and running.

Writing Lab

• Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Students’ writing journals should also be easily accessible.

• Allow students to freely write whatever they want.

Other

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

Provide three- and five-minute warnings before time to clean up. Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

**Gathering Circle**

**TIMING GOAL:** 15 minutes

### Routine

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.
4. Assign classroom jobs for the week.
5. Assign partnerships for the week. Assign each partner a Peanut Butter or Jelly assignment. Have students move to sit with their partners.
6. Select this week’s first Cool Kid.

### Partner Challenge

• Explain the challenge.

  Last week we learned about feelings and how to use a Feelings Thermometer to show how strong our feelings are. Our Partner Challenge today is to tell your partner where you would mark a Feelings Thermometer to show how happy you are when you get to spend time with your best friend.
Brain Game

• Explain the game.

It’s time to play a Brain Game to help us exercise our mind muscles. I have a game today that you may already know. It’s called Freeze. This is a Brain Game that helps us to stop and think. Demonstrate the Stop and Think signal by holding one hand out to make a stop sign and using the other to point to your head. Tell students that this signal helps them to remember that they will stop and think when they play this Brain Game. Play a few seconds of music. I will play some music for you to dance to. When the music starts, you will dance or move to the music however you like. When the music stops, you will stop too. You will freeze, or hold very still, until the music starts again. Invite the Cool Kid to demonstrate for the class.

Teacher’s Note: When you play the Brain Game at other times during the day, if you don’t have a media player and music easily accessible, you may play the game by saying “Start” and “Freeze.”

• Play the game several times.

We will play this game at other times today and this week to help us exercise the mind muscles in our brains that help us stop and think.

Theme Exploration

Partnership Question of the Day

Sometimes we do things by ourselves such as write in our journals or take a rest. Other times we do things with our friends. For instance, we play together in the dramatic play lab. With your partner, talk about things that friends do together in our classroom. Possible responses include: We sing rhymes together, we eat a snack together, and we count together.

Those are some good ideas. This week we are going to learn about friends and what it means to be a friend. Let’s see what our Daily Message says today.

Daily Message

What is a friend?

• Write the Daily Message in front of students, reading each word as you finish writing it. As you write, omit the spaces between the words.
DAY 1 | Unit 3: Those Nearest & Dearest

- Reinforce literacy objectives by pointing out the following:
  - Read the sentence aloud as if it were one long word. Prompt students to identify that the sentence is missing spaces between the words.

  **This sentence does not sound quite right to me. What is a friend? That sounds like one long word, but it isn’t a word that I know. What is this sentence missing?** **Spaces.** Yes. This sentence is missing spaces between the words. Let me rewrite the sentence with spaces, and we will see **how it sounds.** Rewrite the sentence on the board. Read the sentence aloud, pointing to each word as you say it. **Yes. That sounds much better.**
  - Point to the question mark.

  **The sentence on the Daily Message board asks a question. This mark is called a question mark. You see it at the end of a sentence that is asking something. The question that this sentence is asking is “What is a friend?”**

**Theme Learning**

- Explain the content of the Daily Message.

  **Our Daily Message asks us, “What is a friend?”** A friend can be a lot of things. I know that friends like to play with one another, so I think that a friend is someone who likes to play with you.

  I’d like to know how you would answer this question. **T-P-S:** Think about the question, turn to your partner, and tell him or her what you think a friend is.

- As students respond, you may wish to write their responses on chart paper, indicating who is responding (e.g., “A friend is someone you like.” ~ Jawon and Mehul). You may wish to simply restate what each pair says and expand their statement into a discussion (e.g., “Ana and Miguel think that friends are people who always like to do the same things. Do you all agree? Do you always want to do what your friend wants to do?”). When you restate a student’s statement, point out that you used Say-It-Back to make sure that you heard what he or she said correctly.

- Play the digital dictionary videos for “friend” and “introduce.”

- Introduce the concept of **introductions** to students.

  **To start our morning, I’d like you to practice introducing someone.** When we introduce a friend to our other friends, we say, “This is my friend...,” and **then we say our friend’s name.** For instance, **I would say** (Turn to a student next to you, hold his or her hand, and introduce him or her to the class.), **“This is my friend** (student’s name).” **Then you would greet my friend by saying something like, “Hi,** (student’s name).”

- Invite students to practice introducing their friends to the class.

  **Let’s practice introducing our partner friends.** Even though we already know one another’s names, it’s a good idea to practice, in case you’re ever introducing a friend to someone who doesn’t know him or her. So let’s go around the circle and introduce our partners to the class.

  **You’ll introduce your partner, and we’ll say, “Hi,” and then say your friend’s name. Then your friend will introduce you, and we’ll say, “Hi,” and then say your name.**
• Go around the circle, having students introduce their partners.

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

  Our two new words for today are “friend” and “introduce.”

  Friends are people who like to play with one another. I can make a sentence with the word “friend.”

  I play ball with my friend after school.

  When we meet someone new, we introduce ourselves. We can also introduce our friends to the new person. I can make a sentence with the word “introduce.”

  I like to introduce my friends to my big sister.

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

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Rhyme Time

TIMING GOAL: 10 minutes

Say the Rhyme

• Introduce the rhyme “Friends.”

  Today we will begin to learn a new rhyme about friends. We’ll learn and say this chant over the next few days as we think about how special it is to have friends.

  • Start the video to hear the audio and see the hand motions, or read the words and model the motions.

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

  Friends

  I like my friends. (Point to others.)

  My friends like me. (Point to self.)

  We are great friends.

  It’s plain to see. (Point to eyes.)

  We play together

  And always share. (Put arms around partner.)

  We help each other (Shake hands with partner.)

  And show we care. (Put hands on heart.)
Develop Phonological Awareness—Sentence Segmentation

- Introduce the activity by explaining that sentences are strings of words. Sometimes a sentence might have only two words, and sometimes a sentence might have many words.

- Say the first line of “Friends,” pausing so students can hear that the sentence is made of several parts.

- Give each student a small plastic bag containing four linking cubes. Tell students that each cube will represent one word in a sentence.

- Demonstrate by repeating the first line of the rhyme, placing one cube in front of you each time you say a word. As you place the cubes, arrange them in a line from left to right.

- Repeat the sentence, pointing to each cube as you say the word it represents.

- Ask students to say the sentence aloud with you as you point to the cubes.

- Say the second line of the rhyme, inviting students to join the activity. Encourage students to arrange their cubes from left to right.

  “My friends like me.” That is another sentence. Listen carefully as I say the sentence again. Each time I say a word, place a counter in front of you. See if you can make a line with your counters. “My friends like me.”

- Invite students to repeat the sentence with you, pointing to each cube as they say the word it represents.

- Repeat the process with the next two lines of the rhyme.

- Award pocket points if most students are able to successfully segment the sentences with you.

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

STaR Words:
glad
shoelaces

My Best Friend
Written and illustrated by Pat Hutchins

In this charming story, one child proudly tells about the many skills of a best friend. Although the friend is better at so many activities, the narrator is able to comfort the friend, who is afraid. They can both teach and learn from each other.
Interactive Story Reading

Before Reading

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

  WGR: What is another word for the name of a story? The title. The title of today’s story, My Best Friend, tells you that it’s about what we have been discussing this morning, friends. This is another story in which one person wrote the words and made the pictures for the story. WGR: What job did Pat Hutchins have for this book because she wrote the words? WGR: What other job did the author have for this book because she also made the pictures?

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

  Let’s look at the illustration, or picture, on the cover of this book and guess from the title and the picture how these two children feel about each other. Pause for students to look and think. T-P-S: How do you think they feel about each other? How do you know? What are some clues that helped you figure this out? Possible responses include: the title said “best friend”; they’re reading together; they’re smiling; one has an arm around the other; etc.

  T-P-S: Tell your partner something you like to do with your friends. Restate students’ responses, adding language to form complete, meaningful sentences such as “Isabella likes to play baseball with her friend.”

  Let’s read this story by Pat Hutchins and find out what these two friends like to do together.

• Introduce the story vocabulary words.

  There are some new words in our story today. One of them is “glad.” “Glad” is another word for happy. T-P-S: Tell your partner something that makes you glad. When I read the story, we will find out what makes the girl glad.

  Another new word is “shoelaces.” Some shoes have long strings that you must tie to keep your shoes on your feet. Look at your shoes, and tell your partner whether your shoes have shoelaces.

• Introduce the good-reader skill for today.

  Good readers think about whether stories could actually happen in real life. As I read the story today, think about whether or not it could be a true story.

  During the story, ask students, Could that have happened in real life? Why or why not?
During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - Page 9: Point to the child on page 7. T-P-S: How do you think this child feels about her friend being able to run faster, climb higher, and jump farther than anyone? How do you know? The child says she is glad that the other girl is her best friend. “Glad” is one of our new words. It means happy. If this girl (Point to the child on page 7.) is happy that this girl (Point to the child on page 8.) is her best friend, that must mean she likes that her friend can do these things.
  - Page 19: T-P-S: What are some other things the best friend can do? Do you think the things these friends do are things that can happen in real life? Why (or why not)?
  - Page 21: T-P-S: Why does the best friend think there is a monster in the room? There is a shadow on the wall, and the curtain is moving. What could be making those things happen?
  - Page 25: T-P-S: How does the child who gets out of bed help her friend?

After Reading

T-P-S: How are the two friends alike?

We saw several things in this story:
  - We saw that friends like one another.
  - We saw that friends don’t have to be the same.
  - We saw that everyone has trouble with something and that everyone is good at something.
  - We saw that friends help one another and show that they care.

We said that good readers think about whether things that happen in a story can happen in real life. T-P-S: Do you think what happens in our story today could be a true story? Why (or why not)?

The child in the story likes that her friend can do things such as run fast, eat without dropping food, and read. That makes me think of our new word “glad.” The child in the story is glad that her friend can do these things. Let’s make a sentence using the word “glad.” T-P-S: Talk to your partner about ideas you have for our sentence.

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

Let’s stand up and hold hands with our friends again as we say our “Friends” poem together.

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

TIMING GOAL: 40 minutes

Routine

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

Dramatic Play Lab | Sleepover

Description:
- The dramatic play area will be a house where a sleepover is taking place.

Purpose:
- This lab will help students to develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.

When You Tour:
- Explain that today the dramatic play area will be someone’s house where we are having a sleepover. Use Think-Pair-Share to have students identify the different roles they could play during a sleepover. Kids at the sleepover, parents, brothers, sisters, etc. Remind students to specify which role they would like to play as they write their lab plans.
- Point out the different props they will find in the area. Invite students to share their ideas about how they could use the props that are provided or make others.

Facilitate Learning:
- Ask questions that will help students to develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario. For best results, jump in, and join the play as you interact with students. Reinforce new theme-related vocabulary.

Examples:
- Grandma is here! Can I join you? Are you playing any games?
- I’m really hungry. Do you have anything to eat?
I’m so sorry I’m late. What did I miss?
As grandma, say, Please introduce me to your friends.
I think I’m ready to go to sleep now. Are we using sleeping bags?

Blocks Lab | Build It!

Description:
• Students will build things with blocks.

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

When You Tour:
• Point out that the blocks lab is open today.

Facilitate Learning:
• Ask questions, or make comments, that will reinforce thematic concepts such as friends work together and share.

Examples:
– Why do we take turns?
– What would happen if we both tried to add blocks at the same time?
– How could several of you work together to make a large structure?
– What could you talk about with your friends before you build and while you are building so you’ll each know what to do to make the building?

Art Lab | Decorate Dan the Dazzling Dinosaur

Description:
• Students will continue to review the “d” letter shape and sound by decorating the outline of Dan the Dinosaur.

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

Classroom Library Lab | Free Reading

Description:
• Students will have the opportunity to explore books independently or with a friend. Theme-related books will be added to the regular classroom library.
Purpose:

• This lab provides practice with correct book handling and the opportunity to explore letters, words, and sentences in the context of a book. For some students, this lab provides practice with reading.

When You Tour:

• Point out the books or pamphlets that are in the lab. Tell students that they can come to the classroom library lab to read.

Facilitate Learning:

• Use this opportunity to provide guidance or coaching to students who have not demonstrated mastery of objectives as indicated on the weekly record form. Reinforce STaR vocabulary.

Example:

– The girl in this story is glad that her friend can do things even though she can’t yet. What makes you glad?

Literacy Lab | Play School

Description:

• Students will use materials commonly found in classrooms to play school.

Purpose:

• This lab provides students with an opportunity to develop cognitive skills through role play and the creative use of props. It will also help to develop oral-language and literacy skills.

When You Tour:

• Encourage students to play school. Have students name the different roles that can be played. Point out materials available, and remind students that they can also make things they need with items from the Wonder Box.

Facilitate Learning:

• So as not to interrupt the play, interactions with students in this lab should be done through role play. Announce who you are (a new student, the principal, a parent, a teacher next door), and join in.

Math Lab | Puzzle Pairs

Description:

• Students will work cooperatively to complete puzzles.

Purpose:

• This lab provides students with an opportunity to explore the puzzles and other manipulatives in the math lab.
When You Tour:

- Point out the puzzles and other manipulatives that are available in the lab. Suggest that students select a puzzle or other manipulative to work on together with their classmates.

Facilitate Learning:

- Encourage students to work together to complete the puzzles and to use other manipulatives.
- Talk with students about how working together and cooperating can make an activity or project more fun and can help them learn from one another. Promote the use of active-listening skills during this process.
- You might suggest dividing the pieces of a puzzle between two classmates. Have them take turns putting in the pieces. You might ask, “How is this working?” “What problems might happen when you do it that way?” “How could you fix that problem?”

**Computer/Media Lab | Free Exploration**

Description:

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

Purpose:

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

When You Tour:

- Remind students that the lab is open today.

**Sand/Water Lab | Free Exploration**

Description:

- Students will share toys while they play in the sand/water lab.

Purpose:

- This lab provides students with an opportunity to explore the properties of sand and water by experimenting with and sharing a variety of tools.

When You Tour:

- Point out the sand toys in the sand table. Tell students that they will share the sand toys while they play here.

Facilitate Learning:

- Assist students in deciding how many of them will be able to play cooperatively and comfortably at the sand table at the same time.
• Ask them how sharing materials, working together, and taking turns helps everyone in the class to be friends.

Example:
  – If the other students wouldn’t **share** the sand and water toys, how would you feel?
  – What could you do if someone wanted to play at the sand table but there was no room for anyone else?
  – If we have two toys in the sand table and four children playing, what could you do so everyone gets to play with a toy?

**Science Lab** | Are They Friends?

Description:
• Students will place magnets on various items to determine whether they are magnetic.

Purpose:
• This lab provides students with an opportunity to explore the properties of magnetic and nonmagnetic items.

When You Tour:
• Point out the magnets and the magnetic and nonmagnetic items in the lab.
• Tell students they can find out which items are magnetic, or friends, with the magnets. If an item sticks to a magnet, it is magnetic, or a friend.
• Encourage students to make a list of the items that are magnet friends and those items that are not by writing or drawing the items on a piece of paper.

Facilitate Learning:
• Ask students questions to prompt them to explore magnetic properties.

Examples:
  – Can you think of a way that magnetic things are like **friends** to the magnet?
  – Are all magnetic things exactly the same? Are a paper clip and a staple exactly the same?
  – Can they both stick to a magnet?
  – Can they stick to each other without a magnet?
  – Can they stick to each other when one of them is sticking to the magnet?

**Writing Lab** | Friendly Notes

Description:
• Students will write friendly notes and send them to their classmates.
Purpose:

- This lab provides students with an opportunity to communicate with others in writing.

When You Tour:

- Point out the stationery and envelopes. Explain that students will be able to write friendly notes and/or pictures.
- Tell students they can write the name of the person whom they want to get the note on an envelope and send it to him or her.

Facilitate Learning:

- Ask students questions that prompt them to think about the purpose of writing friendly notes and how friendly notes make people feel.

Examples:

- Why do people write friendly notes to one another? To say thank you, to tell someone you miss them, to invite someone to an event.
- Have you ever received a friendly note of some kind? How did it make you feel?
- (Optional) Set up mailboxes for each student in the classroom so students can send mail to and receive it from classmates. Check periodically to ensure that every student receives mail, if only from you. Encourage every student to send “We missed you” cards to classmates who have been absent for more than a day or two.

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

15-Minute Math

Calendar

- Invite students to say the months of the year with you. Then say, Let’s practice counting. Help me count the months of the year. Touch and count the month cards, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. How many months are in a year? 12. Do you remember what month it is now? Answers may vary.
- Point to the days of the week on the calendar, and ask, If you know how many days are in a week, say it out loud! WGR: 7. Let’s practice counting again. Touch and count the day cards, 1, 2, 3, 4, 5, 6, 7. There are seven days in a week.
• Point to the days of the week on the calendar, and say, **Say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. What day is today? Replies. Today is (day of the week).**

**Days of the Week**

• Point to the Days of the Week pockets. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is (day of the week), the (date) of (month).**

**Days of School Tape**

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

**Ten-Frames**

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

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

**Hundreds Chart**

• Ask students to determine which number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in today's number, you completed one row plus _______ squares on the Hundreds Chart.

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

- Place a whole apple, cut in half and cored, at every other place.

  T-P-S: What could you do to make sure that everyone has half of an apple? Share. Talk with students about how sharing helps us to be friends.

  T-P-S: How would you feel if someone gave you half of his or her apple? Encourage students to use other feelings words besides “happy” and “sad” as they answer these questions. How would you feel if no one gave you half of his or her apple? What could you do if there was only one half of an apple and two children?

- Review the Partner Challenge of the day.

  Our Partner Challenge today is to tell your partner where you would mark a Feelings Thermometer to show how happy you are when you get to spend time with your best friend.

- Use Think-Pair-Share to review active-listening skills that will help students to listen politely to one another. You might distribute a Feelings Thermometer to each partnership to use as a visual reminder for determining where they would mark it (optional).

Outside/Gross-Motor Play

- For gross-motor play, some students might like and need unstructured supervised gross-motor activities. Others might like to participate in the group activity Today We Met Some Friends.

  Begin with one student standing in the center of the circle while the other students walk, skip, etc. around the circle singing “Today We Met Some Friends.”

  **Today We Met Some Friends**

  *(Tune: “The Farmer in the Dell”)*

  Today we met some friends
  Today we met some friends
  When we came to school today
  Today we met some friends

- Insert the name of the student in the center of the circle for “Today we” in the song and “he” or “she” for “we” in the third line. For example, “Latasha met some friends/Latasha met some friends/When she came to school today/Latasha met some friends.” When the song ends, students in the circle stop moving, and the student in the center calls the name of a friend to come join him or her in the center.
Repeat the song using the second student’s name. Repeat the process until everyone is in the center.

**Teacher’s Note:** Make the last student selected feel special by holding his or her hand as you circle the group in the center. When he or she is selected, tell everyone that he or she is the key that unlocks the group in the middle and turns them into a hand-holding circle of friends again.

After singing the last student’s name and all students are standing in the center, invite them to form a circle by joining hands. Then have them walk around singing “Today We Met Some Friends.”

As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

### Stepping Stones

**TIMING GOAL:** 30 minutes

**Beginning Phonics**

- Point to each mnemonic picture on the wall frieze, and ask students to name each picture.

- Show the Animated Alphabet segments for /a/, /s/, and /d/.

**Emergent Reading**

#### Story Introduction

- Show the cover of *Me too!* Do not read the title yet.

  We’ve been thinking about ourselves and things we like to do. Today we are talking about friends. This book shows us lots of things that the kinderfriends like to do, both by themselves and with friends.

- Introduce the focus skills for the book.

  **Look at the title of the story.** We’ve seen this first word somewhere else before. Hold up the teacher copy of *Look at Me Now! I know!* It’s on this book. Invite a volunteer to come and point to the word “me” on each book.

  Read the title of *Look at Me Now!*, emphasizing the word “me” as you read it. **This word is “me.”** The title of our new story is *Me too!* We will see the word “me” a lot. Let’s add that word to our word wall. Attach the word card for “me” on the word wall.

  Distribute a book to each student. **Look at the words in the title.** WGR: What do you see after the words “Me too”? **An exclamation mark.** So when we read the title, we need to read it with lots of expression. Let’s try that together.
In this book, some pages have exclamation marks, and others have periods. We need to remember to read the pages with exclamation marks with a lot of expression.

Another thing we will practice today as we read our story is touching each word as we read it. We want to make sure that we only say one word when we see one word. WGR: How many words do you see in the title? Two. Let’s touch those words and read them again. You should touch the cover two times. Ready? Read.

We generally teach beginning readers to track text by sliding their fingers from left to right under the words to promote fluency. In this lesson, because we want to ensure one-to-one correspondence between the words that students say and the words printed on the page, we ask students to point to the individual words. When you model this, do not lift your finger from the page as you move from word to word, but do pause under each word as you read it.

• Read the story to students. Invite them to join you as they are able, especially on the pages that say, “Me too!” Make connections to recent theme-related vocabulary as you discuss the content of each page.

Examples:
- Page 2: Skky likes to eat ice cream, and so does her friend Ben. Maybe they could eat ice cream together!
- Page 3: These friends both love to dance. I feel too shy to dance in front of other people.
- Page 4: How many of you know how to swim? I bet your families were very proud of you when you learned to swim!
- Page 5: Do you feel happy or frightened when a swing goes up very high?

Guided Group Reading

• Read the book again, this time inviting students to read in unison with you as they follow along in their own books.

Skill Reinforcement

• Combine partnerships to create teams of four or five students. Distribute a set of Me too! sentence builders to each team.

• Explain the text-matching activity.

  On the little cards I have given you, you will find the words that are in the sentences in our books on the pages that do NOT say “Me too!” Your word cards are all mixed together! You will work together in your team to build the sentences from the book.

  We’ll do one together. First, spread out your cards so you can see all of them. Assist students as needed. Next, open your books to page 1. WGR: What do the words on page 1 say? “I like ice cream.” First, find a word card that says, “I.” You have more than one, so just choose one. Next, find the word “like.” Place it next to the word “I.” Now look carefully
at the words “ice” and “cream” in your book. Work together to find the word cards that match. Check for correctly built sentences.

Now you will work in your teams to build the other sentences from your book.

• Award pocket points as teams successfully build their sentences.

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

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**Show What You Know**

• WGR: Ask students to count to 10 with you. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Ask if any students would like to count to 10 on their own, and invite them to do so for the class.

• Award pocket points if several students are able to successfully count to 10 on their own.

• Ask students to sit in a circle with their partners.

**T-P-S:** Think about what we did yesterday. What did we do with the sea animals?

**RWE:** We counted the sea animals. We colored them and practiced counting up to 10.

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**Active Instruction**

• Tell students that they will practice counting again today. Ask students what they know about the number 1, and create a list of their responses.

**We are going to learn more about numbers.** Write the numeral 1 in the middle of the piece of chart paper. **T-P-S:** What do you know about the number 1? **Possible responses include:** My brother is one year old; I have one sister, etc.

• Read students’ list of ideas about the number 1 aloud.

• Invite students to look around the room to see if they can see the number 1. Select a few students to point out where they found the number 1. **Possible answers include:** on the calendar, the number line, the Hundreds Chart, the clock, etc.

• Use Think-Pair-Share to have students identify what the number 1 looks like. 

**A straight line.**

• Invite students to draw a number 1 in the air. Model how to draw the numeral in the air. Remind them to start at the top and draw a straight line down.
DAY 1 | Unit 3: Those Nearest & Dearest

- Ask students to practice writing the numeral 1 in the air, on one another's backs, and on the rug.

While students may be familiar with the concept of 1 and 2 already, it is crucial that they develop a number sense for the numbers 1 and 2. They will continue to develop their concepts of the numbers up to 20 throughout the year. They will need to recognize, make sets of, and write the numerals 1 and 2. Number sense directly contributes to numerical problem-solving abilities.

- Play “Song: The Number 1” video to reinforce the concept of 1.
- Tell students that you are going to pass a tub of linking cubes around the room. Ask them to take one cube out of the tub and place it on the floor in front of them.
- Pass the tub of cubes around so every student has the opportunity to take one cube. While waiting for each student to take a cube, invite all to sing “This Old Man” or another number song. When every student has a cube, ask, How many cubes do you have? WGR: 1. Show me one cube. Students should hold up one cube.

Partner Practice

- Explain the activity. Show students the Just One booklet.

Today you will make your own book about the number 1. At your tables, you will find a Just One booklet for each of you. You will also find magazines, catalogs, scissors, and glue to share. You will look through the magazines to find pictures of just one object. When you find a picture of one object, such as one bike, one car, or one toy, you will cut it out.

- Provide time for students to find and cut out pictures of single objects from the magazines and catalogs.
- When all students have found and cut out at least one picture, ask them to check their partners' work and confirm that there is just one object in the picture. Once students are confident that their pictures represent the number 1, they may glue one picture to each page in their booklets. Students may use crayons to label their pictures if they wish.

While this activity may seem very basic, it ties together the three concepts that “one” is a counting word, that it means that there is one of something, and that one is symbolized by the numeral 1. That one object may include many parts (one bike, two wheels). Building on that, the words “two,” “three,” and so on are not just counting words, but mean that number of items and have their own numerical symbols. Additionally, this activity offers students the opportunity to strengthen small muscles while cutting and gluing.

Recap

- Ask students to share the objects from their Just One booklets.
- Award pocket points if most students were able to successfully find pictures of single objects.
- Review today's lesson by rereading the list that was generated at the beginning of the lesson.

What do we only have one of in the room?
• Tell students that if they did not have the chance to finish their Just One booklets, they will have the opportunity to complete them at the math lab tomorrow. They will also have the opportunity to create new Just One booklets if they wish.

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

Let’s Daydream

**TIMING GOAL:** 25 minutes

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

**Recommended Poetry Selection**

• “The Dream Keeper,” *The 20th Century Children’s Poetry Treasury*, page 31

**Introduce the Poem**

I’d like to read you a poem by Langston Hughes. He is writing about caring for someone.

• Read the poem in a gentle voice a couple of times so the calm imagery in it creates a quiet, caring atmosphere.

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

Write Away

**TIMING GOAL:** 20 minutes

**Prewriting**

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

*Today we have been talking about friends. You are going to write about something you like to do with your friends.*

*What is something you like to do with your friends?*
• Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write using the example below or other ways that you have seen your students write.

I think that I will write a sentence that says, “I like to dance.”

Let’s think about how kindergartners write. Some kindergartners write like this. Draw some scribble marks on the board or on chart paper. Say, I like to dance, as you scribble. Other kindergartners do this. Say your sentence again as you draw a line of loops.

Some kindergartners are ready to use more grown-up writing. We have been learning about things we can do if we don’t know how to write words the grown-up way.

• Review previously introduced emergent-writing strategies.

T-P-S: What are some things that I can do if I don’t know how to write some of the words in my sentence? Draw a picture, draw a line, and write sounds that I know.

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

I want to show you something else that you can do that will help you. I can draw lines to stand for all the words in my sentence before I start writing. Then I can go back and think about letter sounds that I know or draw pictures. Let me show you how I do that.

My sentence is, “I like to dance.” Count the words on your fingers as you say the sentence again. Then draw lines on the board to represent each word.

• To model writing your sentence, use the writing strategies that have been introduced.

Example:

I am ready to write my sentence. My sentence is, “I like to dance.”

– The first word is “I.” Point to the first line. I can draw a picture of myself. Draw a stick person.

– “I…like…” I don’t hear any sounds that I know, so I will just let the line stand for “like.”

– The next word is “to.” I hear /t/ like the tall tower. Write “t” on the third line.

– “I like to dance.” What sounds do you hear in “dance”? Write any letters to represent the sounds that students say, reinforcing the /d/ and /a/ that they have learned. If students say /s/, write an “s” even though it is not the correct letter in the conventional spelling of the word.

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

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

Writing

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

Sharing

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

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

Let’s Think About It

Theme-Learning Recap

- Review the learning focus of the day.

Today we talked about friends. Friends are people who like to play with one another. We have many friends in our classroom. If a new student were to join our classroom, we would introduce ourselves to him or her, and we would make a new friend!
• Prepare students to play a game with their partners.

Let's play together! How many classmates do we have in our class today?
Help students count as needed. Okay, we have (number in the class) friends.
Half of (number in the class) is _______. Let's stand with our partners.
Pause. Now we need (half the number of students) to move to this side of
the room. Let's count as each partnership moves to that side until we get
to (half the number). Count (1, 2, 3, 4, 5, 6, etc.) as you direct partnerships to
move to one side of the room. Now we have half on that side of the room.
The rest of you—the other half—can move with your partners to the
other side of the room. Pause as the remaining students move to the other
side of the room.

• Explain the game to students.

Are you ready for a challenge? It might be a little difficult, but it will
be a fun way to play with one another. The challenge is this: You must
crawl on your hands and knees with your partner to the other side of
the room—but wait! You and your partner must always be touching each
other while you crawl to the other side of the room. Do you think you
can work together to figure out how to do that? You don't have to do it
like everyone else. You can figure out how you and your partner want to
do it.

Teacher's Note: You might need to stagger the partnerships' attempts if you have a
small space.

• After students have accomplished the challenge, point out that there were several
ways that they figured out how to solve the same problem by working together—by
holding hands, by holding onto the leader's feet as the follower crawled behind,
with arms intertwined, by touching shoulders as they crawled side by side, etc.

When friends work and play together, they can be very creative as they
share their ideas!

• Recite “Friends” with students.

Let's say the “Friends” rhyme that we learned in Rhyme Time today.

Vocabulary Review

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

One of our new words today is “friend.” “Friends” are people who get
along and like to play together. T-P-S: When did we see, hear, or use the
word “friend” today?

Another word we learned is “introduce.” When we meet someone new,
we introduce ourselves to that person. T-P-S: When did we see, hear, or
use the word “introduce” today?
• Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

### Oral-Language Scoring Rubric

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

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

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student responds in an incomplete sentence. <strong>Mary and Lisa friends.</strong></td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. <em>We can say, Mary and Lisa are my friends.</em></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>I have friends.</strong></td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ______?</td>
<td>If the student is unable to add details, prompt with a question about the sentence. <em>Can you tell us more about who your friends are?</em></td>
</tr>
</tbody>
</table>

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

### Partner Challenge

- Review the Partner Challenge of the day.

  *We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to tell your partner where you would mark a Feelings Thermometer to show how happy you are when you get to spend time with your best friend.*

- Give students some time to review what they said about the Partner Challenge at snack time.
• Use the sharing sticks to select students and their partners to report to the class where they and their partners would mark a Feelings Thermometer to indicate how happy they would be to spend time with their best friends.

• Award pocket points to students when they report to the group where they would mark a Feelings Thermometer.

• Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills. Focus on his or her use of the Feelings Thermometer if applicable.

**Pocket Points for the Day**

• Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

• Pour the chips into the jar, and observe how close the total is to the reward line.

• Remind students about their reward.

**Home Link/Departure**

• Invite students to tell their partners one thing that they did or learned today at school.

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

• Distribute a theme-introduction letter to each student. Tell students they will find today’s Home Link show online when they click on the parrot.

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

• Use the parrot stamp to place an animal image on each student’s hand.
Day 2 | Ready, Set…

Focus

Friends don’t always agree, but they still care for one another.

Additional Materials Needed Today

Camera (optional) |
|---------------------------------|--------------------------------------------------------------------------------------------------|
| Gathering Circle                | Trade book: *It’s Mine!* (from unit 1, *Welcome to School*)  
Trade book: *Little Chick, Jamaica’s Find*, and *Jamaica Tag-Along* (from unit 2, *I Am Amazing! I Feel Fine!*  
Construction-paper strips, one per student  
Markers (or crayons)  
Stapler (or other means to attach the ends of the paper strips to make a chain) |
| Theme Exploration               | Joey and Alex puppets  
Theme vocabulary word cards for “agree” and “argument” or IWB access |
| Rhyme Time                      | KinderCorner 2nd Edition Plus Media and Software flash drive  
Joey puppet |
| STaR                            | Trade book: *My Best Friend* |
| 15-Minute Math                  | Number-Recognition Circle 1–5 (15-Minute Math Kit)  
Clothespin |
| Snack/Outside/Gross-Motor Play  | Pears, enough for each student to have a half |
| Stepping Stones                 | Key card for “t” or IWB access  
“Tt” Uppercase and Lowercase Letter Card  
Letter-Blending Cards (“m,” “a,” “t,” “s,” “d”) or IWB access  
KinderRoo puppet  
*t* picture cards or IWB access (teeth, ten, tent)  
Common /t/ objects (optional)  
Stepping Stones Partner Practice Booklets for unit 3  
Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)  
KinderCorner 2nd Edition Plus Media and Software flash drive  
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Math Mysteries</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chart paper</td>
<td></td>
</tr>
<tr>
<td>• Marker</td>
<td></td>
</tr>
<tr>
<td>• Two tubs of linking cubes. Make a</td>
<td></td>
</tr>
<tr>
<td>total of at least thirty pairs of</td>
<td></td>
</tr>
<tr>
<td>cubes by attaching two cubes together; leave some cubes as single cubes.</td>
<td></td>
</tr>
<tr>
<td>• My Two Book (appendix), one copy per</td>
<td></td>
</tr>
<tr>
<td>student, folded</td>
<td></td>
</tr>
<tr>
<td>• Crayons</td>
<td></td>
</tr>
</tbody>
</table>


| Write Away                             | No new materials |

| Let’s Think About It                   | Lively music for students to dance to |
|                                       | Concepts-of-print book: *Me too!* |
|                                       | Home Link animal hand stamp: monkey |

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Art Lab</th>
<th>Friends Mural</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Butcher paper (large sheet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Construction paper (variety of colors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Crayons, markers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Glue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paint (tempera)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paintbrushes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Scissors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Craft materials (yarn, string, sequins, buttons, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Construction-paper strips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stapler</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Lab</th>
<th>Number Posters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Large sheet of butcher paper with the number 1 written on it in large print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read and Recycle box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Scissors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Glue, paste, or tape</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 2

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Facilitate Learning

- Photograph students who are working together or otherwise showing friendly behavior throughout the week.

Available Activities

Classroom Library Lab

- Display *My Best Friend* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Me too!* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 1

Math Lab

- Same as day 1

Computer/Media Lab

- Same as day 1

Writing Lab

- Same as day 1
Other

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

**Observe Student Progress**

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

**Phonological Awareness: Rhyme Production**

*We’ve been talking about words that rhyme. Words that rhyme sound the same at the end. Do “jump” and “hop” rhyme? What about “clap” and “snap”?*

- Students must respond correctly to both questions to demonstrate mastery of the skill.

**Graphemes**

- This week you will check to see whether each student can produce the sounds and write the shapes for the letters “m” and “a.” As the students work together in their Stepping Stones Partner Practice Booklets, you will have many opportunities to collect this information.

**Beginning Reading**

- This week find out if your students can sound out the word “am.” You may observe students as they read the word in their Stepping Stones Partner Practice Booklets on day 5 or ask them to read the word at another time during the week.

- Observe your students to see if they can recognize their names in print. A good time to make this observation is during Greetings, Readings, & Writings when the students sign in.

**Emergent Writing**

- When you confer with a student about his or her writing during Learning Labs planning or a Write Away lesson, record the code for the highest stage that he or she exhibits (before coaching) on the weekly record form.
  - D – Drawing
  - S – Linear Scribble
  - LL – Letterlike Shapes
  - RL – Random Letters
  - AS1 – Initial Attempts at Approximated Spelling
  - AS2 – Early Approximated Spelling
  - AS3 – Intermediate Approximated Spelling
  - AS4 – Advanced Approximated Spelling
  - CS – Conventional Spelling
Math

- Arrange bear counters into random sets of one, two, and three. Ask students to show you which group of objects is a set of one and which is a set of two. During Math Mysteries, there are also many opportunities to ascertain whether students can identify sets of one and two.

- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.

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

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Gathering Circle

**Gathering Circle**

**TIMING GOAL:** 20 minutes

**Routine**

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

---

**Home Link Debrief**

- Invite children to share what they remember from last night’s Home Link show. Remind students about the videos that talked about friends.

  **T-P-S: What do you do to make new friends?**

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

---

**Active Instruction**

- Introduce the Getting Along Together lesson, qualities of a good friend.

  Display the books from previous units. **We are going to be learning about friends and reading some stories about friends.** Point out the books you have displayed, *It’s Mine!*, *Little Chick*, *Jamaica’s Find*, and *Jamaica Tag-Along*. Read the title of each, and give a one-sentence summary of each as it relates to friendship.
T-P-S: Which of these books did you like best? Why?

Let’s think about some of the friends in these books. Hold up It’s Mine!, and page through the book. T-P-S: What do these two friends like to do together? They like to do many things together such as swim in the pond, chase butterflies, and eat worms. T-P-S: Do you think they always like to do the same things? Why (or why not)?

Today we’re going to make a friendship chain. We’re going to write some of the things that make a person a good friend on our chain. Let’s think about things or qualities that make people good friends. Tell your partner something that makes one of your friends a good friend. Pause to allow students time to talk with their partners. Invite partnerships to share the qualities that they identified. Write the qualities they name on chart paper or on the board.

Partner Practice

• Distribute the paper strips, one per student. Invite students to write their names on the papers. Turn your paper over, and write down something you think is important about being a friend. You may write one of the things we wrote on the chart paper, or you may write something else that you think is an important quality in a friend. Remind students that they can use any of the writing strategies they’ve learned in Write Away.

• When all students have written something on their paper strips, read some of the qualities they wrote about good friends to the class. Have partners connect their strips. Then have partnerships connect theirs to those of other partnerships until all the strips are in one chain. Display the paper chain at a height at which students can look at it, and add to it as the week and the unit proceed. I will put the paper strips in the art lab so you may make more links to the friendship chain as you think of them.

Partner Challenge

• Explain the challenge.

We’re learning about friends and what makes someone a good friend. Today our Partner Challenge is to tell your partner what makes a person a good friend and why it’s an important quality in a friend.

• Provide a moment for students to talk with their partners about good qualities in a friend. Remind students that they will talk about the Partner Challenge with their partners during snack time and at other times throughout the day.

• Tell students you will give pocket points when you see them being good friends to one another today.
Theme Exploration

PARTNERSHIP QUESTION OF THE DAY

Are you the same as your friends?

T-P-S: We know that friends are people who like to play with one another. Do friends always like to do the same things? Think about the things you like and the things your friends like. Are you the same as your friends? Tell your partner.

Those are some good ideas. Our Daily Message is going to tell us more about friends.

DAILY MESSAGE

Sometimes friends don’t agree with one another.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - As you read and pronounce each word clearly, underline the first “s” of “sometimes” as you stress its sound.
  - Underline the “m”s of “sometimes” as you stress their sound.
  - Underline the “d” of “don’t” as you stress its sound.
  - Point out that we see the letter that looks like the apple in “agree,” but we will not underline it because it makes a different sound in this word.
  - Point to the period.

Yesterday our Daily Message ended with a question mark. That message asked a question. WGR: Does today’s Daily Message ask a question? No. RWE: This message tells. It does not ask. Today’s message ends with a period. The period tells us that the sentence is over.
Theme Learning

• Use the Alex and Joey puppets to act out the following scenario.

| As Alex: Boy, I am hungry! Are you hungry, Joey? |
| As Joey: I am starving! I have an idea—let’s order a pizza! |
| As Alex: That is a great idea. I love pepperoni pizza! |
| As Joey: Pepperoni? Yuck. Pepperoni is disgusting. I hate pepperoni. |
| As Alex: You’re wrong. Pepperoni is delicious, especially on pizza. Plain pizza is so boring. |
| As Joey: No, you’re wrong! Cheese pizza is much better than pepperoni pizza. |

• Prompt students to identify ways that Alex and Joey could solve their problem.

Alex and Joey are both hungry, and they both want pizza. They have a problem though. They can’t agree on which kind of pizza they should get. Alex and Joey disagree. How could they solve their problem? Possible answers include: they could order two pizzas; they could order a pizza with pepperoni on only one-half of the pizza; Joey could take the pepperonis off his slices of pizza. Those are some great ideas.

Sometimes friends don’t agree with one another. That is okay. We are all different, and we like different things. Sometimes we don’t like the same things as our friends, and then we might disagree. Disagreeing doesn’t mean that we aren’t friends; it just means that we have our own thoughts and opinions.

• Explain the content of the Daily Message.

For the next two weeks, we’re going to talk a lot about people that we care for and about people who care for and about us. Friends are people we care about. They are people we like to be with, work with, and play with.

Sometimes, however, we don’t get along, or agree, with our friends. We might have arguments. That doesn’t mean we aren’t friends anymore. It just means we think differently. We sometimes disagree.

Do you remember when we said that each of us is special and unique? Well, being unique means that we each have something about us that no one else has. We are all different from one another. But people who are different from one another can still like one another. They might disagree about something sometimes. That’s okay. We need to learn how to settle our arguments so no one gets hurt. We can use active listening to do that.
• Play the digital dictionary videos for “agree” and “argument.”

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

Our new words for the day are “agree” and “argument.”

When two people agree about something, it means that they feel the same way. I can make a sentence with the word “agree.”

I agree with my friends about a lot of things.

When two people do not agree, sometimes they argue, or fight. They might get into an argument about who is correct. I can make a sentence with the word “argument.”

Alex and Joey had an argument about the tastiest kind of pizza.

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

Rhyme Time

TIMING GOAL: 5 minutes

Say the Rhyme

• Have students recite “Friends.” Encourage them to do the physical motions that accompany the rhyme.

• Read the words (see day 1), or play the video.

Develop Phonemic Awareness—Auditory Sound Blending

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

  /p-l-ay/  play  /sh-are/  share  /h-el-p/  help

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

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

• Review the title, author, and illustrator.

  We read this story yesterday. Do you remember the title? My Best Friend.

  WGR: The author is Pat Hutchins. What does the author do? The author thinks of the story, writes the words.

  WGR: The illustrator is Pat Hutchins. What does the illustrator do? The illustrator paints, draws, creates the pictures.

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

  We learned some new words in our story yesterday. The first word was “glad.” What does “glad” mean? Happy.

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

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

• Repeat this process with the word “shoelaces.” The word “shoelaces” means the long strings on shoes that you tie to keep your shoes on your feet.

Story Retell

• Explain to students that they will act out the story with their partners. Today when I read this story, you and your partner will be the best friends and do the things they do.

• Assign roles to members of partnerships. Partner A is the narrator, and Partner B is the best friend who comes to visit.

• Have partnerships spread out so they have enough room to act out the story without crowding one another.

• Read the story, pausing as needed to allow students to act out what’s happening on each page.

• If time and students’ interest allow, have partners to reverse roles, and read the story again.

• Close the activity by having students tell their partners what they would do if their best friends were spending the night with them.

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

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

Dramatic Play Lab | Sleepover

Description:
- The dramatic play area will continue to be a house where a sleepover is taking place.

When You Tour:
- Remind students that the dramatic play lab is a sleepover today. Invite some of the students who played in the lab yesterday to share what they did at the sleepover.
- Ask what kinds of things could be added to the lab today (pizza, hot dogs, popcorn, DVDs, games, etc.). What objects from the Wonder Box or other labs could be used to make those things?

Blocks Lab | Build It!

Description:
- Students will continue to build things with blocks.

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

Facilitate Learning:
- Encourage students to work together to make structures with the blocks. When differences of opinion about what to do arise, engage students in conversation about how to solve the problem. Reinforce theme-related vocabulary when talking with students.
Examples:
- What happens when you and your friends have trouble sharing the blocks?
- What can you do if you don’t agree on what to build?

Art Lab | Friends Mural

Description:
- Students will create a mural of themselves with their friends in the classroom.

Purpose:
- This lab provides the opportunity for students to express their ideas about friendship through art.

When You Tour:
- Point out the large sheet of butcher paper (that you have hung on a wall or laid on a table or the floor) that all students may decorate with the available materials.
- Tell students that they may use these materials and others of their choice throughout the week to create a mural of themselves with their friends in the classroom.
- Explain that a mural is a very big picture that is often painted on a wall.

Facilitate Learning:
- Ask students to tell you about their friends in the classroom and about the activities they like to do with them. As students are working on the picture, ask them to tell you about their art.
- Tell students the materials are available for making additional links for the friendship chain that was started in Gathering Circle today.

Examples:
- Tell me about the person you are drawing (painting).
- What are you and your friend doing in this picture?
- How do you feel when you’re with your friends?
- How did you make the red construction paper into that shape?
**Classroom Library Lab | Free Reading**

Description:
- Students will continue to explore books independently or with a friend.

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

**Literacy Lab | Play School**

Description:
- Students will continue to use materials commonly found in classrooms to play school.

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

**Math Lab | Number Posters**

Description:
- Students will create a collaborative poster demonstrating sets of one object.

Purpose:
- This lab provides students with an opportunity to reinforce the concept of 1 and to practice making sets of 1.

When You Tour:
- Point out the large sheet of butcher paper (that you have hung on a wall or laid on a table or the floor) with the number 1 written on it. Tell students that they will help to make a class picture of 1.
- Tell students that they will use the materials in the Read and Recycle box to find pictures of 1 (e.g., one child, one bicycle, one hat). They will cut out their pictures of 1 and glue or paste them to the number 1 poster.

Facilitate Learning:
- Ask students questions to reinforce the concept of the number 1.

Examples:
- **Why did you choose to cut out this picture?**
- **How many** (cats, balls, etc.) **are in this picture?**
- **What else comes in a set of 1?** Do you think you might be able to find a picture of that object?
Computer/Media Lab | Free Exploration

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

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

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

Sand/Water Lab | Free Exploration

Description:
• Students will continue to explore the properties of sand and water.

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

Science Lab | Are They Friends?

Description:
• Students will continue to place magnets on various items to determine whether they are magnetic.

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

Writing Lab | Friendly Notes

Description:
• Students will continue to write friendly notes and send them to their classmates.

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

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Number-Recognition Circle 1–5

- Ask students if they notice anything new on the 15-Minute Math board. A circle with numbers and dots. Agree and say, This is our Number-Recognition Circle.
- Clip the clothespin to the section with the number 1 in it. Say, Yesterday we learned about the number 1. I’ve placed a clothespin on the number-1 section of the circle. Point to the number 1, and say, This is the number 1. There is one dot in this section of the circle. Everyone clap one time. Students clap once. Hold up one finger. Point to the number, and ask, What number is this? The number 1. How many dots are there? 1.

This activity will help students begin to develop number concepts such as counting skills and number recognition.

Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.
TIMING GOAL: 30 minutes

Snack

- Place a whole pear at every other place.

- **What could you do to make sure that everyone has a snack?** *Cut the pear in half.* Cut the pears in half, and distribute them to students who did not have a pear at their places. **Talk with students about how sharing helps us to be friends.**
  
  WGR: **What do you notice about the words “share” and “pear?”** *They rhyme.*
  
  T-P-S: **How would you feel if someone gave you half of his or her pear?**
  
  T-P-S: **How would you feel if no one gave you half of a pear?** Encourage students to indicate where they would mark a Feelings Thermometer to show the strength of their feelings in response to these questions.

  Talk with students about the taste, color, texture, and smell of the pears.

- Review the Partner Challenge of the day.

  **Today our Partner Challenge is to tell your partner what makes a person a good friend and why it’s an important quality in a friend.**

  Use Think-Pair-Share to have students answer questions to review the parts of active listening that will help them with the Partner Challenge if needed.

Outside/Gross-Motor Play

Students may wish to play the game *Today We Met Some Friends* again.

Note which students kick, roll, and throw balls in the intended direction and the ones who can catch a ball or beanbag. Invite students to play ball with you during these two weeks.

As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for *Stepping Stones.*
Stepping Stones

TIMING GOAL: 30 minutes

Beginning Phonics: /t/ – a bounced sound

Review

• Have students name each mnemonic picture as you point to it on the wall frieze.
• Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
• Show the Animated Alphabet section for /d/.

Introduce the New Sound

Silly Sentence

• Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
• Say the alliterative phrase two or three times, emphasizing the /t/ sound at the beginning of each word by softly bouncing it.
  
  **Tap the tall tower.**

• Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “tap,” “tall,” and “tower”?**
• Explain that /t/ is a bounced sound. When we say it, we want to be careful to say it softly and quickly, like the motion of a bouncing ball. We have to be careful not to say /tuh/.
• Use My Turn, Your Turn to have students repeat each of the words that begin with /t/, softly bouncing the /t/ sound at the beginning of each word.
  
  **Let’s practice that sound.**

<table>
<thead>
<tr>
<th>Teacher: /t/ ap</th>
<th>Students: /t/ ap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: /t/ all</td>
<td>Students: /t/ all</td>
</tr>
<tr>
<td>Teacher: /t/ ower</td>
<td>Students: /t/ ower</td>
</tr>
</tbody>
</table>

Mnemonic Picture

• Show the picture side of the key card for “t.” Explain that the picture we have to help us remember the sound /t/ is a tower.

  **Let’s watch our funny cartoon about /t/. It will help us to remember the sound.**

• Play the Animated Alphabet segment for /t/. Point out how the bird makes the /t/ sound as it taps the tower.
People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /t/. Explain that KinderRoo has brought some pictures and objects that begin with /t/. Say the name of each picture or object as you present it, and emphasize the /t/ sound.

  - teeth
  - ten
  - tent

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of ________?** as they name each one.

Making the Sound

- Ask students to think about what is happening in their mouths as they make the /t/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - Is your mouth open or closed when you make the sound?
  - What is your tongue doing when you make the sound?
  - Gently touch your throat. Can you feel a vibration when you make the sound?

Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.

  How are the two letter shapes the same? How are they different?

**Partner Practice**

Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to the inside front cover. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write his or her initials in the box at the bottom of Peanut Butter’s page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write his or her initials in the box at the bottom of Jelly’s page.
Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /m/, /a/, and /d/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “mad.” Repeat with the word “sat.”

  We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.

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

- Show the Sound and the Furry video segment.

  Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!

- Have students work with their partners, using Stretch and Read, to read the words from their Partner Practice Booklets.

- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.

Forming the Letter

Introduce the shape of /t/.

- Explain that now you will show students how to write the letter that makes the /t/ sound. Trace the letter with your finger as you say the letter-writing cue “Go down the tower, lift and cross.” Ask students to say the cue with you two or three times as you trace the letter again.

- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

  Example:

  What picture does this letter look like? The tower. Yes, this letter looks like a tall tower.

Write /t/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the tower. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.
• Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /t/ several times, reciting the cue with them each time.

• Ask students to examine their partners’ letters for the /t/ and circle the best one. Encourage them to tell their partners why they think it’s the best.

• Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  
  – /d/ Left around his back, then head to toe.
  
  – /s/ Left around, right around, from head to tail.

• Include other review letters as needed by your students.

Stretch and Count/Stretch and Spell

• Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.

  mat

  it

• Collect the Partner Practice Booklets.

Emergent Reading

Story Review

• Distribute a book to each student.

• Briefly review the concepts-of-print book *Me too!*

  Yesterday we read this story about things that the kinderfriends like to do. Skky tells things that she likes to do. When Ben agrees with her, he says, “Me too!” Ben also tells things that he likes to do, and when Skky agrees with him, she also says, “Me too!” They both like to do the same things, so there are no arguments between these friends!

• Review the focus skills.

  Today you will read the story with your partner. When you read this story, remember to read with a lot of expression when you see the exclamation marks. Also, point to each word as you read it to make sure that you say the same number of words that you see.

  Refer to the sight word “me” on the word wall. We will see this word in our story. Do you remember what it says?

• Lead the class through a quick choral reading of the story.
Partner Reading

- Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.

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

Math Mysteries

Show What You Know

- Ask students to count to 10 with you. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Ask if any students would like to count to 10 on their own, and invite them to do so for the class. Throughout the unit, note who is able to do so.
- Award pocket points if several students are able to successfully count to 10 on their own.

Rote counting, the ability to recite the number names in sequence, precedes an understanding of rational counting. Students begin to understand that there is a set of fixed number names, said in a set order, that are matched one-to-one with objects, and that the “how many” of a group of objects or things is the last number name that is said.

- Ask students to sit in a circle with their partners.

T-P-S: Think about what we did yesterday. What do you remember about the number 1?

RWE: We talked about the number 1 yesterday, and we made a list of all the things we know about the number 1. You counted one cube, and you made a Just One booklet. I know you’ll be able to recognize when there is only one of something. Let’s practice writing the number 1 in the air.

Active Instruction

- Write the numeral 2 in the middle of a piece of chart paper. Use Think-Pair-Share to have students share what they know about the number 2. Create a list of their responses.

Today we’re going to learn about the number 2. What do you know about the number 2? Possible responses include: My sister is two years old; I have two eyes.

- Read students’ lists of ideas about the number 2 aloud.
- Invite students to look around the room to see if they can see the number 2. Select a few students to point out where they found the number 2. Possible answers include: on the clock, on the calendar, etc.
- T-P-S: Ask students what the number 2 looks like.
DAY 2 | Unit 3: Those Nearest & Dearest

- Invite students to draw a number 2 in the air. Model how to draw the numeral in the air—backward if you are facing them.

  Let’s draw the number 2 in the air. Start at a high spot, come up a little higher and down around to the left, and stop. Then, go straight across to the right.

- Draw a large number 2 on the chart paper or writing board.

- Invite students to practice writing the number 2 in the air, on each other’s backs, and on the rug.

- Tell students that you are going to pass a tub of linking cubes around the room. Ask them to take two cubes out of the tub and place them on the floor in front of them.

  I’m going to pass around the containers of linking cubes. Some of the cubes are linked together with another cube so there are two together, and the rest of the cubes are just single ones. Please take two cubes—two cubes linked together—and place the two cubes in front of you.

While students are waiting for the tubs to be passed around, sing some number songs. When every student has two cubes, ask, How many cubes do you have? WGR: Two. Show me two cubes. Students should hold up the two cubes that they took from the tub.

- Invite students to return their cubes to the tub. T-P-S: How many cubes did you put into the tub? How do you know?

Partner Practice

- Explain the activity. Show students the My Two Book.

  Today you will make a book about the number 2. Open the book to the first page, and say, On each page, you will draw two things. Think of the things that come in twos. You might draw two mittens, or you might draw two shoes. Draw whatever you like, but only draw two things on each page. When you are finished drawing, trace the numeral 2 on each page.

- Encourage students to share their ideas about things that come in twos with their partners before they begin to draw.

- Provide time for students to work on their books.

Recap

- Invite students to share a set of two that they drew in their books.

- Award pocket points if most students are able to successfully draw and describe a set of two objects.

- Use Think-Pair-Share to review today’s lesson by asking, Where can you find the number 2 in the room? T-P-S: What do we have only two of in the room?

- Show the “Salty & Pierre: Swan Lake” video.
• Tell students that if they did not have the chance to finish their My Two Books, they will have the opportunity to complete them at the math lab tomorrow. They will also have the opportunity to create new booklets if they wish.

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

Let’s Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

• “Tired Tim,” *The 20th Century Children’s Poetry Treasury*, page 35

Introduce the Poem

Today I’d like to read a silly poem. It’s a silly poem, but maybe you feel like poor Tired Tim too!

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

Write Away

TIMING GOAL: 20 minutes

Prewriting

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

Today we’ve been talking about how friends care for one another even when they don’t agree. You are going to write about a time when you disagreed with a friend.

When is a time that you disagreed with a friend?
• Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

  I think that I will write a sentence that says, “I wanted to paint, but Matt wanted to read.”

• Review previously introduced emergent-writing strategies.

  T-P-S: What are some things that I can do if I don’t know how to write some of the words in my sentence? Draw a picture, draw a line, and write sounds that I know.

  I will use these things to write my sentence. You can use them when you write your sentence too. First I will draw lines to represent each word again, like I showed you yesterday.

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

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

Example:

  I am ready to write my sentence. My sentence is, “I wanted to paint, but Matt wanted to read.”
  – The first word is “I.” Draw a stick figure of yourself.
  – The next word is “wanted.” Point to the second line. This line can stand for “wanted.”
  – “I wanted to….” Point to the third line. This line can stand for “to.”
  – “Paint.” Point to the fourth line. I will draw a paintbrush for “paint.”
  – The next word is “but.” Point to the fifth line. This line will mean “but.”
  – “Matt.” Do you hear some sounds that you know in the word “Matt”? Write any letters that students suggest.
  – “I wanted to paint, but Matt wanted….” This line can be “wanted.”
  – “Wanted to…” We just learned a sound in this word today! What sound did we learn? Write any letters that students suggest.
  – The last word is “read.” I will draw a book for “read.”

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.
DAY 2 | Unit 3: Those Nearest & Dearest

- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

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

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

**Let’s Think About It**

**Theme-Learning Recap**
- Review the learning focus of the day.

  **Today we talked about friends having arguments.** Sometimes when friends argue, it is because they do not agree about things. You might have an argument with a friend if you have trouble agreeing on which Learning Lab to visit or which game to play during outside time.

  **Friends work together to solve their arguments and find a solution they can both agree on.**

- Introduce the cooperative game Musical Hugs.

  **We know that when two people argue, it does not mean that they aren’t friends anymore.** When friends fight, they make up. Sometimes when friends make up from an argument, they give one another a hug to show that they care. **Today we are going to play a game called Musical Hugs.**

- Ask students to spread out around the room and dance or move to lively music. Stop the music. When you do so, they should find someone to hug.
- When the music begins again, they should dance with the partners that they hugged.
- When you stop the music again, the partners should join two other partners, forming a foursome, and they should have a group hug.
- These foursomes should dance or move together as the music continues to play.
- When it stops, each foursome should join another foursome, and the eight should share a group hug.
- Play until the entire class has joined into one big hug!
• Repeat the game as time allows.

• Reinforce why it is important for students to learn about feelings and friendship.

You are learning some good ways to be in charge of your feelings so you don’t hurt people. Using the active-listening skills we’ve been learning, the active-listening posture, and Say-It-Back helps us to better understand one another so we don’t hurt one another. You should be very, very proud of yourselves. It shows how much you’re growing up. Some grown-ups never learn how to be in charge of their feelings in a grown-up way, and they have terrible temper tantrums and hurt others.

Vocabulary Review

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

One of our new words today is “agree.” When you agree with someone, you both feel the same way about something. T-P-S: When did we see, hear, or use the word “agree” today?

Another word we learned is “argument.” When two people are fighting or arguing, we say that they are having an argument. T-P-S: When did we see, hear, or use the word “argument” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>
• Use the suggestions below to help foster oral-language development.

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Agree you.</strong></td>
</tr>
</tbody>
</table>
| The student responds in a complete, but not very elaborate, sentence. **We agree.** | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________? | If the student is unable to add details, prompt with a question about the sentence. *Can you tell us more about whom you agree with?*

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

**Partner Challenge**

• Review the Partner Challenge of the day.

  **We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Today our Partner Challenge is to tell your partner what makes a person a good friend and why it’s an important quality in a friend.**

• Use the sharing sticks to select students and their partners to name qualities of a good friend.

• Award pocket point as students name qualities in a good friend.

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

**Pocket Points for the Day**

• Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

• Pour the chips into the jar, and observe how close the total is to the reward line.

• Remind students about their reward.

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**Theme Vocabulary:**

*agree, argument*
Home Link/Departure

- Invite students to tell their partners one thing that they did or learned at school today.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the monkey for today’s show.
- Read & Respond: Distribute the *Me too!* books. **You get to bring these books home with you today!** Share *Me too!* or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.
- Use the monkey stamp to place an animal image on each student’s hand.
Day 3 | Ready, Set…

Focus

Friends help one another and work together.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
</tbody>
</table>
| **Gathering Circle** | - Friendship chain from day 2  
- Drawing paper  
- Markers |
| **Theme Exploration** | - Joey puppet  
- Trade book: *My Best Friend*  
- Theme vocabulary word card for “cooperate” or IWB access |
| **Rhyme Time** | - KinderCorner 2nd Edition Plus Media and Software flash drive  
- Joey puppet |
| **STaR** | - Trade book: *The Little Red Hen* |
| **15-Minute Math** | - No new materials |
| **Snack/Outside/Gross-Motor Play** | - Oranges cut into quarters, enough for each student to have one half |
| **Stepping Stones** | - Key card for “i” or IWB access  
- “ii” Uppercase and Lowercase Letter Card  
- Letter-Blending cards (“i,” “t,” “m,” “a”) or IWB access  
- KinderRoo puppet  
- /i/ picture cards or IWB access (insect, inside, invitation)  
- Common /i/ objects (optional)  
- Stepping Stones Partner Practice Booklets for unit 3  
- Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)  
- KinderCorner 2nd Edition Plus Media and Software flash drive  
- Word card for “a”  
- Concepts-of-print book (student copies): *Taking a Trip* |
| **Math Mysteries** | - Chart paper (one sheet)  
- Marker  
- Small plastic bags with six to eight bear counters in each, one bag per pair  
- Paper, one piece per student  
- Sticky dots, three per student  
- Crayons |
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s Daydream</td>
<td>- “If a Bad Dream Comes True,” <em>The 20th Century Children’s Poetry Treasury</em>, page 85</td>
</tr>
<tr>
<td>Write Away</td>
<td>- No new materials</td>
</tr>
<tr>
<td>Let’s Think About It</td>
<td>- No new materials</td>
</tr>
<tr>
<td></td>
<td>- Home Link animal hand stamp: koala</td>
</tr>
</tbody>
</table>

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Lab</th>
<th>Materials Needed</th>
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</thead>
<tbody>
<tr>
<td>**Blocks Lab</td>
<td>Building Project**</td>
</tr>
<tr>
<td></td>
<td>- Paper, pencil</td>
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<tr>
<td>**Writing Lab</td>
<td>Bread Recipe**</td>
</tr>
<tr>
<td></td>
<td>- Cookbooks</td>
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<tr>
<td></td>
<td>- Blank index cards</td>
</tr>
<tr>
<td></td>
<td>- Old recipe cards</td>
</tr>
<tr>
<td>**Math Lab</td>
<td>Number Posters**</td>
</tr>
<tr>
<td></td>
<td>- The number 1 poster from previous day</td>
</tr>
<tr>
<td></td>
<td>- Large sheet of butcher paper with the number 2 written on it in large print</td>
</tr>
<tr>
<td></td>
<td>- Read and Recycle box</td>
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<tr>
<td></td>
<td>- Scissors</td>
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<td>- Glue, paste, or tape</td>
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</table>
Day 3

Day 3 | Unit 3: Those Nearest & Dearest

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab
- Same as day 2

Literacy Lab
- Add the key card for “t” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /t/.

Math Lab
- Students may complete their My Two Books from yesterday’s Math Mysteries.

Computer/Media Lab
- Same as day 2

Writing Lab
- Same as day 2

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

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

**Routine**

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

**Home Link Debrief**

- Invite children to share what they remember from last night’s Home Link show.
  
  **T-P-S:** What did you find that begins with the letter “t” in your house?

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

**Active Instruction**

- Review the qualities of a good friend.

  Display the friendship chain from yesterday’s Gathering Circle. Comment on the length of the chain, naming some of the qualities that make someone a friend.

  **T-P-S:** What are some of the things we wrote on our friendship chain that tell us what a friend is? As students share the qualities of friends, write those that weren’t mentioned previously on strips of paper to add to the chain.

  **Today you will work with the friends in your group to show the qualities of a good friend. I will tell you something that makes a person a good friend, and you will show what that looks like.**

  Invite the Cool Kid to help you demonstrate. Quietly tell the Cool Kid the two of you are going to show what sharing (or another quality from the friendship chain) looks like. Quickly talk about how you could show what sharing looks like by using markers and paper. Place several markers or other writing implements and some paper in front of you. Have the Cool Kid come stand next to you. Say something such as, “There are markers and paper here for drawing. Let’s draw.” “(Name of the Cool Kid), what can we do with the paper and markers so we can both draw?” When the Cool Kid responds, “We can share them,” ask him or her to show how to divide them so you can both use the materials. A good friend shares. That is a quality that shows someone is a good friend. Now you are going to work in groups to show what the other qualities of a good friend look like.
Partner Practice

- Place students in groups of four to six by combining partnerships. Tell each group which quality they will show. Choose several qualities of a friend that are easy to demonstrate such as a good friend plays with you, a good friend likes you, a good friend helps you, etc. Allow time for students to talk about the quality and how they will show what it looks like. Circulate among the groups, offering assistance as needed. Be available to help students determine what props, if any, they’ll need.

- Use the Zero Noise Signal to get students’ attention. Invite each group to show what the quality of a friend they have looks like. Invite the rest of the class to guess what they are showing.

- When all groups have finished, congratulate them for using the qualities of a good friend as they worked together.

Partner Challenge

- Explain the challenge.

  Good friends use active-listening skills when they talk to one another to show that they care about what their friend is telling them. For our Partner Challenge today, you and your partner will use Say-It-Back when each of you tells the other about being a good friend. That way you show your partner that you hear and understand what he or she tells you.

- Tell students you will give pocket points when you see them being good friends to one another today.

Theme Exploration

Partnership Question of the Day

Sometimes we do not agree with our friends. We might even get into arguments. We know that even though we argue, we are still friends. What are some ways to settle an argument so no one gets hurt? Possible responses include: We can use active listening, or we can use Say-It-Back.

Those are some good ideas. Today we are going to continue learning about friendships and what it means to be a good friend. Let’s see what our Daily Message says.
**Daily Message**

Friends help one another and work together.

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

- Reinforce literacy objectives by pointing out the following:
  - Invite Joey to read the Daily Message with you. Have Joey read the words in the sentence backwards (from right to left). That doesn’t sound like my sentence, Joey. Show me how you read this sentence. Have Joey read the sentence from right to left again, pointing to each word as he reads it. Tell Joey that he did a good job reading the words, but he got a little mixed up about their order. Reinforce that when we read, we read from left to right. Read the sentence from left to right, pointing to each word.
  - What word did you hear that begins with /t/, like the sound that begins the words “tall” and “tower”? Together. Yes. “Together” begins with /t/. Point to the “t” that begins “together,” and underline it. There is the /t/ for the beginning of the word “together.”

**Theme Learning**

- Explain the content of the Daily Message.
  
  Let’s talk about what our message means. Our message tells us more about how friends act toward one another. Our message tells us that friends help one another and work together.

- Use the book *My Best Friend* to reinforce the concept of helping a friend. Read pages 19–26 aloud.
  
  In this story, the little girl’s best friend is scared of a monster. The girl shows her friend that there is no monster by closing the window. When she closes the window, she helps her friend to not be scared.

- Use Think-Pair-Share to have students think about ways that friends help one another.
  
  We help one another and work together every day in our classroom. You probably help people outside of school too. Think about how you help your friends in school and out of school. Then pair with your partner, and share your ideas. Possible responses include: helping with snack, working together in the labs, and playing games together. As students share, create a list of their ideas on the chart paper.

- Read students’ list of ideas aloud, stating each in a complete sentence.
  
  When we are working together in our classroom, we are cooperating with one another. There are many ways we can work together and help one another in our classroom. As we spend the day together today, think about how you can cooperate with your friends in the class.
• Play the digital dictionary video for “cooperate.”
• Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

Our new word for the day is “cooperate.”

When people cooperate, it means that they work together without arguing. I can make a sentence with the word “cooperate.”

Friends cooperate with one another.

Rhyme Time

Say the Rhyme

• Have students recite “Friends.” Encourage them to do the physical motions that accompany the rhyme.
• Read the words (see day 1), or play the video

Develop Phonemic Awareness—Auditory Sound Segmentation

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Joey Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>/p-l-ay/</td>
</tr>
<tr>
<td>share</td>
<td>/sh-are/</td>
</tr>
<tr>
<td>help</td>
<td>/h-et-p/</td>
</tr>
</tbody>
</table>

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

Sing the song “Let’s Read Together” with students.
The Little Red Hen
Retold by Carol Ottolenghi
Illustrated by Reggie Holladay

This is the traditional folktale of Little Red Hen and her three friends, the dog, the pig, and the cow, who find a few grains of wheat. Only Little Red Hen, however, works to turn the grains of wheat into delicious baked bread. Throughout the process, Little Red Hen asks her friends to help her, but each time, they decline until it comes time to eat the bread. To the friends’ dismay, Little Red Hen eats the bread all by herself.

Interactive Story Reading

Before Reading

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

Today we’re going to read a very old story called a folktale. A folktale is a story that has been told to children for many, many years, and each time it is told, it changes a bit.

A folktale usually teaches a lesson. Today’s folktale is about friends needing to help one another. When we read this folktale, we will find out if the friends in this story help one another and work together.

The name of this story is The Little Red Hen. WGR: What do we call the name of a story? The title. Point to the word “retold” on the cover, and explain that many different authors have written this story in different ways. The person who wrote The Little Red Hen for this book used her own way of telling it, so we say it is retold by Carol Ottolenghi. The illustrator is Reggie Holladay. WGR: What does the illustrator of a book do? Makes the pictures.

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

The title of the story is The Little Red Hen. WGR: What animal do you see on the cover? A hen. WGR: What color is the hen? Red. This must be the Little Red Hen that the story will be about. There are three other important characters in this story. Open the book to page 2. Let’s look at the first page for clues. T-P-S: Who do you think the other characters are in this story? A dog, pig, and cow. WGR: Where do you think these characters live? T-P-S: What ideas do you have about the story when you see these characters and a farm?
• Introduce the story vocabulary words.

In this story, we will hear some new words. One word we will hear many times in this story is “grain.” A grain is a seed that is used to grow food. In this story, the grain is used to grow more grain to make flour for some scrumptious bread. “Scrumptious” is a new word that tells us something tastes delicious.

• Introduce the good-reader skill for today.

To help them guess what might happen next, good readers think about what has already happened in the story. As I read the story today, think about what has happened so far. We will stop a few times and guess what we think will happen next.

During Reading

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

  – Page 12: The Little Red Hen asks her friends to help her cut and thresh the wheat she grew. The word “thresh” means to separate the grains from the rest of the plant. T-P-S: Did her friends help her with this work? Why?
  – Page 18: Read the first sentence on page 18. The Little Red Hen asks her friends to help her take the grain to the mill. T-P-S: What do you think will happen next? Why?
  – Page 22: T-P-S: The Little Red Hen gets very tired pushing the wheelbarrow all the way to the mill and back to the farm by herself. T-P-S: Why doesn’t she stop? She thinks about how scrumptious the bread she is going to make with the flour will taste. I heard our new word “scrumptious.” WGR: The Little Red Hen thinks the bread will taste scrumptious. How will it taste? Delicious.
  – Page 24: Pause after reading the three animals’ responses about not helping to bake the bread. The Little Red Hen’s friends won’t help her bake the bread. T-P-S: What do you think she will do? Why?
  – Page 28: T-P-S: Why do you think the Little Red Hen tells her friends they won’t help her eat the bread?

After Reading

• Let’s try to remember all the things that the Little Red Hen had to do to turn the wheat seeds into bread. Review the illustrations in the book as students help you identify the sequence of events and, at the same time, review the vocabulary. Ask students to simulate the actions of the Little Red Hen as they identify each task. Page 6: plant the grain; page 14: thresh the wheat; page 18: take grain to the mill; and page 26: bake the bread.
• Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

At the end of the story, the Little Red Hen eats the loaf of bread all by herself. When I think about this, I remember the new word “scrumptious.” Let’s make a sentence using the word “scrumptious.”

T-P-S: Talk to your partner about ideas that you have for our sentence.

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

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

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**Learning Labs**

**Routine**

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

**Dramatic Play Lab | Sleepover**

Description:

• The dramatic play area will continue to be a house where a sleepover is taking place.

When You Tour:

• Remind students that the lab is open today.
**Blocks Lab | Building Project**

Description:
- Students will work together to plan and build something with blocks.

Purpose:
- This lab will help students to develop motor skills, hand-eye coordination, spatial skills, creative problem-solving skills, social skills, and language skills.

When You Tour:
- Explain that students will work together to plan and build something with blocks.
- Suggest that students draw a picture of what they want to build before they build it.

Facilitate Learning:
- Ask questions, or make comments, that will reinforce thematic concepts such as friends work together, and friends don’t always agree, but still care for one another.

Examples:
- Why do we take turns?
- What should we do if we don’t agree about how to build?
- What would happen if we both tried to add blocks at the same time?
- How could several of you work together to make a large structure?
- What could you talk about with your friends before you build and while you are building so you’ll each know what to do to make the building?

**Art Lab | Friends Mural**

Description:
- Students will continue to create a mural of themselves with their friends in the classroom.

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

**Classroom Library Lab | Free Reading**

Description:
- Students will continue to explore books independently or with a friend.

When You Tour:
- Remind students that the lab is open today.
**Literacy Lab | Play School**

Description:
- Students will continue to use materials commonly found in classrooms to play school.

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

**Math Lab | Number Posters**

Description:
- Students will continue to find pictures of one object and add them to the numeral 1 poster. Students may also begin finding pictures of two objects and adding them to the numeral 2 poster.

When You Tour:
- Remind students that the lab is open today.
- Point out that you have added a large sheet of paper with the numeral 2 on it. Tell students that they will help to make a class picture of 2.

**Computer/Media Lab | Free Exploration**

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

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

**Sand/Water Lab | Free Exploration**

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

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

**Science Lab | Are They Friends?**

Description:
- Students will continue to place magnets on various items to determine whether they are magnetic.
When You Tour:

- Remind students that the lab is open today.

**Writing Lab | Bread Recipe**

**Description:**

- Students will use recipe cards to write a bread-making recipe.

**Purpose:**

- This lab provides students with an opportunity to practice writing and sequencing skills.

When You Tour:

- Point out the recipe cards, cookbooks, and blank index cards.

- Ask students if they have ever watched someone cook using a recipe. Say, *A recipe tells what steps to follow to make something, what ingredients to use, how much of those ingredients to use, how to blend the ingredients together, and how to cook the whole thing. You can look at the cookbooks and recipe cards to see what a recipe looks like. You may use these cards to write your own bread-making recipe.*

Facilitate Learning:

- Ask students to think about what goes into bread. Ask them to think about the book *The Little Red Hen*.

**Examples:**

- What did the Little Red Hen use in her bread?
- How much flour do you think she used?
- What else did she put in it?

You might suggest that students look at the illustrations in the book to see what else the Little Red Hen used in her bread recipe. As with all writing activities, students should be encouraged to draw and write numbers, letters, squiggles, etc. to convey their information. Encourage them to read their recipes to you. An appropriate comment that you might make would be “Oh! I see /m/ there. Is that for mmmilk?”

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

TIMING GOAL: 15 minutes

- Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Number-Recognition Circle 1–5

- Point to the Number-Recognition Circle, and ask students which number is in the section that the clothespin is clipped to. 1. Agree and say, **This is the number 1. There is one dot in this section. Stomp your feet one time.** After students have responded, ask them to clap one time. Then ask them to use a finger to draw the number 1 in the air.

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

Snack • Outside • Gross-Motor Motor Play

TIMING GOAL: 30 minutes

Snack

- Use the snack to reinforce thematic concepts.
- Place one orange cut into quarters at every other place.

WGR: **What can we do to make sure that everyone has two pieces of an orange?** *Share.* Talk with students about sharing and friendship.

You might ask, “How would you feel if a friend gave you some of his orange?” “How would you feel if your friend had an orange and you had none, and she didn’t share with you?” “What can you do if you have one orange and two friends both want to eat it?”

- Review the Partner Challenge of the day.
For our Partner Challenge today, you and your partner will use Say-It-Back when each of you tells the other about being a good friend. This will help you to be a better listener when your partner talks to you. Use Think-Pair-Share to review Say-It-Back.

Talk with your partner about being a good friend. What does it mean to be a good friend? What qualities does a good friend have? Allow time for students to talk with their partners about being a good friend. Remind them to use the active-listening skill Say-It-Back if necessary.

When we get together later today, you will be able to tell us what your partner said because you were listening carefully and using Say-It-Back.

Outside/Gross-Motor Play

- Play All Aboard the Friendship Train. Students will scatter around the playground. The leader, or engine, chugs around the playground, stopping near a friend who attaches himself or herself by clasping the hips of the leader. The train chugs on, stopping and attaching one friend at a time to the previous friend on the chain until all the friends who wish to get on board have done so and are chugging around the playground. Encourage students to use the steps for making a new friend as each new friend gets on board.

As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

Stepping Stones

TIMING GOAL: 30 minutes

Beginning Phonics: /i/ – a stretched sound

Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Show the Animated Alphabet segment for /t/.

Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /i/ sound at the beginning of each word by stretching it.

Imagine itchy insects.
• Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “imagine,” “itchy,” and “insects”?**

• Explain that /i/ is a stretched sound. We can make it longer without bouncing it.

• Use My Turn, Your Turn to have students repeat each of the words that begin with /i/, stretching the /i/ sound at the beginning of each word.

  **Let’s practice that sound.**

  | Teacher: /i/ mage | Students: /i/ mage |
  | Teacher: /i/ tchy | Students: /i/ tchy |
  | Teacher: /i/ nsects | Students: /i/ nsects |

**Mnemonic Picture**

• Show the picture side of the key card for “i.” Explain that the picture we have to help us remember the sound /i/ is an insect.

  **Let’s watch our funny cartoon about /i/. It will help us to remember the sound.**

• Play the Animated Alphabet segment for /i/. Point out that the boy makes the /i/ sound when he sees the insects on his leg.

**People, Pictures, and Objects**

• Have KinderRoo help you identify any students whose names begin with /i/. Explain that KinderRoo has brought some pictures and objects that begin with /i/. Say the name of each picture or object as you present it, and emphasize the /i/ sound.

  - insect
  - inside
  - invitation

• Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of ______?** as they name each one.

**Making the Sound**

• Ask students to think about what is happening in their mouths as they make the /i/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - *Is your mouth open or closed when you make the sound?*
  - *What is your tongue doing when you make the sound?*
  - *Gently touch your throat. Can you feel a vibration when you make the sound?*
Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.

How are the two letter shapes the same? How are they different?

Partner Practice

Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 2. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write his or her initials in the box at the bottom of Peanut Butter’s page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write his or her initials in the box at the bottom of Jelly's page.

Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /i/ and /t/ a few spaces apart in a pocket chart or along the chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “it.” Repeat with the word “mat.”

  We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.

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

- Show the Sound and the Furry video segment.

  Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!

- Have students work with their partners to read the words in their Partner Practice Booklets using Stretch and Read.

- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.
Forming the Letter

Introduce the shape of /i/.

- Explain that now you will show students how to write the letter that makes the /i/ sound. Trace the letter with your finger as you say the letter-writing cue “Go down the insect, lift and dot.” Ask students to say the cue with you two or three times as you trace the letter again.

- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

Example:

What picture does this letter look like? An insect. Yes, this letter looks like an insect.

Write /i/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the insect. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /i/ several times, reciting the cue with them each time.

- Ask students to examine their partners’ letters for /i/ and circle the best one. Encourage them to tell their partners why they think it’s the best.

- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /t/ Go down the tower, lift and cross.
  - /d/ Left around his back, then head to toe.

- Include other review letters as needed by your students.

Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.

  it
  mat

- Collect the Partner Practice Booklets.
Emergent Reading

Story Introduction

- Show the cover of *Taking a Trip*. Introduce the title and author.

  This story is about taking a trip. Sometimes we might take a trip to visit a friend who lives far away. I wonder what José will pack for his trip.

  There is a word in the title of our story that we’ve seen many times in our Daily Messages. It’s one of the shortest words in the world! WGR: What is the shortest word in our title? I think we can add that word to our word wall.

  - Add “a” to the word wall. Quickly point to all the words on the word wall, and have students read them in unison.

  - Distribute a book to each student. Encourage students to follow along as you read the story to them.

  - After reading the story, point out the apostrophe in the word “don’t.”

    Open your books to page 1, and point to the first word. Did any of you notice a little mark in the first word? That is a very special mark called an apostrophe. Sometimes the apostrophe tells us that some letters are missing.

    Write “Do not” on the board. We can say, “Do not forget the suitcase,” or we can say, “Don’t forget the suitcase.” Watch this. Write “Donot” (without a space) directly under “Do not.” If I put these two words together, (Erase the second “o,” and add an apostrophe.) then I have a new word, “don’t,” that means the same thing as “do not.”

    When you see this mark in a word, you’ll know that the word might be a short way to say two other words. We will watch for these this year.

  The apostrophe is brought to students’ attention for their awareness. They will likely not fully understand the concept in kindergarten. We say that the apostrophe might replace letters because it can also be used with the letter “s” to show possession.

Guided Group Reading

- Read the book again, this time inviting students to read in unison with you as they follow along in their own books. Remind students that they will be able to remember what the words say on each page by looking at the pictures.

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

- Ask if any students would like to count to 10 on their own. Invite those students to count to 10 for the class, and record who can do it.
- Award pocket points if several students are able to successfully count to 10 on their own.
- Ask students to sit in a circle with their partners.

T-P-S: Think about what we did yesterday. What do you know about the number 2?

RWE: We made a list of everything we know about the number 2. We know how many it takes to make two, and we know how to write the number 2. Today we’re going to practice counting to 2.

Active Instruction

- Introduce the number 3.

What number do you think we are going to learn about today? Today we’re going to learn about the number 3. Write the numeral 3 in the middle of a piece of chart paper. T-P-S: What do you know about the number 3?

Possible responses include: I have three cats; my sister is three years old; a tricycle has three wheels; etc. Generate a list as long as your students have ideas. Read the entire list aloud.

- Invite students to look around the room to see if they can see the number 3. Select a few students to point out where they found the number 3. Possible answers include: on the calendar, the number line, the hundreds chart, the clock, etc.

- T-P-S: Ask students what the number 3 looks like.

- Invite students to draw a number 3 in the air. Model how to draw the numeral in the air. Remember to draw it backward if you are facing students. Remind them to start up high and then to come up a little higher as they go around to the right, down around and in at the middle, and back around to the right as they go around.

- Ask students to practice writing the numeral 3 in the air, on one another’s backs, and on the rug.

- Give each pair of students a small plastic bag of bear counters. Ask each student to take one bear out of the bag.

How many do you have? One. Take one more bear out of the bag. How many do you have now? Two. Let’s count them. 1, 2. Now take one more bear out of the bag. How many do you have now? Three. Let’s count them. 1, 2, 3.

- Ask students to count the bears again as they return the bear counters to the bags.
Partner Practice

- Explain the activity.

Today we are going to make pictures using three items. You will have three sticky dots and a piece of paper. You may arrange the sticky dots in any way you like.

- Show a piece of construction paper, and model how to make a dot picture. Some suggestions include: a face with dots for the eyes and mouth, a snowman, a bouquet of flowers, or a bunch of balloons. Make sure students realize that they can make whatever pictures they would like.

I will make a picture using my three dots. First, I think of a design. Once I have a design in my head, I place the sticky dots on the paper. Place the three dots on your paper, and draw your picture. Use crayons to color your design. Add other elements to your picture, and say, When everyone is done, we will look at all the different ways that we made pictures of three.

Teacher's Note: When preparing the materials for this activity, provide sheets of sticky dots, but do not cut the stickers into sets of three. Students will have to figure out how many sticky dots will make a picture of three.

- Provide time for students to place the sticky dots on their papers. Encourage students to think about how they are placing their sticky dots on the papers to make a picture of three. Before students begin coloring, ask them to count the dots on their partners’ papers. Once students are confident that both papers represent the number 3, they may use crayons to complete their designs.

Recap

- Have some students share their pictures of three. Encourage each student to share how his or her three looks.

You have shown some of the many ways that we can make three. While all of our pictures look very different, they all show three in some way.

- Award pocket points if several students are able to successfully represent the number 3 on their papers.

- Play the “Three on a Farm” video.

- Review today's lesson by asking students to find the number 2 in the classroom. Then ask, Where can you find the number 3 in the room? Answers will vary. Is the number 3 more than 1 or less than 1? More. Is the number 3 more than 2 or less than 2? More.

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

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

• “If a Bad Dream Comes True,” The 20th Century Children’s Poetry Treasury, page 85

Introduce the Poem

The sound we talked about today is /i/. A word that begins with /i/ is “if.” Today’s poem is called “If a Bad Dream Comes True.” Everyone has bad dreams. A man who knows what it feels like to be scared by a bad dream wrote today’s poem. When he has a bad dream, he makes his bed a safe little house for himself.

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

Write Away

TIMING GOAL: 20 minutes

Prewriting

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

Today we’ve been talking about how friends help one another and work together. You are going to write about one thing you can do when you play with friends so you don’t argue.

What is one thing you can do when you play with friends so you don’t argue?

• Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write using the example below or other ways that you have seen your students write as needed.

I think that I will write a sentence that says, “We can take turns.”
• Review previously introduced emergent-writing strategies.

T-P-S: **What are some things that I can do if I don’t know how to write some of the words in my sentence?** *Draw a picture, draw a line, and write sounds that I know.*

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

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

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

**Example:**

I am ready to write my sentence. My sentence is, “We can take turns.”

– The **first word is** “We.” Point to the first line. **This line can stand for “we.”**

– The **next word is** “can.” Do you hear a sound that you know in “can”? Write “a.”

– “Take” is the next word. I hear the /t/ sound at the beginning of “take.” I know how to write /t/. It’s like the tall tower. I don’t know the other letters or sounds, so I will just write /t/ to stand for “take.” Write “t” on the third line.

– The **last word is** “turns.” “Turns” also begins with the /t/ sound. Write “t” on the fourth line.

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

**Partner Planning**

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

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

**Writing**

• Distribute pencils and either writing journals or paper.

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

• Hold a writing conference with a few students as time permits. On the weekly record form, record the stage of writing that you observe for each of these students.
Sharing

• Ask students to share their sentences with their partners.

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

• Review the learning focus of the day.

Today we learned more about what it means to be a friend. Friends help one another and work together. Friends cooperate and take turns doing jobs and playing games so everyone can have fun. Talk with your partner about a time when you worked with a friend today. You might also like to tell your partner about a time when a friend helped you today. Answers will vary. Restate students’ responses in complete sentences.

• Introduce the game The Human Knot.

Now we will play a game in which everyone will have to work together and help one another to win. You will have to cooperate with your classmates to solve a problem.

• Invite four or five volunteers to demonstrate the game. Arrange students in a tight circle, and have students hold hands with classmates on either side of them.

Now have students drop hands with their neighbors, reach into the center of the circle, and grab a hand of a person standing across the circle. Each student must hold hands with two different people. (If playing with four students, students may hold hands with their neighbors, but discourage students from holding the hand directly next to them. For example, a student should not link his or her right hand with the left hand of the student to the right.)

Your arms are all mixed up. You have formed a human knot! You will need to work together to untie your knot.

Guide students in untangling themselves until everyone in the group is standing in a circle holding hands as they normally would. As students work to untangle themselves, they should not let go of one another’s hands. Encourage students to talk among themselves and make suggestions for untangling their knot.

When the circle is reformed, some students may be facing in, and some may be facing out.
• Divide the entire class into groups of four or five, and guide them in playing the game. Circulate around the room, and encourage students in the words and methods that they use to work together to untangle the knot.

• Continue playing the game as time allows.

  You did a great job untangling yourselves from the knots! Everyone in each of your groups cooperated to solve the problem.

**Vocabulary Review**

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

  **Our new word today is “cooperate.”** When people work together without arguing, we say that they are cooperating. T-P-S: When did we see, hear, or use the word “cooperate” today?

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

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

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

<table>
<thead>
<tr>
<th>Theme Vocabulary: cooperate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Fostering Richer Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Cooperate with Dino.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>I cooperate.</strong></td>
</tr>
</tbody>
</table>
• Award pocket points if the student is able to create a complete sentence.

Partner Challenge

• Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. For our Partner Challenge today, you and your partner practiced using Say-It-Back when you told about being a good friend. Now you will be able to tell us what your partner told you about being a good friend. Allow students a brief time to review what they said earlier about being a good friend.

• Use the sharing sticks to select a student and his or her partner to share their ideas with the class. Use Think-Pair-Share to have them tell how using Say-It-Back helped with the Partner Challenge.

• Award pocket points when students demonstrate active-listening skills.

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

Pocket Points for the Day

• Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

• Pour the chips into the jar, and observe how close the total is to the reward line.

• Remind students about their reward.

Home Link/Departure

• Invite students to tell their partners one thing that they did or learned today at school.

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

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

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

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

Focus

Friends share and care about one another.

Additional Materials Needed Today

| Greetings, Readings, & Writings | • Classroom Library Lab: Copies of the concepts-of-print book Taking a Trip and the trade book The Little Red Hen, ear and mouth cards  
• Literacy Lab: Key card for “i” |
| Gathering Circle | • No new materials |
| Theme Exploration | • Theme vocabulary word cards for “care” or IWB access |
| Rhyme Time | • KinderCorner 2nd Edition Plus Media and Software flash drive  
• Plastic bags that each contain eight linking cubes, one bag per student |
| STaR | • Trade book: The Little Red Hen  
• The Little Red Hen puppets, one puppet per group (appendix) |
| 15-Minute Math | • No new materials |
| Snack/Outside/Gross-Motor Play | • Graham crackers |
| Stepping Stones | • Key card for “n” or IWB access  
• “Nn” Uppercase and Lowercase Letter Card  
• Letter-Blending cards (“c,” “a,” “p,” “g,” “o,” “t”) or IWB access  
• KinderRoo puppet  
• /n/ picture cards or IWB access (nails, newspaper, nuts)  
• Common /n/ objects (optional)  
• Stepping Stones Partner Practice Booklet for unit 3  
• Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Concepts-of-print book (teacher and student copies): Taking a Trip |
| Math Mysteries | • Plastic bag of buttons, one bag per pair  
• Number Cards and Dot-Set Recognition Cards for numbers 1 and 2 (one set)  
• Paper, one piece per student  
• Pencils, one per student |
<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Let’s Daydream</strong></td>
</tr>
<tr>
<td>• “Flittermice,” <em>The 20th Century Children’s Poetry Treasury</em>, page 48</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
</tr>
<tr>
<td>• No new materials</td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
</tr>
<tr>
<td>• Students’ list created during Theme Exploration</td>
</tr>
<tr>
<td>• <em>Taking a Trip</em>, student copies</td>
</tr>
<tr>
<td>• Home Link animal hand stamp: leopard</td>
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</tbody>
</table>

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Literacy Lab</th>
<th>Play School: Magazine Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scissors</td>
<td></td>
</tr>
<tr>
<td>• Glue</td>
<td></td>
</tr>
<tr>
<td>• Read and Recycle box</td>
<td></td>
</tr>
<tr>
<td>• Construction paper</td>
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</table>

<table>
<thead>
<tr>
<th>Math Lab</th>
<th>Number Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The number 1 and 2 posters from previous days</td>
<td></td>
</tr>
<tr>
<td>• Large sheet of butcher paper with the number 3 written on it in large print</td>
<td></td>
</tr>
<tr>
<td>• Read and Recycle box</td>
<td></td>
</tr>
<tr>
<td>• Scissors</td>
<td></td>
</tr>
<tr>
<td>• Glue, paste, or tape</td>
<td></td>
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</tbody>
</table>
Day 4

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab

- Display *The Little Red Hen* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Taking a Trip* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Add the key card for “i” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /i/.

Math Lab

- Same as day 3

Computer/Media Lab

- Same as day 3

Writing Lab

- Same as day 3

Other

- If you have any theme-related puzzles or games, make them available.
Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

**Gathering Circle**

**Timing Goal:** 15 minutes

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

**Home Link Debrief**

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

  **T-P-S:** Last night you heard a story about Kiani and her secret socks. What color are Kiani’s secret socks? Blue.

- Use the sharing sticks to select two or three children to share what they remember about Kiani and her socks with the whole class. Award pocket points in recognition of thoughtful answers.

**Partner Challenge**

- Explain the challenge.

  This week we’ve learned a lot about being friends. We know that some things make someone a good friend, that friends can disagree with one another, and that friends help one another. Today our Partner Challenge is to tell your partner something you like to share with a friend.

- Provide a moment for students to think about the challenge and begin to talk about it with their partners. Tell them they will have more time to talk with their partners about this at snack time and other times during the day. You will earn pocket points when you use active-listening skills when you talk with your partner today.

**Brain Game**

- Review this week’s game.
This week we’ve been playing the Brain Game Freeze to help us use our mind muscles to stop and think. Give the Stop and Think signal. Play the game now, and remind students that you will continue to play Freeze at other times today and tomorrow.

**Theme Exploration**

**Partnership Question of the Day**

Remind students about their homework assignment to think of words that rhyme with “friend.”

Tell your partner the word or words that you thought of, or that your family shared with you, that rhyme with “friend.” Possible responses include: “bend,” “tend,” “mend,” “send,” and “tend.”

Award pocket points for correct answers, even if the words rhyme, but are not real words.

Yesterday we learned about cooperating with our friends. Today we will learn more about being a good friend.

**Daily Message**

Friends share and care about one another.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - What words did you hear in our message that rhyme? Yes. “Share” and “care” rhyme. They sound the same at the end. You can even see that they end the same when we write them. Circle the “are” of “care” and “share.” Here’s the end of “share,” and here’s the end of “care.”
  - Circle the period at the end of the sentence. Ask, What is this mark called? What does it tell us about the message? It is a period. It tells us that the sentence is over.

**Theme Learning**

- Explain the content of the Daily Message.

Let’s talk about what our message means. The first part of our message tells us that friends share. Yesterday we learned that friends work together and cooperate with one another. Sharing is part of cooperating. When we share something with someone else, we enjoy it together. At lunch, you might share some cookies or crackers with a friend. In the
blocks lab, you all share the blocks and use them together. The second part of our message tells us that friends care about one another.

- Play the digital dictionary video for “care.”
- Introduce the concept of caring for someone else.

When you care about someone, you want what is best for that person. You want that person to be happy and safe. When we argue with our friends, we still care about them. Parents care for their children by giving them love. Teachers care for students by keeping them safe when they are at school.

How do friends care for one another? T-P-S: What can friends do for one another that shows they care?

- Create a list of students’ responses on chart paper. When students have finished sharing, read the list aloud in complete sentences.
- Ask, How can we show that we care and share in our classroom? Pose the following list of events (or other events appropriate for your students) to students. Invite students to give a thumbs up (Demonstrate.) if you give an example of caring and sharing. Invite students to give a thumbs down (Demonstrate.) if your example does not tell about caring and sharing.

  Working on a puzzle with a friend. Thumbs up.
  Using active listening to listen to a friend’s story. Thumbs up.
  Interrupting a friend’s story. Thumbs down.
  Laughing at a friend who falls on the playground. Thumbs down.
  Introducing yourself to a new student. Thumbs up.
  Waiting until everyone has a snack before you begin to eat. Thumbs up.
  Grabbing a marker out of someone’s hand in the art lab. Thumbs down.

Great job! You know what it means to show a friend that you care about him or her. Today think about whether your words and actions show that you care about our classmates.

- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

  Our new word for the day is “care.”

  When people care about one another, they treat one another in a kind way. People like to help the people they care about. I can make a sentence with the word “care.”

  I care about my students.

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

Say the Rhyme

- Have students recite “Friends.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), or play the video.

Develop Phonological Awareness—Sentence Segmentation

- Introduce the activity by reminding students that sentences are strings of words.
- Give each student a plastic bag containing eight linking cubes. Direct students’ attention to their cubes. Tell students that they will use the cubes to practice the sentence activity from day 1. Demonstrate as needed.

  Today we will use our cubes to mark the words in a sentence. Remember, place one cube in front of you each time you hear a word in a sentence. Then we will read the line of cubes in front of us as we repeat the sentence.

- Say the first line of the rhyme, inviting students to arrange their cubes as you speak.
- Invite students to repeat the sentence with you, pointing to each cube as they say the word it represents.
- Repeat the process for the next three lines of the rhyme.
- Tell students that the last two sentences of the rhyme are longer than the first several sentences, so they will need to listen carefully.
- Repeat the game with the last two sentences of the rhyme.
- Award pocket points if most students are able to successfully segment the sentences with you.
- Remind students that sentences vary in length.

  Some sentences are very short. Other sentences are very long. Today we said some short sentences and some long sentences.

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

- Review the title, author, and illustrator.

  We read this story yesterday. Do you remember the title? The Little Red Hen.

  WGR: The author is Carol Ottolenghi. What does the author do? 
The author thinks of the story, writes the words.

  WGR: The illustrator is Reggie Holladay. What does the illustrator do? 
The illustrator paints, draws, and creates the pictures.

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

  We learned some new words in our story yesterday. The first word was “grain.” What does “grain” mean? A grain is a seed used to grow food.

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

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

- Repeat this process with the word “scrumptious.” The word “scrumptious” means delicious.

Story Retell

- Explain to students that they will act out the story with puppets. Today you will work in groups to act out the story The Little Red Hen.

- Quickly place students in four groups of four by combining partnerships. Distribute one character puppet to each group.

  When I read the part of the story about your character, your group will act out what your character does and repeat what he or she says.

- Read the story, cueing each group of students to repeat the character’s lines as indicated. If repeating all the lines interrupts the flow of the story, have students just say the line, “Not I,” as they act out the rest of the dialogue.

  - Page 2: Have students get into resting positions.
  - Page 5: The group with the Little Red Hen puppet should scratch at the ground to find grain.
  - Remaining pages: Cue the different groups to say the dialogues as the characters in the book do.
• Close the activity by having each group of actors take a bow as you thank them for their fine performance.

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

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**Learning Labs**

**TIMING GOAL: 40 minutes**

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

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**Dramatic Play Lab | Sleepover**

**Description:**

• The dramatic play area will continue to be a house where a sleepover is taking place.

**When You Tour:**

• Remind students that the lab is open today.

**Facilitate Learning:**

• Talk with students about the things the girls in the story *My Best Friend* did at their sleepover. Have they included any of these activities in their play? Reinforce theme-related vocabulary when talking with students.

**Examples:**

– I remember that in the story *My Best Friend*, the girls read a story before they went to sleep. What will you and your friends do at the sleepover?

– Will you and your friends have a snack before bed? I wonder if it will be as scrumptious as the bread the Little Red Hen made.
**Blocks Lab | Building Project**

Description:
- Students will continue to work together to plan and build something with blocks.

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

**Art Lab | Friends Mural**

Description:
- Students will continue to create a mural of themselves with their friends in the classroom.

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

**Classroom Library Lab | Free Reading**

Description:
- Students will continue to explore books independently or with a friend.

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

**Literacy Lab | Play School: Magazine Search**

Description:
- In their imaginary classrooms, students will find, cut out, and glue the letter “t” or things that start with /t/ to construction paper.

Purpose:
- This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds.
When You Tour:

- Explain that students can look through the materials in the Read and Recycle box to find the letter “t” or things that begin with /t/. They can cut these out and paste them to a piece of construction paper as one of the assignments in their imaginary school.

Facilitate Learning:

- Ask students to name the items they cut out and what sound they hear at the beginning of the words. Ask students if they can think of other words that begin with the /t/ sound.

**Math Lab | Number Posters**

**Description:**

- Students will create collaborative posters demonstrating sets of one, two, and three object(s).

**Purpose:**

- This lab provides students with an opportunity to reinforce the concepts of one, two, and three, and to practice making sets of one–three object(s).

When You Tour:

- Point out the third large sheet of butcher paper (that you have hung on a wall or laid on a table or the floor) with the number 3 written on it. Tell students that they will help to make a class picture of three.
- Tell students that they will use the materials in the Read and Recycle box to find pictures of three objects (e.g., three girls, three cans, three animals). They will cut out their pictures of three objects and glue or paste them to the number 3 poster.
- Students may continue to add pictures of one object to the number 1 and 2 posters as well.

Facilitate Learning:

- Ask students questions to reinforce the concept of the number 3.

**Examples:**

- What do you know about the number 3?
- How many objects are in this picture?
- Is this a picture of one, two, or three?
- Should you add this picture to the number 1 poster, the number 2 poster, or the number 3 poster? How do you know?
Computer/Media Lab | Free Exploration

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

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

Sand/Water Lab | Free Exploration

Description:
• Students will continue to explore the properties of sand and water.

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

Science Lab | Are They Friends?

Description:
• Students will continue to place magnets on various items to determine whether they are magnetic.

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

Writing Lab | Bread Recipe

Description:
• Students will continue to use recipe cards to write a bread-making recipe.

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

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

TIMING GOAL: 15 minutes

- Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Number-Recognition Circle 1–5

- Move the clothespin from the section with the number 1 to the section with number 2. Say, Which number is in this section of the circle? 2. How many dots are in this section? 2. Let’s count the dots: 1, 2. Please clap your hands two times. Pause for students’ response. Please stomp your feet two times. After students have responded, ask them to hold up two fingers.

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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- Place a graham cracker at every other place.

WGR: What can we do so everyone has some snack? Share. Engage students in conversation about sharing. Present situations that require sharing, and engage students in solving the problems. You might ask what they could do if there was one large graham cracker for four students. Did they notice the marks for breaking a cracker into four equal parts? Take a whole cracker, and break it at the score marks to demonstrate how to make four pieces from a whole cracker.
• Review the Partner Challenge of the day.

**Today our Partner Challenge is to tell your partner something you like to share with a friend.** Invite students to talk with their partners about the challenge. Use Think-Pair-Share to have students review active-listening skills. As students respond to your questions, have them demonstrate the skills so they are ready to listen to their partners. **Using active listening will help you to listen carefully to your partners and remember what they like to share with their friends.**

Monitor students’ conversations, and assist them in answering the question as needed. Award pocket points when you observe students using active-listening skills during their conversations.

**Outside/Gross-Motor Play**

• Play All Aboard the Friendship Train while singing “Today We Met Some Friends.”
• Observe students as they interact. Do they share, take turns, and show respect for one another?

As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

**Stepping Stones**

**TIMING GOAL: 30 minutes**

**Beginning Phonics: /n/ – a stretched sound**

**Review**

• Have students name each mnemonic picture as you point to it on the wall frieze.
• Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
• Show the Animated Alphabet segment for /i/.

**Introduce the New Sound**

**Silly Sentence**

• Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
• Say the alliterative phrase two or three times, emphasizing the /n/ sound at the beginning of each word by stretching it.

**Ned is near the net.**
• Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “Ned,” “near,” and “net”?**

• Explain that /n/ is a stretched sound. We can make it longer without bouncing it.

• Use My Turn, Your Turn to have students repeat each of the words that begin with /n/, stretching the /n/ sound at the beginning of each word.

  **Let’s practice that sound.**

  | Teacher: /n/ ed | Students: /n/ ed |
  | Teacher: /n/ ear | Students: /n/ ear |
  | Teacher: /n/ et | Students: /n/ et |

**Mnemonic Picture**

• Show the picture side of the key card for “n.” Explain that the picture we have to help us remember the sound /n/ is a net.

  **Let’s watch our funny cartoon about /n/. It will help us to remember the sound.**

• Play the Animated Alphabet segment for /n/. Point out that the bug makes the /n/ sound as it flies around the boy.

**People, Pictures, and Objects**

• Have KinderRoo help you identify any students whose names begin with /n/. Explain that KinderRoo has brought some pictures and objects that begin with /n/. Say the name of each picture or object as you present it, and emphasize the /n/ sound.

  - nails
  - newspaper
  - nuts

• Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of ________?** as they name each one.

**Making the Sound**

• Ask students to think about what is happening in their mouths as they make the /n/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  
  – **Is your mouth open or closed when you make the sound?**
  
  – **What is your tongue doing when you make the sound?**
  
  – **Gently touch your throat. Can you feel a vibration when you make the sound?**
Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.

- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.

How are the two letter shapes the same? How are they different?

Partner Practice

Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 4. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write his or her initials in the box at the bottom of Peanut Butter’s page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write his or her initials in the box at the bottom of Jelly’s page.

Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /n/, /i/, and /t/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “nit.” Repeat with the word “am.”

We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.

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

- Show the Sound and the Furry video segment.

Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!

- Have students work with their partners, using Stretch and Read, to read the words from their Partner Practice Booklets. Monitor students as they read, and note students who are able to successfully sound out the words. Mark this data on the weekly record form.

- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.

- Collect the Partner Practice Booklets.
**Forming the Letter**

Introduce the shape of /n/.

- Explain that now you will show students how to write the letter that makes the /n/ sound. Trace the letter with your finger as you say the letter-writing cue “From head to toe and over the net.” Ask students to say the cue with you two or three times as you trace the letter again.

- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

**Example:**

- What picture does this letter look like? *The net. Yes, this letter looks like a net.*

Write /n/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the net. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.) Encourage them to say the cue as they write the letter.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /n/ several times, reciting the cue with them each time.

- Ask students to examine their partners’ letters for /n/ and circle the best one. Encourage them to tell their partners why they think it’s the best.

- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.

  - /t/ Go down the tower, lift and cross.

  - /i/ Go down the insect, lift and dot.

- Include other review letters as needed by your students.

**Stretch and Count/Stretch and Spell**

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.

  - nit

  - am

- Collect the Partner Practice Booklets.
Emergent Reading

Story Review

• Briefly review the concepts-of-print book *Taking a Trip*.

• Review the focus skills.

  Yesterday we read this story about the things that José doesn’t want to forget to pack for a trip. Since he will pack tickets, we know that he must be taking a bus, a train, or even an airplane. That means his friend must live very far away. José must really care a lot about his special friend to travel so far to see him or her!

  Remember that we’ll see the word “don’t” in our story. It is a short way to say “do not.”

  We’ll also see some words from our word wall. Let’s quickly review them. Point to “a” on the word wall. Quickly point to all the words on the word wall, and have students read them in unison.

Partner Reading

• Distribute a book to each student.

• Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.

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

Math Mysteries

Show What You Know

• Ask if any students would like to count to 10 on their own. Invite those students to count to 10 for the class, and record who can do it.

• Award pocket points if several students are able to successfully count to 10 on their own.

• Ask students to sit in a circle with their partners.

  **T-P-S**: Think about what we did yesterday. What do you know about the number 3?

  **RWE**: Yesterday we practiced counting to 3 and making sets of three objects.
Active Instruction

• Tell students that today they will practice counting and making sets of one, two, and three object(s).

• Give each pair a small plastic bag of buttons. Ask students to take the buttons out of the bag, place them in front of them, and listen carefully as you give directions.

• Please pick up and show me one button. Each student should pick up just one of the buttons sitting in front of him or her and hold it up so you can see it. How many are you holding up? WGR: One. Ask students to place their buttons back on the floor. Now ask students to pick up two buttons. Note which students pick up two buttons. Count them. 1, 2. How many are you holding up? WGR: Two. Ask students to return their buttons to the floor. Now ask students to pick up three buttons. Count them. 1, 2, 3. How many are you holding up? WGR: Three. Ask students to return their buttons to the floor.

• Tell students that you will hold up some cards. Ask students to look at each card, decide which number the card shows, and then hold up that many buttons. For example, if you hold up the Dot-Set Recognition Card for the number 3, students should recognize that there are three dots on the card and hold up three buttons. Go through all the Dot-Set Recognition Cards and Number Cards as students show you the appropriate number of buttons.

• Ask students to return the buttons to the bag.

• Give each student a pencil and a piece of paper. Ask students to write the numeral 1 on their papers. Remind them to start at the top and go down.

• Then ask them to write the number 2. Remind them to start at a high spot, come up and around a little higher, go down around to the left, and stop. Then, they write straight across to the right. Make sure that you have large written models displayed that students can copy.

• Now ask them to write the number 3. Remember to draw it backward if you are facing students. Remind them to start up high and then to come up a little higher as they go around to the right, down around and in at the middle, and back around to the right as they go around.

Partner Practice

• Explain the activity.

  We’re going to practice writing the numbers 1, 2, and 3. I’m going to ask you some questions. You’ll talk to your partner about the answer and then write the number that answers each question on your piece of paper.

• Ask students the following questions, pausing to allow them time to discuss with their partners and record their responses on their papers before you ask the next question.

  – How many noses do you have?
  – How many eyes do you have?
  – How many fingers am I holding up? (Hold up three fingers.)
  – How many ears do you have?
– How many mouths do you have?
– What number comes after 2?

Recap

• Repeat the questions from Partner Practice, asking students to hold up one, two, or three fingers in response.
• Award pocket points if most students are able to successfully hold up the appropriate number of fingers in response to the questions.
• Play the “Number Three in the Forest” video to reinforce the concept of 3.
• Use Think-Pair-Share to review today’s lesson. Ask students to find the number 3 in the classroom. Then ask, Where can you find the number 1 in the room? Where can you find the number 2 in the room? What is the difference between 2 and 3?

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

Let’s Daydream

**TIMING GOAL:** 25 minutes

**Routine**

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

**Recommended Poetry Selection**

• “Flittermice,” *The 20th Century Children’s Poetry Treasury*, page 48

**Introduce the Poem**

The poem I’d like to read before you rest today is called “Flittermice.” Let’s say that name together. Flittermice is a name we hardly ever hear anymore. It’s the name people used to call bats. A bat is an animal that flies like a bird, but it’s not a bird. It’s not a mouse, but it looks a little like a mouse with big ears and wings! The person who wrote this poem thought that little bats flitting around like butterflies in the early evening was a very pretty sight.

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

TIMING GOAL: 20 minutes

Prewriting

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

   Today we’ve been talking about how friends care and share. You are going to write about how you show your friends that you care about them.

What is one thing you do to show your friends that you care about them?

• Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

   I think that I will write a sentence that says, “I hug my friends.”

• Review previously introduced emergent-writing strategies.

   T-P-S: What are some things that I can do if I don’t know how to write some of the words in my sentence? Draw a picture, draw a line, and write sounds that I know.

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

• To model writing your sentence, use the writing strategies that have already been introduced. First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

Example:

   I am ready to write my sentence. My sentence is, “I hug my friends.”
   - The first word is “I.” Draw a stick figure of yourself.
   - The next word is “hug.” Point to the second line. I’ll let this line stand for “hug.”
   - “My” is the next word. Do you hear any sounds that you know? Replies. I think you’re right. I hear the /m/ sound too. Write “m” on the third line.
   - The last word is “friends.” I think I will draw a picture for that word. Draw two stick figures on the fourth line.

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

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

Writing

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

Sharing

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

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

Let's Think About It

**Theme-Learning Recap**

- Review the learning focus of the day.

  **Today we talked about sharing and caring. Friends care for one another. One way they show that they care is by sharing.**

- Reread students’ list of ideas about caring and sharing from Theme Exploration this morning. Ask students if they have any other ideas they would like to add to the list. Add ideas to the list as appropriate.

- Tell students that one way they can show people they care is by thanking them when they do something nice for them. Demonstrate by thanking two or three students for something kind you observed them doing today. For example, “Thank you, Geoff, for using the active-listening posture while we are sitting together as a group. It shows that you care about your teacher and your classmates,” or “Thank you, Rachel, for sharing the materials in the art lab with Kyung.”

- Ask students to look at the person to their left. Prompt students to think about something kind they observed that classmate doing today or earlier this week. Allow students a few moments to think.
• Move around the circle, prompting students to thank the person to their left for the kind act that they observed.

    **We have a classroom full of friendly students who care about one another. Thank you for being kind and for treating one another so nicely.**

• Invite students to share their friendship pictures from Math Mysteries if they wish. Encourage students to tell details about their pictures such as whom they chose to draw and what the two friends are doing in the pictures.

**Vocabulary Review**

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

    **Our new word today is “care.” When you “care” about someone, you treat that person in a kind way. T-P-S: When did we see, hear, or use the word “care” today?**

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

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

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

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence.</td>
</tr>
<tr>
<td><strong>Care dog.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence.</td>
</tr>
<tr>
<td><strong>I care.</strong></td>
</tr>
</tbody>
</table>

**Theme Vocabulary:**

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

**Partner Challenge**

• Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Today our Partner Challenge is to tell your partner something you like to share with a friend. Allow students time to review what they talked about at snack time.

• Use the sharing sticks to select students and their partners to tell what they and their partners like to share with a friend.

• Award pocket points when you observe students using active-listening skills.

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

**Pocket Points for the Day**

• Empty the chips from KinderRoo's pouch, and encourage students to join you in counting them.

• Pour the chips into the jar, and observe how close the total is to the reward line.

• Remind students about their reward.

**Home Link/Departure**

• Invite students to tell their partners one thing that they did or learned today at school.

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

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

• Read & Respond: Distribute the *Taking a Trip* books. You get to bring these books home with you today! Share *Taking a Trip, Me too!*, or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.

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

Focus

We are a classroom of 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>• Literacy Lab: Key card for “n”</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
<tr>
<td>• The Little Red Hen puppets from STaR day 4 (enough for each group of four students to have one character)</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
</tr>
<tr>
<td>• <em>Getting to Know Myself</em> CD</td>
</tr>
<tr>
<td>• Theme vocabulary word card for “kind” or IWB access</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
</tr>
<tr>
<td>• A storybook to read for free-choice day</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
</tr>
<tr>
<td>• No new materials</td>
</tr>
<tr>
<td><strong>Snack/Outside/Gross-Motor Play</strong></td>
</tr>
<tr>
<td>• Bananas</td>
</tr>
<tr>
<td>• Plastic knives</td>
</tr>
<tr>
<td>• Prepared fruit salad</td>
</tr>
<tr>
<td><strong>Stepping Stones</strong></td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Picture cards for /t/, /i/, and /n/</td>
</tr>
<tr>
<td>• Partner Practice booklets for unit 3</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
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<tr>
<td>• Sets of 1, 2, and 3 common classroom objects</td>
</tr>
<tr>
<td>• 3 in a Tree sheet (appendix), one copy per student</td>
</tr>
<tr>
<td>• Crayons</td>
</tr>
<tr>
<td>• Scissors</td>
</tr>
<tr>
<td>• Glue</td>
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<tr>
<td><strong>Let’s Daydream</strong></td>
</tr>
<tr>
<td>• “Night Sounds,” <em>The 20th Century Children’s Poetry Treasury</em>, page 14</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
</tr>
<tr>
<td>• No new materials</td>
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<tr>
<td><strong>Let’s Think About It</strong></td>
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<tr>
<td>• No new materials</td>
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</table>
### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Literacy Lab</th>
<th>Play School: /i/ Is for Insect</th>
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</thead>
<tbody>
<tr>
<td>• Copies of /i/ blackline master (appendix)</td>
<td></td>
</tr>
<tr>
<td>• Markers or crayons (If preferable, these materials could be kept in the art lab.)</td>
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</tbody>
</table>
### Greetings, Readings, & Writings

**TIMING GOAL:** 15 minutes

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

### Homework

- Read & Respond

### Available Activities

**Classroom Library Lab**

- Same as day 4

**Literacy Lab**

- Add the key card for “n” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /n/.

**Math Lab**

- Same as day 4

**Computer/Media Lab**

- Same as day 4

**Writing Lab**

- Same as day 4

**Other**

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

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

**TIMING GOAL:** 15 minutes

**Routine**

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

**Home Link Debrief**

- Invite children to share what they remember from last night’s Home Link show.
  
  **T-P-S:** What did you draw or find to make a set of three?

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

**Class Council**

- Review the concept of friendship and what makes someone a good friend.
- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no issues that your class needs to address, you may use the following to review qualities of a good friend.

  We read some books this week about friends. In the book *My Best Friend*, we saw two friends who show qualities of a good friend. Take a Picture Walk through *My Best Friend* to help students remember how the friends demonstrate qualities of a good friend. **T-P-S:** What do the friends in this story do that show that they are good friends?

  In the story *The Little Red Hen*, we saw friends who did not show qualities of a good friend. Take a Picture Walk through *The Little Red Hen* to help students remember some of the things the dog, the cat, and the pig did that were not qualities of a good friend. **T-P-S:** Let’s see if we can help the cow, the dog, and the pig in *The Little Red Hen* be better friends to the hen.

Place students in groups of four by combining partnerships. Distribute one character puppet to each group. Explain that each group will pretend to be the character they have and will tell how the character can be a good friend in various parts of the story. **You will work together and pretend to be the character that I just gave you. You will talk to the other members of your**
group to decide what your character can do to be a better friend in parts of the story.

Open the book to pages 6 and 7. The Little Red Hen asks her friends to help her plant the grain so they can have bread to eat. WGR: When she talks to them, are they being active listeners? No. Invite the groups of students who represent the cow, the pig, and the dog to answer the following question. Cow, pig, and dog, what can you do to show the Little Red Hen that you are good friends when she talks to you? Invite the group(s) who represent the Little Red Hen to answer the following question. Little Red Hen, what can you do so your friends will listen to you? Select a member of each group to report the group’s ideas. Ask students to demonstrate the parts of active listening or the active-listening posture that their characters can use.

Turn to pages 16 and 17. T-P-S: Why is the Little Red Hen pushing the wheelbarrow by herself? Her friends won’t help her. Invite the groups of students who represent the cow, the pig, and the dog to answer the following question. What can the friends do to show the Little Red Hen that they are good friends? Invite the group(s) who represent the Little Red Hen to answer the following question. What can the Little Red Hen do to help them be better friends? Select a member from each group to share the group’s ideas.

Turn to pages 30 and 31. The Little Red Hen has a scrumptious loaf of bread to eat, but she doesn’t share it with her friends because they did not help her with any of the work to make the bread. T-P-S: How do you think the cow, the pig, and the dog feel when the Little Red Hen doesn’t share the bread with them? Invite the group(s) who represent the Little Red Hen to answer the following question. What can the Little Red Hen do to show the cow, the dog, and the pig that she is a good friend to them? Invite the groups who represent the cow, the pig, and the dog to answer the following question. What can the dog, the pig, and the cow do to show the Little Red Hen that they can be better friends from now on?

Tell students you will award pocket points when they are good friends to one another today.

Theme Exploration

Partnership Question of the Day

We know that friends share and care about one another. How can you be a good friend to your classmates? Talk about this with your partner.

• Award pocket points for logical answers.

Yesterday we learned about cooperating with our friends. Today we will learn more about being a good friend.
**Daily Message**

We are a classroom of friends.

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

- Reinforce literacy objectives by pointing out the following:
  - The first word in the message is “we.” This is a word we know from our word wall! Circle the word “we.”
  - I see another word from our word wall in today’s message. I see the word “a.” Let’s see if you can read “a” in our message. Read the message aloud, slowly dragging your finger under the words as you read them. Invite students to raise their hands when you reach the word “a.” Circle “a” after it is identified by students.
  - We can read two words in today’s message! You are becoming better readers every day.

**Theme Learning**

- Explain the content of the Daily Message.
  
  We have learned a lot about friends this week. We know that friends help one another and work together. We also know that friends share and care about one another. That sounds a lot like how we act in our classroom. We help our classmates. We work together with our classmates. We share with our classmates, and we care about our classmates. We do everything that friends do! We are a classroom full of friends.

  Friends are people who are kind to one another and treat one another in a nice way. As members of our class, I expect each of you to treat one another in a kind way. This will help to make our classroom a nice place to be.

- Use Think-Pair-Share to have students identify times of the day when they play with their friends, read with their friends, work with their friends, and share with their friends. Point out to students that when they work together with their classmates, the classroom is a happier place.

- Play “Be My Friend” from the Getting to Know Myself CD. During each brief instrumental phrase, call one or two students by name. All students should join in by singing, “Won’t you be my friend?” When students hear their names, they should stand and clap their hands in time with the music.

- Continue playing the song until all students have been called to stand.

- Invite students to take their seats again in the circle.

You may wish to familiarize yourself with this song prior to instruction to learn the rhythm of the instrumental and vocal portions of the song.
• Play the digital dictionary video for “kind.”

• Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

  Our new word for the day is “kind.”

  A kind person does nice things for others. Kind people care about others and make them feel special. I can make a sentence with the word “kind.”

  I have many kind students in my classroom.

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

---

Rhyme Time

**TIMING GOAL:** 10 minutes

**Say the Rhyme**

• Introduce the rhyme “Friday Friend.”

  Today we will begin to learn a new rhyme about friends. Listen carefully to the sounds in this rhyme. You might notice something neat!

• Start the video to hear the audio and see the hand motions, or read the words and model the motions.

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

**Friday Friend**

Find a friend on Friday, (Place hand over eyes, and move head as if searching around the room.)

A fun, forever friend. (Place hands over heart.)

Find a friend on Friday, (Place hand over eyes, and move head as if searching around the room.)

A fantastic, fancy friend. (Lift arms, elbows bent, and wiggle fingers in the air.)

Find a friend on Friday, (Place hand over eyes, and move head as if searching around the room.)

and you will find this friend. (Point to a friend.)

Will be the finest (Place right hand on left shoulder.) friend to you, (Place left hand on right shoulder.)

Your forever Friday friend. (Move torso back and forth, hugging self.)
Develop Phonological Awareness—Recognizing Alliteration

- Ask students to identify the initial sounds of several words.

  What is the first sound you hear in “friend”? /f/
  What is the first sound you hear in “Friday”? /f/
  What is the first sound you hear in “fantastic”? /f/
  What is the first sound you hear in “fancy”? /f/

- Tell students that you heard the /f/ sound many times in the rhyme. Tell students that you will say the rhyme again. Invite students to clap their hands each time they hear a word that begins with /f/.

- Say the rhyme, stretching the /f/ sound at the beginning of words that begin with that sound.

- If time allows, repeat the rhyme, inviting students to perform another action, such as blinking or touching their heads, each time they hear a word beginning with /f/.

- Award pocket points if most students are able to successfully recognize the repetitive nature of the /f/ sound.

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

STaR Free Choice

- Reread a favorite STaR book or another book that you would like to share.
- Use Think-Pair-Share to have students share their favorite parts of the book.
- See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.

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

TIMING GOAL: 40 minutes

Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs. (a) Write the code for the writing stage exhibited by the student in the top right-hand corner of the student’s paper. (b) Use the methods described in the Writing Development Feedback Guide to provide feedback.
4. Administer the SOLO to a few students while the rest of the class is engaged in lab activities. Record the SOLO scores in the space provided on the weekly record form.

Dramatic Play Lab | Sleepover

Description:
- The dramatic play area will continue to be a house where a sleepover is taking place.

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

Blocks Lab | Building Project

Description:
- Students will continue to work together to plan and build something with blocks.

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

Art Lab | Friends Mural

Description:
- Students will continue to create a mural of themselves with their friends in the classroom.

When You Tour:
- Remind students that the lab is open today.
Classroom Library Lab | Free Reading

Description:
• Students will continue to explore books independently or with a friend.

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

Literacy Lab | Play School: /i/ Is for Insect

Description:
• Students will have the opportunity to review the letter shape and sound for /i/.

Purpose:
• This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds.

When You Tour:
• Explain that students can decorate the /i/ blackline master to look like an insect.

Facilitate Learning:
• Ask students what sound they hear at the beginning of “insect.” Explain that “i” makes the /i/ sound. Ask students if they can think of other words that begin with the /i/ sound.

Math Lab | Number Posters

Description:
• Students will continue to work on their collaborative posters of sets of one, two, and three objects.

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

Computer/Media Lab | Free Exploration

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

When You Tour:
• Remind students that the lab is open today.
Sand/Water Lab | Free Exploration

Description:
- Students will continue to explore the properties of sand and water.

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

Science Lab | Are They Friends?

Description:
- Students will continue to place magnets on various items to determine whether they are magnetic.

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

Writing Lab | Bread Recipe

Description:
- Students will continue to use recipe cards to write a bread-making recipe.

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

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

15-Minute Math

• Complete the following activities as described on day 1.

Calendar

• Ask students to look at the pictures on the Calendar Cutouts. Invite them to say the names of the pictures as you point to them. Think Aloud, I wonder what picture will be on today’s card? Do you think you know? Whisper to your partner what you think it will be. Add the calendar cutout for today’s date to the calendar, and say, Did you know what the picture was going to be? Answers will vary. What gave you a clue? Possible response: There is always a picture of a crayon after a picture of glue.
Teacher’s Note: The cutouts referred to are the cutouts for the month of September. You might be using the cutouts for August or October, depending on when your school year began.

Days of the Week

Days of School Tape

Teacher’s Note: If this is the twentieth day of school, use a green marker to record the number, and then circle the number 20 using a red marker.

Ask students what they notice about the Days of School Tape. The number 20 is written in green instead of black, and it has a red circle around it. I wrote the number 20 in green and circled it in red because it ends in zero. If we read just the numbers written in green, we are skip counting by 5s. Point to the numbers on the tape as you say, 5, 10, 15, 20. If we read just the numbers circled in red, we are skip counting by 10s. Point to the numbers on the tape as you say, 10, 20.

Ten-Frames

Hundreds Chart

Teacher’s Note: If today is the twentieth day of school, point out that when you colored in the number 20, you completed two rows on the Hundreds Chart.

• Point to the first row, and say, 10. Point to the second row, and say, 20.

Number-Recognition Circle 1–5

Point to the Number-Recognition Circle, and ask students which number is in the section that the clothespin is clipped to. 3. Agree and say, This is the number 3. There are three dots in this section. Please clap your hands three times. After students have clapped three times, say, Please draw a 3 in the air.

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

- You might serve individual cans or bowls of a prepared fruit salad. Encourage students to slice bananas into their salads. Comment that the classroom of friends is like a fruit salad. There are many different types of people, but together they are a terrific blend, just like a fruit salad that has many different types of fruit, but together they are a great blend! Adding bananas is like adding new and different friends!

Outside/Gross-Motor Play

- Encourage students to engage in both structured and unstructured play. Suggest some of your own or students’ favorite group games, or play Today We Met Some Friends or All Aboard the Friendship Train.

As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

Beginning Phonics: Review /t/, /i/, and /n/

Remember the Review Sounds

- Explain that today students will review the last three new sounds they have learned.
- Show the Animated Alphabet segments for /t/, /i/, and /n/.
Review Games

Letter Detectives
- Display the key cards for the three review letters. Have partnerships search the classroom for either objects that begin with one of the review sounds or a word that contains one of the letters. Students should stand next to the objects or words that they find. Ask each partnership to share their object or word with the class.
- Award pocket points if most students are able to successfully find objects or words that represent the review sounds.

Body Formation
- Invite students to form the shape of each of the review letters with their bodies.

Matching Game
- Display the key cards for the three review letters a few spaces apart. Show a picture that begins with one of the review sounds. Provide a moment for students to think and then point to the key card that corresponds to the correct beginning sound.

Partner Practice
- Ask students to find page 6 in their Partner Practice Booklets.
- Announce which partner should begin, and have partners take turns reading the sounds to each another. The listening partners should point to the sounds and provide help as needed. They should write their initials in the box at the bottom of the page once the reading partners have completed the page.
- When partners have finished, have the class read the sounds together. Then use the sharing sticks to select a partnership to read the sounds to the class.
- Next, invite partners to take turns reading the words. When partners have finished, have the class read the words together. Then use the sharing sticks to select a partnership to read the words to the class.
- Award pocket points if students successfully read the sounds and words.

Writing
- Distribute writing supplies (mini whiteboards and dry-erase pens, chalkboards and chalk, crayons and paper, etc.) to each student.
- Have students write letters for sounds as you call them out. Reinforce the writing cues as needed. Include the sounds that have been introduced this week and those for which students have not yet demonstrated mastery as recorded on the weekly record form.
  - /t/ Go down the tower, lift and cross.
  - /i/ Go down the insect, lift and dot.
  - /n/ From head to toe and over the net.
**Emergent Reading**

- Invite students to select one or more concepts-of-print books to read with their partners.
- Monitor students as they read together. When students demonstrate skills, record these observations on the weekly record form.

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

**Math Mysteries**

**TIMING GOAL:** 25 minutes

**Show What You Know**

- Ask if any students would like to count to 10 on their own. Invite those students to count to 10 for the class, and record who can do it.
- Award pocket points if several students are able to count to 10 successfully on their own.
- Ask students to sit in a circle with their partners. Ask students to think about what they learned during the last math time. Use Think-Pair-Share to have them recall what they know about the numbers 1, 2, and 3.

**Active Instruction**

- Tell students that today they will continue to practice counting and making sets of one, two, and three objects.
- Tell students that you will hold up some objects from the classroom. Ask students to look at each set of objects as you hold them up, count the objects, and then write the number of objects in the set on an individual whiteboard (or piece of paper, whatever you have available in the classroom). For example, if you hold up three paintbrushes, students should count the three brushes and write the numeral 3. After giving students time to write the numeral for each set of objects, count the objects together, and then model writing the numeral for students. Continue holding up sets of objects until students have written each number at least twice (e.g., one pencil, two crayons, three bear counters, one pair of scissors, two books, and three markers).
Partner Practice

- Explain the activity. Show the 3 in a Tree page.

Today we are going to make pictures of three monkeys. Three monkeys belong in the tree. Are there only three monkeys at the bottom of the page? No. No. There are more than three monkeys at the bottom of the page. First, you will need to color three monkeys. Then, you will cut those three monkeys from the bottom of the page and place them where you would like them in the tree. Do not glue them down yet.

- Provide time for students to color, cut, and place the monkeys on their papers without glue. Then ask students to count the monkeys on their trees.

- When students are done, ask them to count the monkeys on their partners’ trees. Once students are confident that there are three monkeys in each tree, they may glue the monkeys to the papers.

- Encourage students to trace the numeral 3 on the tree trunk. They may also use crayons to decorate their trees.

Recap

- Have several students share their 3 in a Tree worksheets. Encourage students to share how their three monkeys look.

You have shown some of the many ways that we can make three. While all of your pictures may look slightly different, they all show three monkeys.

- Review today’s lesson by asking students to find the number 3 in the classroom.

Where can you find the number 3 in the room? Answers will vary.

- Award pocket points if several students are able to find the number 3 successfully in the classroom.

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

**Routine**

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

**Recommended Poetry Selection**


**Introduce the Poem**

The poem for today is called “Night Sounds.” It’s written by a woman who says that night sounds keep her awake and that other night sounds help her to sleep. Tug on your ear, and say, *The word “nnnight” begins with /nnn/.

Please listen to the words the author uses to describe the night sounds.

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

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Write Away

**Prewriting**

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

  *Today we’ve been talking more about friends. You are going to choose one friend and write something you like about him or her.*

  *What is something you like about one of your friends?*

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

  *I think that I will write a sentence that says, “Sam tells funny stories.”*
• Review previously introduced emergent-writing strategies.

**T-P-S: What are some things that I can do if I don’t know how to write some of the words in my sentence?** Draw a picture, draw a line, and write sounds that I know.

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

• To model writing your sentence, use the writing strategies that have already been introduced.

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

**Example:**

I am ready to write my sentence. My sentence is, “Sam tells funny stories.”

– The first word is “Sam.” We know the sounds in “Sam.” What should I write? Write any letters that students suggest.

– The next word is “tells.” Say the word slowly. Do you hear any sounds that you know in that word? Write any sounds that students know.

– “Funny” is the next word. Draw a happy face.

– The last word is “stories.” “SSStoriessss.” I think I hear the /s/ sound at the beginning and end of the word and the /t/ sound in the middle, so I’m going to write those letters to stand for “stories.” Write “s,” “t,” and “s” on the fourth line.

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

**Partner Planning**

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

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

**Writing**

• Distribute pencils and either writing journals or paper.

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

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

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the week, incorporating the theme-related vocabulary words for the week.

  This week we have been learning all about friends. We practiced introducing one another to new friends, and we learned what to do when friends have an argument because they don’t agree about something. We know that friends try to work together and cooperate. We show that we are all friends in this classroom by cooperating with one another. We are kind to one another and show how much we care.

- Quickly place students in groups of five or six, and have them form a circle with their group.

- Tell students that they will play a game of Telephone with the new words they have learned this week. Remind students how to play the game as needed.

- Quietly say, “Let me introduce you to my friend,” to one member of each group. Wait while students pass the message in their circles. Remind them, if necessary, to speak quietly so only the person next to them hears what they say. When all groups finish, invite the last student in each group to state the message. After they tell what they heard, tell them the original message. Have students give a thumbs up if the message stayed the same in their group. Have students give a thumbs down if the message changed in their group.

- Continue playing several rounds of Telephone using the following theme-related vocabulary words in short sentences.

  friend  cooperate  introduce
  care  agree  kind
  argument
Vocabulary Review

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

  **Our new word today is “kind.”** When you are **kind** to someone, you are nice and show that you care. T-P-S: When did we see, hear, or use the word “**kind**” today?

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

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<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
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<td>70</td>
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<tr>
<td>80</td>
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<tr>
<td>90</td>
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- Use the suggestions below to help foster oral-language development.

<table>
<thead>
<tr>
<th>Theme Vocabulary: kind</th>
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<table>
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<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
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</thead>
<tbody>
<tr>
<td>The student responds in an incomplete sentence. <strong>I kind.</strong></td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. <em>We can say, I am kind.</em></td>
</tr>
</tbody>
</table>
| The student responds in a complete, but not very elaborate, sentence. **Jazmin is kind.** | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________? | If the student is unable to add details, prompt with a question about the sentence. *Can you tell us more about how Jazmin has shown that she is kind?*

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

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.

Theme Exploration:
Next week we are going to talk about other people whom we care for and who care for us. We will talk about families and people who are like members of our family. We’ll talk about how family members should care for one another. I’d like you to think about how friends are the same as families and how friends are different from families.

Read & Respond:
Share a book such as *Me too!* or *Taking a Trip* with a grown-up at home this weekend.

I’ll miss you this weekend, my friends. I’ll look forward to seeing you next week. I hope you have a nice weekend and continue to learn all the time and to explore books.
Day 6 | Ready, Set…

Focus

What is a family?

### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Category</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings, Readings, &amp; Writings</td>
<td>• Weekly record form for unit 3—week 2</td>
</tr>
<tr>
<td>Gathering Circle</td>
<td>• No new materials</td>
</tr>
<tr>
<td>Theme Exploration</td>
<td>• Theme vocabulary word cards for “family” and “member” or IWB access</td>
</tr>
<tr>
<td>Rhyme Time</td>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>STaR</td>
<td>• Trade book: <em>The Little Red Hen</em></td>
</tr>
<tr>
<td></td>
<td>• Trade book: <em>The Three Bears</em></td>
</tr>
<tr>
<td>15-Minute Math</td>
<td>• No new materials</td>
</tr>
<tr>
<td>Snack/Outside/ Gross-Motor Play</td>
<td>• Nutritious snack</td>
</tr>
<tr>
<td>Stepping Stones</td>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td></td>
<td>• Concepts-of-print book: <em>Families Together</em> (teacher and student copies)</td>
</tr>
<tr>
<td></td>
<td>• Families Together sentence cards (appendix)</td>
</tr>
<tr>
<td>Math Mysteries</td>
<td>• Number Cards and Dot-Set Recognition Cards for the numbers 1, 2, and 3 (one set)</td>
</tr>
<tr>
<td></td>
<td>• Number Picture Cards for 1, 2, and 3 (appendix), copied and cut apart (one set)</td>
</tr>
<tr>
<td></td>
<td>• Chart paper and marker</td>
</tr>
<tr>
<td></td>
<td>• Small plastic bags of manipulatives, mixed or all one type (linking cubes, buttons, bears, or two-sided counters), one bag per pair</td>
</tr>
<tr>
<td></td>
<td>• Paper, plain or construction, one piece per student</td>
</tr>
<tr>
<td></td>
<td>• Pasta, four pieces per student</td>
</tr>
<tr>
<td></td>
<td>• Crayons</td>
</tr>
<tr>
<td></td>
<td>• Glue</td>
</tr>
<tr>
<td>Let’s Daydream</td>
<td>• “A Bat Is Born,” <em>The 20th Century Children’s Poetry Treasury</em>, page 49</td>
</tr>
<tr>
<td>Write Away</td>
<td>• Journals, pencils, place to write for teacher modeling</td>
</tr>
<tr>
<td></td>
<td>• Writing Strategies Bank or IWB access</td>
</tr>
</tbody>
</table>
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Let's Think About It</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concepts-of-print book: <em>Families Together</em></td>
<td></td>
</tr>
<tr>
<td>• Read &amp; Respond bookmarks</td>
<td></td>
</tr>
<tr>
<td>• Home Link animal hand stamp: lion</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Dramatic Play Lab</th>
<th>The Three Bears</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chairs of three different sizes</td>
<td></td>
</tr>
<tr>
<td>• Bowls of three different sizes</td>
<td></td>
</tr>
<tr>
<td>• Blankets of three different sizes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Lab Family</th>
<th>Portraits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Large sheets of white art paper (one per student)</td>
<td></td>
</tr>
<tr>
<td>• Sample family photograph to illustrate the concept of portrait</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Library Lab</th>
<th>Read to a Stuffed Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stuffed animals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Lab</th>
<th>Play School: /n/ Is for Noodles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Noodles</td>
<td></td>
</tr>
<tr>
<td>• Glue</td>
<td></td>
</tr>
<tr>
<td>• Copies of /n/ blackline master (appendix)</td>
<td></td>
</tr>
</tbody>
</table>
Day 6

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond
- Ask students if they thought about how friends are different from family members.

Sign In

- Students will continue to find their first and last names on cards, copy their names on a sign-in paper, and then place the cards in a basket or box.

Available Activities

Classroom Library Lab
- Same as day 5

Literacy Lab
- Same as day 5

Math Lab
- Same as day 5

Computer/Media Lab
- Same as day 5

Writing Lab
- Same as day 5
Other

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

Observe Student Progress

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

Phonological Awareness: Rhyme Production

We’ve been talking about words that rhyme. Can you think of a word that rhymes with “sad”? What about “me”?

• Students must respond correctly to both questions to demonstrate mastery of the skill.

Graphemes

• This week you will check to see whether each student can produce the sound and write the shape for the letters “s” and “d.” As students work together in their Stepping Stones Partner Practice Booklets, you will have many opportunities to collect this information.

Beginning Reading

• This week find out if your students can sound out the word “sad.” You may observe students as they read the word in their Stepping Stones Partner Practice Booklets on day 5 or ask them to read the word at another time during the week.

• Refer to the cover of a picture book, and point to and read the title. (Name of book) is the title of this story. What does the title tell me? Acceptable answers include: the name of the story or what the book is about.

Emergent Writing

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

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

- Observe students during Gathering Circle activities this week to see whether they can name or use the three steps for making a friend: saying hello, asking the person’s name, and suggesting an activity.

Math

- Arrange bear counters into random sets of two, three, and four objects. Ask students to identify which group of objects is a set of three and which is a set of four. During Math Mysteries, there are also many opportunities to ascertain whether students can identify sets of one and two.

- Continue to ask these questions of different students each day during Greetings, Readings, & Writings, Learning Labs, or other available times. Try to collect information about each skill for every student this week.

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

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**Gathering Circle**

**TIMING GOAL: 15 minutes**

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

**Partner Challenge**

- Explain the challenge.

  We’ve been learning about good friends. We all meet new people, and sometimes they become our friends. Today our Partner Challenge is to think about a friend and tell your partner how you met this friend.

- Allow students time to talk to their partners about the challenge. Remind them that they will be able to talk about it more at snack time.

  I will be looking for people who use active listening when they talk with their partners. I will give pocket points when I see partners using active listening.
Brain Game

It’s time to play a Brain Game. We’re going to learn another Brain Game this week that will help us to stop and think before we do something. Give the Stop and Think signal. The game is Head, Shoulders, Knees, and Toes.

- Sing the song, and invite students to perform the actions along with you. The first time you sing, do so at a rate that allows students to keep up with the actions. Practice one or two more times so students have the opportunity to learn the motions.

<table>
<thead>
<tr>
<th>Head, Shoulders, Knees, and Toes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head, shoulders, knees, and toes, knees and toes</td>
</tr>
<tr>
<td>Head, shoulders, knees, and toes, knees and toes</td>
</tr>
<tr>
<td>Eyes and ears and mouth and nose</td>
</tr>
<tr>
<td>Head, shoulders, knees, and toes, knees and toes</td>
</tr>
</tbody>
</table>

- Repeat the song a little faster, encouraging students to keep pace with the song. Continue to play the game, singing the song a little faster with each repetition as long as students’ interest remains high and they are able to keep up.

T-P-S: What helped you to be good at this game? How can you get better? When you stop and think before you do something, it helps you play this game.

Theme Exploration

Partnership Question of the Day

- Activate students' prior knowledge of family and family members.

  Many different people can make up a family. Think about who is in your family. Tell your partner about your family members.

  Last week we talked about friends and what it means to be a good friend. This week we will talk about families.

Daily Message

What is a family?

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
Reinforce literacy objectives by pointing out the following:

- I see a word that begins with /i/ like the itchy insect. Raise your hand if you see the word that begins with /i/. Circle the “i” in “is.”
- The Daily Message has a special mark at the end. We saw that mark in the Daily Message last week when we asked the question “What is a friend?” What is that mark called? Question mark. Yes. When we see a question mark at the end of a sentence, it means that the sentence is asking a question. This Daily Message is not telling us something; it’s asking us something. It’s asking, “What is a family?”

Theme Learning

- Explain the content of the Daily Message.

Our message asks us, “What is a family?” A few minutes ago, you told your partners about your families. Some of you told about your parents; others told about your brothers or sisters. Some of you mentioned your grandparents. You told about your family members. The members of a family are the people who belong to that family.

Everyone has a family. The members in each of our families might be different from other people’s families, but they are still a family. A family cares about and cares for each member of the family.

As a teacher, I’ve met the families of many children. Families come in all sizes. Some families have many members, and some families have just a few members. People in the same family can look like one another, or they can look very different from one another.

- Introduce different types of families that might apply to students in your classroom.

Sometimes all the members of a family live in the same house, and sometimes some members live in another place, but they are still members of the family.

Sometimes families adopt children, and then children who were not part of the family become family members too.

There are also families called foster families. Foster children are taken care of by other families until their own families can care for them again. Sometimes two families blend together, and the children have brothers, sisters, and parents from other families.

Family members care about and love one another. Sometimes they might have arguments—like friends do. But family members should still care for one another.

- Play the digital dictionary videos for “family” and “member.”

- Introduce the concept of parents.

A mother is a female parent. Foster mothers, adoptive mothers, and stepmothers are all female parents. Mothers, mommies, or moms, are one member of a family who take care of the children.
A father is a male parent. Foster fathers, adoptive fathers, and stepfathers are all male parents. Fathers, dads, or daddies, take care of their children too.

Aunts, uncles, grandparents, and other relatives care for some children. These relatives are also part of a family.

If you have students in your classroom who are in other situations, mention those matter-of-factly (e.g., “Some children are staying in homes waiting for things to get worked out so they can go live with a family. Meanwhile, they are being taken care of by other people.”) Don’t mention students by name as your emphasis is that there are a variety of family configurations, and all children should feel that they are in an acceptable category.

Mostly, we can say that family members may be your relatives or people who care for you.

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

One of our new words for the day is “family.”

A family is a group of people who care for one another. Families can be made up of many people, or only two. I can make a sentence with the word “family.”

We’re like a family at school because we care for one another.

Our other new word for the day is “member.”

Members are people who belong to a group. Family members are people who belong to the same family. Each of us is a member of this class. I can make a sentence with the word “member.”

I am a member of my family.

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

Rhyme Time

TIMING GOAL: 10 minutes

Say the Rhyme

• Introduce the rhyme “A Family.”

Today we will begin to learn a new rhyme about family. Remember, there are many different types of families. Some families are very big while some are small. All families are special.

• Start the video to hear the audio and see the hand motions, or read the words and model the motions.

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

Families are people who care for you. (Hug self.)
A family can be many—or only two. (Extend all fingers of both hands and then only one finger on each hand.)
Families are moms, dads, sisters, and brothers, Aunts, uncles, grandparents, cousins, others. (Tick off on fingers.)
A family could be Grandma and only you. (Extend one finger and then another on one hand.)
Foster families, stepfamilies—they’re families too. (Extend both arms out.)
If you care for me (Point right hand to self, and point left hand to a friend.), and I care for you (Switch hands so left hand points to self and right hand points to a friend.), We can be a kind of family too. (Extend both arms out to the front.)

Develop Phonological Awareness—Rhyme Recognition

• Use Think-Pair-Share to have students review the concept of rhyming words.

Do you remember what we said rhyming words are? Words that sound the same at the end. Yes. Rhyming words are words that sound the same at the end such as “me,” “see,” “be,” “tea,” “we,” “he,” and “she.”

• Say the first two lines of the rhyme, slightly emphasizing the rhyming words “you” and “two.” Prompt students to identify the rhyming words.

Listen carefully as I say the first part of the rhyme again slowly. Listen for two words that rhyme. Say the first two lines of the rhyme. Which two words sound the same at the end? “You” and “two.” Yes, “you” and “two” sound the same at the end. They rhyme. They both end with the sound /oo/.

• Tell students to listen for rhyming words as you say more of the rhyme. Say the next two lines of the rhyme, and then ask students which two words sound the same at the end. WGR: “Brothers” and “others.”

• Tell students that the rest of the rhyme uses “too” and “you” again as rhyming words. Say the second stanza, emphasizing the rhyming words.

• Say the whole rhyme with students one more time, using the hand motions.

• Award pocket points if most students are able to successfully recognize the rhyming words in the rhyme.

Sing the song “Let’s Read Together” with students.
STaR Interactive Story Reading

TIMING GOAL: 20 minutes

The Three Bears
Written and illustrated by Paul Galdone

This traditional folktale about Goldilocks and the three bears is illustrated in large-scale format so it can be viewed easily in a large group. The text size is proportionally scaled to each bear's size so the reader's voice can match the characters'. The predictable and repetitive text of this classic tale makes joining in on saying some of the phrases enjoyable for most children.

Interactive Story Reading

Before Reading

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

Display The Little Red Hen before introducing today's story. Last week we read a story called The Little Red Hen. Because many different people have told this story over and over again for many years in different ways, it's a special kind of story called a folktale.

Today we're going to read another folktale, but this story is going to be about three bears that live together. I might call them a family—although this story doesn't call them a mama, papa, and baby. I might call them a family because they live together and do things together and seem to care about one another. After I read the story, I'll ask you what you think.

Display The Three Bears. The name of the story is The Three Bears. What is another word for the name of a story? The title. The author and illustrator of this version of the story is Paul Galdone. T-P-S: What two jobs did he have for this story? He wrote the words and made the pictures.

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

You may already know the story of the three bears. Let's look at the front and back covers of the book to get ideas about Paul Galdone's version of the story. Display the cover. T-P-S: Which family member do you think the Great Big Bear might be? Papa Bear. Which family member do you think the Middle-Sized Bear might be? Mama Bear. Which family member do you think the Little Wee Bear might be? Baby Bear.
Turn to the back cover of the book. WGR: What are the three bears doing in this picture? *Reading.* The bears are reading. Point to the Little Wee Bear. Look at how small the chair is under the Little Wee Bear. WGR: Does the Medium-Sized Bear have a medium-sized chair too? *Yes.*

Look at the Great Big Bear’s chair. WGR: What size is his chair? *Big.* I wonder what the big-, medium-, and small-sized chairs have to do with the story. T-P-S: Why do you think there are different sizes of chairs?

- Introduce the story vocabulary words.

In this story, we will hear some new words. We will hear the word “porridge” a lot. It must be an important word in the story. Porridge is a hot cereal like oatmeal. Have you ever eaten oatmeal? Tell your partner what you like to eat for breakfast.

The three bears have a parlor in their house. A parlor is a room like a living room. This is probably the room where the bears sit on the chairs that we saw on the back cover.

Another new word is “cushion.” A cushion is a pillow. In this story, a cushion is a pillow that you put on a chair to make it comfortable.

- Introduce the good-reader skill for today.

Good readers ask themselves questions about what might happen next as they read a story. As I read the story today, think about what you want to know.

After reading one page, say, *I wonder…what Goldilocks will do.*

After reading another page, ask, *What does this page make you wonder about?*

### During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - As you read the story, use a low-, medium-, and high-pitched voice to reflect Great Big Bear, Middle-Sized Bear, and Little Wee Bear as the print indicates.
  - Pages 6–8: As you read the repetitive phrases, encourage students to jump right in with the expected phrase. For example, read, “The Little Wee Bear had a little wee bowl, the Middle-Sized Bear had a middle-sized bowl, and the Great Big Bear had a….” Pause for students to say, “…a great big bowl.”
  - Page 9: I heard our new word “porridge.” We said porridge is a hot cereal like oatmeal. The three bears are going for a walk while their porridge cools. T-P-S: What do you do if your hot cereal is too hot to eat?
  - Page 11: T-P-S: I wonder what Goldilocks will do. Tell your partner what you think Goldilocks will do next.
  - Page 15: Goldilocks goes into the parlor. I remember that is one of our new words. WGR: What did we say a parlor is? T-P-S: Goldilocks goes into the parlor of the three bears’ house after she eats the porridge. What does that make you wonder about?
– **Page 16**: Exaggerate the repetitive phrase “but just…,” encouraging students to jump right in with the word “right.”

– **Page 18**: Encourage students to join you in saying the phrase “but just right.”

– **Pages 20–29**: Encourage students to join you in saying the repetitive phrase “Somebody has been….”

– **Page 29**: T-P-S: The bears are looking at Goldilocks when she wakes up. What does this make you wonder about?

**After Reading**

- T-P-S: What do you think happens to Goldilocks?
- T-P-S: How do you think the bear family feels when they come home and find Goldilocks in their house?
- T-P-S: Do you think the bears are a family? Why (or why not)?
- When some people tell this folktale, they call the bears Papa Bear, Mama Bear, and Baby Bear, but the author of this version of the story doesn’t call them that.
- WGR: Do the bears seem to care for one another? Yes.
- Do they seem to live together and do things together? Do you think we can call them a family? Why (or why not)?
- Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

  Goldilocks goes into the bears’ house and helps herself to their food. That makes me remember our new word “porridge.” Let’s make a sentence together using the word “porridge.” T-P-S: Talk to your partner about ideas that you have for our sentence.

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

**Transition**

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

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

Dramatic Play Lab | The Three Bears

Description:
- The dramatic play area will be the three bears’ house.

Purpose:
- This lab will help students to develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.

When You Tour:
- Explain that today the dramatic play lab will be the three bears’ house. Suggest that students act out the story The Three Bears. Use Think-Pair-Share to have students identify the different roles they could play. Great Big Bear, Middle-Sized Bear, Little Wee Bear, and Goldilocks. Remind students to specify which role they would like to play as they write their lab plans.
- Point out the differently sized chairs, bowls, and blankets that have been added to the lab. Invite students to share their ideas about how they could use the props provided or make others.
- Use Think-Pair-Share to have students discuss what they could do if more than four students sign up for the lab. Create more roles or have some students sign up for the lab tomorrow.
Facilitate Learning:

- As students play, ask questions, or say prompts (in character), that will help them recall parts of the story and will facilitate their logical thinking.

**Examples:**
- I wonder what is in the bowls.
- Which bed should I try?
- What happened to my chair?

**Blocks Lab | Build Homes**

Description:

- Students will build homes with blocks.

Purpose:

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

When You Tour:

- Explain that students can use the blocks to build homes today.

Facilitate Learning:

- Ask questions, or make comments, that will prompt students to use their imaginations as they build.

**Examples:**
- Who is going to live in this home?
- How many bedrooms will your home have?
- Tell me more about the different rooms in your home.

**Art Lab | Family Portraits**

Description:

- Students will create family portraits.

Purpose:

- Participation in this lab will provide an opportunity for students to record and celebrate their families through art.

When You Tour:

- Tell students that they will create in the art lab using the materials provided. Point out your own or another family photograph to help students understand what is meant by the word “portrait.”
Facilitate Learning:

- Ask students questions that will prompt them to think about their definition of “family.” Invite students to tell you about their family portraits.
  - What do you think a family is?
  - Who is in your family?
  - Tell me more about your (uncle, brother, grandmother).
- Encourage students to use complete sentences. Display the self-portraits in the classroom.

**Classroom Library Lab | Read to a Stuffed Animal**

**Description:**

- Students will read to a stuffed animal.

**Purpose:**

- This lab provides practice with correct book handling and the opportunity to explore letters, words, and sentences in the context of a book. For some students, this lab provides practice with reading.

**When You Tour:**

- Point out the stuffed animals in the classroom library lab. Tell students that the stuffed animals are there for them to read to. They may also read to their friends or to themselves.

**Facilitate Learning:**

- Talk with students about how it feels to sit next to someone or on someone’s lap while that person reads to them. Hold a stuffed animal on your lap, and model how to read to the stuffed animal.

  **Examples:**
  - When you read to your stuffed animal, make sure that the animal can see the pictures in the book.
  - Why do you think it’s important to see the pictures?
  - If you read to a friend, hold the book like this so she or he can see the pictures when you tell the story.

**Literacy Lab | Play School: /n/ Is for Noodles**

**Description:**

- Students will have the opportunity to practice making the letter shape for /n/ and to review the letter sound.

**Purpose:**

- This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds.
When You Tour:

- Explain that students can glue the noodles to the /n/ blackline masters.

Facilitate Learning:

- Ask students what sound they hear at the beginning of “noodles.” Explain that “n” makes the /n/ sound. You may encourage students to glue the noodles along the lines of the /n/ in the blackline master or to make smaller “n”s on the paper. Ask students if they can think of other words that begin with the /n/ sound.

**Math Lab | Number Posters**

Description:

- Students will continue to work on their collaborative posters of sets of one, two, or three objects.

When You Tour:

- Remind students that the lab is open today.

**Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

- Remind students that the lab is open today.

**Sand/Water Lab | Free Exploration**

Description:

- Students will share toys while they play in the sand/water lab.

Purpose:

- This lab provides students with an opportunity to explore the properties of sand and water by experimenting with and sharing a variety of tools.

When You Tour:

- Remind students that the lab is open today.
**Science Lab | Scientist’s Station**

Description:
- Students will continue to use various tools and materials to learn about science.

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

**Writing Lab | Free-Choice Writing**

Description:
- Students will continue to write about topics of their choice.

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

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

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**15-Minute Math**

**TIMING GOAL:** 15 minutes

- Complete the following activities as described on day 1.

**Calendar**

**Days of the Week**

**Days of School Tape**

**Ten-Frames**

**Hundreds Chart**
Number-Recognition Circle 1–5

- Remove the clothespin. Select a student to come up and assist you. Tell the student to turn so his or her back is to the class. Tell the rest of the students that you are going to hold up some fingers and that they are going to count how many fingers you are holding up and clap that many times. The student with his or her back to the class will then put the clothespin on the appropriate section of the Number-Recognition Circle. Model how to do the activity. Hold up one finger. Ask the class to clap together one time. Then ask the student to place the clothespin in the section with the number 1. Hold up two fingers. Ask students to clap that many times. Then ask the student to place the clothespin in the appropriate section.

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

Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- Serve a snack that is a favorite of your own family. Talk with students about favorite foods and about how everyone is different and has special favorites. After discussing it with students, plan to include some of students’ favorite snacks later in the week. Encourage students to use active-listening skills to help them focus on their conversations.

- Review the Partner Challenge of the day.

  Today our Partner Challenge is to think about a friend and tell your partner how you met this friend. Monitor students’ conversations, providing guidance with active-listening skills as needed.

- Award pocket points to students when you observe them using active-listening skills.

Outside/Gross-Motor Play

- If some students want or need a structured activity, you might play the circle game The Family in the Home.

- Invite students to form a circle around one student who will portray the mother, father, or other family member. Students move around the circle while singing. Substitute the words “family” and “home” for the words “farmer” and “dell” in the song “The Farmer in the Dell.” The student in the center then walks over to another student in the circle, takes his or her hand, accompanies him or her to the center, and names a family member that the new student represents. Each new member, in turn, chooses the next family member. For example:
The Family in the Home
The family in the home
The family in the home
High-ho the derry-o
The family in the home
The mother takes an aunt
The mother takes an aunt
High-ho the derry-o
The mother takes an aunt
The aunt takes an uncle
The aunt takes an uncle...

- After all students have been selected to go into the circle, you can reinforce the concept of an opposite by adapting the song and singing “The Family Out of the Home.”

As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

Stepping Stones

TIMING GOAL: 30 minutes

Beginning Phonics

- Point to each mnemonic picture on the wall frieze, and ask students to name each picture.
- Show the Animated Alphabet segments for /a/, /s/, and /d/.

Emergent Reading

Story Introduction

- Show the cover of Families Together. Introduce the title and author.

We are learning about families today, and this book is about different things that families like to do together.
• Introduce the focus skills.

We have been using mostly the pictures to know what the words say in the books we have read. Many of you have started to notice the letters that we have learned in Stepping Stones in those words. We can also use the letter sounds that we know to help us.

Point to the word “together” on the cover. Look at the first letter in the word “together.” What sound does this letter make? Refer to the Uppercase and Lowercase Letter Card for /t/ on the wall frieze. The letter on our book does not look exactly like the tall tower because it is the uppercase form of /t/. Most of the words in the title of a story are usually written with uppercase letters.

When we read our story today, practice pointing to each word as you read it. That way, you will be sure to say the same number of words as you see.

• Read the story to students. Reinforce the use of picture clues by asking, “What are the family members doing on this page?” before reading the sentence on each page. Be sure to slide your finger underneath the sentence and pause at each word when reading the story to the class.

Guided Group Reading

• Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.

Skill Reinforcement

• Introduce a pantomime game.

Today we will play a fun game. Hold up the Families Together sentence cards. In a moment, I am going to give each partnership a paper that has a sentence from our book on it, but I’m not going to tell you what it says.

First, you will need to work together to look through the book to find the sentence that matches yours. Then, when you look at the picture, you will know what it says.

Next, whisper quietly together about how you could act out the sentence. I will call on some of you to act out your sentence, and the rest of us will have to guess which one you have. Are you ready?

• Distribute the sentences, and offer help as needed. Use the sharing sticks to select a student and his or her partner to act out their sentence. Award pocket points if their actions match their sentence.

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

- Tell students that you will show them some cards. Some of the cards will have dots on them, some will have numbers on them, and some will have pictures on them. As you show each card, students should call out the number that it represents.
- Quickly go through the set of cards.
- Award pocket points if most students are able to successfully identify the correct number.
- Ask students to sit in a circle with their partners. Ask students to think about what they learned during the last math time. Use Think-Pair-Share to invite them to recall what they know about the numbers 1–3.
- After students have shared, say, **We have learned a lot about the numbers 1–3. We know how to count to 3. We know how to make sets of one, two, or three items. We know how to write the numbers 1–3.**

Active Instruction

- Introduce the number 4.
  - **What number do you think we are going to learn about today?** Today we’re going to learn about the number 4. Write the numeral 4 in the middle of a piece of chart paper. T-P-S: **What do you know about the number 4?** Possible responses include: There are four wheels on a car; a dog has four legs; etc. Generate a list as long as your students have ideas. Read the entire list aloud.
  - Invite students to look around the room to see if they can see the number 4. Select a few students to share where they found the number 4.
  - T-P-S: Ask students what the number 4 looks like.
  - Invite students to draw a number 4 in the air. Model how to draw the numeral in the air. Remember to draw it backward if you are facing students. Tell them to start up high, come down, stop, make a sharp right turn, and go straight across. Then they should lift their fingers up, go back up high, and draw a long line straight down.
  - Ask students to practice writing the numeral 4 in the air, on one another’s backs, and on the rug.
  - Give each pair of students a small plastic bag of manipulatives. Ask one partner from each pair to take four cubes out of the bag and place them in front of him or her. Ask that partner, **How many cubes do you have?** Four. Please count them aloud. 1, 2, 3, 4. Note which students can demonstrate one-to-one correspondence by counting each manipulative only once.
Ask the other partner from each pair to take out four manipulatives, place them in front of him or her, say how many there are, and count them aloud. Note which students can demonstrate one-to-one correspondence by counting each manipulative only once.

- Ask students to count the manipulatives again as they return them to the bags.

**Partner Practice**

- Explain the activity.

  **Today we are going to make pictures of four. Each of you will have four pieces of pasta and a sheet of paper.**

- Model how to make a pasta picture. Some suggestions include a dog or table. Make sure students realize that they can make whatever pictures they would like.

  I will make a picture using my four pieces of pasta. First, I think of a design. Once I have a design in my head, I will glue the pasta on my paper. Place the four pieces of pasta on your paper, and draw your picture. Use crayons to color your design. Add other elements to your picture, and say, When everyone is done, we will look at all the different ways we made four.

- Before students glue their pasta onto their papers, encourage them to count their partners’ pasta to be sure that they each counted four pieces.

- Once students are confident that both partners counted four pieces of pasta, they may glue their pasta to the papers and draw their designs.

**Recap**

- Have several students share their pictures of four. Encourage each student to share how his or her picture looks.

  You have shown some of the many ways that we can make four. While all of our pictures look very different, they all show four in some way.

- Award pocket points if several students are able to successfully represent the number 4 on their papers.

- Play the “Scooter Counting 4 Balls of Yarn” video to reinforce the concept of 4.

- Use Think-Pair-Share to review today’s lesson. Ask students to find the number 4 in the classroom. Then ask, **Is the number 4 more than 2 or less than 2? More. How do you know?** Answers will vary. Is the number 4 more than 3 or less than 3? More. **How do you know?** Answers will vary.

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

**Routine**

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

**Recommended Poetry Selection**


**Introduce the Poem**

I’m going to read a poem called “A Bat Is Born.” It reminds us that animals have families too, and that members of a family take care of one another. The older family members, in particular, take care of the younger ones.

- Read the poem. Show the drawing of the bats.

  You can see in this picture that the mother bat is carrying her baby as she flies around in the night.

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

Write Away

**Prewriting**

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

  Today we’ve been talking about our families. You are going to write about someone in your family.

  Write something about someone in your family.

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

  I think that I will write a sentence that says, “My mom works at a store.”
• Review previously introduced emergent-writing strategies.

  **What are some things that I can do if I don’t know how to write some of the words in my sentence?** Draw a picture, draw a line, and write sounds that I know.

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

• To model writing your sentence, use the writing strategies that have already been introduced.

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

  **Example:**

  I am ready to write my sentence. My sentence is, “My mom works at a store.”

  – The first word is “My.” Do you hear a sound that you know at the beginning of “my”? Replies. That’s right. There is a /m/ sound. I’ll write “m” to stand for “my.” Write “m” on the first line.

  – The next word is “mom.” “Mmmommmm.” I hear two more /m/ sounds in that word. Write “m” on the second line.

  – “Works.” Point to the third line. **This line can stand for “works.”**

  – “At” is the next word. “Aaaat.” I hear two sounds that I know in that word—/a/ and /t/. I’m going to write those letters. Write “a” and “t” on the fourth line. **Look, I was able to write the sounds that I know to spell the whole word!**

  – “My mom works at a store.” **“A” is the next word.** Point to fifth line. **This line will mean “a.”**

  – The last word is “store.” I’m going to draw a building for “store.” Draw a rectangle on the sixth line.

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

**Partner Planning**

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

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

**Writing**

• Distribute pencils and either writing journals or paper.

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

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

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

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

Let’s Think About It

Theme-Learning Recap

- Review the learning focus of the day, and invite students to recite “A Family” with you.

  Today we talked about families. Families are groups of people who care about one another. Let’s recite our rhyme about families. Recite “A Family” with students.

- Engage students in a discussion about families.

  We know that families are made up of members such as mothers, fathers, children, aunts, and uncles. Do members of a family always live together? Answers will vary. Generally, the people who care for you live with you, but sometimes we have family members who live in other houses.

  Would you add pets to your list of family members? Answers will vary. Some people like to include their pets in family portraits—or family pictures. They call their pets members of their family because they love their pets and take care of them and feel like the pets are members of their family. Some people love their pets and care for them, but they don’t include them as family members.

  Do you think a family can be people who live together and take care of one another, but are not related to one another? Answers will vary.

  In our classroom, we are like a family. We’ll try to take care of one another and treat one another like everyone has a right to be treated.

- Play a quick definition guessing game to review or introduce family member roles to students.

  What is a sister? Pause for students’ responses. A sister is a girl (or female) who has the same parents as another person.

  What is a brother? Pause for students’ responses. A brother is a boy (or male) who has the same parents as another person.
DAY 6 | Unit 3: Those Nearest & Dearest

What is a grandmother? Pause for students’ responses. A grandmother is the mother of a parent.

What is a grandfather? Pause for students’ responses. A grandfather is the father of a parent.

What is an aunt? Pause for students’ responses. An aunt is the sister of a parent.

What is an uncle? Pause for students’ responses. An uncle is the brother of a parent.

• If students are familiar with these concepts or seem to be catching on, continue with:

If you have an aunt or uncle, you are his or her niece if you are a girl and his or her nephew if you are a boy.

What is a cousin? Pause for students’ responses. A cousin is the son or daughter of an aunt or uncle.

Vocabulary Review

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

One of our new words today is “family.” A family is a group of people who care about one another. T-P-S: When did we see, hear, or use the word “family” today?

Another word we learned is “member.” Members are people who belong to a group. Family members belong to a family. T-P-S: When did we see, hear, or use the word “member” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>The student does not respond, or the response does not make sense.</td>
</tr>
<tr>
<td>80</td>
<td>The student responds with a word or phrase that makes sense.</td>
</tr>
<tr>
<td>90</td>
<td>The student responds in a complete sentence that makes sense.</td>
</tr>
<tr>
<td>100</td>
<td>The student responds in a complete sentence(s) that makes sense and includes details.</td>
</tr>
</tbody>
</table>
• Use the suggestions below to help foster oral-language development.

### Theme Vocabulary:
- **family member**

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

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

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

  *We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Today our Partner Challenge is to think about a friend and tell your partner how you met this friend.*

- Use the sharing sticks to select a student and his or her partner to tell about meeting a new friend.
- Award pocket points for students who demonstrate active-listening skills.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.
Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the lion for today’s show.
- STaR: Please tell a grown-up at home the story about the three bears, or ask him or her to tell you the story. They might tell the story a little bit differently from you because folktales change a little bit when people tell them.
- Read & Respond: Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.
- Use the lion stamp to place an animal image on each student’s hand.
Day 7 | Ready, Set...  

**Focus**

Children are important members of a family.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td>Classroom Library Lab: Copies of the concepts-of-print book <em>Families Together</em> and the trade book <em>The Three Bears</em>, ear and mouth cards</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
<tr>
<td>KinderRoo and Alex puppets or IWB access</td>
</tr>
<tr>
<td>Three Steps for Making a New Friend poster</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
</tr>
<tr>
<td>Joey puppet</td>
</tr>
<tr>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>Concepts-of-print book: <em>Families Together</em></td>
</tr>
<tr>
<td>Theme vocabulary word cards for &quot;sibling,&quot; &quot;son,&quot; and &quot;daughter&quot; or IWB access</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
</tr>
<tr>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>Joey puppet</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
</tr>
<tr>
<td>Trade book: <em>The Three Bears</em></td>
</tr>
<tr>
<td>The Three Bears Sequencing Cards (appendix)</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
</tr>
<tr>
<td>Yesterday card (place near the bulletin board for the Days of the Week pockets) (15-Minute Math Kit)</td>
</tr>
<tr>
<td><strong>Snack/Outside/Gross-Motor Play</strong></td>
</tr>
<tr>
<td>Nutritious snack</td>
</tr>
<tr>
<td><strong>Stepping Stones</strong></td>
</tr>
<tr>
<td>Key card for “p” or IWB access</td>
</tr>
<tr>
<td>“Pp” Uppercase and Lowercase Letter Card</td>
</tr>
<tr>
<td>Letter-Blending cards (“p,” “a,” “d,” “i”) or IWB access</td>
</tr>
<tr>
<td>KinderRoo puppet</td>
</tr>
<tr>
<td>/p/ picture cards or IWB access (pig, pillow, popcorn)</td>
</tr>
<tr>
<td>Common /p/ objects (optional)</td>
</tr>
<tr>
<td>Stepping Stones Partner Practice Booklet for unit 3</td>
</tr>
<tr>
<td>Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)</td>
</tr>
<tr>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>Concepts-of-print book (teacher and student copies): <em>Families Together</em></td>
</tr>
</tbody>
</table>
Additional Materials Needed Today

**Math Mysteries**
- Plastic bags with ten to twelve buttons (or other counters) in each bag, one bag per partnership
- Blue construction paper
- Cotton balls
- Glue
- Crayons

**Let’s Daydream**

**Write Away**
- No new materials

**Let’s Think About It**
- Home Link animal hand stamp: walrus

Learning Labs—Additional Materials

**Dramatic Play Lab | The Three Bears**
- Steps for Making a New Friend cards (see appendix)

**Math Lab | Number Posters**
- The number 1 and number 2 posters from previous days
- Large sheet of butcher paper with the number 3 written on it in large print
- Read and Recycle box
- Scissors
- Glue, paste, or tape

**Computer/Media Lab | Family Rhythm Band**
- Rhythm instruments

**Sand/Water Lab | The Cup Family**
- Measuring cup sets (at least two sets of different shapes)
- Small bowl (holds approximately two cups)
Day 7

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

• Read & Respond

Available Activities

Classroom Library Lab

• Display *The Three Bears* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Families Together* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

• Same as day 6

Math Lab

• Same as day 6

Computer/Media Lab

• Same as day 6

Writing Lab

• Same as day 6

Other

• If you have any theme-related puzzles or games, make them available.
Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

**Gathering Circle**

**Routine**

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

**Home Link Debrief**

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

  **T-P-S:** Last night’s show talked about families. **Who are the members of your family?** Invite children to share drawings or photographs with partners.

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

**Active Instruction**

- Introduce the concept of making a new friend using KinderRoo, Alex, and another classroom puppet that will represent the new student, Dominic.

  Place KinderRoo and Alex together where all students can see them, with a puzzle between them. Bring the other puppet over to KinderRoo and Alex.
As new student:  **What are you doing?**
As KinderRoo, without looking up:  
**Putting a puzzle together.**
As Alex to KinderRoo:  
**Who are you talking to?**
As KinderRoo:  **I don’t know. I never saw him before.**
As Alex, looking at Dominic:  
**Hi, I’m Alex. What’s your name?**
As new student:  **Dominic.**
As KinderRoo:  **Hi, Dominic. My name is KinderRoo. Would you like to help us with this puzzle?**
As Dominic:  **Sure. I’m pretty good at putting puzzles together. Let me see if I can help.**

WGR: Did KinderRoo and Alex know Dominic when he came over to where they were playing?  **No.**  T-P-S: What happened when Dominic spoke to them?  **They talked to him, they told one another their names, and they made friends.**

Let’s see if we can remember how KinderRoo, Alex, and Dominic became new friends.

T-P-S: When Dominic saw KinderRoo and Alex playing together, what did he do?  **He talked to them and asked what they were doing.**

T-P-S: What did Alex do when he realized that there was a student talking to them whom they didn’t know?  **He said hello, and he told the new student his name.**

T-P-S: What did KinderRoo do after they told one another their names?  **She invited Dominic to play with them.**

You just figured out the three things that these puppets did to make a new friend. You can use these three steps when you make a new friend too.  Post the Three Steps for Making a New Friend poster.

**Here are the three things you can do when you meet someone new.**
- Look at the person, smile, and say, “Hello.”
- Tell the person your name. Ask his or her name.
- Invite the new friend to do something with you.

**Partner Practice**
- Invite students to sit with their partners. Quickly create groups of four by combining partnerships. If there is a partnership left without a group, have them join with another group. Use the following situation for students to practice making friends.
Today in your groups, you will pretend that we have a new student in our class. Select a member of each group to pretend to be the new student, and have him or her move away from his or her group. You already know the person who will pretend be the new student in our class, but I want you to act like you don’t know him or her. When the new student comes over to join your group, I want you to act out what you would do.

- Distribute a simple puzzle or game to each group. Invite students to play with the game or puzzle within their group. Once students begin to play with their game or puzzle, tell the new student to go over to the group. Circulate, and observe the interactions among students. If some groups need support, you may want to ask questions to guide students toward how to make a new friend. For the new student, ask questions such as, “How can you let students in your group know that you are here?” or “How can you let them know that you want to join them?” For students in the groups, ask questions such as, “How can you find out the new student’s name?” or “What do you think the new student wants to do?” Allow students an adequate amount of time to work through the making-new-friends scenario by introducing themselves and engaging in conversation.

- Use the Zero Noise Signal to get students’ attention. Have students talk in their groups to answer the following questions. Select a representative from each group to share the group’s answer.

  What did the new student do when he or she came to your group?
  What did students in the group do when the new student came?
  How did you find out what one another’s names are?
  What else did you say to one another?
  Did you invite the student to join you in your game? Why (or why not)?

- Comment on the steps that students in each group took to meet a new person, and point out the corresponding steps on the poster.

  We’ll be learning more about making new friends, and you will be able to practice how to make new friends during Learning Labs.

**Partner Challenge**

- Explain the challenge.

  Today we learned three steps for making a new friend. For our Partner Challenge, you will tell your partner one of the steps for making a new friend.

- Provide a moment for students to recall the steps for making a new friend with their partners. Remind students that they will have time to talk about the steps for making a new friend at snack time and at other times throughout the day.

- Encourage students to make friends with classmates whom they may not currently interact with. If there is someone in our class whom you don’t know yet, you can make friends with him or her today. You will be able to earn pocket points when you use the steps for making a new friend today.
Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

• Challenge students to recall the names of as many family members as they can.

  Families are made up of many different people. With your partner, think about all the different family members that a person can have.

• Create a list of students' responses on the board.

  Today our Daily Message will tell us about some very special family members. Let’s see what today’s message says.

Daily Message

Children are important members of a family.

• Write the Daily Message in front of students, reading each word as you finish writing it. As you write, omit the spaces between the words. Then write the message again directly underneath the first message, but with spaces this time. Reread the entire message again, touching each word as you read it.

• Reinforce literacy objectives by pointing out the following:
  – Read each of the sentences aloud to students. Read sentence 1 quickly, without breath between words. Read sentence 2 in the normal fashion. Ask students which sentence is written correctly. Sentence 2. Prompt students to identify how they know. Sentence 1 does not have any spaces. Sentences have spaces between the words. Reinforce the idea that spaces are used to separate each word in a sentence.
  – I see a word from our word wall in today’s message. I see the word “a.” Let’s see if you can read “a” in our message. Read the message aloud, slowly dragging your finger under the words as you read them. Invite students to raise their hands when you reach the word “a.”

Theme Learning

• Explain the content of the Daily Message.

  Our message tells us that children are important members of a family. Children need families because they aren’t ready to take care of themselves on their own. They need grown-ups who protect, teach, and take care of them. As children learn and get older, they can help grown-ups take care of younger children in the family.

• Use Families Together to help students identify the relationships between children and other members of a family.
Let’s look at the family on the cover of our Families Together book. Hold up the book for students to see. I see several children in this picture of a family. WGR: How many children are in this picture? Three. Yes, there are two boys and one girl, so there are three children in this family.

- Tell students that Joey brought something special to share with them today. Bring out the Joey puppet, and engage with Joey in the following manner:

<table>
<thead>
<tr>
<th>As the teacher:</th>
<th>Joey, I heard you brought something special to share with us today. What did you bring?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Joey:</td>
<td>I brought pictures of my family!</td>
</tr>
<tr>
<td>As the teacher:</td>
<td>How wonderful! We know your mother, KinderRoo, but we don’t know what any of your other family members look like. Now we will get to see!</td>
</tr>
</tbody>
</table>

- Play Joey’s family-picture-slideshow video. Have Joey narrate the slideshow of pictures of his family in the following manner:

Here’s a picture of me, my mom, and my grandmother when they took me to the park one day.

Now here’s one of me and my dad. He lets me sit on his lap when we read books together.

And here’s me and my cousin playing ball. We look a lot alike. Sometimes people have a hard time telling us apart!

This is when my dad took me and my mom for a ride in his taxi cab!

- Thank Joey for sharing his family photos with the class. Remind students that they may bring in pictures of their families to share with the class during Theme Exploration this week.

- Introduce the concepts of sons and daughters.

Just like we saw in Joey’s pictures, some families have male children, or boys. We call these children “sons.” Joey is KinderRoo’s son. Other families have female children, or girls. We call these children “daughters.” Some families have both sons and daughters! Let’s look at the family on the cover our book. Point to the parents in the middle of the picture. We know the mother and father have three children. WGR: How many sons, or male children, do the mother and father have? Two. Agree, and point out the two sons in the picture. How many daughters, or female children, do the mother and father have? One. Agree, and point out the one daughter in the picture. The parents have three children. They have one daughter and two sons.

- Introduce the concept of siblings.

Point to the children on the cover of the book. These children are related. They are siblings. A sibling is a brother or sister. Point to the little girl. This little girl has two siblings. Point to each of the brothers, counting them as you point. She has two brothers. Point to the youngest boy. This little boy has two siblings. He has one sister (Point to the girl.) and one brother.
(Point to the older boy.). Not all children have siblings. Some children are the only child in the family.

- If time allows, use Think-Pair-Share to have students tell their partners about their siblings or that they are an only child. Invite a few students to share with the class. Prompt those students to first identify how many brothers they have and then how many sisters they have. Use your fingers to help each student count how many siblings he or she has in total. Reinforce that all children are special whether they are one of many siblings or they are an only child.

- Play the digital dictionary videos for “sibling,” “son,” and “daughter.”

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

One of our new words for the day is “siblings.”

Siblings are brothers and sisters. If you have an older sister and a younger sister, you might say that you have two sisters. You might also say that you have two siblings. I can make a sentence with the word “siblings.”

I have no siblings. I am an only child.

Our other new words for the day are “son” and “daughter.”

A son is a male, or boy, child. A daughter is a female, or girl, child. I can make a sentence with the words “son” and “daughter.”

Those parents have a son and a daughter.

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

Rhyme Time

TIMING GOAL: 5 minutes

Say the Rhyme

- Have students recite “A Family.” Encourage them to do the physical motions that accompany the rhyme.

- Read the words (see day 6), or play the video.

Develop Phonemic Awareness—Auditory Sound Blending

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

  | /c-are/ | care |
  | /m-e/  | me   |
  | /t-oo/ | too  |

- Award pocket points if students are able to successfully blend the sounds to make words.
Sing the song “Let’s Read Together” with students.

**STaR Story Retell**

**TIMING GOAL:** 20 minutes

**Review**

- Review the title, author, and illustrator.
  
  *We read this story yesterday. Do you remember the title? The Three Bears.*
  
  **WGR:** The author is Paul Galdone. What does the author do? The author *thinks of the story, writes the words.*
  
  **WGR:** The illustrator is Paul Galdone. What does the illustrator do? The illustrator *paints, draws, and creates the pictures.*
  
- Review the story vocabulary words. Show the word on a word card or on the interactive whiteboard as you refer to it. Invite partners to make a sentence with each word.
  
  *We learned some new words in our story yesterday. The first word was “porridge.” What does “porridge” mean? A hot cereal like oatmeal.*
  
  **T‑P‑S:** Can you think of a sentence that uses the word “porridge”? Work with your partner to think of a sentence.
  
- Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.
  
- Repeat this process with the word “parlor.” The word “parlor” means living room.
  
- Repeat this process with the word “cushion.” The word “cushion” means pillow.

**Story Retell**

- Tell students they will use sequencing cards to retell the story *The Three Bears.*
  
  *After I read the story *The Three Bears* again today, we will use sequencing cards to put the story in order.*
  
- Reread the story without stopping to ask interactive questions.
  
- Form groups of four students by combining partnerships. Distribute a set of sequencing cards to each group of students. Keep a set of cards so you can place the cards in sequential order from left to right as students identify the sequence.
  
  *These cards will help you remember what happens in the story. Talk with your friends about what each picture reminds you of in the story.* Allow time for students to describe what’s depicted on the cards within their groups.
  
  *You will work with your group to put these cards in the order in which things happen in the story.*
• Ask guiding questions to help students sequence the cards from the story. Questions may include:
  – Whom does the house in the woods belong to?
  – What does Goldilocks eat when she goes into the bears’ house?
  – What does Goldilocks do after she eats the porridge?
  – Where does Goldilocks go after she breaks the chair?
  – What do the three bears find when they come home from their walk?
  – What does Goldilocks do when she wakes up and sees the three bears looking at her?

• As students answer questions, have them find the card that depicts that part of the story and hold it up for all to see. Model placing the first card to the left and subsequent cards in order, from left to right, as students identify them. Instruct students to place the first card to the left of their work space and the other cards in order from left to right.

• When all the questions have been asked and answered, review the story’s sequence of events with your set of cards. Use Think-Pair-Share to have students retell the part of the story depicted by each card. Invite students to confirm that their groups’ cards are in the same order.

• Close the activity by having students talk in their groups about their favorite parts of the story.

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

Learning Labs

TIMING GOAL: 40 minutes

Routine

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

Description:
• The dramatic play area will continue to be the three bears’ house.

Purpose:
• This lab will help students to develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.

When You Tour:
• Remind students that the lab is open.
• Tell students they can pretend that they are Goldilocks, and instead of running away, they can stay and make friends with the three bears. Point out the Steps for Making a New Friend cards that you’ve placed in the lab to help them remember how to make a new friend.

Facilitate Learning:
• As students play, ask questions about family roles.

Examples:
– I wonder what else Great Big Bear or Middle-Sized Bear could do when he or she sees that someone has been in the house?
– How do you think a young bear like Little Wee Bear would feel if he found someone sleeping in his bed?

Blocks Lab | Build Homes

Description:
• Students will continue to build homes with blocks.

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

Facilitate Learning:
• As students play, ask questions about family members and the things they do in their homes. Encourage students to answer questions in complete sentences as you reinforce the use of theme-related vocabulary.

Examples:
– How many children are in the family that lives in this house? Where will the siblings sleep?
– I heard you say there are four sons in this family. Are there any daughters?
**Art Lab | Family Portraits**

**Description:**
- Students will continue to create family portraits.

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

**Classroom Library Lab | Read to a Stuffed Animal**

**Description:**
- Students will continue to read to a stuffed animal.

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

**Literacy Lab | Play School: /n/ Is for Noodles**

**Description:**
- Students will continue to practice making the letter shape for /n/ and to review the letter sound.

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

**Math Lab | Number Posters**

**Description:**
- Students will create collaborative posters that demonstrate sets of one, two, and three object(s).

**Purpose:**
- This lab provides students with an opportunity to reinforce the concepts of 1, 2, and 3 and to practice making sets of one, two, and three objects.

**Facilitate Learning:**
- Ask students questions to reinforce the concept of the number 3.

**Examples:**
- What do you know about the number 3?
- How many objects are in this picture?
- Is it easier to make a picture of one object or three objects? Why?
- Will you add this picture to the number 1 poster, the number 2 poster, or the number 3 poster? How do you know?
Computer/Media Lab | Family Rhythm Band

Description:

- Students will play rhythm instruments together as a group (like a family).

Purpose:

- This lab provides students with an opportunity to explore playing rhythms as a group.

When You Tour:

- Show students the musical rhythm instruments, and encourage them to work together, like a family of friends, to make music.

Facilitate Learning:

- Simply give students time to explore, play, and work through issues of cooperation. Be prepared to assist if difficulties arise with sharing equipment or with agreeing on the music or rhythm to play.
- Encourage students to use active-listening skills to help them solve disputes.

Sand/Water Lab | The Cup Family

Description:

- Students will use various measuring cups to measure sand and water.

Purpose:

- This lab provides students with an opportunity to explore the concept of volume equivalents in different shapes, to count, and to postulate and experiment and serves as an introduction to fractions.

When You Tour:

- Point out the two or more sets of measuring cups of different shapes. Show the markings of 1/4, 1/3, 1/2, and 1 on both sets of cups.
- As you hold up the two different 1/2 cups, say, *Both of these cups say “1/2”* (Show students the markings, pointing out that when you say, “1/2,” you are reading the number 1 over a line with the number 2 under it.) *on them, but the cups look different. Do you think they hold the same amount of water (sand)? Replies. How could we find out? Replies; experiment. Let’s do an experiment. Let’s see how many of this cup that says 1/2 on it* (Hold up the 1/2 cup of one set.) *filled with water (sand) it takes to fill up the bowl and how many of this other cup that says 1/2 on it* (Hold up the other 1/2 cup.) *filled with water (sand) it takes to fill up the same bowl.*
• Invite a volunteer to use one of the 1/2-cup measuring cups to fill the small bowl as the other students count how many cupfuls it takes to fill the bowl. When the bowl is full, ask students how many measuring cupfuls it took to fill the bowl. Replies. Ask, **If these two 1/2 cups** (Hold up the two 1/2 cups.) **are the same size, how many cupfuls of the other 1/2 cup do you think we’ll need to fill up the bowl? Replies.**

• Empty the bowl, and repeat the process with the 1/2 cup from the other set of measuring cups. Since it will take the same number of cupfuls to refill the bowl, ask students what they think that says about how much each 1/2 cup holds. Replies; **they hold the same amount.**

• Invite students to compare the other cups with the same name (e.g., 1/4) or measurement mark on them.

Facilitate Learning:

• In addition to fostering repetitions of the previous activity, encourage students to see how many 1/2, 1/3, and 1/4 cupfuls it takes to fill the 1-cup measuring cup.

• Guide students to speculate whether the 2, 3, and 4 on the 1/2-, 1/3-, and 1/4-cups, respectively, have anything to do with how many times they have to fill and empty that cup into the 1-cup measuring cup to fill it.

**Science Lab | Scientist’s Station**

Description:

• Students will continue to use various tools and materials to learn about science.

When You Tour:

• Remind students that the lab is open today.

**Writing Lab | Free-Choice Writing**

Description:

• Students will continue to write about topics of their choice.

When You Tour:

• Remind students that the lab is open today.

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

TIMING GOAL: 15 minutes

• Complete the following activities as described on day 1.

Calendar

Days of the Week

• In the usual manner, determine today's day of the week and the date. Hold up the Yesterday card, and say, I'm adding a new card to the Days of the Week pockets. This card says, “Yesterday.” Place the Yesterday card behind the date with which it corresponds, and say, Yesterday was (day of the week).

Days of School Tape

Ten-Frames

Hundreds Chart

Number-Recognition Circle 1–5

• Move the clothespin to the section with the number 4. Say, What number is in this section of the circle? 4. How many dots are in this section? Four. Let's count the dots. 1, 2, 3, 4. Let's snap our fingers four times. Slap your leg four times. Hold up four fingers.

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

- Serve a simple healthy snack that one or more students has identified as a family favorite. Of course, you’ll want to avoid donuts, candy, cookies, etc. as the main snack. Instead, focus on healthier alternatives that students have suggested. These might include fruit, milk and graham crackers, bread and nut butter (be aware of allergies), pretzels, juice, etc.

- Review the Partner Challenge of the day.

  **Our Partner Challenge today is for you to tell your partner one of the steps for making a new friend. You may look at the Three Steps for Making a New Friend poster to help you remember.**

  Allow time for partnerships to talk about the steps for making a new friend. Monitor their conversations, offering help as needed. Distribute pocket points when you observe students correctly naming a step in the process.

Outside/Gross-Motor Play

- Continue playing The Family in the Home and other supervised unstructured gross-motor activities.

Stepping Stones

**Beginning Phonics: /p/ – a bounced sound**

Review

- Have students name each mnemonic picture as you point to it on the wall frieze.

- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.

- Show the Animated Alphabet segment for /n/.
Introduce the New Sound

Silly Sentence

• Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.

• Say the alliterative phrase two or three times, emphasizing the /p/ sound at the beginning of each word by softly bouncing it.

  Peek at the proud parrot.

  • Use Think-Pair-Share to ask, What sound do you hear at the beginning of “peek,” “proud,” and “parrot”? Explain that /p/ is a bounced sound. When we say it, we want to be careful to say it softly and quickly, like the motion of a bouncing ball. We have to be careful not to say /puh/.

  • Use My Turn, Your Turn to have students repeat each of the words that begin with /p/, softly bouncing the /p/ sound at the beginning of each word.

    **Let’s practice that sound.**

    | Teacher: /p/ eek | Students: /p/ eek |
    | Teacher: /p/ roud | Students: /p/ roud |
    | Teacher: /p/ arrot | Students: /p/ arrot |

Mnemonic Picture

• Show the picture side of the key card for “p.” Explain that the picture we have to help us remember the sound /p/ is a parrot.

  **Let’s watch our funny cartoon about /p/. It will help us to remember the sound.**

• Play the Animated Alphabet segment for /p/. Point out how the parrot makes the /p/ sound as it spits out the seeds.

People, Pictures, and Objects

• Have KinderRoo help you identify any students whose names begin with /p/. Explain that KinderRoo has brought some pictures and objects that begin with /p/. Say the name of each picture or object as you present it, and emphasize the /p/ sound.

  pig
  pillow
  popcorn

• Ask students to name each picture or object as you point to it. Ask, What sound do you hear at the beginning of ________? as they name each one.
Making the Sound

- Ask students to think about what is happening in their mouths as they make the /p/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - Is your mouth open or closed when you make the sound?
  - What is your tongue doing when you make the sound?
  - Gently touch your throat. Can you feel a vibration when you make the sound?

Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.

  How are the two letter shapes the same? How are they different?

Partner Practice

Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 8. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write his or her initials in the box at the bottom of Peanut Butter’s page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write his or her initials in the box at the bottom of Jelly’s page.

Stretch and Read

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for “p,” “a,” and “d” a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “pad.” Repeat with the word “dip.”

  We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.

  Alphie and his friends can use Stretch and Read to sound out words too. Let’s watch.
• Show the Sound and the Furry video segment.

  Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!

• Have students work with their partners, using Stretch and Read, to read the words from their Partner Practice Booklets. Monitor students as they read, and note students who are able to successfully sound out the words. Mark this data on the weekly record form.

• Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.

**Forming the Letter**

Introduce the shape of /p/.

• Explain that now you will show students how to write the letter that makes the /p/ sound. Trace the letter with your finger as you say the letter-writing cue “From head to tail, then right around the parrot.” Ask students to say the cue with you two or three times as you trace the letter again.

• Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

  Example:

  – What picture does this letter look like? *The parrot.* Yes, this letter looks like a parrot.

Write /p/.

• Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

• Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the parrot. Place the key card in a pocket chart with the letter side facing outward.

• Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.) Encourage them to say the cue as they write the letter.

• Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /p/ several times, reciting the cue with them each time.

• Ask students to examine their partners’ letters for /p/ and circle the best one. Encourage them to tell their partners why they think it’s the best.
• Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  – /n/ From head to toe and over the net.
  – /i/ Go down the insect, lift and dot.
• Include other review letters as needed by your students.

Stretch and Count/Stretch and Spell

• Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.
  
  pad
  dip

• Collect the Partner Practice Booklets.

Emergent Reading

Story Review

• Briefly review the concepts-of-print book Families Together.

  Today we are talking about how important children are in families. When we looked at the pictures in our story this morning, we saw lots of sons, daughters, and siblings.

• Review the focus skill(s).

  When you read the story with your partners today, point to the words on each page to make sure that you say the same number of words that you see. Use the pictures to help you remember what the words say. You can also look for letters that we have learned.

Partner Reading

• Distribute a book to each student.

• Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.

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

- Ask if any students would like to count to 10 on their own. Invite those students to count to 10 for the class, and record who can do it.
- Award pocket points if several students are able to successfully count to 10 on their own.
- Ask students to sit in a circle with their partners. Ask students to think about what they learned during the last math time. Use Think-Pair-Share to invite them to recall what they know about the number 4.
- After students have shared, say, We learned a lot about the number 4. You made sets of four objects, you practiced writing the number 4, and you made a list of everything that you know about the number 4. You also made pictures of four.

Active Instruction

- Introduce the concept of the number 5. Help students reflect on what they know about the number.

  Today we are going to learn about the number 5. Write the numeral 5 in the middle of a piece of chart paper, or point to it on the interactive whiteboard. T-P-S: What do you know about the number 5? I am five years old; my hand has five fingers; five comes after four; etc. Generate a written list with your students. Then read the list to them.
- Guide partners to make sets of five buttons.

  I am going to give you and your partner a bag of buttons to share. I’d like each of you to take five buttons from the bag and place them in front of you.
- Give each pair of students a bag of buttons. When each child has five buttons in front of him or her, ask, How many buttons do you have? How do you know?
- Ask students to touch and count the buttons as you count them aloud together. Take this opportunity to observe which students are able to count the buttons correctly by saying one number per button. If any students are having difficulty, ask them to put the buttons in a row and push one button up at a time as they count. Ask students to count the buttons aloud again as they put them back into the bag.
Partner Practice

• Explain the activity.

You will now make a picture of five clouds. At your tables, you will find paper, glue, crayons, and cotton balls to share. You will glue five cotton balls to your paper in any way that you want. You might put them all in a row, in a circle, or scattered on the paper. First, think about how you would like your picture to look, and then lay five cotton balls on your paper where you would like to put them. Do not glue them down yet.

When preparing the materials for this activity, place random numbers of cotton balls in bowls, baskets, or piles. Students will have to figure out how many cotton balls are needed to represent the number 5.

• Provide time for students to lay the cotton balls on their papers without glue. Then ask students to count the cotton balls on their papers. Encourage students to think about how they are gluing their cotton balls on the paper to make a picture to represent five clouds.

• When students are done, ask them to count the cotton balls on their partners’ papers. Once students are confident that both papers represent the number 5, they may glue on the cotton balls. They may also use crayons to decorate their designs.

Recap

• Show a few examples of different ways to represent the number 5.

You have shown many ways that we can make the number 5. While all our pictures look very different, they all show five in some way.

• Award pocket points if several students were able to represent the number 5 on their papers successfully.

• Play the “Five Trucks” video to reinforce the concept of 5.

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

**Routine**

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

**Recommended Poetry Selection**


**Introduce the Poem**

Today I’d like to read a poem about a member of a family by Mary Ann Hoberman. It is about a big sister. In this poem, the author is writing about how she plans to grow taller than her big sister. Let’s listen to what her secret plan is.

- Read the poem.

  What is the author’s secret plan for growing taller than her big sister? If she eats twice as much food as her sister, do you think she will grow taller?

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

Write Away

**Prewriting**

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

- Today we’ve been talking about families some more. You are going to write about someone who helps to take care of you.

  How does someone in your family take care of you?
Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

I think that I will write a sentence that says, “My stepdad makes me dinner.”

- Review previously introduced emergent-writing strategies.

  T-P-S: What are some things that I can do if I don’t know how to write some of the words in my sentence? Draw a picture, draw a line, and write sounds that I know.

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

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

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

Example:

I am ready to write my sentence. My sentence is, “My stepdad makes me dinner.”

  - The first word is “My.” Do you hear any sounds that you know in “mmmy”? Write “m” on the first line if students know it.

  - The next word is “stepdad.” “Stepdad.” I hear three sounds that I know in that word—/s/, /t/, and /d/. I’m going to write those sounds for “stepdad.” Write “s,” “t,” and “d” on the second line.

  - “Makes” is the next word. I hear the /m/ sound at the beginning of “makes” and the /s/ sound at the end. I know how to write /m/ and /s/. Write “m” and “s” on the third line.

  - “Mmme.” What sound do you hear at the beginning of “me”? Replies. Right. It’s the /m/ sound. Write “m” on the fourth line.

  - The last word is “dinner.” “Diiinnnner.” I think I hear three sounds that I know—/d/, /l/, and /n/. I’m going to write those letters to stand for “dinner.” Write “d,” “l,” and “n” on the fifth line.

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

**Partner Planning**

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

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

• Distribute pencils and either writing journals or paper.

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

• Hold a writing conference with a few students if time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

Sharing

• Ask students to share their sentences with their partners.

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

• Use Families Together to review the learning focus of the day.

In our discussion this morning and as we looked at the book Families Together, we saw that children are very important members of a family. Show the book, and take a Picture Walk through it to stimulate responses and discussion. What things do grown-ups do for the children in a family? Feed them, teach them, hug them, protect them, etc. Those are some great ideas. Grown-ups do a lot to care for their sons, daughters, nieces, nephews, grandsons, and granddaughters.

Families come in all different sizes. Some families are large and have many children, and some families are small and might only have one child. Some of us might have brothers and sisters. Remember, another word for brothers and sisters is “sibling.” A child who has no siblings is sometimes called an only child.
• Point to your head, and say, **Think about this: How many children live in your house most of the time?** Pause while students count. **If there is only one child living in your house most of the time, stand up.** Pause while students respond. **Please stay standing. Please tell me, in a sentence, how many children live in your house most of the time.** Model, if necessary, by saying, “One child lives in my house most of the time.”

**Teacher’s Note:** Ask students who are standing to respond as a group, or encourage them to respond individually. Use your judgment about which style of response each student is ready for.

• **If there are two children living in your house most of the time, stand up.** Pause while students respond. **Please stay standing. Please tell me, in a sentence, how many children live in your house most of the time.** Model, if necessary, by saying, “Two children live in my house most of the time.”

• Repeat this procedure with “…three children living in your house…” and “…more than three….” In the second instance, model, if necessary, by saying, “More than three children live in my house most of the time,” or have each student respond with the exact number, if he or she knows it.

• All students should be standing. Note which students demonstrate an understanding of “more than three.” Spot check a few students who are already standing by asking, **What is a number that is more than three?**

• If any students have brought in pictures of their families, invite them to share their pictures with the class.

**Vocabulary Review**

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

  One of our new words today is “**sibling.**” A **sibling** is a brother or sister. **T-P-S:** When did we see, hear, or use the word “**sibling**” today?

  Another word we learned is “**son.**” A **son** is a male child. **T-P-S:** When did we see, hear, or use the word “**son**” today?

  Another word we learned is “**daughter.**” A **daughter** is a female child. **T-P-S:** When did we see, hear, or use the word “**daughter**” today?
• Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

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

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

**Theme Vocabulary:**

- sibling
- son
- daughter

**Fostering Richer Language**

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student responds in an incomplete sentence.</td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her.</td>
</tr>
<tr>
<td><strong>Two siblings.</strong></td>
<td></td>
<td><em>We can say, I have two siblings.</em></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence.</td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ______?</td>
<td>If the student is unable to add details, prompt with a question about the sentence.</td>
</tr>
<tr>
<td><strong>I have no siblings.</strong></td>
<td></td>
<td><em>Would you like to have a sibling?</em></td>
</tr>
</tbody>
</table>

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

- Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is for you to tell your partner one of the steps for making a new friend. Allow students time to talk with their partners to review what they said at snack time.

- Use the sharing sticks to select students and their partners to tell the step(s) that they named.

- Award pocket points to students when they correctly name the steps for making friends.

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

Pocket Points for the Day

- Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

- Pour the chips into the jar, and observe how close the total is to the reward line.

- Remind students about their reward.

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.

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

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

- Read & Respond: Distribute the Families Together books. You get to bring these books home with you today! Share Families Together or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.

- Use the walrus stamp to place an animal image on each student’s hand.
Day 8 | Ready, Set…

**Focus**

Family members help one another.

<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>
</tbody>
</table>
| **Theme Exploration** | • Concepts-of-print book: *Families Together*  
• Trade book: *My Best Friend*  
• Chart paper and marker  
• Theme vocabulary word cards for “help” and “parents” or IWB access |
| **Rhyme Time** | • KinderCorner 2nd Edition Plus Media and Software flash drive  
• Joey puppet |
| **STaR** | • Trade book: *Peter’s Chair* (Number the pages; page 2 begins, “Peter stretched as high as he could.”) |
| **15-Minute Math** | • No new materials |
| **Snack/Outside/Gross-Motor Play** | • Nutritious snack |
| **Stepping Stones** | • Key card for “g” or IWB access  
• “Gg” Uppercase and Lowercase Letter Card  
• Letter-Blending cards (“t,” “a,” “g,” “I,” “n”) or IWB access  
• KinderRoo puppet  
• /g/ picture cards or IWB access (gate, girl, gum)  
• Common /g/ objects (optional)  
• Stepping Stones Partner Practice Booklets for unit 3  
• Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Concepts-of-print book (teacher and student copies): *Getting Dressed* |
### Additional Materials Needed Today

| Math Mysteries | • Chart paper  
|               | • Small paper cups, each containing ten bicolored counters, one cup per student  
|               | • Picking Apples Workmat (appendix), one per student  
|               | • Paper, white or construction, one per student  
|               | • Tissue paper, red  
|               | • Glue  
|               | • Crayons  
| Let’s Daydream | • “Big Sister,” *The 20th Century Children’s Poetry Treasury*, page 20  
| Write Away | • No new materials  
| Let’s Think About It | • Home Link animal hand stamp: hippopotamus

### Learning Labs—Additional Materials

| Art Lab | Family Portraits | • Shoe box or other materials to make a camera (optional) |
|        |                 | • Playdough |
| Literacy Lab | Play School: /p/ Is for Playdough | • Playdough |
| Math Lab | Three Bears Counting Game | • Three Bears Game Board (appendix)  
|        |                      | • Three Bears Game Spinner (appendix), cut and taped to an overhead spinner  
|        |                      | • Three Bear counters – one large, one medium, one small  
| Science Lab | Fingerprint Fun | • Ink pads  
|            |                   | • Index cards  
|            |                   | • Magnifying glasses  
|            |                   | • Paper towels (damp) |
Day 8

Greetings, Readings, & Writings

Student Routines

1. Remove coats and backpacks.
2. Turn in homework.
3. Sign in.
4. Self-select activities.

Teacher Routines

1. Greet parents and students.
2. Remind students to read the Arrival Activities poster as they prepare for their day.
3. Encourage students to describe what they are doing in full sentences as you observe their activities.
4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.

Homework

- Read & Respond

Available Activities

Classroom Library Lab
- Same as day 7

Literacy Lab
- Add the key card for “p” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /p/.

Math Lab
- Same as day 7

Computer/Media Lab
- Same as day 7

Writing Lab
- Same as day 7

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

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

TRANSITION
**Gathering Circle**

**Routine**

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

**Home Link Debrief**

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

  T-P-S: Last night’s show talked about the numbers 4 and 5. Draw either the number 4 or 5 on your partner’s back. Can your partner guess the number that you drew?

- Use the sharing sticks to select two or three children to draw the number 4 or 5 in the air for the whole class. Award pocket points in recognition of students’ efforts.

**Active Instruction**

- Review the steps for making a new friend.

  Invite the Cool Kid to the front of the group. Let’s pretend that (name of the Cool Kid) is a new student in our class, and you want to make friends with him (or her).

  T-P-S: What is the first thing you would do?

- Use the sharing sticks to select a student to answer. Invite that student to come to the front of the group. Have this student demonstrate step 1 of making a new friend with the Cool Kid. Have both students smile and say “Hello” to each other.

  T-P-S: What do (name of the Cool Kid) and (name of classmate) do next?

- Use the sharing sticks to select a student to answer. Have the Cool Kid and the classmate tell each other their names.

  T-P-S: What is the last thing (name of the Cool Kid) and (name of classmate) will do?

- Use the sharing sticks to select someone to answer. Have the classmate invite the Cool Kid to do something together.
• Thank students for helping the Cool Kid and his or her new friend to use the three steps for making a new friend.

Partner Practice

• Have students work with their partners to practice the steps for making a new friend. **Now you and your partner can practice the three steps for making a new friend.** If you need help remembering what (name of the Cool Kid) and (name of classmate) did, you can use the Three Steps for Making a New Friend poster to help you.

• Allow time for both students in each partnership to practice all three steps.

Partner Challenge

• Explain the challenge.

  We’ve learned three steps for making a new friend. For our Partner Challenge today, you will tell your partner the steps for making a new friend.

• Provide a moment for students to recall the steps for making a new friend with their partners. Remind students that they will have time to talk about the steps for making a new friend at snack time and at other times throughout the day.

• Encourage students to make friends with others in the class with whom they may not currently interact. **If there is someone in our class whom you don’t know yet, you can make friends with him or her today. You will be able to earn pocket points when you use the steps for making a new friend today.**

Theme Exploration

**TIMING GOAL: 15 minutes**

**Partnership Question of the Day**

In kindergarten, we take turns having special jobs in our classroom. Do you have a special job at home? Tell your partner about a job or chore that you do at home. **Answers will vary.**

Our Daily Message is going to tell us more about families and working together. Let’s see what today’s message says.

**Daily Message**

Family members help one another?
Family members help one another.
• Write the Daily Message on the board, and then rewrite the same message directly below it. End the first sentence with a question mark and the second sentence with a period. Read each message, using intonation to read the first line as a question and stating the second line as a fact.

• Reinforce literacy objectives by pointing out the following:
  – Ask students what is the same and different about the two messages. Verify that one message is a question and one message is a sentence. Ask, What does a question end with? A question mark. What does a sentence end with? A period.
  – Erase, or cross out, the first line of the message. Tell students that today’s message is a sentence. Remind students that a sentence tells you something.

**Theme Learning**

• Explain the content of the Daily Message.

  Think back to last week. Do you remember who else we said helped one another? It is another group of people that begins with /f/. Friends.

  We said that friends help one another. Today’s message tells us that family members help one another too.

• Use the books *Families Together* and *My Best Friend* to reinforce the concept of family members helping one another. Take a Picture Walk, and encourage students to use the pictures to identify how the family members are helping one another on each of the following pages:
  – *Families Together*, page 1: Help pour milk
  – *Families Together*, page 2: Help bake treats
  – *Families Together*, page 4: Help read
  – *My Best Friend*, page 15: Help button clothing

• Introduce the concept of parents as members of a family.

  Our books show us several ways that parents help children in their families. T-P-S: Who are parents? Parents are people who have children. Parents are mothers and fathers. Stepfathers and adoptive mothers and adoptive fathers, and foster mothers and foster fathers are all parents too. Your parents might have helped you this morning by fixing your breakfast, tying your shoes, or bringing you to school.

  Parents don’t just help their children. Parents work together and help one another raise their children.

• Use Think-Pair-Share to have students think about ways that family members help one another.

  Children can help their parents too. Children can also help other family members such as grandparents, aunts, uncles, brothers, sisters, cousins, and more. Think about how you help your family members. How do your family members help you? Then pair with your partner, and share your ideas. Possible responses include: I help my parents cook dinner; I help set the table; my cousin helps me put the toys away; my uncle helps me reach things up high.
• As students share, create a list of their ideas on chart paper. Write their ideas in simple phrases, without pronouns (e.g., help cook dinner, help put toys away). Read the list of students’ ideas aloud, pointing to the word “help” at the beginning of each phrase.

• Play the digital dictionary videos for “help” and “parents.”

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

One of our new words for the day is “parents.”

A parent is a person who has children. A parent can be a mother or father. There are many kinds of parents. You can have birth parents, stepparents, adoptive parents, and foster parents. I can make a sentence with the word “parents.”

My parents have two children.

Our other new word for the day is “help.”

Family members help one another. When you help someone, you are doing part of the work for him or her. I can make a sentence with the word “help.”

When you pick up your toys, you help tidy up the room.

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

Rhyme Time

TIMING GOAL: 5 minutes

Say the Rhyme

• Have students recite “A Family.” Encourage them to do the physical motions that accompany the rhyme.

• Read the words (see day 6), or play the video.

Develop Phonemic Awareness—Auditory Sound Segmenting

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

| care     | /c-are/ |
| me       | /m-e/  |
| too      | /t-oo/ |

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

Sing the song “Let’s Read Together” with students.
DAY 8 | Unit 3: Those Nearest & Dearest

STaR Words:
cradle
arranged

Peter’s Chair
Written and illustrated by Ezra Jack Keats

This story illustrates the struggles that a child might have when facing the addition of a new sibling. With the arrival of his new baby sister, Susie, Peter no longer feels like an important member of the family. He decides to run away from home, taking his old blue chair and his faithful dog, Willie. When Peter realizes that he is too big for his baby chair, he returns home and joins the family in getting things ready for Susie.

Interactive Story Reading

Before Reading

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

Point to the title of the story. The name of our story today is Peter’s Chair. WGR: What is another word for the name of the story? A famous author wrote this book. He wrote many children's books. His name is Ezra Jack Keats. He also made the pictures for this book. That makes him both the author and illustrator of Peter’s Chair.

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

Let’s look at the cover of the book to see if we can get some ideas about what the story will be about. T-P-S: What do you see in this illustration? You may need to point out that there is a picture of a baby in the illustration if students don’t perceive this. WGR: What is Peter looking at? A chair. I wonder why Peter is looking at this little blue chair. The title of the story is Peter’s Chair, so the chair must be important in the story. T-P-S: What do you think we will find out about this chair when we read the story?

• Introduce the story vocabulary words.

We will hear some new words when we read the story today. One word is “arranged.” When things are arranged, it means they are put in order. When we clean up after Learning Labs, we arrange our materials so we know where to look for them the next time we want to use them.

Another new word is “cradle.” A cradle is a special little bed for a baby that rocks back and forth.
DAY 8 | Unit 3: Those Nearest & Dearest

• Introduce the good-reader skill for today.

Good readers have a purpose for reading. They know why they want to read something. Maybe it’s to learn something, or maybe it’s just to relax and have fun. T-P-S: Why do you think we are going to read this book today? Restate some of students’ responses.

During Reading

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

  – Page 5: T-P-S: How do you think Peter feels when his mother tells him to play quietly?
  – Think Aloud: So far, we know that Peter, his mother, and a baby are in the family. Let’s keep reading to find out if there is anyone else in Peter’s family.
  – Page 6: I heard our new word “cradle.” Point to part of the cradle that is visible on page 7. This is the cradle that belonged to Peter when he was a baby. Now there is a new baby in it. The story says Peter’s mother is fussing around the cradle. That means she is paying a lot of attention to the baby in the cradle.
  – Page 11: T-P-S: How do you think Peter feels when he sees that his cradle, high chair, and crib are painted pink for his baby sister?
  – Page 13: T-P-S: What do you think Peter will do with his chair?
  – Page 16: T-P-S: Remember that our new word “arranged” means to put things in order. Where are Peter’s things arranged?
  – Page 18: T-P-S: Why can’t Peter fit in his chair?
  – Page 26: T-P-S: What kind of chair does Peter sit in for lunch? Why do you think Peter wants to paint his chair pink for Susie?

After Reading

• T-P-S: Who are the people in Peter’s family? How is Peter’s family different now from the time when he was a baby?

• Reread page 6. T-P-S: How does Peter feel about his baby sister when his mom makes a fuss over her? Sometimes, when someone else gets a lot of attention, we feel jealous of that person because we want some attention. Talk with your partner about where you would mark a Feelings Thermometer to show how jealous Peter is of Susie.

• T-P-S: What do you think makes Peter change his mind and decide to help paint his chair for Susie? RWE: Peter realizes that he has grown and no longer fits in the chair. He can give it to his sister, and he can sit in a grown-up chair like his father.
• Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

   Peter is jealous of all the attention his baby sister gets from his mother, so he decides to run away. He takes some of his special things and places them in order outside his house. That reminds me of our new word “arranged.” Let’s make a sentence together using the word “arranged.” Talk to your partner about ideas that you have for our sentence.

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

• If time and students’ interest allow, use the Feelings Thermometer to determine the strength of the characters’ feelings in various parts of the story. Reread parts of the story, such as pages 11 and 25, and have students name the character’s feeling and where they would mark a Feelings Thermometer to indicate the strength of that feeling.

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

Learning Labs

TIMING GOAL: 40 minutes

Routine

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

Dramatic Play Lab | The Three Bears

Description:
• The dramatic play area will continue to be the three bears’ house.

When You Tour:
• Remind students that the lab is open.
Facilitate Learning:

- Continue to talk with students about family members in *The Three Bears* and their roles in the home. Encourage the use of new vocabulary.

**Examples:**
- What do you think the Little Wee Bear does to help the Great Big Bear and the Middle-Sized Bear in their house in the woods?
- Do you think Goldilocks is used to helping her family? Why (or why not)?
- Where will you put the three chairs in the three bears’ house? *Parlor.*

**Blocks Lab | Build Homes**

Description:

- Students will continue to build homes with blocks.

When You Tour:

- Remind students that the lab is open.

Facilitate Learning:

- As you visit the construction site for the homes that students are building, ask questions that encourage them to use the new theme-related and story vocabulary.

**Examples:**
- How do you help at your house?
- Where will the parents put the groceries when they come home from the store?

**Art Lab | Family Portraits**

Description:

- Students will continue to create family portraits.

When You Tour:

- Remind students that the lab is open. Suggest that students can make a camera out of a shoe box and play photography studio. The family portraits they created can be the pictures. (optional)

**Classroom Library Lab | Read to a Stuffed Animal**

Description:

- Students will continue to read to a stuffed animal.

When You Tour:

- Remind students that the lab is open.
Facilitate Learning:

- Encourage students to read the concepts-of-print and trade books that you’ve added to the library. Reinforce the concepts of print from Stepping Stones as you visit with the readers. Encourage the use of complete sentences as they read to the stuffed animals.

Examples:

- **Remember to read the title of the story to your animal to help him know what the story will be about.**
- **I like the way you remember to start at the beginning of the book and read each page from the front of the book to the back of the book.**

**Literacy Lab | Play School: /p/ is for Playdough**

**Description:**

- Students will make “p”s or things whose name begins with /p/.

**When You Tour:**

- Tell students they can use playdough to make “p”s or things whose name begins with /p/.

**Math Lab | Three Bears Counting Game**

**Description:**

- Students will play a counting game in which they help the three bears return to their cottage after a visit with Goldilocks.

**Purpose:**

- This lab provides students with an opportunity to recognize written numerals 1–3 and to count to 3. The activity also reinforces one-to-one correspondence while counting.

**When You Tour:**

- Point out the game board, the spinner, and the three bear counters. Tell students that they will be able to use them to play a bear counting game.

**Facilitate Learning:**

- Have each student take a bear counter to use as a game piece and place it on Goldilocks’s house (start). Designate which student will spin first, second, and third. Have the first student spin.

- Ask, **What number did you spin?** Ask the student to move his or her bear that many spaces, counting as the bear is moved along the board. Ask, **How many spaces did you move?** When the student has completed his or her turn, have the second student spin and move his or her bear. Ask students to continue to play until all three bears reach their cottage.
DAY 8 | Unit 3: Those Nearest & Dearest

**Computer/Media Lab | Family Rhythm Band**

Description:
- Students will continue to play rhythm instruments together as a group (like a family).

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

**Sand/Water Lab | The Cup Family**

Description:
- Students will continue to use various measuring cups to measure sand and water.

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

**Science Lab | Fingerprint Fun**

Description:
- Students will make, examine, and compare fingerprints.

Purpose:
- Participation in this lab provides students with an opportunity to investigate the unique characteristics of fingerprints.

When You Tour:
- Point out the magnifying glasses, ink pads, and index cards in the lab. Tell students they will use the ink pads and index cards to make fingerprints and the magnifying glasses to examine them.
- Model making a fingerprint and examining it with a magnifying glass. Show students how to use the damp paper towels to clean their fingers.

Facilitate Learning:
- Ask students to look carefully at their fingerprints.
- Tell students that every person’s fingerprints are different. Have students use the magnifying glasses to compare one another’s fingerprints. Have students describe how the fingerprints are different.
Writing Lab | Free-Choice Writing

Description:
- Students will continue write about topics of their choice.

When You Tour:
- Suggest that students who have created family portraits could write about them or about a member of their families.

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

15-Minute Math

TIMING GOAL: 15 minutes

- Complete the following activities as described on day 1.

Calendar

Days of the Week
- Place the Yesterday card behind the date with which it corresponds, and say, Yesterday was (day of the week).

Days of School Tape

Ten-Frames

Hundreds Chart

Number-Recognition Circle 1–5

Point to the Number-Recognition Circle, and ask students which number is in the section that the clothespin is clipped to. 3. Agree and say, This is the number 3, and there are three dots. 1, 2, 3. Stand up, and stamp your feet three times. Touch your toes three times. After students have responded, ask them to sit down and use their fingers as pencils to write the number 3 on the carpet, in the air very big, and on their partners’ backs.
Birthday Graph

- Point to the Our Birthday Graph, and ask, What do we call this? Our Birthday Graph. What does each honey pot stand for? A birthday. What does each bear stand for? A month of the year. How many birthdays are in this month? Answers will vary. How do you know? Answers will vary. Count the honey pots to confirm the number of birthdays. Then say, Let’s read the graph to see whose birthday is in this month. Explain that you are going to remove the birthday graph from the 15-Minute Math activity board and replace it with a new graph later in the month.

Teacher’s Note: You might like to post Our Birthday Graph somewhere else in the room to use as a reminder of classroom birthdays.

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

Snack • Outside • Gross-Motor Play

Snack

- If snack helper is not already one of the jobs on your job chart, select several students to be helpers at snack time. Today we learned that family members help one another. We also know that friends help one another.

  Explain to the helpers the importance of washing their hands carefully because they handle food that others will eat.

  Have the helpers offer the snacks to their classmates. Encourage those being helped to use appropriate table manners such as saying “Please” and “Thank you.”

- Review the Partner Challenge of the day.

  Our Partner Challenge today is for you to tell your partner the three steps for making a new friend. Allow time for students to review the steps with their partners. As you monitor their conversations, point out the Three Steps for Making a New Friend poster if students need help remembering them.

- Distribute pocket points when students name all three steps.

Outside/Gross-Motor Play

- Play Mother/Father, May I? Invite students to line up side by side several yards back from the person who is playing the mother/father. You play the mother (or father) initially. Call one student at a time to use a specific movement to get closer to you. For example, “Somero may take three baby steps forward.” Somero asks, “Mother (or Father), may I?” The mother/father responds, “Yes, you may.”
• Continue to call on different students to move forward with baby steps, bunny hops, frog leaps, giant steps, etc. until all students have reached you. Change the role of mother/father so several students may play the role.

Once students understand the game, play a variation of it by inviting a student to be the leader and calling him or her by a different family member’s name such as grandfather, uncle, nephew, etc.

As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

Stepping Stones

TIMING GOAL: 30 minutes

Beginning Phonics: /g/ – a bounced sound

Review

• Have students name each mnemonic picture as you point to it on the wall frieze.
• Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
• Show the Animated Alphabet segment for /p/.

Introduce the New Sound

Silly Sentence

• Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
• Say the alliterative phrase two or three times, emphasizing the /g/ sound at the beginning of each word by softly bouncing it.

The growing girl giggles.

• Use Think-Pair-Share to ask, What sound do you hear at the beginning of “growing,” “girl,” and “giggles”?
• Explain that /g/ is a bounced sound. When we say it, we want to be careful to say it softly and quickly, like the motion of a bouncing ball. We have to be careful not to say /guh/.
• Use My Turn, Your Turn to have students repeat each of the words that begin with /g/, softly bouncing the /g/ sound at the beginning of each word.

Let’s practice that sound.
DAY 8 | Unit 3: Those Nearest & Dearest

Teacher: /g/ rowing  Students: /g/ rowing
Teacher: /g/ irl          Students: /g/ irl
Teacher: /g/ iggles      Students: /g/ iggles

Mnemonic Picture

- Show the picture side of the key card for “g.” Explain that the picture we have to help us remember the sound /g/ is a girl.

  Let’s watch our funny cartoon about /g/. It will help us to remember the sound.

- Play the Animated Alphabet segment for /g/. Point out that the girl makes the /g/ sound as she swims around.

People, Pictures, and Objects

- Have KinderRoo help you identify any students whose names begin with /g/. Explain that KinderRoo has brought some pictures and objects that begin with /g/. Say the name of each picture or object as you present it, and emphasize the /g/ sound.
  
gate
  girl
  gum

- Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of ________?** as they name each one.

Making the Sound

- Ask students to think about what is happening in their mouths as they make the /g/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - Is your mouth open or closed when you make the sound?
  - What is your tongue doing when you make the sound?
  - Gently touch your throat. Can you feel a vibration when you make the sound?

Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.

  **How are the two letter shapes the same? How are they different?**
Partner Practice

Reading Sounds

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 10. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write his or her initials in the box at the bottom of Peanut Butter’s page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write his or her initials in the box at the bottom of Jelly’s page.

Stretch and Read

- Explain that the sounds we have been learning to read can be put together to make words. Model the process by placing the letter cards for /t/, /a/, and /g/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “tag.” Repeat with the word “tin.”

  We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.

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

- Show the Sound and the Furry video segment.

  Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!

- Have students work with their partners to read the words from their Partner Practice Booklets using Stretch and Read. Monitor students as they read, and note students who are able to successfully sound out the words. Mark this data on the weekly record form.

- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if these students attempt to read all the sounds or words.
Forming the Letter

Introduce the shape of /g/.

- Explain that now you will show students how to write the letter that makes the /g/ sound. Trace the letter with your finger as you say the letter-writing cue “Left around the girl, down her braid (plait), and curl.” Ask students to say the cue with you two or three times as you trace the letter again.

- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

Example:

What picture does this letter look like? The girl. Yes, this letter looks like a girl with a curling braid (plait).

Write /g/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the girl. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /g/ several times, reciting the cue with them each time.

- Ask students to examine their partners’ letters for /g/ and circle the best one. Encourage them to tell their partners why they think it’s the best.

- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /p/ From head to tail, then right around the parrot.
  - /n/ From head to toe and over the net.

- Include other review letters as needed by your students.

Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letter(s) that make(s) the sound on the lines to spell the word.

  - tag
  - tin

- Collect the Partner Practice Booklets.
Emergent Reading

Story Introduction

• Show the cover of *Getting Dressed*.

• Introduce the title and author.

  One thing that we all must do each day is to get dressed. When you were younger, your parents or other family members had to help you get dressed, didn’t they? You may still need help with a few things like tying your shoes or buckling a belt. Let’s read this story to see if Keisha needs any help getting dressed.

• Read the story to students.

• Introduce the focus skills.

  I see a word-wall word on this page! Point to the word “I” on the first page. What word is this? “I.”

  There were lots of words in these sentences! Let’s count the words on each page as we read the story together.

Guided Group Reading

• Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.

• Before you read each page, ask students to count the number of words. Then, when you read the sentence, hold up a finger as each word is read to check to see if they were right.

• Remind students that they will be able to remember what the words say on each page by looking at the pictures.

Word-Wall Review

• Randomly point to each of the words on the word wall. Invite students to read each word as you point to it.

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

TIMING GOAL: 25 minutes

Show What You Know

- Ask students to find the number 5 in the classroom. Select a few students to share where they found the number 5 in the room. Note which children recognize the number.

- Award pocket points if several students are able to successfully identify the number 5 on their own.

- Ask students to sit in a circle with their partners. Ask students to think about what they learned during the last math time. Use Think-Pair-Share to invite them to recall what they know about the number 5.

- After students have shared, say, Yesterday we learned about the number 5. We learned how to write the numeral 5, and we made a set of five buttons. We also made a picture of five clouds.

Active Instruction

- Pass two bags of multilink cubes around the circle in opposite directions. Ask students to take five cubes out of a bag and press the cubes together to make a stick. When all students have made a stick of five multilink cubes, ask them to place the sticks on the floor in front of them.

- Invite students to count the cubes aloud with you, touching each cube as they count it.

- Invite students to look at one another’s cubes. Encourage students to think about what is the same about everyone’s cubes and what is different. Use Think-Pair-Share to have students describe what their sticks of five cubes look like. For example, a student might tell the class that he has three red cubes and two blue cubes. Agree with him, and then ask him how many cubes he has all together.

When a few students have shared, say, You have all shown some of the many ways that we can make 5. While all of our sticks of cubes look very different, they all show 5 in some way.

- Pass the bags around, and encourage students to return their cubes to the bags. Encourage them to count the cubes as they break their sticks apart and drop the cubes into the bags.

- Review how to write the numeral 5. Model writing the numeral 5 in the air as students copy you. It may help to tell a story as you do each step. For example, I went down the hall, around the corner, and then straight across the hall.

- Ask students to practice writing the numeral 5 in the air, on one another’s backs, and on the rug.

- Invite students to look around the room to see if they can see the number 5. Select a few students to show where they found the number 5.
Partner Practice

- Explain the activity. Show the 5 in a Hive page.

  Five bees belong in the beehive. You will need to draw and color five bees. Model how to draw a bee (see diagram below). Count as you draw your bees around the beehive.

- Provide time for students to draw the bees in pencil around their beehives. Then ask students to count the bees on their papers.

  ![Diagram of bees]

- When students are done, ask them to count the bees on their partners’ papers. Once students are confident that there are fives bees around each hive, encourage them to write the numeral 5 on their papers.

- Provide crayons, and invite students to decorate their pictures.

Recap

- Invite several students to share their 5 in a Hive pictures with the class. Encourage students to count the bees on their pages aloud.

- Award pocket points if several students were able to successfully draw and describe a picture of five bees.

- Play the “Five Starfish and Eels” video.

- Review today’s lesson by asking, What number comes after 4? 5. Let’s count to 5. 1, 2, 3, 4, 5. Look for something that we have 5 of in the room. When you find 5 of one thing, raise your hand to tell us what it is.

Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.
DAY 8 | Unit 3: Those Nearest & Dearest

Let’s Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

- “Big Sister,” The 20th Century Children’s Poetry Treasury, page 20

Introduce the Poem

Today I’ll read the poem “Big Sister” again. The author is writing as if she is the little sister who wants to be as big as her big sister, and she has a plan—she’ll eat twice as much as her big sister and get bigger faster.

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

Write Away

TIMING GOAL: 20 minutes

Prewriting

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

Today we’ve been talking about how family members help one another. You are going to write about a time when you did something to help your family.

What have you done to help your family?

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

I think that I will write a sentence that says, “I cleaned up my toys.”

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

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

  • Use previously introduced writing strategies to model writing your sentence. First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

  **Example:**

  I am ready to write my sentence. My sentence is, “I cleaned up my toys.”
  - The first word is “I.” Draw a stick figure of yourself.
  - The next word is “cleaned.” Point to the second line. *This line can stand for “cleaned.”*
  - “Up” is the next word. I’m going to draw a picture for “up.” Draw an arrow pointing up.
  - “My.” I hear a sound that I know in “Mmmmy.” Write an “m” on the line.
  - “I cleaned up my toys.” What sounds do you hear in “toys”? Write any letters that students suggest.

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

**Partner Planning**

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

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

**Writing**

  • Distribute pencils and either writing journals or paper.

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

  • Hold a writing conference with a few students if time permits. On the weekly record form, record the stage of writing that you observe for each of these students.

**Sharing**

  • Ask students to share their sentences with their partners.

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

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

**Theme-Learning Recap**

- Review the learning focus of the day.

  In our discussion this morning, we talked about ways that family members help one another. We talked about ways that grown-ups help children. Mothers and fathers help children. WGR: What is another word for mothers and fathers? Yes. They are called “parents.” Parents help their children. Grandparents, aunts, and uncles also help children.

  Children can help children too. Brothers, sisters, and cousins can help one another. Children can also help grown-ups by doing chores or other tasks that help their families.

- Direct students’ attention to the list of helping ideas from Theme Exploration earlier in the day. Review the items on the list, and encourage students to add new ideas to the list.

- Introduce the concept of thanking another person.

  When someone helps you or does something kind for you, you should thank him or her. Thanking someone lets him or her know that you appreciate his or her help. You can say, “Thank you,” or just, “Thanks.”

  If someone helps you tie your shoe, you might say to him or her, “Thank you for helping me tie my shoe.” Let’s practice thanking one another.

  Turn to your neighbor, and thank him or her for being a good classmate.

- Prompt students to think about a time when another student helped him or her today or earlier this week. Invite any students who wish to thank their classmates for their good deeds to do so one at a time.

  Thank you for being such good students. I enjoy having you as my classroom family.

- If any students have brought in pictures of their families, invite them to share their pictures with the class.

**Vocabulary Review**

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

  One of our new words today is “parents.” Parents are mothers and fathers. T-P-S: When did we see, hear, or use the word “parents” today?

  Another word we learned is “help.” When you help someone, you do part of the work for him or her. T-P-S: When did we see, hear, or use the word “help” today?
• Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

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

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

<table>
<thead>
<tr>
<th>Theme Vocabulary: parents help</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Help set table.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>I help set the table.</strong></td>
</tr>
</tbody>
</table>

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

**Partner Challenge**

• Review the Partner Challenge of the day.

  *We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is for you to tell your partner the three steps for making a new friend.* Allow time for students to review the three steps and to tell them to their partners.

• Use the sharing sticks to select students to name the steps. Refer students to the poster if they need support.

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

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the hippopotamus for today’s show.
- Read & Respond: Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.
- Use the hippopotamus stamp to place an animal image on each student’s hand.
Day 9 | Ready, Set…

**Focus**

Family members teach one another.

### Additional Materials Needed Today

| Greetings, Readings, & Writings | Classroom Library Lab: Copies of the concepts-of-print book *Getting Dressed* and the trade book *Peter's Chair*, ear and mouth cards  
|                               | Literacy Lab: Key card for “g” |
| Gathering Circle               | No new materials |
| Theme Exploration              | Concepts-of-print book: *Families Together*  
|                               | Theme vocabulary word card for “grandparents” or IWB access |
| Rhyme Time                     | KinderCorner 2nd Edition Plus Media and Software flash drive |
| STaR                           | Trade book: *Peter’s Chair*  
|                               | Small objects: blocks, cradle, crib, chair, baby picture, table (or Peter’s Chair Picture Cards, appendix)  
|                               | Container to hold objects (or picture cards) |
| 15-Minute Math                 | No new materials |
| Snack/Outside/Gross-Motor Play | Nutritious snack |
| Stepping Stones                | Key card for “o” or IWB access  
|                               | “Oo” Uppercase and Lowercase Letter Card  
|                               | Letter-Blending cards (“d,” “o,” “t,” “p,” “a,” “n”) or IWB access  
|                               | KinderRoo puppet  
|                               | /o/ picture cards or IWB access (olive, ostrich, ox)  
|                               | Common /o/ objects (optional)  
|                               | Stepping Stones Partner Practice Booklet for unit 3  
|                               | Individual writing boards and writing implements (or pencils if writing in the Partner Practice Booklets)  
|                               | KinderCorner 2nd Edition Plus Media and Software flash drive  
|                               | Concepts-of-print book (teacher and student copies): *Getting Dressed* |
### Additional Materials Needed Today

| Math Mysteries | • Number Cards for 1–5, one set per pair  
|                | • Dot-Set Recognition Cards for 1–5  
|                | • Masking tape (Use the tape to make a large ten-frame in the middle of the students’ floor area, OR draw a ten-frame on a large piece of yellow bulletin board paper. The ten-frame must be large enough for students to stand or sit in.)  
|                | • Ten-Frame Bus (appendix), copied and cut, one per student  
|                | • Plastic bag with ten bear counters, one bag per pair  
| Let’s Daydream | • “Tickle, Tickle,” *The 20th Century Children’s Poetry Treasury*, page 21  
| Write Away     | • No new materials  
| Let’s Think About It | • Concepts-of-print book (student copies): *Getting Dressed*  
|                | • Home Link animal hand stamp: elephant  

### Learning Labs—Additional Materials

| Art Lab | Family Portraits | • Shoe box or other materials to make a camera (optional)  
| Literacy | Lab Play School: /g/ Is for Glitter | • Copies of /g/ blackline master (appendix)  
|         |     | • Glitter  

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Day 9

Greetings, Readings, & Writings

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

**Homework**

- Read & Respond

**Available Activities**

Classroom Library Lab

- Same as day 8

Literacy Lab

- Add the key card for “g” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /g/.

Math Lab

- Same as day 8

Computer/Media Lab

- Same as day 8

Writing Lab

- Same as day 8

Other

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

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

**Routine**

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

**Home Link Debrief**

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

  T-P-S: What did you find that begins with the letter “g” in your house?

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

**Partner Challenge**

- Explain the challenge.

  We’ve learned about how to make a new friend. For our Partner Challenge today, you will tell your partner how you feel when you make a new friend.

  Provide a moment for students to talk to their partners about this challenge. Encourage them to use the active-listening skill of asking questions to understand what their partners tell them.

  I will be looking for students who use active-listening skills when you talk to your partners. You can earn pocket points when you use the active-listening skill of asking questions when you talk to your partner.

**Brain Game**

- Review this week’s game.

  This week we’ve been playing the Brain Game Head, Shoulders, Knees, and Toes to help us use our mind muscles to stop and think. Play the game now. As a challenge, change the order of the body parts in the song (e.g., knees, shoulders, head, and toes). Remind students that you will continue to play this game at other times today and tomorrow.
Partnership Question of the Day

Think about someone who is special to you. It might be a family member, a friend, a teacher, or someone else. Tell your partner about why that person is special to you.

We care about the people who are special to us. We have been learning about how families care for one another. Our Daily Message is going to tell us more about families. Let’s see what today’s message says.

Daily Message

family members teach one another

- Tell students that you will make some mistakes when you write today’s Daily Message. Encourage students to pay attention to the sentence that you write to see if they can find the mistakes.
- Write the entire message in lowercase letters, and omit the period from the end of the sentence. Read each of the words aloud as you write the message.
- Reinforce literacy objectives by pointing out the following:

  Today’s message does not look quite right to me. I made some mistakes as I wrote it. Look carefully at the message. What is wrong with this sentence? Circle the errors in the sentence as they are identified by students. Rewrite the message with correct capitalization and punctuation directly underneath the first sentence.

  I see a word that begins with /t/ like the tall tower. Raise your hand if you see the word that begins with /t/. Circle the “t” in “teach.” If students identify the “t” in “another,” acknowledge their letter-recognition skills.

Theme Learning

- Explain the content of the Daily Message.

  Yesterday our Daily Message told us that family members help one another. Today our Daily Message tells us that family members teach one another. When you teach someone, you help him or her learn something new. Family members teach one another every day. A family member might teach you something big, such as how to ride a bike or tie your shoes, or a family member might also teach you something so small that you don’t even realize you’re learning. Think about when someone reminds you to say “please” and “thank you.” That person is teaching you good manners.
• Show students page 2 of Families Together. Use a Think Aloud to identify the people in the picture.

Let’s look at this picture in our book. I see three people in this picture. Point to each person as you mention him or her. I see a child. I see the child’s mother. I also see another woman. I think that this woman might be the child’s grandmother. That means she is the child’s mother’s mother.

• Introduce the concept of grandparents.

Grandparents are your parents’ parents. A grandmother is a parent’s mother, and a grandfather is a parent’s father. Some people have many grandparents, and some have a few. Some people call their grandparents by different names. Some children might call their grandmother “grandma,” “grannie,” or “gram.” Some children might call their grandfather “grandpa,” “granddad,” or “pop.” There are many different names for grandparents. Invite students to share their names for their grandparents if they wish.

• Use a Think Aloud to identify a possible scenario for the picture on page 2 of Families Together.

In this picture, it looks like the little boy is baking with his mother and grandmother. I see apples, so maybe they are baking an apple pie. The boy is young, so I don’t think he knows how to bake yet. I think that the boy’s grandmother is probably teaching him how to bake the apple pie.

• Use Think-Pair-Share to have students identify ways that family members teach one another.

The grown-ups in our families can teach us many things. Think about what the grown-ups in your family have taught you. Maybe your parents or grandparents have taught you how to do something. Maybe your aunts, uncles, or other grown-ups have taught you something special. Tell your partner about it. Answers will vary. RWE.

Grown-ups are not the only teachers. Children can be teachers too. Children teach their parents and the other grown-ups in their families. Children also teach other children. You might teach an older sibling about something new that he or she did not already know. You might teach a younger sibling how to sing a song or play a game. Think about something that you can teach another child or something that another child has taught you. Then share with your partner. Answers will vary. RWE.

As we learn and play today, think about something new that you could teach someone in your family.
• Play the digital dictionary video for “grandparents.”

• Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.
  – Our new word for the day is “grandparents.”
  – A long time ago, your parents were young just like you. They had parents that raised them. We call these people our grandparents. They are our grandmothers and grandfathers. I can make a sentence with the word “grandparents.”
  – My grandparents like to tell me stories about my dad when he was a little boy.

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

**Rhyme Time**

**TIMING GOAL: 10 minutes**

**Say the Rhyme**

• Introduce the rhyme “I Have a Family.”

  Today we will begin to learn a new rhyme about family. We will take turns singing this song, and each of us will tell a little bit about our own families.

• Start the video to hear the audio and see the hand motions, or read the words and model the motions.

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

• When students are comfortable with the chorus, demonstrate singing individually, inserting the name of a family member into the third line.

• Move around the circle, inviting each student to sing a stanza and insert the name of a family member into the rhyme.
I Have a Family
(To the tune of “We’ve Got Spirit, Yes We Do!”)

Chorus
I have a family.
Yes, I do. (Point thumbs to self.)
I have a family.
How ‘bout you? (Point at another student.)
(One student sings.)
I have a family.
Yes, I do.
I have a (mother/brother/other family member).
How ‘bout you?
(The next student sings.)
I have a family.
Yes, I do.
I have a (family member).
How ‘bout you?

Develop Attentive Listening—Following Oral Instructions

- Tell students that you will play a game. Explain the instructions to students.

  We are going to play Family Member Says. When I say that a family member says to do something, you do what that family member says. If someone other than a family member tells you to do something, you stay still. You only do an action if a family member asks you to move.

- Review the rules with students.

  Let’s review the rules. If mother asks you to do something, do you do it? Yes. If Grandfather asks you to do something, do you do it? Yes. If the bus driver asks you to do something, do you do it? No. Great. Let’s begin.

- Play the game with students, reminding them not to do the actions if someone other than a family member tells them to do it. Do not eliminate students from the game, just remind them to listen carefully.
Mother says, “Touch your toes.”
Father says, “Reach for the sky.”
Sister says, “Hop up and down.”
The mail carrier says, “Put your hands on your knees.”
Brother says, “Turn around once.”
Grandmother says, “Put your hands on your hips.”
Grandfather says, “Pretend you are sleeping.”
The librarian says, “Touch your ears.”
Aunt says, “Hug yourself.”
Uncle says, “Hug your partner.”
Cousin says, “Sing the new family chant.”

- Sing the chorus of “I Have a Family” with students.
- Award pocket points if most students are able to successfully follow directions and recognize the names of family members in the game.

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

**Review**

- Review the title, author, and illustrator.

  **We read this story yesterday. Do you remember the title?** Peter’s Chair.

  **WGR: The author is Ezra Jack Keats. What does the author do?** The author thinks of the story, write the words.

  **WGR: The illustrator is Ezra Jack Keats. What does the illustrator do?** The illustrator paints, draws, and creates the pictures.

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

  **We learned some new words in our story yesterday. The first word was “arranged.” What does “arranged” mean?** 
  Put in order: T-P-S: Can you think of a sentence that uses the word “arranged”? Work with your partner to think of a sentence.
• Use the sharing sticks to select students to share their responses. Award pocket points for successful responses.

• Repeat this process with the word “cradle.” A cradle is a baby bed that rocks.

**Story Retell**

• Introduce the picture cards, and explain their purpose.

  **Today we will use some pictures** (or objects) **to help us think about the different things that happen in the story Peter’s Chair.** Show each picture, and place it where students can see it as you reread the story.

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

• Reread the story.

• Quickly place students into six groups. Pull out each item from the container, and describe it.

• Model using an object (or picture card) to tell about the part of the story that it represents. For example, hold up the blocks, and say, "In the beginning of the story, Willie knocks down Peter's block tower. Peter's mother tells Peter to play more quietly because of the new baby."

<table>
<thead>
<tr>
<th>Item</th>
<th>Pages</th>
<th>Represents</th>
</tr>
</thead>
<tbody>
<tr>
<td>blocks</td>
<td>4 and 5</td>
<td>the beginning of the story when Willie knocks down Peter's block tower</td>
</tr>
<tr>
<td>cradle</td>
<td>6 and 7</td>
<td>Mother fusses over the baby.</td>
</tr>
<tr>
<td>high chair</td>
<td>8 and 9</td>
<td>Father paints a high chair for the new baby.</td>
</tr>
<tr>
<td>baby picture</td>
<td>16 and 17</td>
<td>Peter runs away.</td>
</tr>
<tr>
<td>small chair</td>
<td>18 and 19</td>
<td>Peter realizes that he's outgrown his little chair.</td>
</tr>
<tr>
<td>table</td>
<td>28 and 29</td>
<td>Peter eats lunch with his father and decides to paint his chair for the baby.</td>
</tr>
</tbody>
</table>

• Distribute one object (or picture card) to each group. Name each object (or picture) as you hand it to the group. Invite students to talk with the members of their groups about what part of the story the object (or picture card) reminds them of. Allow students sufficient time to talk about the item and what it represents in the story.
• Use the Zero Noise Signal to bring students back together. Select a member of each group to tell about their object (or picture card) and what happens in the part of the story that it represents.

• Close the activity by asking students to tell about a picture of themselves as babies. T-P-S: **Think about a picture that you have of yourself when you were a baby. Tell your partner about the picture.**

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

---

**Learning Labs**

**Routine**

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

**Dramatic Play Lab | The Three Bears**

**Description:**

- The dramatic play area will continue to be the three bears’ house, or students can just play house.

**When You Tour:**

- Remind students that the lab is open.

**Blocks Lab | Build Homes**

**Description:**

- Students will continue to build homes with blocks.

**When You Tour:**

- Remind students that the lab is open.
Art Lab | Family Portraits

Description:
• Students will continue to create family portraits.

When You Tour:
• Remind students that the lab is open. Suggest that students can make a camera out of a shoe box and play photography studio. The family portraits they created can be the pictures (optional).

Classroom Library Lab | Read to a Stuffed Animal

Description:
• Students will continue to read to a stuffed animal.

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

Literacy Lab | Play School: /g/ Is for Glitter

Description:
• Students will have the opportunity to review the letter shape and sound for /g/.

Purpose:
• This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds.

When You Tour:
• Explain that students can decorate the /g/ blackline master with glitter.

Facilitate Learning:
• Ask students what sound they hear at the beginning of “glitter.” Explain that “g” makes the /g/ sound. Ask students if they can think of other words that begin with the /g/ sound.

Math Lab | Three Bears Counting Game

Description:
• Students will continue to play a counting game in which they help the three bears return to their cottage after a visit with Goldilocks.

When You Tour:
• Remind students that the lab is open.
Computer/Media Lab | Family Rhythm Band

Description:
- Students will continue to play rhythm instruments together as a group (like a family).

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

Sand/Water Lab | The Cup Family

Description:
- Students will continue to use various measuring cups to measure sand and water.

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

Science Lab | Fingerprint Fun

Description:
- Students will continue to make, examine, and compare fingerprints.

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

Writing Lab | Free-Choice Writing

Description:
- Students will continue to write about topics of their choice.

When You Tour:
- Suggest that students who have created family portraits could write about them or about some member of their families.

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

TIMING GOAL: 15 minutes

• Complete the following activities as described on day 1.

Calendar

Teacher’s Note: At the beginning of a new month, replace last month’s card with this month’s. Point out that a new month has begun and that when a new month begins, the cutout cards for the date start with the number 1 again and have new pictures on them. A new pattern will be placed on the calendar. (Wait until the pattern is established before addressing the pattern aspect of the cutouts.)

Days of the Week

• Place the Yesterday card behind the date with which it corresponds, and say, Yesterday was (day of the week).

Days of School Tape

Ten-Frames

Teacher’s Note: At the beginning of each month, remove the dots from the ten-frames. Begin filling the ten-frames again. Make sure to update the ten-frames after weekends and holidays.

Hundreds Chart

• Ask, How many days until we color in the whole row? If necessary, help students by counting the spaces from the current number to the end of the row aloud.

Number-Recognition Circle 1–5

• Move the clothespin to the section with the number 4. Ask students which number is in the section, and have them count the dots in the section. Invite them to clap and then snap their fingers four times while counting aloud. Ask them to show four fingers.

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

TRANSITION
Snack

- Continue to have helpers distribute the snack. Check your list of helpers for the day to be sure that everyone who wishes to serve gets a chance to do so.
- Review the Partner Challenge of the day.

**Our Partner Challenge today is for you to tell your partner how you feel when you make a new friend.** Allow time for students to talk with their partners about the challenge. As you monitor their conversations, observe whether they are using active-listening skills. Award pocket points when you observe students asking questions during their discussions with their partners.

Outside/Gross-Motor Play

- Continue with the suggested activities from earlier in the week.

As students return to the classroom, have them sing “Step, Step, Stepping Stones” as they join you in the gathering circle area for Stepping Stones.

Stepping Stones

**Beginning Phonics: /o/ – a stretched sound**

Review

- Have students name each mnemonic picture as you point to it on the wall frieze.
- Ask students to provide the sounds for letters that have already been introduced with uppercase and lowercase cards attached.
- Show the Animated Alphabet segment for /g/.

Introduce the New Sound

Silly Sentence

- Present the KinderRoo puppet. Explain that she has a new sound for them to learn—a sound that they will hear in the silly sentence she has brought.
- Say the alliterative phrase two or three times, emphasizing the /o/ sound at the beginning of each word by stretching or extending it.

**The octopus observes olives.**
• Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “octopus,” “observes,” and “olives”?**

• Explain that /o/ is a stretched sound. We can make it longer without bouncing it.

• Use My Turn, Your Turn to have students repeat each of the words that begin with /o/, stretching the /o/ sound at the beginning of each word.

  **Let’s practice that sound.**

<table>
<thead>
<tr>
<th>Teacher: /o/ ctopus</th>
<th>Students: /o/ ctopus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: /o/ bserves</td>
<td>Students: /o/ bserves</td>
</tr>
<tr>
<td>Teacher: /o/ lives</td>
<td>Students: /o/ lives</td>
</tr>
</tbody>
</table>

**Mnemonic Picture**

• Show the picture side of the key card for “o.” Explain that the picture we have to help us remember the sound /o/ is an octopus.

  **Let’s watch our funny cartoon about /o/. It will help us to remember the sound.**

• Play the Animated Alphabet segment for /o/. Point out that the octopus makes the /o/ sound as it lifts the lid and sees the shark.

**People, Pictures, and Objects**

• Have KinderRoo help you identify any students whose names begin with /o/. Explain that KinderRoo has brought some pictures and objects that begin with /o/. Say the name of each picture or object as you present it, and emphasize the /o/ sound.

  - olive
  - ostrich
  - ox

• Ask students to name each picture or object as you point to it. Ask, **What sound do you hear at the beginning of ________?** as they name each one.

**Making the Sound**

• Ask students to think about what is happening in their mouths as they make the /o/ sound. Have them face their partners and make the sound several times as you ask the following questions:
  - **Is your mouth open or closed when you make the sound?**
  - **What is your tongue doing when you make the sound?**
  - **Gently touch your throat. Can you feel a vibration when you make the sound?**
Compare Uppercase and Lowercase

- Use the Uppercase and Lowercase Letter Cards to show students what both forms of the letter look like.
- Attach the uppercase and lowercase card next to the corresponding mnemonic picture on the wall frieze.

**How are the two letter shapes the same? How are they different?**

**Partner Practice**

**Reading Sounds**

- Distribute the Partner Practice Booklets and a crayon or pencil to each student. Ask students to open their booklets to page 12. Encourage partners to help each other find the page. Have the partners work together to read the sounds.
  - Jelly will point to the sounds, and Peanut Butter will read them. Jelly will help as needed.
  - After Peanut Butter has finished reading the sounds, Jelly will write his or her initials in the box at the bottom of Peanut Butter’s page.
  - Peanut Butter will point to the sounds, and Jelly will read them. Peanut Butter will help as needed.
  - After Jelly has finished reading, Peanut Butter will write his or her initials in the box at the bottom of Jelly’s page.

**Stretch and Read**

- Explain that the sounds we have been learning can be put together to make words. Model the process by placing the letter cards for /d/, /o/, and /t/ a few spaces apart in a pocket chart or along a chalkboard tray. Gradually move the letters closer together, and have students blend the sounds together with you until you say “dot.” Repeat with the word “pan.”

  **We know that words are made of sounds. We can read a word by saying all the sounds and blending them together. We call this Stretch and Read.**
  
  **Alphie and his friends can use Stretch and Read to sound out words too. Let’s watch.**

- Show the Sound and the Furry video segment.

  **Now you will get to use Stretch and Read to read some words with your partner. The words you will read are different from the words we read together. Let’s see who can figure out the words!**

- Have students work with their partners to read the words from their Partner Practice Booklets using Stretch and Read. Monitor students as they read, and note students who are able to successfully sound out the words. Mark this data on the weekly record form.

- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.
Forming the Letter

Introduce the shape of /o/.

- Explain that now you will show students how to write the letter that makes the /o/ sound. Trace the letter with your finger as you say the letter-writing cue “Left around the octopus.” Ask students to say the cue with you two or three times as you trace the letter again.

- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

  Example:

  What picture does this letter look like? An octopus. Yes, this letter looks like the round body of an octopus.

Write /o/.

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.

- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the octopus. Place the key card in a pocket chart with the letter side facing outward.

- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /o/ several times, reciting the cue with them each time.

- Ask students to examine their partners’ letters for /o/ and circle the best one. Encourage them to tell their partners why they think it’s the best.

- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
  - /g/ Left around the girl, down her braid (plait), and curl.
  - /p/ From head to tail, then right around the parrot.

- Include other review letters as needed by your students.

Stretch and Count/Stretch and Spell

- Call out a word, and ask students to break it down as they count the number of sounds in the word on their fingers. Ask them to draw a line for each sound that is represented in the word. Say the sounds in the word again, and have students write the letters that make the sound on the lines to spell the word.

  dot
  pan

- Collect the Partner Practice Booklets.
Emergent Reading

Story Review

• Briefly review the concepts-of-print book *Getting Dressed*.

• Review the focus skill(s).

> Today we will read this story with our partners. Remember that you can read the word “I” on each page because that’s a word from our word wall.

> Be sure to point to the words as you read. Remember that the pictures will help you know what to say for each page.

Partner Reading

• Distribute a book to each student.

• Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.

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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know

• Ask students to find the number 5 in the classroom. Select a few students to share where they found the number 5 in the room. Note which students recognize the number.

• Award pocket points if several students are able to successfully identify the number 5 on their own.

• Ask students to sit in a circle with their partners. Ask students to think about what they learned during the last math time. Use Think-Pair-Share to invite them to recall what they know about the number 5.

• After students have shared, say, *Five fingers and five toes—those are some of the things we know.*

Active Instruction

• Introduce the concept of a bus to students.

> Raise your hand if you have ever ridden a bus before. Many people ride buses. Some students ride buses to school. Other people use buses to move around town. T-P-S: What happens when you ride a bus? T-P-S: Each time the bus stops, what happens? T-P-S: What happens to the number of people on the bus after the bus stops? Possible answers include: People get on the bus. People get off the bus.
• Direct the students’ attention to the ten-frame on the floor. Use Think-Pair-Share to have students review the concept of a ten-frame.

T-P-S: What do you notice on the floor? A ten-frame. How have we used a ten-frame before? We put dots in the ten-frame on the 15-Minute Math board to keep track of the date.

• Introduce the activity.

Today we are going to pretend that this ten-frame is a school bus to play Ten-Frame Bus Change. I am going to show you a number card or a Dot-Set Recognition Card, and then that many students will sit in the ten-frame on the floor. We will pretend that they are sitting on a bus. Then I will show you another number. We will have to change the number of students on the bus so it matches the new number card.

• Play the game with students.

Let’s begin. Show the number card with 4 on it. What number is this? 4. Let’s write the numeral 4 in the air. How many students do we need to sit on the ten-frame bus? 4. We will go around the circle to choose students to get on the bus so everyone has a turn. Select the first four students to sit in the top row of the ten-frame on the floor. Count aloud with the class as each student takes a spot in the ten-frame. Model the correct filling of the ten-frame by filling the top row from left to right as students view the ten-frame. Point out to students that they are filling in the ten-frame bus the same way the class fills out the ten-frame on the board.

Show the Dot-Set Recognition Card for 5. How many dots are on this card? 5. Is this number different from the number you saw before? Yes. Then we have to say, “Bus Change!” and change the number of students sitting on the bus. Have students sitting in the ten-frame return to their places in the circle, and select the next five students to get on the bus. Have students practice writing the numeral 5 in the air.

• Continue the activity until all students have had a turn on the ten-frame school bus. If any of the cards shows the same number as the previous card, have students count the number of students on the bus aloud before showing another card.

Partner Practice

• Tell students that they will now play their own version of Ten-Frame Bus Change with their partners. Show students the Ten-Frame Bus page.

You will now play Ten-Frame Bus Change with your partners. At your tables, you will find a ten-frame bus, number cards, and some bear counters. You and your partner will take turns drawing a number card. When you draw a card, you will show the number to your partner, and then you both will place that many bear counters on your ten-frame bus. Then you and your partner will practice writing that number in the air. Demonstrate as needed.

Then you will put your card back, and your partner will draw a new card. If the number is different from the first card, you will say, “Bus change!” and clear the bus. Then you will place new bear counters on the
ten-frame bus to match the number card. If the new number is the same as the amount of bears already on your bus, you and your partner should practice counting up to that number.

- Give students time to play the game, circulating and assisting students as necessary. For students who are not challenged by numeral recognition, encourage them to play the game with the Dot-Set Recognition Cards for 1–5.

**Recap**

- Hold up a few Dot-Set Recognition Cards, and have students confirm the numbers on the cards with their partners. Use the sharing sticks to select students to identify the numbers shown on the cards. Award pocket points if several students were able to successfully identify the number of dots on each card.

- Use Think-Pair-Share to review today’s lesson. Ask, What did we do when the number on the card was different from the number of students on the ten-frame school bus? We said, “Bus Change!” and changed the number of students on our ten-frames. What did we do when the number on the card was the same as the number of students already on the ten-frame school bus? We counted the number of students on the ten-frame school bus.

- Tell students that the ten-frame buses will be available for them to play with when they arrive tomorrow morning and in the math lab.

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

**Let’s Daydream**

**TIMING GOAL:** 25 minutes

**Routine**

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

**Recommended Poetry Selection**

- “Tickle Tickle,” The 20th Century Children’s Poetry Treasury, page 21

**Introduce the Poem**

The rhyme we’ll read today has a lovely different dialect. A dialect is a way of speaking a language. You may have heard people say words a little bit differently from the way you say the same words. That may be
because they come from a part of the country, city, state, or world that is different from where you come from. People who come from the same area usually say words the same way.

The poem today is called “Tickle Tickle.” The child who is speaking in the poem is talking about his father tickling him all over. The child likes it. If he did not like it, he would tell his father to stop, and his father should stop. But this little boy loves it so much that he writes a poem about it!

I might say, “my father,” (or “my papa”) but the little boy in this poem says, “me papa,” because that’s how to say it in his dialect of English.

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

---

**Write Away**

**TIMING GOAL:** 20 minutes

**Prewriting**

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

  **Today we’ve been talking about how family members teach one another.**

  Has anyone in your family taught you to do anything? Who taught you, and what did he or she teach?

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

  **I think that I will write a sentence that says, “My dad taught me how to play a game.”**

- Review previously introduced emergent-writing strategies.

  **T-P-S: What are some things that I can do if I don’t know how to write some of the words in my sentence? Draw a picture, draw a line, and write sounds that I know.**

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

- To model writing your sentence, use the writing strategies that have already been introduced.

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

  **Example:**

  **I am ready to write my sentence. My sentence is, “My dad taught me how to play a game.”**
– The first word is “My.” What sound do you hear at the beginning of “mmy”? /m/. Write “m” on the first line.
– Point to the second line. “My dad.” What sounds do you hear in the word “dad”? Write any letters that students suggest.
– The next word is “taught.” I hear some sounds that I know in “taught.” Point to the third line. Write letters to represent any sounds that students say (possibly just the /t/).
– “Me.” I hear sounds that I know in that word too. Write the letters that students suggest. If they mention the word wall, you may copy the word.
– “How.” I think I’ll just let this line stand for “how.”
– “To.” I hear a /t/ in the word “to.” Write a “t” on the line.
– “My dad taught me how to play….” What sounds do you hear in “play”? Write the letters that students suggest.
– “A.” We know that word, don’t we? I just write an “a.”
– The last word is “game.” We learned the letter for /g/ today! Write a “g” on the last line. Do you hear any other sounds that you know? Write the letters that students suggest.

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

Partner Planning

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

Writing

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

Sharing

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

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

**Theme-Learning Recap**

- **TIMING GOAL:** 20 minutes

  - Review the learning focus of the day.

    In our discussion this morning, we talked about ways that family members teach one another new things.

    We know that grown-ups can teach children many new things. Our grandparents taught our parents when they were young, and now they teach us. Grandparents have been teaching children for a long time!

    We also know that children can teach grown-ups, and they can teach other children.

  - Introduce a version of the game Mother, May I? Say, **Now I am going to teach you a game that you can teach to your family members.**

  - Play Mother, May I? with students, using each of the following common family member titles: mother, father, brother, sister, grandmother, grandfather, aunt, uncle, and cousin.

    Use alliterative names for the steps that you invite students to take, emphasizing the sounds that students have learned. Point to the letters on the wall frieze that represent those sounds. Maintain your role as leader to reinforce the family-member titles. When students reach you, you might have them return to the starting line and change your family-member title.

    **Examples:**

    - I am your grandfather. Grandchildren, you may take two good grasshopper jumps. Point to the “g” on the wall frieze. Grandfather, may we? Yes, you may. Students then respond with their interpretations of the steps that you described.

    - I am your aunt. Nieces and nephews, you may take three dainty dancing steps. Point to the “d” on the wall frieze. Aunt, may we? Yes, you may. Students then respond with their interpretations of these steps.

    - I am your brother. Brothers and sisters, you may take two prancing pony steps. Point to the “p.” Brother, may we? Yes, you may. Students then respond with their interpretations of these steps.

    - I am your father. Sons and daughters, you may take two teeny-tiny steps. Point to the “t.” Father, may we? Yes, you may. Students then respond with their interpretations of these steps.

    - I am your grandmother. Grandchildren, you may take one sideways step. Point to the “s” on the wall frieze. Grandmother, may we? Yes, you may. Students then respond with their interpretations of this step.

    - I am your cousin. Cousins, you may take four mini mouse steps. Point to the “m” on the wall frieze. Cousin, may we? Yes, you may. Students then respond with their interpretations of these steps.
• If any students have brought in pictures of their families, invite them to share their pictures with the class.

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

  Our new word today is “grandparents.” Grandparents are your parents’ parents. A grandmother is a parent’s mother, and a grandfather is a parent’s father. T-P-S: When did we see, hear, or use the word “grandparent” today?

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

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

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

<table>
<thead>
<tr>
<th>Theme Vocabulary: grandparents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fostering Richer Language</strong></td>
</tr>
<tr>
<td><strong>Student Response</strong></td>
</tr>
</tbody>
</table>
| The student responds in an incomplete sentence. | Good answer. Can you say that in a complete sentence? | If the student is unable to respond in a sentence, model a sentence for him or her.  
**We can say, My grandparents live far away.** |
| **Grandparents live far.**    |                                                         |                       |
| The student responds in a complete, but not very elaborate, sentence. | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ______? | If the student is unable to add details, prompt with a question about the sentence.  
**Where do your grandparents live?** |
| **My grandparents are far away.** |                                                         |                       |

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

- Review the Partner Challenge of the day.
  
  We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is for you to tell your partner how you feel when you make a new friend. Allow time for students to review what they told their partners at snack time. As you monitor their conversations, observe whether they are using active-listening skills.

- Award pocket points when you observe students asking questions during their discussions with their partners.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the elephant for today’s show.
- Read & Respond: Distribute the Getting Dressed books. You get to bring these books home with you today! Share Getting Dressed or another book with someone in your family. Ask him or her to sign your Read & Respond bookmark.
- Use the elephant stamp to place an animal image on each student’s hand.
## DAY 10 | Ready, Set…

### Focus

Family members celebrate together.

### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Category</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>• Literacy Lab: Key card for “o”</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>• Trade book: <em>My Best Friend</em> (from unit 2: <em>I Am Amazing! I Feel Fine!</em>)</td>
</tr>
<tr>
<td></td>
<td>• Friendship chain from days 2 and 3</td>
</tr>
<tr>
<td></td>
<td>• Strip of colored paper</td>
</tr>
<tr>
<td></td>
<td>• Marker</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>• Theme vocabulary word cards for “celebrate” and “holiday” or IWB access</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>• A storybook to read for free-choice day</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>• No new materials</td>
</tr>
<tr>
<td><strong>Snack/Outside/Gross-Motor Play</strong></td>
<td>• Nutritious snack with individual items of three different sizes</td>
</tr>
<tr>
<td><strong>Stepping Stones</strong></td>
<td>• Picture cards for /p/, /g/, and /o/</td>
</tr>
<tr>
<td></td>
<td>• Stepping Stones Partner Practice Booklets for unit 3</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
<td>• Ten-Frame Cards 1–5</td>
</tr>
<tr>
<td></td>
<td>• 1–5 spinner (appendix), cut and taped to the transparent spinner</td>
</tr>
<tr>
<td></td>
<td>• One transparent spinner</td>
</tr>
<tr>
<td></td>
<td>• Make 5 sheets (appendix), one per student</td>
</tr>
<tr>
<td></td>
<td>• Small plastic bags of six to eight linking cubes, one bag per student</td>
</tr>
<tr>
<td></td>
<td>• Crayons and markers (colors should match those of the linking cubes)</td>
</tr>
<tr>
<td><strong>Let’s Daydream</strong></td>
<td>• “Running Song.” <em>The 20th Century Children’s Poetry Treasury</em>, page 5</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>• No new materials</td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
<td>• Happy-or-sad-face sticks (from unit 2, day 9), one per student</td>
</tr>
</tbody>
</table>
# Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Art Lab</th>
<th>Family Portraits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shoe box or other materials to make a camera (optional)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Lab</th>
<th>Play School: /o/ Is for Octopus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Copies of /o/ blackline master (appendix)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Lab</th>
<th>Number Twist</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Construction paper (sixteen sheets); write the numeral 1 on four sheets, the numeral 2 on four sheets, the numeral 3 on four sheets, and the numeral 4 on four sheets; randomly place and tape the sheets on the floor.</td>
<td></td>
</tr>
<tr>
<td>• Number Twist Spinner (appendix); cut and taped to an overhead spinner</td>
<td></td>
</tr>
</tbody>
</table>
Day 10

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Available Activities

Classroom Library Lab
- Same as day 9

Literacy Lab
- Add the key card for “o” to the lab. Encourage students to use the tactile letter-formation materials to practice forming the shape of /o/.

Math Lab
- Same as day 9

Computer/Media Lab
- Same as day 9

Writing Lab
- Same as day 9

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

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

**Routine**

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

**Home Link Debrief**

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

  **T-P-S:** Last night you heard another story about Geo and Lulu called *Crazy Shoes*. What was hiding in Geo’s sneaker? *A little bit of crazy.*

- Use the sharing sticks to select two or three children to share anything else they remember about the story *Crazy Shoes* with the whole class. Award pocket points in recognition of thoughtful answers.

**Class Council**

- Review the three steps for making a new friend.

  Bring the friendship chain that students made during this unit to the Gathering Circle. **We’ve been learning a lot about friends.** **T-P-S:** **What is something that makes someone a good friend?** As students name qualities of a good friend, point out those that are included on the friendship chain. If they name something new, add it to the chain.

  **We’ve also learned how to make a new friend.** **T-P-S:** **What are the three steps for making a new friend?** Refer students to the Three Steps for Making a New Friend poster if they need a reminder.

  **Even when we are good friends with someone, we don’t always agree with each other.** We’re learning ways to get along together with our friends in school so we can be a classroom of friends who care about one another.

- Use the Getting Along Together skills previously introduced to address any classroom concerns.

- If there are no classroom problems that need to be addressed at this time, use the following activity with the STaR book *My Best Friend* to engage students in applying their knowledge about the qualities of friends and about forming new friendships.
• Invite students to sit with their partners while you reread My Best Friend.

Page 8: T-P-S: What are some of the things these friends like to do together?

Page 18: Point to the child on the left in the illustration. This friend is proud of the things her best friend can do. That is a good quality about a friend. A friend is someone who likes it when you can do things even if he or she can't do them yet. T-P-S: What things can your friend do that you are proud of?

Page 25: Point to the child on the right in the illustration. This child is proud of her friend because she is brave. T-P-S: How does the brave friend show that she cares about her friend who thinks there is a monster in the room? These friends help each other and take care of each other.

Quickly create groups of four by combining partnerships. If there are students without a group, have them join a group. Let's pretend that we want to be friends with these two girls. T-P-S: What things do the girls in the story do that would make them a good friend for you?

Invite students to talk in their groups about what qualities they have that would help them become friends with the children in the story. T-P-S: What is something about you that would make you a good friend for the children in the story? Quickly select one student from each group to be the new friend. The remaining students in the group will pretend to be the friends in the story. Let's pretend that the friends in the story are outside running, climbing, and jumping. Have students who are pretending to be the friends in the story dramatize this. Ask the new student, What are some of the things that you said would make you a good friend to these two children? Use one of these things to help you make friends. Circulate while students work through this scenario, allowing them time to develop this situation. Observe whether they use any of the three steps for making a new friend. Comment on this, and note any additional methods they use to make friends with the other students.

After students in each group make new friends, have them answer the following questions in their groups.

What did you do to make a new friend?

Was it easy or hard to make a new friend?

How did you feel when you asked to be friends with students who were already friends?

Explain that it can be difficult to meet someone new. Tell students about an experience you had making a new friend and how you felt. Sometimes meeting new people can make us nervous or excited. You never know what will happen when you try to make a new friend. I'm glad students in this class are learning how to make new friends so we can be a classroom of people who are kind to one another.

• Address other concerns, unrelated to the Partner Challenge, if necessary.
DAY 10 | Unit 3: Those Nearest & Dearest

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

Did you teach something new to a member of your family last night? Tell your partner about what you taught someone. If you did not get to teach someone something new, think about what you might teach him or her another time, and tell your partner about that.

We know that families are groups of people who care for one another. We also know that families help one another and teach one another. Our Daily Message is going to tell us more about families. Let’s see what today’s message says.

Daily Message

Family members celebrate together.

• Write the Daily Message in front of students, reading each word as you finish writing it. As you write the message, omit the spaces between the words.

• Reinforce literacy objectives by pointing out the following:
  – Read the sentence aloud at a normal pace.
  – This sentence is missing something. It is missing the spaces between the words! T-P-S: How many words do you think are in this sentence? Tell your partner. Those are some good guesses! I am going to write the sentence again. This time I will be sure to put spaces between each word.
  – Rewrite the Daily Message in the correct manner. Read the sentence aloud, pointing to each word as you read it.
  – This sentence looks much better! Now that we can see where each word begins and ends, we can tell how many words are in this sentence.
  – Invite students to count the words in the message aloud with you. Point to each word as you count it.
Theme Learning

• Explain the content of the Daily Message.

  Our Daily Message tells us that family members *celebrate* together. When you *celebrate* something, you honor a special person or event. Often, families come together to *celebrate* important days in our lives.

• T-P-S: Introduce the concept of *holidays*. Invite students to share about the *holidays* they celebrate.

  Many families spend *holidays* together. A *holiday* is a special day to remember or *celebrate* something. Many people *celebrate* Independence Day, or the Fourth of July, with a barbecue or cookout in the summer. What *holidays* do you *celebrate* with your family? What special things do you do to *celebrate* those *holidays*? Tell your partner. *Answers will vary.*

• T-P-S: Invite students to share about other events that they *celebrate* with their families.

  *Celebrations* don’t just happen on *holidays*. We also *celebrate* the big or important events in our lives. You might *celebrate* a special day such as your birthday or the birth of a baby brother or sister. You might *celebrate* an event such as winning a game or losing a tooth. You might *celebrate* a special day or event by having a party, eating a special meal, or wearing special clothes. Think about something you have *celebrated*, and tell your partner about it.

• Play the digital dictionary videos for “*celebrate*” and “*holiday*.”

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

  One of our new words for the day is “*celebrate*.” We *celebrate* important days or events in our lives. Sometimes we *celebrate* by giving gifts or cooking special meals. I can use the word “*celebrate*” in a sentence.

  The soccer team had a pizza party to *celebrate* the big win.

  Our other new word for the day is “*holiday*.” A *holiday* is a special day of celebration. Sometimes, schools and businesses are closed on *holidays* so people can *celebrate* with their families. I can use the word “*holiday*” in a sentence.

  Thanksgiving and the Fourth of July are two *holidays*.

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

Say the Rhyme

- Have students recite “I Have a Family.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 9), or play the video.

Develop Phonological Awareness—Concept of a Sentence

- Introduce the activity by asking students what a sentence is. *A sentence is a group of words.* Verify students’ responses by stating that a sentence is a string of words that tells an idea or story. Remind students that some sentences are short, and some are long.
- Say the first line of the rhyme. Verify for students that this is a sentence, and demonstrate giving the thumbs-up sign.
  
  “I have a family.” This sounds like a sentence to me. Let me say it again, “I have a family.” Yes. This group of words tells me one complete idea. This gets a thumbs up. Demonstrate.
- Present another example of a sentence to students, for example, “I have three sisters.” Verify for students that this is a sentence, and give a thumbs up.
- Ask students to listen carefully as you say, “has a father.” WGR: Ask students whether they think this is a sentence.
- Tell students that “has a father” is not a sentence because it does not tell a full idea. Use Think-Pair-Share to have students help you make this into a complete sentence.
  
  You are right. “Has a father” is not a sentence. It does not tell a full idea. When I hear “has a father,” I do not know who or what has a father. Can you help me complete this sentence? Answers will vary. Those are great ideas. We can make many different sentences. We could say, “Bernie has a father.” We could also say, “My brother has a father.” Those are both sentences.
- Tell students that you will tell them a group of words. If the group is a sentence, students should give a thumbs up. If the group is not a sentence, students should give a thumbs down. Use the sharing sticks to have students help you complete the sentence.
Janine has a family. Thumbs up.
Moira has three aunts. Thumbs up.
Ian has no brothers. Thumbs up.
Yesenia has a. Thumbs down. Yesenia has a brother/bike/puzzle.
Terrell plays basketball. Thumbs up.
Vinny is wearing shoes. Thumbs up.
Likes pepperoni pizza. Thumbs down. Tasha/My uncle/She likes pepperoni pizza.

• Award pocket points if most students are able to successfully distinguish a complete sentence from an incomplete sentence.

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

STaR Free Choice

• Reread a favorite STaR book or another book that you would like to share.
• Use Think-Pair-Share to have students share their favorite parts of the book.
• See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.
Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
   • Write the code for the writing stage exhibited by the student in the top right-hand corner of the student’s paper.
   • Use the methods described in the Writing Development Feedback Guide to provide feedback.
4. Administer the SOLO to a few students while the rest of the class is engaged in lab activities. Record the SOLO scores in the space provided on the weekly record form.

Dramatic Play Lab | The Three Bears

Description:
• The dramatic play area will continue to be the three bears’ house, or students can just play house.

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

Blocks Lab | Build Homes

Description:
• Students will continue to build homes with blocks.

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

Art Lab | Family Portraits

Description:
• Students will continue to create family portraits.

When You Tour:
• Remind students that the lab is open. Suggest that students can make a camera out of a shoe box and play photography studio. The family portraits they created can be the pictures (optional).
Classroom Library | Read to a Stuffed Animal

Description:
- Students will continue to read to a stuffed animal.

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

Literacy Lab | Play School: /o/ Is for Octopus

Description:
- Students will have the opportunity to review the letter shape and sound for /o/.

Purpose:
- This lab helps students to develop fine-motor skills and reinforces letter shapes and sounds.

When You Tour:
- Explain that students can make the /o/ blackline master into an octopus.

Facilitate Learning:
- Ask students what sound they hear at the beginning of “octopus.” Explain that “o” makes the /o/ sound like in “octopus.” Ask students if they can think of other words that begin with the /o/ sound.

Math Lab | Number Twist

Description:
- Students will play a game with the numbers 1–4.

Purpose:
- This activity engages students in a game where name and numeral recognition for 1–4 are essential.

When You Tour:
- Point out the numbers that are taped to the floor and the Number Twist Spinner. Tell students that they may play a number game with the new materials.
- Explain the game. Ask one student to spin the spinner and call out the name of the number that the spinner lands on. Ask the other students to follow the spinner’s directions, one student at a time. For example, if the spinner lands on the spot with a hand and the number 4, one student would place his or her hand on a number 4. The student who is spinning would spin again, and a different student would follow the next set of directions. For example, if the spinner landed on the spot with a shoe and the number 2, the next student would place his or her foot on a number 2.
- Have the student continue spinning until all the students playing have had two to four turns. Then ask someone to switch roles with the spinner so he or she has the opportunity to play the game.
Facilitate Learning:

- Notice which students are having difficulty recognizing the number that is named and which students spinning the spinner have difficulty naming the numerals.
- For those students who are having difficulty naming and recognizing the numbers, offer specific opportunities to locate those numerals on the calendar as you name them and to name those numerals as you point to them on the calendar.

**Computer/Media Lab | Family Rhythm Band**

Description:

- Students will continue to play rhythm instruments together as a group (like a family).

When You Tour:

- Remind students that the lab is open.

**Sand/Water Lab | The Cup Family**

Description:

- Students will continue to use various measuring cups to measure sand and water.

When You Tour:

- Remind students that the lab is open.

**Science Lab | Fingerprint Fun**

Description:

- Students will continue to make, examine, and compare fingerprints.

When You Tour:

- Remind students that the lab is open.

**Writing Lab | Free-Choice Writing**

Description:

- Students will continue write about topics of their choice.

When You Tour:

- Suggest that students who have created family portraits could write about them or about some member of their families.

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


15-Minute Math

TIMING GOAL: 15 minutes

- Complete the following activities as described on day 1.

Calendar

Days of the Week

- Place the Yesterday card behind the date with which it corresponds, and say,
  Yesterday was (day of the week).

Days of School Tape

Teacher's Note: If today is the twenty-fifth day of school, record the number 25 using a green marker. Ask, Why did I write the number 25 in green? Because it ends in 5. Remind students that the numbers that end in 5 or 0 will be written in green so students can easily skip count by 5s and 10s. Point to the numbers on the tape, and read, 5, 10, 15, 20, 25. Then invite students to read all the numbers, 1–25, with you. We’ve been in school twenty-five days.

Ten-Frames

Hundreds Chart

Number-Recognition Circle 1–5

Point to the Number-Recognition Circle, and ask students which number is in the section that the clothespin is clipped to. 4. Agree and say, This is the number 4, and there are four dots. 1, 2, 3, 4. Please write the number 4 in the air. After students respond, with your guidance, ask them to write the numeral 4 on their partners’ backs, to show their partners four fingers, and then to touch their noses four times.

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

TRANSITION
Snack

- Try to select a healthy snack that has three items per student. As students enjoy their snacks, have them put their items in order by size.

Outside/Gross-Motor Play

- Encourage free exploration of the equipment, balls, jump ropes, etc. If some students prefer a more structured activity, continue to play one of the games that was introduced this week.

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

Stepping Stones

Beginning Phonics: Review /p/, /g/, and /o/

- Remember the Review Sounds
- Explain that today students will review the last three new sounds they learned.
- Show the Animated Alphabet segments for /p/, /g/, and /o/.

Review Games

Letter Detectives

- Display the key cards for the three review letters. Have partnerships search the classroom for either objects that begin with one of the review sounds or a word that contains one of the review letters. Students should stand next to the object or word that they find. Ask each partnership to share their object or word with the class.
- Award pocket points if most students successfully find objects or words that represent the review sounds.
Body Formation

- Invite students to form the shape of each of the review letters with their bodies.

Matching Game

- Display the key cards for the three review sounds a few spaces apart. Show a picture that begins with one of the review sounds. Provide a moment for students to think and then point to the key card that corresponds to the correct beginning sound of the picture.

Partner Practice

- Ask students to find page 14 in their Stepping Stones Partner Practice Booklets.
- Announce which partner should begin, and have students take turns reading the sounds to each another. The listening partners should point to the sounds and provide help as needed. They should write their initials in the box at the bottom of the page once the reading partners have completed the page.
- When partners have finished, have the class read the sounds together. Then use the sharing sticks to select a partnership to read the sounds to the class.
- Invite partners to take turns reading the words. When partners have finished, have the class read the words together. Then use the sharing sticks to select a partnership to read the words to the class.
- Award pocket points if students read the sounds and words successfully.

Writing

- Distribute writing supplies (mini whiteboards and dry-erase pens, chalkboards and chalk, crayons and paper, etc.) to each student.
- Have students write letters for sounds as you call them out, reinforcing the writing cues as needed. Include sounds that were introduced this week and those for which students have not yet demonstrated mastery as recorded on the weekly record form.
  - /t/ Go down the tower, lift and cross.
  - /i/ Go down the insect, lift and dot.
  - /n/ From head to toe and over the net.

Emergent Reading

Free Choice

- Invite students to select one or more concepts-of-print books to read with their partners.
- Monitor students as they read together. When student demonstrate skills, record these observations on the weekly record form.

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

Timing Goal: 25 minutes

Show What You Know

- Quickly go through the Ten-Frame Cards for the numbers 1–5. Ask students to identify how many dots are on each card. Assess students’ counting abilities or visual memories (either might be used).
- Award pocket points if several students are able to successfully identify the number of dots on each card.
- Ask students to sit in a circle with their partners. Ask students to think about what they learned during the last math time. Use Think-Pair-Share to invite them to recall what they did with the ten-frames yesterday.
- After students have shared, say, It is becoming easy for us to recognize the numbers 1, 2, 3, 4, and 5 and to make sets of 1, 2, 3, 4, and 5.

Active Instruction

- Tell students that they will practice making sets of the numbers 1, 2, 3, 4, and 5 today. WGR: Show students the 1–5 spinner, and ask what they can tell you about the spinner. Explain to students that they are going to take turns spinning the spinner and building sticks of cubes to match the number on the spinner.
- Pass out small plastic bags of multilink cubes. Ask one student to come up and spin the spinner. Ask the student to identify the number he or she spun. Ask all students to build a stick of cubes using that number of cubes.
  
  T-P-S: When all students have built their sticks of cubes, ask, How many cubes are in your stick (or tower)? T-P-S: How do you know? T-P-S: Do you and your partner have the same number of cubes in your sticks? Yes. T-P-S: How do you know? Let’s count the cubes. Now let’s write the number together in the air.
- Invite a new student to spin the spinner. Ask the student to identify the number he or she spun, and ask all students to build a stick of cubes using that number of cubes.
  
  T-P-S: When all students have built their sticks of cubes, ask, How many cubes are in your stick (or tower)? T-P-S: How do you know? T-P-S: Is that the same number of cubes as the last time? T-P-S: How do you know? Let’s count the cubes. Now let’s write the number together in the air.
- Repeat the activity several times, selecting a different student to spin the spinner each time.
Partner Practice

- Invite students to move, with their bags of linking cubes, to the tables. Distribute a Make 5 sheet to each student. Use Think-Pair-Share to have students describe the sheet. Possible responses: It has pictures of cubes. Each stick of cubes has five cubes. There are five sticks of cubes.

- Ask students to select five cubes from their bags and build a stick with those five cubes. Have students place their cube sticks on the first column of cubes on the sheet. T-P-S: How could we make the picture look like our cube stick?

- Tell students that they will color the picture of the cubes to match their cube sticks. After they color the first picture, ask students to look at their partners’ work. When students confirm that their partners’ stick pictures match their own cube sticks, they should write the numeral 5 on the space provided below the picture. Then students may break apart their cube sticks and place the cubes back in the bags.

  Note: If students have difficulty concentrating on one stick at a time, have them cover the other sticks on the page with a blank piece of paper.

- Invite students to repeat this process by randomly drawing five new cubes and coloring another cube stick. Have them count their cubes and count the number of cubes of each color. Then have them place the second cube stick on the second picture on their sheet and color it to match their second cube stick. Encourage partners to confirm that each stick picture matches the cube stick.

- Continue until each student has found five ways to make five.

Recap

- Have students look at their stick pictures. Use Think-Pair-Share to have students consider the following questions: Is every picture on your sheet colored the same way? Is every picture on your sheet colored a different way? What do all the pictures show? Different ways to make 5.

- Invite several students to choose one picture to share with the class. Encourage them to share how their pictures show a way to make 5.

- Award pocket points if several students were able to successfully describe how their pictures make 5.

- Use Think-Pair-Share to review today’s lesson. Ask, What can you tell me about the number 5? The number 5 is more than which numbers? 1, 2, 3, and 4. What can you tell me about the number 1? The number 1 is less than which numbers? 2, 3, 4, and 5.

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

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

• “Running Song,” The 20th Century Children’s Poetry Treasury, page 5

Introduce the Poem

Today I’m going to read a poem about running. It’s called “Running Song.” Although it isn’t exactly a song, the person in the poem is running, and it sounds to her as though there is a rhythm and a beat to the sound of her running feet. See if you can feel and hear the beat of the shoes running as I read.

• Read the poem in a rhythmical and rather quick pace.

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

Write Away

TIMING GOAL: 20 minutes

Prewriting

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

• Today you are going to write about something special that your family does to celebrate.

What is something special that your family does to celebrate special days?

• Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as needed.

I think that I will write a sentence that says, “My family has picnics.”
• Review previously introduced emergent-writing strategies.

T-P-S: **What are some things that I can do if I don’t know how to write some of the words in my sentence?** Draw a picture, draw a line, and write sounds that I know.

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

• To model writing your sentence, use the writing strategies that have already been introduced.

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

**Example:**

I am ready to write my sentence. My sentence is, “My family has picnics.”

– **The first word is “My.”** What sound do you hear at the beginning of “mmmmy”? /m/. Write “m” on the first line.

– **“Family” is the next word.** Point to the second line. This line can stand for “family.”

– **“Haaaasss.”** I hear two sounds that I know in “has”—/a/ and /s/. Write “a” and “s” on the third line.

– **The last word is “picnics.”** Say the word slowly. I hear a few sounds that we know in “picnics.” What sounds do you hear? Write any letters that students say.

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

**Partner Planning**

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

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

**Writing**

• Distribute pencils and either writing journals or paper.

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

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

**Sharing**

• Ask students to share their sentences with their partners.

• Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.
Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

Let’s Think About It

**Timing Goal:** 20 minutes

**Theme-Learning Recap**

- Review the learning focus of the day.

  In our discussion this morning, we talked about **holidays** and **celebrations**. We know that a **holiday** is a special day when we **celebrate** something, or someone, important. We also know that we don’t have to wait for a **holiday** to **celebrate**; we can **celebrate** things that happen every day. We **celebrate** **holidays** and other events with our families and friends.

- Review the learning focus of the week, incorporating the week’s theme-related vocabulary words.

  This week we have been learning about families and the things families do together. The people who make up a family are called **family members**. **What are the names we have for our family members?** **Mother, father, parents, children, grandparents, cousins, etc.** Yes. We have many names for the many people that can make up a family.

- Show students the happy-or-sad-face sticks, and explain their use. Then distribute the sticks to students, and play a quick game to review this week’s theme-related vocabulary words.

  We are going to play a game to review what we have learned about families. I will give each of you a stick with some faces on it. You have seen these sticks before. One side of the stick shows a happy face. Show students the Agree side of the stick. The **other side of the stick shows a sad face**. Show students the Disagree side of the stick. **I will tell you something about families. If you agree with what I say or you think I am right, you will show the happy-face side of the stick. If you disagree with what I say or you think I am wrong, you will show the sad-face side of the stick.**

  Distribute the happy-or-sad-face sticks, and have students practice their use.

  **Let’s practice using our happy-or-sad-face sticks. Listen carefully. My name is** (Your name). **Students should show the happy side of the sticks.**

  Great. Everyone’s stick shows the happy face. Let’s try again. We are a classroom of **fifth-graders**. **Students should show the sad side of their sticks.**

  T-P-S: **How could we change this sentence to be true?** We are a classroom of kindergartners. Use your sticks to show whether you agree or disagree with this statement. **Students should show the happy side of the sticks.**

  Great. We are ready to play.
• Play the game with students. Offer a series of statements such as those below. When your statement is false and students disagree, ask students to restate the sentence in a way that is true.

Teacher’s Note: Offer sentences that apply to all students in your class and that are inclusive of those students with nontraditional family and living arrangements.

A family is a group of people who care about one another. Agree.
Some families have many members, and some have only have a few. Agree.
Parents are brothers and sisters. Disagree. Parents are mothers and fathers.
Your parents’ parents are your grandparents. Agree.
Family members teach one another many things. Agree.
Your siblings are your aunts and uncles. Disagree. Siblings are brothers and sisters.
Another name for a female child, or girl, is daughter. Agree.
Another name for a male child, or boy, is father. Disagree. Son.

• If any students have brought in pictures of their families, invite them to share their pictures with the class.

Vocabulary Review

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

One of our new words today is “celebrate.” When we celebrate, we honor something, or someone, in a special way. T-P-S: When did we see, hear, or use the word “celebrate” today?

Our other new word today is “holiday.” A holiday is a special day when many people celebrate something together. T-P-S: When did we see, hear, or use the word “holiday” today?
• Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

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

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

| Theme Vocabulary: | celebrate | holiday |

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Celebrate birthday.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>I like to celebrate.</strong></td>
</tr>
</tbody>
</table>

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

• Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure

• Invite students to tell their partners one thing that they did or learned today at school.
• Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
• Explain the homework assignment.

Theme Learning: I hope you all have a nice evening with your families. The next time you come back to school, we’ll be talking about our bodies—our mmmagical, mmmarvelous, mmmagnificent bodies. Unless you have displayed them on a bulletin board, send home any family photographs that were brought in this week.

Read & Respond: I’d like you to read with a member of your family. Perhaps you could read one of the books that you got at school and took home—Families Together or Getting Dressed. Maybe you could visit the library with some members of your family.
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What Else Can We Get Into?

After Reading

- Reread *Look Out Kindergarten, Here I Come!* (Welcome to School) to reinforce suggested behaviors for making friends.

- Reread *It's Mine!* (Welcome to School) to reinforce how cooperating can make things better.

- Encourage students to do ABCABC patterning activities by having them make a tower using three different color blocks; e.g., one student can put on the blue ones, one the red ones, and one the yellow ones in a My Turn, Your Turn, Your Turn style. They could build a shape pattern with attribute blocks (one puts down circles, the other squares, the other triangles). See what manipulatives you have that would lend themselves to this sort of patterning in a My Turn, Your Turn, Your Turn style. If your students are not ready for this, continue practicing ABAB patterns (My Turn, Your Turn).

- Post the following list as a reminder to adults to keep naming and reinforcing these behaviors, and others you wish to see in your classroom, when they occur.
  - Take turns.
  - Use kind voices when speaking to each other.
  - Help others if they need help.
  - Invite friends to play.
  - Have lots of fun with one another!

- Make playdough together. Make a picture recipe with words or a rebus recipe for students to follow.

- Encourage students to find pictures of people sharing, working together, and relating in friendly ways. They may cut the pictures out and paste them onto individual sheets, a class art project, or a chart. Magazines, advertising circulars, calendars, and recycled greeting cards are good sources of pictures. Invite students to write or dictate to you what they would like to say about their creations.

- Make friendship necklaces: Cut up drinking straws and paper shapes with holes punched in them and other materials that can be strung. Suggest that students make string friendship necklaces or bracelets and give them to their partners. Help them make To: _____ From: _____ tags to put on their gifts. If it is difficult for them to give away their creations, you could ask them to name a friend or friends and have them or you write the friend's name on a tag with a hole punched in it to place on their own friendship necklaces.

- Work in partners to make marble paintings. You'll need a cardboard box, heavyweight paper to fit in the bottom, several small containers of paints in a variety of colors, a sturdy spoon, and two marbles. One partner drops a marble into a paint color of his choice, scoops it out using a spoon, and drops it into the box. He then tips the box back and forth rolling the marble around. When he is finished with his design, he scoops out his marble with the spoon. His partner then drops a marble into a different container of paint, scoops it out, drops it into the same box, and rolls it around. When he is finished, remove the marble and paper. When the marble painting is dry, it can be hung and labeled with the names of both partners. Or it can be cut into two puzzle pieces, one half given to each partner, reminding them of their friendship and how they fit together.
• Look at alphabet books searching for things on the target sound page.
• Provide additional Learning Labs time.
• Invite family members to join the class for a day or a few hours to cook a family recipe, demonstrate a craft, or share some family pictures.
• Sort, count, and compare family members in different ways (number of pets/people, children/adults) using the manipulatives (people figures, cubes/blocks, or others).
• Cut, sort, and paste magazine pictures into male and female groups.
• Hold a family event at school.
• Invite students to write letters to relatives. Mail them or ask students to take them home.
Resource Corner

Children’s Resources


**Teacher’s Resources**


**Special Family Books**


Quinanlan, Patricia (1987). *My Dad Takes Care of Me*. Toronto, ON, Canada: Annick Press. (unemployed father cares for son while looking for work)


Me too! Sentence Builders

Make one copy for each team of four or five students. Cut the words apart.

I like ice cream.
I like dancing.
I like swimming.
I like swinging.
I like you.
Just One Booklet

Copy one booklet per student, and fold.
My Two Book
Copy one book per student, and fold.

Name _________
Little Red Hen Puppets

Copy one set of puppets. Adhere each to a craft stick.
“i” Outline Sheet

Make one copy per student.
Families Together Sentence Cards
Make enough copies for each partnership to have one sentence. (Cut the sentences apart.) Multiple partnerships will have the same sentence.

Families eat together.
Families work together.
Families play together.
Families read together.
Families celebrate together.
Families love each other.
“n” Outline Sheet
Make one copy per student.
The Three Bears Sequencing Cards

Copy one set for each group of four students and one set for teacher.
3 in a Tree

Copy one per student.
Number Picture Cards for 1, 2, and 3
Copy and cut apart—one set per partnership.
Three Bears Game Board
Make one copy. Color and laminate if possible.

Goldilocks’s House
Start

Three Bears’ House
Finish

The Three Bears Counting Game
Three Bears Game Spinner

Make one copy.
5 in a Hive

Make one copy per student.
Ten-Frame Bus

Copy and cut (one bus per partnership).
Peter’s Chair Retell Activity
“g” Outline Sheet
Make one copy per student.
Make 5

Make one copy per student.
1–5 Spinner

Make one copy, tape transparent spinner to copy.
"o" Outline Sheet
Make one copy per student.
Number Twist Spinner

Make one copy. Tape overhead spinner to it.
Dear Family,

All children want to feel that they belong. They want to be part of a community. This could be their family, their school community, or a group of friends. Most know that they want a friend, but not necessarily how to get one, be one, or keep one. Each child is part of a family, yet the makeup of those families can be very different.

This unit will help children develop the social skills to make and keep friendships and to explore their roles as members of a family and of a classroom community.

Your child will participate in activities that will support the following concepts:

- We are a classroom of friends.
- Friends are people who like to be with one another and play and work together.
- Friends and family members care for, share with, and help one another.
- We can learn how to cooperate and work things out together when we don’t agree.
- People who live with us are usually members of our family.
- There are many kinds of families, and a child is a special member of a family.

Next week, the focus will be on ways to be a good friend. Some children may have already made friends with some of their classmates. Others may still need help. My Best Friend is a story about two friends who support each other even though they are different in many ways.

The following week, our focus will be on what a family is and on the children’s relationships with family members. Several stories will help your child understand ways to deal with difficult family situations. For example, in the story Peter’s Chair, a young boy struggles with feelings of jealousy and rejection when a baby sister joins the family.

How can you help?

Your child will again bring home simple, repetitive stories to keep. Encourage him or her to share these books with you. This is an incredibly important way that you can help your child strengthen his or her reading skills. Talking with your child about school and watching the Home Link show online together will also reinforce the reading, math, and other skills that he or she is learning.
Estimada familia:

Todos los niños quieren sentir que pertenecen. Quieren ser parte de una comunidad. Podría ser su familia, su comunidad en la escuela, o un grupo de amigos. La mayoría de los niños quieren amigos, pero no necesariamente como hacerse, ser, o mantener un amigo. Cada niño es parte de una familia, pero la composición de las familias puede ser muy diferente.

Esta unidad ayudará a los niños a desarrollar las habilidades sociales para hacer y mantener amistades y explorar sus funciones como miembros de una familia y de una comunidad de la clase.

Su hijo participará en actividades que apoyarán los siguientes conceptos:

• Somos una clase de amigos.
• Los amigos son personas que les gustan estar juntos y jugar y trabajar juntos.
• Los amigos y familiares cuidan, comparten con, y se ayudan unos a otros.
• Podemos aprender a cooperar y resolver problemas juntos cuando no estamos de acuerdo.
• Las personas que viven con nosotros son por lo general los miembros de nuestra familia.
• Hay muchos tipos de familias, y un niño es un miembro especial de una familia.

La próxima semana, vamos a centrarnos en la manera de ser un buen amigo. Algunos niños pueden ya han hecho amistad con algunos de sus compañeros de clase. Otros todavía pueden necesitar ayuda. My Best Friend (Mi mejor amigo) es una historia sobre dos amigos que se apoyan entre sí a pesar de que son diferentes en muchos aspectos.

A la semana siguiente, vamos a centrarnos en lo que es una familia y en las relaciones de los niños con sus familiares. Varias historias le ayudarán a su hijo a entender maneras de lidiar con situaciones familiares difíciles. Por ejemplo, en la historia Peter's Chair (La silla de Pedro), un joven lucha con sentimientos de celos y rechazo cuando una hermana bebé a la familia.

¿Cómo puede ayudar?

Una vez más, su hijo llevará a casa historias simples y repetitivos para mantener. Anímelo a compartir estos libros con ustedes. Ésta es una manera increíblemente importante que usted puede ayudar a su hijo a fortalecer sus habilidades de lectura. Hablar con su hijo sobre la escuela y ver el programa Home Link online juntos también reforzará la lectura, matemáticas y otras habilidades que está aprendiendo.
### Weekly Record Form

#### Unit 3 | Week 1: Those Nearest & Dearest

**Students**

<table>
<thead>
<tr>
<th>Students</th>
<th>Graphemes</th>
<th>Oral-Language Development</th>
<th>PA</th>
<th>Beginning Reading</th>
<th>Emergent Writing</th>
<th>Stages Observed</th>
<th>Math</th>
<th>Homework</th>
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**Legend:**

- **D** = Demonstrated
- **ND** = Not Demonstrated
## Weekly Record Form

### Unit 3 | Week 2: Those Nearest & Dearest

**Teacher:** _____________________________  **Date:** ________________

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<th>Oral-Language Development</th>
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<td>SOLO oral expression (score 70, 80, 90, 100)</td>
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<td>Produces words that rhyme with “sad,” “me”</td>
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<td>Identifies and explains the purpose of a title</td>
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<td>Sounds out the word “sad”</td>
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