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pitney bowes ✈️  ★ macy's
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Why Winter Weatherland?

“What’s the forecast?" “Should I take an umbrella?” These kinds of questions reflect how adults experience the weather. But children seem to experience the weather differently—more fully and with their senses more attuned to it. They close their eyes and smile as the wind ruffles their hair. They listen carefully to the rain’s patter on the window. They tune in to the wonder of their ever-changing shadows on a sunny day. The curious mind of the five-year-old is ready to learn not only the whats of weather but also to begin to ask and want answered some of its whys. This unit is designed to give your kindergartners opportunities to observe, name, measure, explore, wonder about, predict, and experience the many aspects of weather. Your young meteorologists may become nearly as accurate in weather forecasting as the professionals—perhaps more so!

We will use the drama of the winter season as a backdrop to explore weather in depth. In Cornucopia, as students learned about the season of fall, they began to hear how seasons change throughout the year. Through a variety of texts and background videos in this unit, students will continue to associate weather patterns with seasonal changes. The use of weather maps will introduce students to the concept that communication can occur with symbols in addition to words. Using the globe as you read On the Same Day in March will reinforce the fact that the weather isn’t the same all over the world on the same day, nor does everyone experience the same season at the same time. Discussions of cloudy and rainy days, along with the use of expository texts and class experiments, will help to introduce the wonder of the water cycle.

Winter offers many occasions to observe the remarkable effects of temperature. The winter season offers the chance to talk about and observe the three states of water—solid, liquid, and gas (or ice, water, and steam). The winter temperatures graph and the Paper Clip Weather Graph in 15-Minute Math provide occasions to once again make and study bar graphs. The winter temperatures graph can be compared with the fall temperatures graph that was made in Cornucopia. Books offer a peek into the winter lives of wild animals. The wonder of snowflakes and the thrill, though vicarious, of sledding, making and tossing snowballs, anticipating a blizzard, or snuggling with hot cocoa before a fire will also capture students’ imaginations during the last half of this unit. Just as you did with the fall season, you may need to adapt some of the activities in this unit to accommodate what happens in your part of the world to make the subject matter relevant to your students.

Throughout the next several units, students will continue to build an inventory of ways to solve conflicts so each person wins. In this unit, students will focus on the Conflict Solver strategies for taking turns and sharing. Students should be encouraged to use these new strategies as they interact with one another, particularly in the Learning Labs and during unstructured play.

We hope you enjoy looking at winter through the eyes of your students as you go walking together through our Winter Weatherland!
The weather affects our world and us.

Weather is different around the world on the same day.

The sun can turn water into clouds.

Wind is moving air.

Sometimes the weather is rainy. Rain is part of the water cycle.

It is winter. Snow is one of the signs of winter in some places.

Low temperatures and plant changes are other signs of winter.

Wild animals change their behavior in winter.

People change their behavior in winter.

Water changes its state depending on its temperature.

Creative Domain

Students will:
- pretend with objects.
- experiment with a variety of art materials.
- take on dramatic roles.
- participate in singing and chanting activities.

Language/Literacy Domain

Students will:
- blend and segment phonemes in a word.
- identify the initial, final, and medial sounds in words.
- substitute phonemes in words.
- use increasingly complex vocabulary (theme and descriptive).
- speak using several complete sentences to express a thought.
- identify book conventions.
- read groups of words and short sentences.
- make inferences and draw conclusions about stories they have heard.
- discriminate between individual words and sentences in print.
- recall, retell, and sequence story events.
- identify and write uppercase and lowercase letters and numerals.
- write readable words with approximated spelling.
- demonstrate an interest in writing to communicate meaning.
- demonstrate increasing facility with the process of writing.
### Mathematical Domain

Students will:
- separate or take apart sets of 1–10.
- represent subtraction (within 10) with objects or drawings.
- represent a model for subtraction using manipulatives.
- solve problems.
- count by 5s and 10s.
- collect and record data on a graph over time.
- read and interpret data on a graph.

### Social Studies Domain

Students will:
- demonstrate an awareness beyond the community.
- recognize human similarities and differences.
- acquire concepts about various methods of communication.

### Science Domain

Students will:
- observe using multiple senses.
- predict outcomes.
- conduct organized experiments.
- record observed data.
- draw conclusions.
- build a basic understanding of changes in Earth and the sky.
- begin to understand basic concepts of the water cycle.

### Interpersonal Domain

Students will:
- converse with adults.
- pay attention when another is speaking.
- cooperate with others on completing a task.
- participate appropriately in cooperative activities.
- engage in empathic activities.
- give “I” Messages.
- take turns and share.
- use strategies for solving conflicts.
- demonstrate empathy and consider others’ wants and needs.

### Physical Domain

Students will:
- coordinate hand-eye movements.
- throw, kick, or roll an object in an intended direction.
- participate in balancing activities.
- catch a ball.
- manipulate small objects with precision.
- engage in gross-motor activities such as running and jumping.
**Vocabulary**

<table>
<thead>
<tr>
<th>Background Words</th>
<th>Weather</th>
<th>Nature</th>
<th>Seasonal</th>
<th>Clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weather</strong></td>
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<tr>
<td>air</td>
<td></td>
<td>animals</td>
<td>fall</td>
<td>boots</td>
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<tr>
<td>blizzard</td>
<td></td>
<td>birds</td>
<td>snowball</td>
<td>coat</td>
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<td>fog</td>
<td></td>
<td>cave</td>
<td>snowman</td>
<td>gloves</td>
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<td>lightning</td>
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<td>fur</td>
<td>spring</td>
<td>hat</td>
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<td>map</td>
<td></td>
<td>hibernation</td>
<td>summer</td>
<td>mittens</td>
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<tr>
<td>rain</td>
<td></td>
<td>leaves</td>
<td>winter</td>
<td>pants</td>
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<tr>
<td>snow</td>
<td></td>
<td>moon</td>
<td></td>
<td>scarf</td>
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<tr>
<td>symbols</td>
<td></td>
<td>needles</td>
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<td>skates</td>
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<td>temperature</td>
<td></td>
<td>owl</td>
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<td>snowsuit</td>
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<td>thermometer</td>
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<td>shelter</td>
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<td>umbrella</td>
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<td>thunder</td>
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<td>squirrel</td>
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<td>wind sock</td>
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<td>tree</td>
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<tr>
<td><strong>Water</strong></td>
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<tr>
<td>boil</td>
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<td>bird</td>
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<td>evaporate</td>
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<td>flew</td>
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<td>melt</td>
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<td>happy</td>
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<td>melt</td>
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<td>solid</td>
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<tr>
<td>vapor</td>
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<tr>
<td><strong>Readles</strong></td>
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<td>bird</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.

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

STaR Words
- arrived
- brave
- melt
- reflection
- scramble
- shadow
- sparkles
- spin
- wind

Math Words
- take away
- subtract

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>🙁 Greetings, Readings, &amp; Writings</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>🗿 Gathering Circle</td>
<td>Win-win Brain Game: Catch That Sound</td>
<td>Skill lesson: Conflict Solver Take Turns—Toss a Coin</td>
</tr>
<tr>
<td>🆕 Theme Exploration</td>
<td>Learn about weather and meteorologists. What's the Weather Today?</td>
<td>Explore weather maps and symbols.</td>
</tr>
<tr>
<td>🎼 Rhyme Time</td>
<td>“Weather” Identify initial sounds.</td>
<td>“Weather” Blend sounds to make words.</td>
</tr>
<tr>
<td>💡 STaR</td>
<td>On the Same Day in March Focus: Purpose for reading</td>
<td>Retell On the Same Day in March through illustrations.</td>
</tr>
<tr>
<td>🎧 Dramatic Play Lab</td>
<td>Housekeeping: Role-play in an imaginary home.</td>
<td>Weather Report: Role-play as a news crew reporting the weather.</td>
</tr>
<tr>
<td>🏦 Blocks Lab</td>
<td>Build It!: Build structures with blocks.</td>
<td>Build a Shelter: Build shelters to protect people and animals from winter weather.</td>
</tr>
<tr>
<td>🎨 Art Lab</td>
<td>Whatever the Weather: Paint pictures of weather or weather-related activities.</td>
<td>Whatever the Weather</td>
</tr>
<tr>
<td>📚 Classroom Library Lab</td>
<td>Weather Words Book: Match and illustrate weather-related word cards and create a book.</td>
<td>Weather Words Book</td>
</tr>
<tr>
<td>📚 Literacy Lab</td>
<td>Play School: My Sentence Book 2: Make books, and read simple sentences.</td>
<td>Play School: My Sentence Book 2</td>
</tr>
<tr>
<td>📈 Math Lab</td>
<td>Packing for Winter Vacation: Use nonstandard measurements to pack a suitcase.</td>
<td>Packing for Winter Vacation</td>
</tr>
<tr>
<td>🎨 Computer/Media Lab</td>
<td>Free Exploration: Explore educational software, or listen to music.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>⚗️ Sand/Water Lab</td>
<td>Ice: Investigate the cooling properties of ice.</td>
<td>Ice</td>
</tr>
<tr>
<td>📝 Writing Lab</td>
<td>My Break: Write about the weather or what they did during winter break.</td>
<td>My Break</td>
</tr>
<tr>
<td>☰️ 15-Minute Math</td>
<td>Continue counting and number-awareness activities.</td>
<td>Introduce the Paper Clip Weather Graph.</td>
</tr>
<tr>
<td>☰️ Snack • Outside • Gross-Motor Play</td>
<td>Winter weather snacks Record the temperature, and play KinderKick Ball.</td>
<td>Winter weather snacks Record the temperature, and play Weather Reporter.</td>
</tr>
<tr>
<td>☰️ KinderRoots</td>
<td>Shared Story: Tam and Tad Focus sound: /t/</td>
<td>Shared Story: Tam and Tad Focus sound: /t/</td>
</tr>
<tr>
<td>☰️ Math Mysteries</td>
<td>Separate sets of two, three, and four.</td>
<td>Separate sets of five.</td>
</tr>
<tr>
<td>☰️ Let’s Daydream</td>
<td>“Poem to Mud”</td>
<td>“Sunflakes”</td>
</tr>
<tr>
<td>☰️ Write Away</td>
<td>Write about today’s weather.</td>
<td>Write about the weather in another part of the world.</td>
</tr>
<tr>
<td>☰️ Let’s Think About It</td>
<td>Differentiate between warm- and cold-weather clothes and accessories. Graph the temperature.</td>
<td>Use weather maps to give weather forecasts. What's the Weather Today? Graph the temperature.</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: Conflict Solver Taking Turns – Drawing Straws</td>
<td>Taking Tums</td>
<td>Class Council</td>
</tr>
<tr>
<td>Learn how clouds form.</td>
<td>Learn about how the sun warms air to create wind.</td>
<td>Learn about rain and the water cycle.</td>
</tr>
<tr>
<td>Weather</td>
<td>“Weather”</td>
<td>“Weather”</td>
</tr>
<tr>
<td>“Weather” Segment words into sounds.</td>
<td>“Weather”</td>
<td>Identify ending sounds.</td>
</tr>
<tr>
<td>A Letter to Amy Focus: Compare characters in different stories.</td>
<td>Retell A Letter to Amy by comparing the characters in stories.</td>
<td>Free Choice</td>
</tr>
<tr>
<td>Build a Shelter</td>
<td>Build a Shelter</td>
<td>Build a Shelter</td>
</tr>
<tr>
<td>Whatever the Weather</td>
<td>Make Your Own Breeze: Draw wind-themed pictures, and create paper fans.</td>
<td>Make Your Own Breeze</td>
</tr>
<tr>
<td>Weather Words Book</td>
<td>Weather Words Book</td>
<td>Weather Words Book</td>
</tr>
<tr>
<td>Play School: My Sentence Book 2</td>
<td>Play School: My Sentence Book 2</td>
<td>Play School: My Sentence Book 2</td>
</tr>
<tr>
<td>Packing for Winter Vacation</td>
<td>Packing for Winter Vacation</td>
<td>Packing for Winter Vacation</td>
</tr>
<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>Ice</td>
<td>Sand Drifts</td>
<td>Sand Drifts</td>
</tr>
<tr>
<td>Weather Report</td>
<td>Wind socks: Create wind socks, and observe wind conditions.</td>
<td>Wind socks</td>
</tr>
<tr>
<td>Weather Observation: Write about current weather conditions.</td>
<td>Weather Observation</td>
<td>Weather Observation</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>Winter weather snacks</td>
<td>Record the temperature, and play the Wind or other wind-themed activities.</td>
<td>Record the temperature, and engage in balancing activities with beanbags.</td>
</tr>
<tr>
<td>Record the temperature, and play the Weather Reporter.</td>
<td>Record the temperature, and play the Wind or other wind-themed activities.</td>
<td>Record the temperature, and engage in balancing activities with beanbags.</td>
</tr>
<tr>
<td>Shared Story: Tam and Tad Focus sound: /t/</td>
<td>Shared Story: Tam and Tad Focus sound: /t/</td>
<td>Shared Story: Tam and Tad Focus sound: /t/</td>
</tr>
<tr>
<td>Represent subtraction (within 5) with objects or drawings.</td>
<td>Represent subtraction with objects or drawings.</td>
<td>Explore problem-solving.</td>
</tr>
<tr>
<td>“Afternoon on a Hill”</td>
<td>“Wind Pictures”</td>
<td>“April Rain Song”</td>
</tr>
<tr>
<td>Write about the sun.</td>
<td>Write about windy days.</td>
<td>Add a sentence to one written on days 1–4.</td>
</tr>
<tr>
<td>Read Think About the Weather.</td>
<td>Read A Windy Day.</td>
<td>Dramatize the water cycle, and share work created throughout the week.</td>
</tr>
<tr>
<td>Graph the temperature.</td>
<td>Graph the temperature.</td>
<td>Graph the temperature.</td>
</tr>
</tbody>
</table>
## Peek at the Week 2

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>Brain Game: Freeze</td>
<td>Skill lesson: conflict solver share</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>Learn about winter and snow.</td>
<td>Learn about signs of winter. Learn about evergreen and deciduous trees.</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>“December Leaves” Recognize alliteration.</td>
<td>“December Leaves” Blend sounds to make words.</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>It’s Winter! Focus: purpose for reading</td>
<td>Retell It’s Winter by pantomiming actions.</td>
</tr>
<tr>
<td><strong>Dramatic Play Lab</strong></td>
<td>Blizzard!: Role-play in a snowed-in setting.</td>
<td>Blizzard!</td>
</tr>
<tr>
<td><strong>Blocks Lab</strong></td>
<td>Snowscape: Build a town or city and simulate snowfall.</td>
<td>Snowscape</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Snow Art: Use cotton balls to make snow art.</td>
<td>Snow Art</td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Winter Weather: Read books about winter and weather.</td>
<td>Winter Weather</td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Play School: My Sentence Book 3: Make books and read simple sentences.</td>
<td>Play School: My Sentence Book 3</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Making Snowmen: Make snowmen and create sets of one to twelve.</td>
<td>Making Snowmen</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Free Exploration: software, music and IWB activities</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Sand/Water Lab</strong></td>
<td>Snow: Play with snow or shaved ice.</td>
<td>Snow</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Scientist’s Station: Explore freely with science materials.</td>
<td>Chilly Beans: Set up a seed-growing experiment.</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>The Day It…: Write about an unusual weather event.</td>
<td>The Day It…</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td><strong>Snack • Outside • Gross-Motor Play</strong></td>
<td>Fruit slices and fruit dip Record the temperature and enjoy snow activities or play Toss the Snowball.</td>
<td>Popcorn or popcorn balls Record the temperature and play Toss the Snowball.</td>
</tr>
<tr>
<td><strong>KinderRoots</strong></td>
<td>Shared Story: Miss Sid Focus sound: /i/</td>
<td>Shared Story: Miss Sid Focus sound: /i/</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
<td>Review number combinations for 10.</td>
<td>Separate sets of 10 using objects or drawings.</td>
</tr>
<tr>
<td><strong>Let’s Daydream</strong></td>
<td>“December Leaves”</td>
<td>“White Cat Winter”</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>Write about what you would do on a snowy day.</td>
<td>Write about something else you would do on a snowy day.</td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
<td>Recite the poem “The More It Snows” Read How Do You Know It’s Winter? Graph the temperature.</td>
<td>Graph the temperature. Categorize cold- and warm-weather clothing.</td>
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<td></td>
<td>Day 8</td>
<td>Day 9</td>
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<tr>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
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<tr>
<td>Skill lesson: conflict solver share</td>
<td>Conflict solvers</td>
<td>Class Council</td>
</tr>
<tr>
<td>Learn about animal behavior in winter.</td>
<td>Learn about people’s behavior in winter.</td>
<td>Learn about the properties of water.</td>
</tr>
<tr>
<td>Owl Moon Focus: questioning</td>
<td>Retell Owl Moon by summarizing.</td>
<td>Free Choice</td>
</tr>
<tr>
<td>Blizzard!</td>
<td>Blizzard!</td>
<td>Blizzard!</td>
</tr>
<tr>
<td>Caves and Holes in Trees: Make winter homes for stuffed animals.</td>
<td>Caves and Holes in Trees</td>
<td>Caves and Holes in Trees</td>
</tr>
<tr>
<td>Snow Art</td>
<td>Snow Art</td>
<td>Snow Art</td>
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<tr>
<td>Winter Weather</td>
<td>Winter Weather</td>
<td>Winter Weather</td>
</tr>
<tr>
<td>Play School: My Sentence Book 3</td>
<td>Play School: My Sentence Book 3</td>
<td>Play School: My Sentence Book 3</td>
</tr>
<tr>
<td>Making Snowmen</td>
<td>Making Snowmen</td>
<td>Making Snowmen</td>
</tr>
<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>Snow</td>
<td>Snow</td>
<td>Snow</td>
</tr>
<tr>
<td>Solid and Liquid: Experiment with melting ice.</td>
<td>Solid and Liquid</td>
<td>Solid and Liquid</td>
</tr>
<tr>
<td>The Day It… Continue counting and number-awareness activities.</td>
<td>A Winter Day: Write a list about a school day in winter.</td>
<td>A Winter Day</td>
</tr>
<tr>
<td>Record the temperature, and play Bear Hokey Pokey.</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Shared Story: Miss Sid Focus sound: /i/</td>
<td>Shared Story: Miss Sid Focus sound: /i/</td>
<td>Shared Story: Miss Sid Focus sound: /i/</td>
</tr>
<tr>
<td>Represent addition and subtraction within 10.</td>
<td>Solve addition and subtraction stories within 10.</td>
<td>Explore problem solving.</td>
</tr>
<tr>
<td>Write about something else you would do on a snowy day.</td>
<td>Write about what you do to keep warm in winter if you were an animal.</td>
<td>Add a sentence to one written on days 1–4.</td>
</tr>
<tr>
<td>Play an animal-behavior pantomime game. Graph the temperature.</td>
<td>Play Agree or Disagree. Graph the temperature.</td>
<td>Pantomime the water cycle. Graph the temperature. Share artwork from the week.</td>
</tr>
</tbody>
</table>
You Will Need

**Supplied by SFAF:**

<table>
<thead>
<tr>
<th>Books</th>
<th>STaR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>On the Same Day in March by Marilyn Singer</td>
</tr>
<tr>
<td></td>
<td>A Letter to Amy by Ezra Jack Keats (from unit 3, Those Nearest &amp; Dearest)</td>
</tr>
<tr>
<td></td>
<td>Peter's Chair by Ezra Jack Keats</td>
</tr>
<tr>
<td></td>
<td>It's Winter! by Linda Glaser</td>
</tr>
<tr>
<td></td>
<td>Owl Moon by Jane Yolen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KinderRoots Shared Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tam and Tad by Robert Slavin and Nancy Madden (SFAF) teacher and student copies</td>
</tr>
<tr>
<td>Miss Sid by Robert Slavin and Nancy Madden (SFAF) teacher and student copies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's the Weather Today? by Allan Fowler</td>
</tr>
<tr>
<td>Think About the Weather by Cynthia Rothman</td>
</tr>
<tr>
<td>A Windy Day by Robin Nelson</td>
</tr>
<tr>
<td>A Rainy Day by Robin Nelson</td>
</tr>
<tr>
<td>How Do You Know It's Winter? by Lisa M. Herrington</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting Our Way Through the Park: 1 to 20 by Trish Byrnes (SFAF)</td>
</tr>
<tr>
<td>The 20th Century Children’s Poetry Treasury by Jack Prelutsky</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>KinderCorner 2nd Edition Plus Home Link show for unit 8</td>
</tr>
<tr>
<td>Language Play &amp; Listening Fun for Everyone CD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cards/Card Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>KinderCorner Phonics Picture Cards</td>
</tr>
<tr>
<td>Word/Sentence picture cards</td>
</tr>
<tr>
<td>Key cards: “m,” “a,” “s,” “d,” “i,” and “i”*</td>
</tr>
<tr>
<td>KinderCorner Activity Cards</td>
</tr>
<tr>
<td>Seasonal Go-together picture cards</td>
</tr>
<tr>
<td>KinderCorner Rhyme Cards</td>
</tr>
<tr>
<td>“Weather” Rhyme Card</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Word cards for “am,” “sat,” “Tad,” “Tam,” “mad,” “Matt,” “Dad,” “it,” “Miss Sid,” “sit,” and “Tim”*</td>
</tr>
<tr>
<td>Red Word cards for “I,” “was,” “a,” “love,” and “is”*</td>
</tr>
</tbody>
</table>
### SETTING THE SCENE  |  Unit 8: Winter Weatherland

#### Posters
- The Water Cycle
- Calendar Year Card
- Nickels
- Paper Clip Weather Graph

#### Math Kit Items
- Number Cards
- Dot-Set Recognition Cards
- Ten-Frame Cards
- Number Name Cards
- Transparent spinners

#### Other SFAF Items
- KinderCorner Weekly Record Form for unit 8, weeks 1 and 2 (generate with data tools)
- Cool Kid certificates (four)
- Puppets: KinderRoo, Joey, and Alex
- Transparent color counting chips (for pocket points)
- Tornado Tube
- Read & Respond bookmarks
- Partner Practice Booklets
- Home Link animal stamps and ink pad

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

### Food
- Comfort foods associated with cold weather (e.g., soup, hot chocolate, grilled-cheese sandwiches, etc.)
- Sliced fruit (apples, pears, bananas, etc.)
- Plain yogurt
- Banana
- Frozen orange juice concentrate
- Marshmallows (any size)
- Popcorn balls (preferably) or popcorn
- Oranges
- Crackers
- Toast
- Jam
- Hot cocoa

### Office/Craft Supplies
- Self-adhesive dots or tags
- Paper plates
- Crepe paper
- Yarn
- Brown, red, and yellow construction paper
- Cotton balls

### General

#### For Active Instruction
- Thermometer (plastic, bulb type, child safe)
- Electric kettle or other source to boil water
- Weather map from a local newspaper
- Books and puzzles about the weather
- Globe or world map
- Two 2-liter bottles
- Playground balls
- Timer (egg or mechanical)
- Drinking straws
- Lamp, small, with bare incandescent bulb (approx. 75 watts)
- Books and puzzles about winter
- Egg carton (one per partnership)
- Ice cubes

#### For Learning Labs
- Hats
- Gloves
- Scarves
- Packets of hot cocoa
- Microphone
- Map
- People and animal figures
- Blankets
- Winter clothes (e.g., jackets, snow pants, gloves)
- Snow shovel
- White foam packing peanuts
- Twigs
- Snow or shaved ice
- Mittens (waterproof)
- Stuffed animals
- Shallow casserole dishes or bowls
- Large spoons
- Cups (clear, disposable)
- Seeds (e.g., beans)

#### Optional Items
- Electric fan
- *The Snowy Day* by Ezra Jack Keats
- Pinwheels
- Kites
- Wind socks
- Flags
- Bubbles and wands
- Streamers
- Beach balls
- Parachute
- Beanbags
- *Singable Songs for the Very Young* CD by Raffi (optional)
To Be Prepared:

### Day 1

| GC  | • Select one or more passages for the Brain Game Catch That Sound that contain(s) the focus sound(s) you want students to listen for. |
| TE  | • Make a theme vocabulary word card for “meteorologist.”* |
| STaR | • Number the pages of On the Same Day in March; page 2 begins, “In the Arctic….” |
| LL  | • Preread On the Same Day in March so you are familiar with the locations of the countries and can point them out on a globe or map. |
| MM  | • Assemble the Tornado Tube. You may wish to color the water for easier viewing of the tornado. |
| WA  | • Duplicate the My Sentence Book 2 page (appendix), one copy per student. |
| LTAl | • Fill several plastic bags with twelve linking cubes each. |
| MM  | • Duplicate the Weather Word Cards (appendix), one per student. |
| MM  | • Duplicate Sunny Day Storyboard (appendix), one per teacher and one per partnership. |
| MM  | • Fill small plastic bags with 5 bear counters, one bag per partnership. |
| WA  | • Copy the writing strategy icon for Say-Spell-Say from the KinderCorner 2nd Edition Plus Teacher’s Manual (optional).* |
| LTAl | • Label a large piece of graph or chart paper “Winter Temperatures Graph.” Label the horizontal axis with the days of the week. Number the vertical axis from 0–100 degrees Fahrenheit. |
| MM  | • Duplicate the Temperature Graph page (appendix in Cornucopia) if you chose not to use graph paper for students’ individual graphs, one per student. |
| MM  | • Duplicate theme-introduction letter for unit 8 (appendix), one per student. |

### Day 2

| GC  | • Duplicate the Conflict Solver Memory Cards, and laminate if possible. |
| TE  | • Make a theme vocabulary word card for “weather.”* |
| STaR | • Duplicate the Weather Map page (appendix), one per partnership. |
| LL  | • Preselect locations from On the Same Day in March with a variety of weather conditions for students to illustrate based on the number of three- or four-member groups you have. |
| MM  | • Prepare the Paper Clip Weather Graph for the 15-Minute Math bulletin board. Cut out the pictures of weather that is most common to your region. A blank square is provided in case there is another weather pattern typical of your region such as a dust storm or blizzard, etc. Color the pictures with permanent markers, and punch a hole below each picture. Hang the pictures in a row on the bulletin board low enough for students to attach the paper clips. (See sample bulletin board diagram in the KinderCorner 2nd Edition Plus Teacher’s Manual.) |
| MM  | • Fill small plastic bags with manipulatives, one bag per partnership. |
### Day 3

| GC  | • Create sets of two straws per group of three students. Cut one straw from each set so it is obviously shorter than the other. |
| TE  | • Make theme vocabulary word cards for “sun” and “clouds.”* |
| STaR| • Find a hot water source, such as an electric kettle or microwave oven, to show real steam, if possible. |
| MM  | • Number the pages of *A Letter to Amy*; page 3 begins, “I’m writing a letter to Amy.” |
| LTAI| • Prepare a letter in a sealed envelope that resembles Peter’s invitation. |

### Day 4

| GC  | • Select one or more passages that contain the focus sound(s) you want students to listen for to be used in the Brain Game Catch That Sound. |
| TE  | • Make theme vocabulary word cards for “wind” and “breeze.”* |
| KR  | • Duplicate the Letter Tiles page (appendix), and cut the tiles apart. |
| MM  | • Duplicate Subtraction Stories page (appendix). |
| LTAI| • Break Away page (appendix), one per partnership. |

### Day 5

| GC  | • Prepare conflict solver bags by filling plastic bags with one coin (15-Minute Math Kit) and one set of straws from day 3, one bag per partnership. |
| TE  | • Fill a plastic resealable bag with dirt and grass. |
| MM  | • Make theme vocabulary word cards for “gloomy” and “flood.”* |

### Day 6

| TE  | • Make theme vocabulary word cards for “snowflake” and “freeze.”* |
| STaR| • Paper clip pages 14–19 of *It’s Winter!* together. |
| LL  | • Duplicate the My Sentence Book 3 pages (appendix), one copy per student. |
| MM  | • Fill small cups with 10 buttons, one cup per partnership. |
| LTAI| • Paper clip pages 17 and 22 of *How Do You Know It’s Winter?* together. |
Day 7

<table>
<thead>
<tr>
<th>GC</th>
<th>• Duplicate the Pizza Slice page (appendix), one per partnership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE</td>
<td>• Dress KinderRoo and Joey in hats, scarves, or other winter wear.</td>
</tr>
<tr>
<td></td>
<td>• Make theme vocabulary word cards for “deciduous” and “evergreen.”*</td>
</tr>
<tr>
<td>MM</td>
<td>• Label a piece of chart paper “Signs of Winter.”</td>
</tr>
<tr>
<td>LTAI</td>
<td>• Duplicate and cut apart the Number-Combination Cards for 10 (appendix).</td>
</tr>
<tr>
<td></td>
<td>• Duplicate the Button Hide sheet (appendix), one per partnership.</td>
</tr>
<tr>
<td></td>
<td>• Fill paper cups with ten buttons each, one cup per partnership.</td>
</tr>
<tr>
<td></td>
<td>• Select cards from the seasonal go-together picture cards that depict items that are clearly worn in the winter and items that are clearly not worn in the winter. Place the card depicting a winter hat on top of your pile.</td>
</tr>
</tbody>
</table>

Day 8

<table>
<thead>
<tr>
<th>GC</th>
<th>• Duplicate and cut the Orange Cutouts and Cracker Cutouts pages (appendix) if you are not using real oranges and crackers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE</td>
<td>• Make a theme vocabulary word card for “behavior.”*</td>
</tr>
<tr>
<td>STaR</td>
<td>• Number the pages of <em>Owl Moon</em>; page 1 begins, “It was late one winter night…. ”</td>
</tr>
<tr>
<td>MM</td>
<td>• Duplicate the Window Box Garden sheet (appendix), one per partnership.</td>
</tr>
<tr>
<td></td>
<td>• Fill paper cups with ten bicolored counters each, one cup per partnership.</td>
</tr>
</tbody>
</table>

Day 9

<table>
<thead>
<tr>
<th>GC</th>
<th>• Select one or more passages that contain the focus sound(s) you want students to listen for to be used in the Brain Game Catch that Sound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE</td>
<td>• Make theme vocabulary word cards for “sled” and “ski.”*</td>
</tr>
<tr>
<td>KR</td>
<td>• Duplicate the Letter Tiles page (appendix), and cut the tiles apart.</td>
</tr>
</tbody>
</table>

Day 10

| TE  | • Make theme vocabulary word cards for “liquid” and “ice.”* |
| RT  | • Duplicate and cut apart the Winter Matching Cards (appendix), one picture or letter card per student. |
| MM  | • Fill one small plastic bag with linking cubes (ten red and ten blue). |
|     | • Fill small plastic bags with linking cubes (ten red and ten yellow), one bag per partnership. |

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

**Focus**

The weather affects our world and us.

<table>
<thead>
<tr>
<th><strong>Materials</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Greetings, Readings, & Writings** | • KinderCorner Weekly Record Form for unit 8, week 1  
• Sign-in sheets (lines only)  
• Classroom Library Lab: Theme-related books and puzzles about weather  
• Literacy Lab: Word Match Cards (unit 7 appendix) and KinderCorner Word/Sentence Picture Cards  
• Math Lab: Linking cubes or bear counters |
| **Gathering Circle** | • Selected passage(s) |
| **Theme Exploration** | • Thermometer  
• Today's weather map from a local newspaper  
• Trade book: *What's the Weather Today?*  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Theme vocabulary word card for “meteorologist” or IWB access |
| **Rhyme Time** | • No new materials |
| **STaR** | • Trade book: *On the Same Day in March*  
• Globe or world map (optional)  
• Self-adhesive dots or tags  
• Tornado Tube  
• Two 2-liter bottles  
• Water to fill one of the two-liter bottles |
| **15-Minute Math** | • Calendar year card (if applicable; Math Kit) |
| **Snack/Outside/Gross-Motor Play** | • Comfort foods associated with cold weather (e.g., soup, hot chocolate, hot cereal, grilled cheese sandwiches, etc.)  
• Playground balls  
• Trade book: *What's the Weather Today?*  
• Piece of paper and pencil  
• Clipboard (optional)  
• Thermometer |
### Materials

| KinderRoots | • Shared Story: *Tam and Tad* (teacher and student copies)  
|            | • KinderCorner 2nd Edition Plus Media and Software  
|            |   flash drive  
|            | • Key cards: “m,” “a,” “s,” “d,” and “t” or IWB access  
|            | • Green Word cards: “am,” “sad,” “Tad,” “Tam,” “mad,” and  
|            |   “Matt” or IWB access  
|            | • Red Word cards: “I” and “was” or IWB access  

| Math Mysteries | • Number Cards 1–10 (one set)  
|               | • Bags with five bear counters, one bag per partnership  
|               | • Blank paper, one sheet per partnership  
|               | • Paper cups, one per partnership  
|               | • Sunny Day Storyboard (appendix), one per partnership  

| Let’s Daydream | • “Poem to Mud,” *The 20th Century Children’s Poetry Treasury*, page 70  

| Write Away | • Chart paper and marker or whiteboard for teacher modeling  
|           | • Pencils  
|           | • Paper or students’ writing journals  
|           | • *Writing Development Feedback Guide*  
|           | • Writing Strategies Bank or IWB access  
|           | • Say-Spell-Say writing strategy icon duplicated from KinderCorner Teacher’s Manual (optional) or IWB access  

| Let’s Think About It | • Prepared Winter Temperatures Graph  
|                     | • Markers or crayons  
|                     | • Graph paper (with large squares) or Temperature Graph (*Cornucopia* appendix), one per student  
|                     | • Seasonal Go-Together Picture Cards nos. 5–9, 11–20, 23, 28–29, 31, 33–38  
|                     | • Read & Respond Bookmarks  
|                     | • Home Link animal hand stamp: parrot  

### Learning Labs

**Dramatic Play Lab | Housekeeping**

- Furniture, such as kitchen appliances, table, and chairs (If you do not have these items, invite students to make them with large boxes.)
- Simple props such as dishes, toy food, a real telephone, dress-up clothes, baby dolls, doll beds, etc.
### Blocks Lab | Build It!
- Wooden and/or cardboard blocks
- Block play-figures such as people, animals, traffic signs, or vehicles
- Toy dump trucks, bulldozers
- Construction hard hats

### Art Lab | Whatever the Weather
- Paints (tempera, 4 colors)
- Easels
- Paint brushes

### Library Lab | Weather Words Book
- Trade book: *Think About the Weather*
- Weather Word Cards (appendix)
- Scissors
- Stapler
- Markers, colored pencils, and/or crayons

### Literacy Lab | Play School: My Sentence Book 2
- My Sentence Book 2 (appendix)
- Scissors
- Tape
- Stapler
- Pencils

### Math Lab | Packing for Winter Vacation
- Plastic bags with twelve linking cubes
- Winter items such as hats, gloves, scarves, packets of hot cocoa, etc.
- The Wonder Box

### Computer/Media Lab | Free Exploration
- CD/audiotape players
- Prerecorded stories and/or music on CDs or audiotapes

### Sand/Water Lab | Ice
- Ice cubes
- Water in tub
- Containers for water
- Wax marker (or tape)
- Thermometer
### Science Lab | Weather Report

- Outdoor thermometer
- Weather Graph
- Paper
- Pencils
- Crayons or markers

### Writing Lab | My Break

- Variety of sizes and types of lined and unlined writing paper, envelopes, construction paper, index cards, notepads, etc.
- Magazines, circulars, etc.
- Paper, pencils, markers, crayons
- Stamps and ink pads (optional)
- Scissors
- Glue
Day 1

**Greetings, Readings, & Writings**

**TIMING GOAL:** 15 minutes

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

**Homework**

- Read & Respond

**Sign In**

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

**Available Activities**

**Classroom Library Lab**

- Include new theme-related books about weather.
- 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 Word Match Cards and Word/Sentence Picture Cards in the lab so students will be encouraged to practice their letter-blending skills.

**Math Lab**

- Place linking cubes or bear counters in the lab so students can tell number combination stories.
Computer/Media Lab

- Let students know that the computer/media lab is open. Turn on the computers if necessary.

Writing Lab

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

Other

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

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

Gathering Circle

**Routine**

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

**Partner Challenge**

- Introduce the challenge.

Last week we learned about a way to solve a problem in which both people get some of what they want and they avoid having a fight. WGR: What do we call this kind of solution when everyone wins? Win-win. In a win-win solution, both people have to think about ways to solve a problem so they both win. There are things we say when we are trying to solve a problem this way. For our Partner Challenge today, you will tell your partner the two parts to a win-win solution for a problem and what we say for those parts.
• Provide a moment for students to review and think about win-win solutions. Remind them they will have more time to talk with their partners about the challenge during snack.

• Tell students that they will earn pocket points when they use the sentence stems for the steps in win-win.

**Brain Game**

• Introduce this week’s game.

  **It’s time to play a Brain Game.** T-P-S: Why do we play Brain Games? *To exercise our mind muscles. This week we’re going to play a game we’ve played before that helps us focus.* Demonstrate the Focus signal (place your hands in front of your eyes like binoculars).

• Review how to play Catch That Sound. Tell students to listen carefully for a target sound. Read a familiar passage in which the sound occurs several times, and have students raise their hands when they hear the sound. You may wish to choose sounds with which students in your class need more practice and choose something to read that has the focus sounds. If your students are ready for a challenge, you may want to give them two sounds to listen for in each passage you read.

**Theme Exploration**

**Partnership Question of the Day**

• Distribute the mouth and ear cards if your students still need them for Think-Pair-Share. Otherwise, use peanut-butter-and-jelly assignments to manage the Think-Pair-Share process.

  We are starting a new unit today about something that affects us all...the weather! Think about when you get dressed in the morning. T-P-S: Why is it important to know what the weather is like before you get dressed in the morning?

  I think our Daily Message will be about weather. Let’s see what it says.

**Daily Message**

I wonder what the weather will be today.

• 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 hear one sound a lot in our message today! Reread the message, emphasizing initial /w/ sounds. WGR: What sound do the words “wonder,” “what,” “weather,” and “will” begin with? /w/. Invite students to count the “w”s in the message with you.

Theme Learning

• Explain the content of the Daily Message.

  This week, we will learn about the weather. There are many things you already know about the weather, and this week you’ll learn even more! You’ll learn different weather words, you’ll learn about different types of weather, and you’ll learn that the weather in our part of the world may be very different from the weather in other parts of the world.

• Hold up the thermometer.

  WGR: If you remember, please say the name of this measuring tool. RWE: Yes, this tool is a thermometer. WGR: What does a thermometer measure? RWE: A thermometer measures temperature. When you look at a thermometer you can tell how warm or cold it is by how high or low the red liquid is.

  We used this thermometer in the fall to measure the temperature outside. It helped us know whether it was warm or cold outside. The temperature is only one part of the weather. What the sky looks like; whether it is windy, sunny, or rainy—those are all things that make up weather. Can you think of a way to find out what the weather will be today? Restate some of the responses with elaboration. If no one mentions television, radio, or looking out the window or up at the sky, be sure to talk about these methods.

• Introduce the weather map.

  One of the ways we can know what the weather will be today is to look at a weather report or a weather map in the newspaper.

• Pass around the weather map so all students can see it. Point out the place where the temperature is recorded and the symbols that represent the weather conditions in place of words.

  You can tell what the weather will be by looking carefully at the pictures on the map and thinking about what it tells about the weather.

• Introduce the book What’s the Weather Today? Read the book, pausing to elicit responses about the weather when there is a question in the text. When you get to the word “meteorologists,” pause to let students have fun saying that big word.

  I’d like to hear you say “me-te-or-o-gists.” “Me-te-or-o-gists.” Terrific! Let’s say it three times.
“Me-te-or-o-gist” is a big word, isn’t it? A meteorologist is a person who tries to figure out what the weather will be each day and tries to predict, or figure out, what it will be for the next few days in a particular area of the world. RWE: Have you ever seen a meteorologist on television? Answers will vary. RWE: What was this person doing? Telling about the weather. Let’s watch a video of a meteorologist in action!

- Play the Weather Forecast background video and the digital dictionary video for “meteorologist.”
- Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

Our new word for today is “meteorologist.”

A meteorologist is a person who studies the weather. I can make a sentence with the word “meteorologist.”

You might like to be a meteorologist when you go outside for recess later.

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

- Introduce the rhyme “Weather.”

   Today we will begin to learn a new rhyme about the weather. Listen carefully as I say the rhyme, and see how many weather words you recognize.

- Read the words, and model the motions.

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

Weather, weather all around. (Look around the room.)
At times, it hardly makes a sound. (Gently tug at ear.)
Sunny…sizzle, (Wiggle fingers in the air like sizzling rays.)
Rainy…drizzle, (Wiggle fingers in a downward motion like falling rain.)
Lightning…flash, (Quickly open tightened fists with fingers widespread.)
Thunder…crash, (Clap hands loudly.)
Windy…breeze, (Sway hands back and forth as if being blown by the wind.)
Rustling trees, (Wiggle fingers in the air as if they are leaves being blown on a tree.)
Snowy…white, (Point to something white in the room.)
A cold, bright sight. (Open eyes wide.)
Weather, weather, each season I see. (Look around the room.)
Changing weather all around me (point to self)!

Develop Phonological Awareness—Identifying Initial Sounds

• Repeat the rhyme, stressing the words “around,” “sizzle,” “flash,” “breeze,” “white,” and “see.” Pause before each rhyming word to allow students to jump right in.

Listen again as I read this rhyming poem. Try to help me by saying the right rhyming word when I pause for you to jump right in. Say the rhyme.

“Sunny” and “sizzle” begin with the same sound—/s/. Think of a word that begins with the same sound as “rainy.” Pause. WGR: Say the sound at the beginning of “rainy.” /rrr/. Stand up if you have thought of a word that begins with /r/.

• Call on several standing students, and then have them sit.
• Repeat this process with “lightning,” “windy,” and “snowy.”
• Award pocket points if several students are successfully able to identify the initial sounds and then produce words beginning with the same sound.

Sing the song “Let’s Read Together” with students.
STaR Words:
spin
sparkles
scramble

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.

  Our story today is On the Same Day in March. WGR: What is another word for the name of a story? The title. Marilyn Singer wrote this story. She is...
  Pause for students to jump right in with “the author.” Frané Lessac made the pictures. She is...
  Pause for students to jump right in with “the illustrator.”

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

• Point out the three distinct illustrations on the front cover, and ask students what they notice about them. You may want to guide students to discovering that these illustrations depict different parts of the world by asking questions, such as “What is the weather like in the top picture?” “What animals do you see in the middle picture?” “What are these people doing in the bottom picture?”

  The title of this story is On the Same Day in March. I wonder if these pictures show what it’s like in three different parts of the world on the same day of the year. What do you wonder about this story?

• Introduce the story vocabulary words.

  In today’s story, we will hear some new words. One of them is “spin.” When something spins, it turns around quickly. Invite students to stand up and spin once and then sit down.

  Another word is “sparkles.” “Sparkles” means shines. Can you think of something that sparkles? Tell your partner what it is.

  In this story, you will hear about animals that scramble to get to where they’re going. That’s a way of moving quickly because they’re in a hurry.

• 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. Why do you think we are going to read this book today?
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.
  - You may want to read the story through and then go back and ask the questions indicated as you reread the story. As you read about each part of the world, point out its location on the globe or map. You may wish to mark each location with a self-adhesive dot or tag. Encourage students to use the illustrations and the text to answer questions about the story.
  - Page 4: T-P-S: What is the weather like in Canada in March? How can you tell?
  - Page 7: T-P-S: Do you think it is as cold in Paris, France, as it is in Canada or the Arctic? Why (or why not)? As you continue to read the story, pause after reading “On the …” so students can jump right in to complete the repetitive phrase.
  - Page 10: Point to the tornado in the illustration as you explain that “twister” is another word for a tornado. Use the Tornado Tube to demonstrate how a twister moves. A tornado is a very strong wind that moves very quickly. A strong tornado can pick up cars or blow things away. The tornado in Texas was a small one. It wasn’t strong enough to spin a horse. “Spin” is one of our new words that means to turn around quickly. T-P-S: What did the twister do to Grandma’s truck?
  - Page 13: Point out the two locations, and explain that they are in very different parts of the world. T-P-S: What is the same about these two places that are far from one another? How are they different?
  - Page 15: It looks like these people are having a picnic. T-P-S: What can you tell about the weather in this part of China if people are able to eat outside? Turn back to page 4. How is the weather in Xian, China, different from the weather in Alberta, Canada, on the same day in March?
  - Page 16: T-P-S: Why is the little sister happy about the hailstones? She uses her imagination to pretend that the hailstones are like pearls from a necklace.
  - Page 21: T-P-S: What can you tell about the weather on the same day in March in Thailand, Senegal, and Barbados?
  - Page 22: T-P-S: Why do the people in Kenya hurry to drink and play in the river the rain makes?
  - Page 24: These people are traveling in a boat through a rainforest in Brazil. T-P-S: Would you rather live in a part of the world like Kenya where the rains don’t come often and it rains all at once or in a rainforest where it rains at the same time every day? Why?
  - Page 27: A willy-willy is a dust storm. T-P-S: Why do you think the children in Australia want to be on the shore when the willy-willies come?
  - Page 28: T-P-S: What is Mama talking about when she tells her son to “Catch the wool”? RWE: The white clouds look like the wool on sheep on the plain.
  - Page 31: I heard our new word “scramble.” The penguins are in a hurry to find food, so they scramble to get fish. Show how you would scramble to get fish if you were a penguin.
After Reading

- The weather can be very different in different parts of the world even on the same day. T-P-S: What is the weather like today in our part of the world?
- Make summary statements about the story that reinforce the STaR vocabulary. Guide students to make up sentences with the words.

  We heard about different kinds of windy weather in this story.
  I remember that a twister can move animals. That reminds me of the word “spin.” Let’s make a sentence together using “spin.” 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 “sparkles” and “scramble.”

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

Routines

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 | Housekeeping

Description:
- The dramatic play area will be an imaginary home.

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

- Explain that today the dramatic play area will be a home. (Students can decide whether it is a single-family home, an apartment, etc.)

Facilitate Learning:

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

Examples:

- It's cold outside! This is a good day to play games inside. What should we play?
- What can we cook that would be good to eat on a cold day like this?

**Blocks Lab | Build It!**

Description:

- Students will build structures 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 encourage students to expand or move into imaginary scenarios. For best results, jump in and join the play as you interact with students.

Example:

- I think today I’m going to make a ski slope. What materials could I use to make a good ski slope?

**Art Lab | Whatever the Weather**

Description:

- Students will paint pictures of weather or weather-related activities that they like.

Purpose:

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

- Point out the easels and paints, and explain to students that while they are learning about the weather they may want to paint pictures of the kinds of weather they like or pictures of themselves doing something they like to do in a particular type of weather.

Facilitate Learning:

- Join students in painting weather pictures.
- Talk with students about the kinds of outdoor activities they prefer and what the weather is like when they participate in those activities. Ask questions that prompt thinking and increase acquisition of thematic vocabulary and concepts.

Examples:

- I’m going to paint a picture of people ice skating. What do you really like to do in the winter?
- Do you do different things in the winter than in the summer? Why?

Classroom Library Lab | Weather Words Book

Description:

- Students will match weather word cards with illustrations in Think About the Weather, illustrate the word cards, and make a weather words book.

Purpose:

- This lab reinforces thematic concepts and provides practice with correct book handling and word identification skills.

When You Tour:

- Tell students that they will match weather word cards to illustrations in Think About the Weather. Explain that they can also illustrate the weather word cards and make a weather words book.
- Point out the weather word cards sheets.
- Demonstrate cutting the words apart and reading one or two of them.
- Have one or two students match one or two words to the illustrations in Think About the Weather. Model drawing a simple illustration next to a word.
- Explain that all the weather words can be illustrated and assembled to make a weather words book.

Facilitate Learning:

- Join students in matching weather words to illustrations and creating weather word books.
- Assist students in reading the weather word cards as they match them to the illustrations in Think About the Weather.
- Have students describe their weather illustrations to you.
**Literacy Lab | Play School: My Sentence Book 2**

**Description:**
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 2 booklets. Students can practice reading their books individually or with peers.

**Purpose:**
- This lab provides students with an opportunity to blend sounds to read words as well as to read simple sentences.

**When You Tour:**
- Point out the My Sentence Book 2 pages.
- Tell students that they will make another book they can read.
- Remind students that they will cut out the pages and then staple them together, just like with their sentence books from last week.
- Tell students that they can write their name on the cover of the book.
- Encourage students to read their books aloud individually and to a partner.

**Facilitate Learning:**
- Prompt students to recognize words from the word wall as they read. Encourage students to use Stretch and Read to help them read longer words in their books.

**Math Lab | Packing for Winter Vacation**

**Description:**
- Students will measure common winter items to make sure they fit into a suitcase in preparation for an imaginary winter vacation.

**Purpose:**
- Students will investigate by using nonstandard measurement.

**When You Tour:**
- Tell students that they will pretend that they are going on a winter vacation. Explain that they need to make sure that the items they want to pack will fit in their suitcase. Encourage students to use items from the Wonder Box to use as their “suitcase” (e.g., tissue boxes, brown paper bags, etc.).
- Show students the linking cubes, and tell them they will use these cubes to measure. Remind students that when we measure using nonstandard units, we need to make sure that we begin at one edge and line up each cube so it touches the one next to it until we get to the other end of the object. Then we count the cubes to get a measurement.
• Ask them to measure their suitcases. Reinforce the idea that only items smaller than the suitcase will fit.

• Encourage students to measure each item and decide if it will fit into the suitcase. If it can’t, encourage them to fold or change the item somehow to fit and then measure the item again.

Facilitate Learning:

• Join students as they plan and “pack” for their trips.

• Prompt students to measure each item and check each item to see if it will fit in their suitcases.

   Examples:
   – I need help packing for my winter vacation. I want to take this pair of gloves with me, but I’m not sure if they will fit in my suitcase. Can you help me?
   – How can I figure out if this scarf will fit in my suitcase?
   – Measure a glove or other item, but place the cubes several inches apart. I’m not sure if I measured this correctly. Can you help me?

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

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

Facilitate Learning:

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

Description:

- Students will measure the temperature of water before and after adding ice.

Purpose:

- This lab provides students with an opportunity to investigate the cooling properties of ice.

When You Tour:

- Tell students that they will measure the temperature of water before and after adding ice.
- Point out the thermometers and the containers of water and ice cubes.
- Have students take the water's temperature. Ask them to predict what will happen to the water's temperature with the addition of ice.
- Assuming they predict that the temperature will drop, ask them to predict by how much. (“How many lines down?”)
- Suggest students fill up several containers with different amounts of ice and water and investigate what effect this will have on the temperature.

Facilitate Learning:

- Have a student count the number of lines (or degrees) the mercury dropped.
- Pose the question, Do you think the water gave the ice heat and melted it, or do you think the ice gave the water its coldness and made the water colder? Focus on the student's reasoning.

Science Lab | Weather Report

Description:

- Students will observe and record weather conditions, including using a thermometer to determine the outside temperature.

Purpose:

- This lab provides students with opportunities to observe and record weather patterns/effects and learn how to use a thermometer.

When You Tour:

- Tell students that today they will be meteorologists. Remind students that meteorologists study the weather. They will observe weather conditions outside, use a thermometer to determine the temperature, and predict the weather conditions and temperature for tomorrow.
- Tell students that they will look out the window to observe weather conditions.
- Show students the child-safe outdoor thermometer, and ask them if they remember what it's called.
• Ask them if they remember what this kind of thermometer is used for. Say,
  *This is the outdoor thermometer that you used in the fall to measure
  the temperature outside. You’re going to use this thermometer again to
  measure the temperature outside now that it is winter. When we go outside
  for recess, we’ll take the thermometer out and check the temperature.*

• Tell students that for the predictions, they can agree on one prediction as a group
  or each can write his or her own prediction and sign it with his or her initials.

• Explain that students can record the weather conditions with words like “cloudy”
  or “windy,” or they can draw small pictures to show the conditions.

**Facilitate Learning:**

• Ask questions, such as “*Do you think the temperature outside today will be
colder, warmer, or about the same as in the fall?*” “*Why do you think that?*”

• Ask students to support their weather predictions for tomorrow.

**Writing Lab | My Break**

**Description:**

• Students will write about the weather or what they did during winter break.

**Purpose:**

• This lab provides students with an opportunity to express themselves freely
  in writing.

**When You Tour:**

• If students are returning from a long break, tell them that their journals have
  missed a lot of their thoughts. Today would be a good day to tell their journals what
  they did while they were not at school or to write about the weather.

**Facilitate Learning:**

• Help students get back into the swing of writing the sounds (letters) in words
  that explain their thoughts. For example, if a student says, “This is a picture of me
  making a snowman,” ask if he or she would like to write, “I am making a snowman,”
  and prompt him or her to use relevant writing strategies as he or she writes
  the sentence.

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

TIMING GOAL: 15 minutes

Calendar

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

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

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

- If this is the first school day of the new year, point out the addition of the Calendar Year Card. Say, This card tells us what year it is. We have just begun a new year. WGR: Does anyone know what year it is now? Replies. WGR: What year just ended? Replies. Point out that pictures on the calendar cutouts are different from the previous month’s cutouts and that there will be a new pattern on the calendar this month. Ask them if they know what the pattern is yet. No. WGR: Why not? The pattern hasn’t started to repeat yet.

Teacher’s Note: From this point forward, engage students in naming the year and the current day and date.

Days of the Week

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

Days of School Tape

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

- Add a dot in the appropriate place, and state how many dots there should be. Point to and count them aloud with students. 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

- Determine with students which number to color in, read the numbers that have been colored, and point out the number of completed rows and additional squares.

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

Snack

- You might like to serve snacks this week and the next that are typically associated with cold weather (hot chocolate, soups, grilled cheese sandwiches, hot cereal, etc.), if that is appropriate in your climate. Ask students why people who live in places where it is cold in the winter eat such foods during cold weather.

- Review the Partner Challenge of the day.

  **Our Partner Challenge today is to tell your partner the two parts to a win-win solution for a problem and what we say for those parts.**

- Award pocket points when students use the sentence stems “We can __________.” and “We agree to __________.” when they give their responses.

Outside/Gross-Motor Play

- Ask students to be meteorologists and observe today’s weather as suggested in the book *What’s the Weather Today?* Ask them questions to help direct their attention to specific weather conditions. You might say, for example, “Look up at the sky. What do you see?” *Clouds, sun, etc.* “Does the air feel damp or dry?” “Is it still or windy?” You may ask students if they feel warm or cold, or what kind of clothing they have to wear to go outside.
• Bring the thermometer from the science lab and a piece of paper and a pencil outside with you, and allow time for the temperature to register. Gather students around, and have them determine the temperature. Record the temperature on the piece of paper to be graphed during Let’s Think About It. Bring the thermometer outside with you at the same time each day so students can track the daily temperature. Repeat this activity with students daily throughout this unit.

• A game of KinderKick Ball will get the blood pumping in chilly weather and improve eye-foot coordination. Put several playground balls out for students to kick back and forth to individuals or to teams, depending on the number of students wishing to play.

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

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

Video Words: teach dogs sits Tam Sad Sam Tad mad sat try

Story Introduction

Previewing

• Show the cover of Tam and Tad. Introduce the title, author, and illustrator of the story.

Remember in our first KinderRoots story, we read about a boy named Matt and his dog, Sad Sam. Today we will read a story about two friends of Sad Sam. The title of the story is Tam and Tad.

• Let’s learn some words that will help us to understand the story better. Show the Word Play video segment.

Making Predictions

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

– T-P-S: Matt is going to teach the three friends how to do some things.
– T-P-S: Have you ever trained a dog or seen dogs trained? What kinds of things are dogs trained to do?
– Together with your partner, look at the pictures in your books.
– T-P-S: What do you think Matt will try to teach the dogs?

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

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

Word Presentation

Read Sounds

• These are some sounds that we will see in the story words. Show the plain letter side of the key cards for /m/, /a/, /s/, and /d/. Have students say the sound for each letter. Show the mnemonic picture side if needed.

• Show the key card for the focus sound /t/. We will see this sound a lot in our story words. Let’s watch our funny cartoon that helps us remember the sound. Show the Animated Alphabet video segment for the focus sound /t/.

Stretch and Read

Remember that words we can stretch and read are called Green Words. Green means “go.” We can GO ahead and sound out Green Words, because we know all the letter sounds in the word.

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

• Show the Sound and the Furry video segment.

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

Quick Erase

• Let’s practice using Stretch and Read to find out what these words will be in our Quick Erase game. Write the first word on the board. Have students stretch and read the word. Erase the letter or letters needed to create the next word, and then guide students in reading it. Continue with the remaining words.

  sad ➔ Tad ➔ Tam ➔ am ➔ Sam

Say-Spell-Say

Remember that in KinderRoots, words that don’t follow the rules, or have sounds we haven’t learned, are called Red Words. Red often means “stop,” and we have to stop and think about Red Words. We can play Say-Spell-Say to help us remember them.

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

- Sometimes in our story, we will see little pictures instead of words. Show the readle “happy” on page 8 of the Shared Story. We saw this picture in The Wet Dog. When we see this picture, we will say, “happy.”

Partner Word and Sentence Reading

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Take turns reading the Green Words, Red Words, and sentences from the inside front cover of your Shared Story with your partner. Monitor students as they take turns. Model if necessary. Encourage good partnering habits.

Celebration

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

Math Mysteries

Show What You Know

- Show the number cards for the numbers 1–10. Select students to identify the cards.
- Award pocket points if students are able to identify the correct numbers.
Active Instruction

- Tell students that they will listen to stories today and practice separating sets.

  Do you like to play outside on a sunny day? Animals like to play outside on sunny days too! You are going to use the bear counters to act out the stories. In our last unit, we practiced combining sets, but now we are going to see what happens when we separate a set.

- Show students the Sunny Day storyboard, the plastic bag of bear counters, and a paper cup. Explain that you will pretend that the paper cup is a cave. Model a story for students.

  I'm going to tell a story and act it out with my bears, my storyboard, and my cave. Here's my story: One warm, sunny day, four bears were playing in the woods. They were chasing one another through the trees. Model moving four bears onto your Sunny Day storyboard. Two of the bears got hot and tired and headed into the cave to cool off. Model moving two bears into the cave (paper cup).

- Prompt students to think about how many bears are left playing outside.

  T-P-S: How many bears are left playing outside? How do you know?

  RWE: Two bears are left outside. I had 4. Two went inside the cave, and that left two playing outside.

- Model how to draw a picture of your subtraction story.

  We started with four bears total, or altogether. I need to draw four bears, so I'm going to make four circles to represent my bears. Draw four circles. Now I need to show that two of the bears went into the cave. I'm going to do that by crossing out two of my circles. Cross out two circles.

- Introduce the subtraction symbol.

  We started with four bears total, or altogether, and then we took two away (Point to your drawing.), and we are left with two (Point to your drawing.). We just showed what happens when we take away part of our total. When we take away part of the total, we call that subtraction. We can show subtraction by writing a number sentence. Model writing “4 – 2 = 2” below the drawing. As you write the number sentence, say this aloud: Four bears minus two bears equals two bears.

- Have students repeat the number sentence aloud with you.
Partner Practice

- Explain the activity.

You and your partner are going to listen to my stories and take turns putting bears outside in the woods and moving bears into the cave. One partner will put the bears out, and the other will put bears into the cave. You will take turns drawing a picture of your story and writing the matching number sentence. Then you and your partner will switch when you hear the next story.

- Distribute a Sunny Day storyboard, a sheet of paper for a recording sheet, a cup, and a bag of bear counters to each partnership. Prompt students to fold their papers into four sections to use as a recording sheet. Explain that they will draw one picture and its matching number sentence in each section.

Let’s try another story. I was walking in the woods when I saw three bears eating berries off a bush. Wait for the first partners to place three bears on the storyboards. One of the bears was done eating and went into the cave. Wait for the other partners to place one bear into the caves.

- Prompt students to think about how many bears are left outside in the woods.

T-P-S: How many bears are left outside in the woods? How do you know?
RWE: Two bears are left outside. We had three. One went inside the cave, and that left two outside in the woods.

- Prompt students to draw pictures and write number sentences to represent the subtraction stories. Assist and model as needed.

- Continue telling stories for the following subtraction facts as time allows: 2 – 2, 2 – 1, 3 – 2, 4 – 1, 4 – 3, and 4 – 4.

Recap

- Ask students to create their own subtraction stories. Use the sharing sticks to select several students to share their stories with the class. Encourage students to act out the story on their storyboard. Award pocket points if students can successfully create their own subtraction stories.

- Review separating sets.

T-P-S: If you had three ladybugs in your hand and three flew away, how many would you have left? How do you know?
RWE: There would be no ladybugs left. I had three, and three flew away, so that leaves none, or zero.

- Play the “Subtracting Penguins 3 – 2 = 1” video to reinforce the concept of subtraction.

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**

- “Poem to Mud,” *The 20th Century Children’s Poetry Treasury*, page 70

**Introduce the Poem**

This poem has many words that sound like the way mud feels.

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

---

Write Away

Say-Spell-Say

**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 how the weather affects us and our world. You are going to write about what the weather is like today.**

  T-P-S: **What is the weather like today?**

- Share an example that applies to you.

  *I think that I will write a sentence that says, “The weather is cloudy.”*

- Review previously introduced emergent-writing strategies, and the new strategy: Say-Spell-Say. T-P-S: **What is something that I can do if I don’t know how to write some of the words in my sentence?** *Draw a picture, draw a line, write sounds that I know, copy a word.*

  **Today I will tell you another thing that I can do. I can use Say-Spell-Say to help me write words. When we play Say-Spell-Say, we say all the letters that spell the word. I can write each letter as I say it. 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, “The weather is cloudy.”
– The first word is “the.” “The” is on our word wall, and we can use Say-Spell-Say to write and remember the word. “The” “t” “h” “e” “The.” Write “The” on the first line.
– The next word is “weather.” Can you hear any sounds you know in “weather”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
– “Is.” I remember how to write that word. Write “is.”
– “Cloudy” is the last word. I think I’ll draw a picture for “cloudy.” Draw clouds on the last line.

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

• Hold a writing conference with a few students 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

- Review the learning focus of the day by reading the descriptions of the weather students suggested after being meteorologists at recess. If you did not have an opportunity to write them after you came in, have students recall their weather descriptions for that time.

  We have been talking about the weather. When we went outside, you all acted as meteorologists and studied the weather. Let’s look at (or hear) your reports.

- With students’ help, mark the Winter Temperatures Graph with today’s temperature.

  Teacher’s Note: Post this graph in the science lab next to the Fall Temperatures Graph so students can refer to it throughout the unit. You may wish to leave it up through the rest of the year and refer to it as the seasons and temperatures change. If you can’t leave it up beyond this unit, put it away (along with the Fall Temperatures Graph) so you can bring them both out for Unit 12, Buggy About Spring, so students can compare the temperatures of the three seasons.

- Each student can make his or her own graph (using individual graph paper or the graph from the appendix in Cornucopia), taking the information from the class graph. This may take a lot of time at first. Have students keep their graphs in the science lab so they can record the temperature each day.

- Take this opportunity to observe which students can record observed data on their individual graphs.

- Invite students to find their seats in a large circle next to their partners if they moved for the graphing activity. Place the picture cards of the sun (no. 38) and the snowflake (no. 20) on opposite sides of you. Hand out a card to each partnership from the remaining twenty-three cards.

  Each of you is sharing a picture of something people wear or carry. Some things are better if we wear them when the weather is very hot (Point to the sun picture.), and some are better if we wear them when it is very cold. Point to the snowflake picture. Some things we can wear whether it is hot or cold. Point to the empty space right in front of you.

- Have partnerships look at their picture and decide if it shows something worn whether the weather is hot, cold, or if it could be worn during both types of weather.

- Go around the circle, tapping each student as you alternate between saying “one” or “two” so each partnership has a Partner 1 and a Partner 2.

  In your partnerships, one person is partner 1, and the other person is partner 2. When I call on you, one partner will say what you have on your card, and the other partner will say whether you would wear it in hot, cold, or both types of weather, and then come place it in the pile.
you think it goes in. For instance, Partner 1 might say, “I have skis.” Partner 2 might say, “I would use skis in cold weather” and then place his or her picture on the snowflake pile.

- Help the first few students phrase their sentences as they show their pictures to the class. Keep students responding quickly so the rest do not get fidgety. Keep the others engaged by having them give a thumbs up or thumbs down to show their response to the decision about the stack where the card was placed. The hat, umbrella, and sunglasses might logically be put in a center pile. Ask students to explain their reasoning if they make decisions with which the rest of the class disagrees.

- Note students’ vocabulary for common clothing items and their abilities to form sentences.

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 have students make connections to the contexts in which the word was used today.

  Our new word today is “meteorologist.” A meteorologist is a person who studies the weather. T-P-S: When did we see, hear, or use the word “meteorologist” 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>
<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>
Theme Vocabulary: meteorologist

• 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>Meteorologist on TV.</strong></td>
</tr>
</tbody>
</table>
| The student responds in a complete, but not very elaborate, sentence. **Meteorologists are important.** | 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 why meteorologists are important?*

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

Partner Challenge

• Review the Partner Challenge of the day.

   _We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to tell your partner the two parts to a win-win solution for a problem and what we say for those parts._

• Provide a moment for students to review their discussions from snack.

• Use sharing sticks to select students to share with the class. Award pocket points when students use the sentence stems “We can __________,” and “We agree to __________” when they give their responses.

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

Pocket Points for the Day

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

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

• Remind students about their reward.
Home Link/Departure

- Invite students to tell their partners one thing they did 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 to serve as a reminder to watch today’s Home Link show.
Day 2 | Ready, Set…

Focus

Weather is different around the world on the same day.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td>• Uppercase and Lowercase Letter Names 1 (appendix)</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
<tr>
<td>• KinderRoo puppet</td>
</tr>
<tr>
<td>• Opaque bag</td>
</tr>
<tr>
<td>• Coin</td>
</tr>
<tr>
<td>• Nickels, one per partnership (from Math kit)</td>
</tr>
<tr>
<td>• Timer (egg or mechanical)</td>
</tr>
<tr>
<td>• Conflict Solver Memory Cards (appendix)</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
</tr>
<tr>
<td>• Weather Map (appendix), one per partnership</td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Weather map from newspaper that shows symbols for weather conditions and temperatures for various parts of the country (or world)</td>
</tr>
<tr>
<td>• Theme vocabulary word card for “weather” or IWB access</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
</tr>
<tr>
<td>• No new materials</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
</tr>
<tr>
<td>• Trade book: On the Same Day in March</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
</tr>
<tr>
<td>• Paper Clip Weather Graph (15-Minute Math Kit)</td>
</tr>
<tr>
<td>• Hole punch</td>
</tr>
<tr>
<td>• Paper clips</td>
</tr>
<tr>
<td><strong>Snack/Outside/Gross Motor Play</strong></td>
</tr>
<tr>
<td>• Illustrations of Weather Conditions (appendix) or pictures from magazines (laminate, if possible)</td>
</tr>
<tr>
<td>• Thermometer</td>
</tr>
<tr>
<td><strong>KinderRoots</strong></td>
</tr>
<tr>
<td>• Shared Story: Tam and Tad (teacher and student copies)</td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Key cards: “m,” “a,” “s,” “d,” and “t” or IWB access</td>
</tr>
<tr>
<td>• Green Word cards: “am,” “sat,” “Tad,” “Tam,” “mad,” and “Matt” or IWB access</td>
</tr>
<tr>
<td>• Red Word cards: “I” and “was” or IWB access</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
</tr>
<tr>
<td>• Bags with five manipulatives, one bag per partnership</td>
</tr>
<tr>
<td>• Blank paper, one sheet per partnership</td>
</tr>
<tr>
<td>• Paper cups, one per partnership</td>
</tr>
<tr>
<td>• Sunny Day Storyboard (appendix), one per partnership</td>
</tr>
</tbody>
</table>
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write Away</td>
<td>Chart paper and marker or whiteboard for teacher modeling</td>
</tr>
<tr>
<td></td>
<td>Pencils</td>
</tr>
<tr>
<td></td>
<td>Paper or students’ writing journals</td>
</tr>
<tr>
<td></td>
<td><em>Writing Development Feedback Guide</em></td>
</tr>
<tr>
<td>Let’s Think About It</td>
<td>Trade book: <em>What’s the Weather Today?</em></td>
</tr>
<tr>
<td></td>
<td>Weather Maps from Theme Exploration</td>
</tr>
<tr>
<td></td>
<td>Winter Temperatures Graph and student graphs (if applicable)</td>
</tr>
<tr>
<td></td>
<td>Markers/crayons</td>
</tr>
<tr>
<td></td>
<td>Home Link animal hand stamp: monkey</td>
</tr>
</tbody>
</table>

### Learning Labs—Additional Materials

#### Dramatic Play Lab | Weather Report
- Props for weather reporting; e.g., microphone, map
- Illustrations of Weather Conditions (appendix)
- Cardboard boxes and other materials to make cameras, desks, etc. (optional)

#### Blocks Lab | Build a Shelter
- People and animal figures
DAY 2 | Unit 8: Winter Weatherland

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 1

Literacy Lab
• Same as day 1

Math Lab
• Same as day 1

Computer/Media Lab
• Same as day 1

Writing Lab
• Same as day 1

Science Lab
• Encourage students to graph yesterday’s temperature on their Winter Temperatures Graph.

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

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

Graphemes

- Show the letters “m,” “a,” “s,” and “d” to students in uppercase and lowercase form. You may use the page provided in the appendix for this purpose. Record mastery of the name of each letter in both its uppercase and lowercase format in the space provided on the weekly record form.

Beginning Reading

- This week, find out if your students can sound out the words “Tam” and “Tad.” You will also watch to see whether they can read the sentence “Sad Sam sat.”

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

Emergent Writing

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

Math

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

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: One of last night’s math videos showed taking one penguin from three penguins. How many penguins were left after one was taken away? Two.

- Use the sharing sticks to select two or three children to share their responses with

Active Instruction

- Introduce Getting Along Together conflict solvers.

  Last week, we learned about how to solve a conflict so each person wins. There is often more than one way to solve conflicts so each person wins. We’re going to learn about some of these. They are called conflict solvers.

  I have a problem for you to solve. Let’s see what conflict solvers you think of to fix the problem. Tell students the following scenario. You and your brother go to the shed to get your bikes so you can ride them around the neighborhood. Your bike has a flat tire, and you can’t ride it. T-P-S: What will you do? Invite several partnerships to share their ideas with the group. Talk about the different solutions students suggest. Remind students there is more than one way to solve a problem.

- Tell students that they will focus on take turns as a way to solve this problem. Taking turns is a good way to solve this problem. Now think about this. You and your brother both want to go first. That can cause another problem.

- Have KinderRoo join the group with the take turns bag.
DAY 2 | Unit 8: Winter Weatherland

KinderRoo: I heard you have a problem deciding who will ride the bike first.

Teacher: KinderRoo, do you have something with you that might help us decide who goes first?

KinderRoo: Yes, I do. I have a take turns bag that I use when I have this problem. Using the things in this bag helps my friend and me decide who will go first when we take turns. That way we can both have fun without spending all of our time arguing about who gets the first turn.

Teacher: May we see what you have in your bag?

KinderRoo: I'll give you some clues to see if you can guess what I have in the take turns bag. Pause between clues to give students time to process each clue. One item is small, round, and flat. It has different pictures on each side. You use it when you pay for things. T-P-S: Can you guess what it is? Take the coin out of the bag and say, Yes, it is a coin. People often toss a coin to help decide who goes first in a game. Before tossing the coin, each person gets to say which side, heads or tails, will land face up. The person who names the side that faces up gets to go first.

Now I think we can decide who goes first on the bike. Let's use Toss a Coin to see who rides the bike first. Hold up the coin, and point out which side is heads and which is tails. Explain that the child whose bike had the flat tire will get to call which side he or she thinks will land facing up. Invite the Cool Kid to represent the child with the flat tire.

- Toss the coin. Hold the coin so students can see which side lands up. If it lands on the side the Cool Kid chose, the child with the flat tire will go first because he (or she) called the side that landed up. If it was the opposite side, explain that because the coin landed on the side the child with the flat tire didn't choose, the brother will go first.

After you and your brother decide who will go first, there is something else in KinderRoo’s bag that will help you take turns so you both have a fair amount of time to ride. Pull out the timer, and explain that they can use a timer to make sure each person gets the same amount of time to play with or use something.

- Hold up the take turns conflict solver card. Tell students this card will help them remember that take turns is a conflict solver they can use when they need to solve a problem. Post the card where students will be able to see it and use as a reference when conflicts occur.

- Designate a place in the classroom for the take turns bag to reside. Tell students the take turns bag and the timer will be available from now on to help them with taking turns if they need help.
Partner Practice

- Have students work with their partners to solve a problem using the conflict solver take turns by tossing a coin to see who goes first.

  **You and another child both want to play with the only ball at the same time. T-P-S: What can you do? One way to solve this problem is to take turns. Let’s use a coin from the take turns bag to help see who goes first.**

- Distribute one nickel to each partnership. Explain the difference between the two sides so students can call “heads” or “tails.” Have them practice calling a side and tossing the coin to determine which one of them will take the first turn with the ball. Allow enough time for each partner to have several turns to get the hang of a coin toss. Circulate while students practice, helping when needed.

- Remind students that the take turns bag will be available in the classroom and on the playground (optional) every day to help them take turns to avoid conflict with their friends.

Partner Challenge

- Introduce today’s challenge.

  **Tell your partner the name of one way to tell who goes first when you use the conflict solver take turns.** Provide a moment for students to think about the methods of determining who goes first when taking turns. Remind them they will have more time to talk about the challenge during snack time.

- Tell students that they will earn pocket points when they use active-listening posture when they share with their partners.

Theme Exploration

**TIMING GOAL: 15 minutes**

Partnership Question of the Day

**T-P-S: Is the weather the same everywhere?**

*Yesterday we learned about the weather and how it changes from day to day. We know that sometimes it is hot and other times it is cool outside. Let’s see what our Daily Message tells us about weather today.*

Daily Message

The weather is not the same everywhere.

- 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 hear and see some words from our word wall in our Daily Message. WGR: Do you see some? “The” is written twice.
- Point to the word “The” at the beginning of the Daily Message. I see the word “The.” WGR: What is special about the “t”? It’s uppercase. WGR: Who remembers why the word “The” begins with an uppercase letter? It’s the first word in the sentence. Underline the first “The.”
- Locate the second “the,” and underline it.
- Use Stretch and Read to have students read the word “not.”

Theme Learning

- Explain the content of the Daily Message.

Our message tells us that the weather is not the same everywhere. I wonder what this means…. I know! I have a video we can watch to find out more. Let’s take a look.

- Play the Types of Weather background video.
- Review the video.

The video showed us that when it is rainy in one place, it can be sunny in another and snowing in another! Even though it might be dark and rainy here, it might be beautiful and sunny somewhere else in the world.

Let’s take a look at some weather maps.

- Distribute one Weather Map to each partnership.

This is a map of the United States. Look at the weather symbols on the map. WGR: Is the entire country having the same weather on this day? No.

Can you find a place on the map where it shows that it is sunny? Point to it. Students should point to the sun symbols. Yes, the map shows that it is sunny in Florida (Point.) and in Hawaii. Point.

Can you find a place on the map where it shows that it is snowy? Point to it. Students point to the snow symbols. Yes, the map shows that it is snowy in North Dakota (Point.) and in Alaska. Point.

Is it storming anywhere? Yes. Point to where the storm clouds are. Students point to the northeastern states. Yes, it is stormy in these states. Point.

What other weather do you see? Rainy and cloudy. Yes, it is cloudy on the West Coast, in Oregon. Point. It is also cloudy in the middle of the country, over Tennessee, (Point.) New Mexico, and Arizona. Point. Those states are getting some rain.

The weather really is different all over the country!

- Collect the Weather Maps.
- Show students the weather map from today’s newspaper.

Let’s take a look at today’s weather. Hold up the weather map. If you were able to get a weather map of the whole country, point that out to students. Identify your location on the map. WGR: What symbols (pictures) do you see on the map where we live? Replies. What are the numbers for? Replies.
What does the picture of the sun (or rain, or whatever might be on the map for your location) mean? Replies.

The numbers show what the temperature will be today, and the picture of the sun (or other symbol) shows that it will be sunny (or whatever the weather condition for your location) today.

Today we will think about how the weather changes from place to place.

If the weather map that you have from the newspaper isn’t large enough for the group to see, you might want to provide multiple copies so students can look at them with their partners or in small groups, or make an overhead.

• Play the digital dictionary video for “weather.”
• Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

Our new word for today is “weather.”

The word “weather” describes what it is like outside. When we talk about the weather, we might be talking about the temperature, or things like sun, rain, snow, or clouds. I can make a sentence with the word “weather.”

Today’s weather is cool and cloudy (or whatever the weather conditions are for your location).

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

Say the Rhyme

• Have students recite “Weather.” Encourage them to do the physical motions that accompany the rhyme.
• Read the words (see day 1), and model the motions.

Develop Phonemic Awareness—Auditory Sound Blending

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

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f-l-a-sh/</td>
<td>flash</td>
</tr>
<tr>
<td>/c-r-a-sh/</td>
<td>crash</td>
</tr>
<tr>
<td>/b-r-e-e-ze/</td>
<td>breeze</td>
</tr>
</tbody>
</table>

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

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

TIMING GOAL: 20 minutes

Review

• Review the title, author, and illustrator.

  We read this story yesterday. Do you remember the title? On the Same Day in March.

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

  WGR: The illustrator is Frané Lessac. 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 “spin.” What does “spin” mean? Turn quickly.

  T-P-S: Can you think of a sentence that uses the word “spin”? 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 “sparkles.” The word “sparkles” means shines.

• Repeat this process with the word “scramble.” The word “scramble” means to move quickly.

Story Retell

Introduce the retell activity. Quickly create groups of 3–4 by combining partnerships. As groups are formed, assign one location from the story for each group to illustrate. Make a mental or written note about which group will draw each location so you can make a reference to each group’s part of the book as you read.

  Today we’re going to retell our story in a new way. Each group will make a picture about one place in our story On the Same Day in March. After you draw your pictures, you will talk in your groups and think of a sentence about that part of the story.

• Reread the story, reminding students of the part of the story about which they will draw. For example, if you assigned a group to illustrate the part about the Texas panhandle, after you read page 11, say, “The Texas panhandle is the part of the story Jonas’s group will draw. Think about this part of the story when you make your picture.”
• Distribute drawing paper and markers to each group. **Now you will work together to draw a picture of your part of the story.** Allow students enough time to work cooperatively to draw their picture. When they have finished, invite them to think of a sentence about their picture and the part of the story it represents. Invite each group to share their pictures and their sentences.

• Monitor students as they work in their groups, helping them state their thoughts about the story in complete sentences if needed.

• Close the activity by asking which climate they like in this story and why. T-P-S: **Think about the different places in this story and the kind of weather they have in that place in March. Which place in this story would you like to visit? Why?**

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

<table>
<thead>
<tr>
<th>Routines</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. Conference 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>

**Dramatic Play Lab | Weather Report**

**Description:**

• Students will pretend to be a news crew reporting the weather.

**Purpose:**

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

- Explain that today students in the dramatic play area will pretend to be a news crew reporting the weather. Use Think-Pair-Share to have students identify the different roles they could play. Reporter, camera operator, director, station owner, 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 provided or make others.

- Suggest that students doing the weather report work with the “meteorologists” in the science lab to get the current weather conditions and the forecast (prediction) for tomorrow’s weather.

Facilitate Learning:

- Ask questions that will help students 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.

Examples:
- I’m going to be a camera operator. Where should we set up the camera?
- I wonder where the map should go.
- Observe which students pretend with objects as they dramatize the role of meteorologist.
- You can also observe which students are able to demonstrate an awareness of the roles people play in society through their dramatizations.

Blocks Lab | Build a Shelter

Description:

- Students will build shelters to protect people and animals from winter weather.

Purpose:

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

When You Tour:

- Point out the unit blocks and the block play people and animal figures, and tell students that they may build shelters to protect people and animals from winter weather.

Facilitate Learning:

- Discuss how to build shelters that protect people/animals from winter weather.

Examples:
- How should we build this shelter to protect people/animals from (name a type of weather)?
- What does a home need to keep the rain and snow out?
Art Lab | Whatever the Weather

Description:
• Students will paint pictures of weather, or weather-related activities, that they like.

When You Tour:
• Remind students that they can paint pictures of weather or weather-related activities that they like.

Classroom Library Lab | Weather Words Book

Description:
• Students will match weather word cards with illustrations in Think About the Weather, illustrate the word cards, and make a weather words book.

When You Tour:
• Remind students that they can match weather word cards to illustrations in Think About the Weather. They can also illustrate the weather word cards and make a weather words book.

Literacy Lab | Play School: My Sentence Book 2

Description:
• Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 2 booklets. Students can practice reading their books individually or with peers.

When You Tour:
• Remind students that they can work on their sentence booklets.

Math Lab | Packing for Winter Vacation

Description:
• Students will measure common winter items to make sure they fit into a suitcase in preparation for an imaginary winter vacation.

When You Tour:
• Remind students that today they will plan and pack for an imaginary winter vacation by measuring items to fit in their suitcases.
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 | Ice

Description:
• Students will measure the temperature of water before and after adding ice.

When You Tour:
• Remind students that they can measure the temperature of water before and after adding ice.

Science Lab | Weather Report

Description:
• Students will observe and record weather conditions, including using a thermometer to determine the outside temperature.

When You Tour:
• Remind students that they can observe weather conditions outside, use a thermometer to determine the temperature, and predict the weather conditions and temperature for tomorrow.
• Encourage students to compare yesterday’s weather predictions with today’s conditions.
• Suggest that “meteorologists” in the science lab work with students doing the weather report in the dramatic play lab and provide them with the current weather conditions and the forecast (prediction) for tomorrow’s weather.

Writing Lab | My Break

Description:
• Students will write about what they did during break or about the weather.

When You Tour:
• Remind students that they can write about the weather or what they did while they were on break.

Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away 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

Paper Clip Weather Graph

- Ask students if they notice anything new on the 15-Minute Math board. *Pictures of different types of weather.* Explain that they are going to make a new graph that will be all about the weather. Point to each picture, and ask students to describe what kind of weather the picture represents. Then ask students to think about today’s weather. If possible, walk students to a window or take a quick visit outside. Ask students which picture is most like today’s weather. After they have decided, attach a paper clip below the appropriate weather picture (see the sample bulletin board diagram in the teacher’s manual).

Teacher’s Note: You might like to assign a student each day (or week) to be the weather reporter. The weather reporter would be responsible for reporting each day’s weather during 15-Minute Math and attaching paper clips to the appropriate weather pictures on the Paper Clip Weather Graph.

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

- Serve winter weather snacks.
- Invite students to talk with their partners about the Partner Challenge. **Tell your partner the name of one way to tell who goes first when you use the conflict solver take turns.** Allow students time to talk about the challenge. Use Think-Pair-Share to review the active-listening posture if necessary.
- Award pocket points to students who use the active-listening posture when they share with their partners.

Outside/Gross-Motor Play

- Play a game of Weather Reporter. Invite students who want to play to stand in a circle. Distribute the pictures of various weather conditions so each student has a picture. Select one student to begin. Ask the student to describe the weather in his or her picture, encouraging him or her to use new weather-related vocabulary. After the picture has been described, students sing “What Will the Weather Be?” as the student in the center skips around the inside of the circle and students on the outer circle skip in the same or opposite direction. When the singing stops, the student in the center chooses another weather reporter to describe his or her picture, and the process repeats until all students in the circle have had a turn or until time or interest runs out. Students should be able to move freely into and out of the game.

**What Will the Weather Be?**

(Tune: “Do You Know the Muffin Man?”)

What will the weather be,
The weather be, the weather be?
What will the weather be,
When we go out to play?

- Remind students to think of words to describe today’s weather and to read the outside thermometer before coming inside. Assist them in recording the temperature they see on the thermometer and some of the descriptive words for the weather (“sunny,” “windy,” “cold,” etc.). Select a few students to fill in the bar from zero up to the temperature for today during Let’s Think About It.

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

Alphabet Chant

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

Reading Rehearsal

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

Word Presentation

Read Sounds

• Use the key cards to guide practice with /m/, /a/, /s/, /d/, and /t/.
• Show the Animated Alphabet video segment for /t/.

Stretch and Read

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

Quick Erase

• Use the following word sequence:
  sat → sad → Tad → mad → Dad

Say-Spell-Say

• Have students use the word cards to say-spell-say each of the Red Words.

Readles

• Review each of the readles from the story.

Partner Word and Sentence Reading

• Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.
Guided Group Reading

Review

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

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

Guided Group Reading

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

Discussion Questions

- After reading the entire story, use these questions to check comprehension.
  - T-P-S: Who are Sad Sam's two friends? Tad and Tam are Sad Sam's friends.
  - T-P-S: What did Matt try to teach the dogs? Matt was trying to teach the dogs to sit.

Roo's Request

It's time for Roo's Request! Children say a rhyme to bring out KinderRoo. "KinderRoo, KinderRoo, what do you want us to do?" Use KinderRoo to make this request: Look on page 7. Point to something in the picture that made Matt happy. Tell your partner in a complete sentence what Tam did to Matt. Call on a few partnerships to share responses, and award pocket points for interesting language.

Celebration

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

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

Show What You Know

- Ask students to think about the number combinations for the number 5.
  
  T-P-S: What are the number combinations for 5? 5 and 0, 4 and 1, 3 and 2, 2 and 3, 1 and 4, and 0 and 5.

- Award pocket points if students are able to identify the number combinations for 5.

- Review separating sets by telling a subtraction story.
  
  T-P-S: I have four fireflies in a jar. Three fly away. How many are left? How do you know?
  
  RWE: There is one firefly left in the jar. I had four, and three flew away, so that leaves one.

Active Instruction

- Tell students that they will listen to stories and practice separating sets again today.
  
  Before you work with your partner, let’s practice separating sets and finding out how many are left by acting out take-away stories.

- Share the take-away (subtraction) story with students.
  
  Five rabbits hopped through the woods. Three rabbits saw the cave and hopped right in!

- Prompt students to think about how to act out the story.
  
  T-P-S: How can we act out this story with students? Have five students come up and three hop away.

- Prompt students to think about how to represent this subtraction story as a drawing and a number sentence.
  
  T-P-S: How could we draw a picture of our subtraction story? Draw five circles. Cross three circles out. Model drawing this. What number sentence could we write to show this subtraction story? 5 – 3 = 2. Write this number sentence underneath the drawing.

- Call five students up to the front of the room. Explain that these students will be the rabbits in the stories. Select a spot in the classroom, such as a table, to serve as the cave in the stories. Tell the story again, and ask students to act it out.

- Repeat with other subtraction stories for 4 or 5.

- Explain to students that when you take things away, you are subtracting.
Partner Practice

- Explain the activity.

You and your partner are going to listen to my take-away stories again and take turns putting rabbits in the woods and moving rabbits into the cave. One partner will put the rabbits out, and the other will put rabbits into the cave. You will take turns drawing a picture of your story and writing the matching number sentence. Then you and your partner will switch when you hear the next story.

- Distribute a Sunny Day storyboard, a sheet of paper for a recording sheet, a cup, and a bag of manipulatives to each partnership. Tell another take-away story.

Let’s try another story. Five foxes were running through the woods one evening when all of the sudden, it began to rain. Wait for the first partners to place five foxes on the storyboards. They darted this way and that way looking for a place to stay dry when they saw the cave. All five of the foxes scurried inside the cave and stayed until the rain stopped. Wait for the other partners to place five foxes into the caves.

- Prompt students to think about how many foxes are left in the rain.

T-P-S: How many foxes are left in the rain? How do you know?
RWE: No foxes are left in the rain. There were five foxes in the rain. Five foxes went inside the cave. That leaves no foxes, zero, outside the cave.

- Tell another take-away story.

Let’s try another story. After the rain stopped, five deer appeared in the woods. Wait for the first partners to place five deer on the storyboards. Three of the deer saw a person coming through the woods and decided they needed a place to hide. The three deer quickly ran into the cave and out of sight. Wait for the other partners to place three deer into the caves.

- Prompt students to think about how many deer are left outside the cave.

T-P-S: How many deer are left outside the cave? How do you know?
RWE: There are two deer left outside. There were five deer, and three moved into the cave. That leaves two.

- Prompt students to draw pictures and write number sentences to represent the subtraction stories. Assist as needed.

- Continue telling stories for the following subtraction facts as time allows: 5 – 0, 4 – 4, 5 – 2, and 5 – 1.
Recap

• Ask students to create their own take-away (subtraction) stories. Select several students to share them with the class. Encourage students to act out the story on their storyboard. Award pocket points if students can successfully create their own subtraction stories.

• Review separating sets.

  T-P-S: If you had five marbles on your desk and one rolled away, how many would you have left? How do you know?
  
  RWE: There would be four marbles left. I had five, and one rolled away. That leaves four.

• Play the “Park Bench 5 – 3 = 2” video to reinforce the concept of subtraction.

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

• “Sunflakes,” The 20th Century Children’s Poetry Treasury, page 30

Introduce the Poem

Today I’m going to read a poem called “Sunflakes.” We’ve heard of snowflakes, but the author of this poem imagined sunflakes falling from the sky. Listen.

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

TIMING GOAL: 20 minutes

Prewriting

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

  Today we have been talking about the weather around the world. You are going to choose a place in the world and write about what you think the weather is like there today.

  T-P-S: What place did you choose? What do you think the weather is like there today?

- Share an example that applies to you.

  I think that I will write a sentence that says, “I think it is snowy in Alaska.”

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

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

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

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

  Example:

  I am ready to write my sentence. My sentence is, “I think it is snowy in Alaska.”

  – The first word is “I.” I can copy that word because it is on the word wall. Remember that when we write the word “I,” it is always a capital or uppercase letter, like it is written on the word wall. Write “I” on the first line.

  – The next word is “think.” I’m going to draw a picture of a brain for “think.” Draw a picture of a brain.

  – “It.” Let’s use Stretch and Spell to write “it.” First, stretch the word. WGR: /iii/ /t/. What sounds do you hear in “it?” /i/ and /t/. Write “i” and “t.”

  – I think it is snowy in Alaska. The next word is “is.” I have written that word before, and I remember how to spell it. Write “is.”

  – “Snowy.” Do you hear any sounds you know in “snowy”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
– “In” is the next word. Let’s try Stretch and Spell again. First, stretch “in.” WGR:/iii//nnn/. What sounds do you hear in “in”? /i/ and /n/. Write “in.”

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

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

• Hold a writing conference with a few students 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.

  Today we have been talking about how the weather changes. WGR: Does everyone in the world have the same weather at the same time? RWE: No, the weather is different around the world on the same day. Sometimes the weather is different in two nearby places. It might be sunny here in our town, and it might be raining in the next town.

• Show page 25 of What's the Weather Today? Point out the weather map behind the meteorologist.

  WGR: Weather maps have symbols that help us know more about the weather in different parts of the world. What symbols do you see on this map that help you know more about the weather? The meteorologist holding an umbrella, the sun, rain in the corner, lightning, numbers indicating the temperature.

• Play the Weather Forecast video from yesterday’s Theme Exploration to help students review how television meteorologists tell about the weather.

• Distribute one Weather Map to each partnership. Tell students that they will be meteorologists for the entire country. Encourage students to take turns being meteorologists and presenting the weather for the nation to their partner. If time allows, invite several students to share their weather forecast with the class.

• Read the descriptions of the weather students suggested after being meteorologists at recess, and read the bar graph temperature. Prompt students to read the graph and tell whether it is colder or warmer today than yesterday. Reinforce the concepts that the higher the temperature reading, the warmer it is and the “taller” the bar for that day.

• At this time each day, note which students are able to draw conclusions about temperature based on the Winter Temperatures Graph.
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 have students make connections to the contexts in which the word was used today.

Our new word today is “weather.” The word “weather” describes the conditions outside. T-P-S: When did we see, hear, or use the word “weather” today?

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

<table>
<thead>
<tr>
<th>Oral-Language Scoring Rubric</th>
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<tbody>
<tr>
<td>70</td>
</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. Sunny weather.</td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. I like hot weather.</td>
</tr>
</tbody>
</table>

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

- Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is to tell your partner the name of one way to tell who goes first when you use the conflict solver take turns. Allow students time to review their answers from snack.

- Use sharing sticks to select students to respond. Award pocket points when students use the active-listening posture when they talk with their partners as they review the challenge.

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

Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing they did 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: Read a book with someone in your family tonight. Look at the illustrations and see if you can tell what the weather is like in the story. Ask your family member to sign your Read & Respond bookmark.

- Use the monkey stamp to place an animal image on each student’s hand as a reminder to watch today’s Home Link show.
Day 3 | Ready, Set…

Focus

The sun can turn water into clouds.

Additional Materials Needed Today

| Greetings, Readings, & Writings | • Math Lab: Sunny Day Storyboard, manipulatives, and cups from Math Mysteries on day 2  
• Other: Conflict Solver Memory Cards (from Gathering Circle day 2) |
| Gathering Circle | • KinderRoo  
• Take turns bag from day 2  
• Precut sets of straws |
| Theme Exploration | • Joey puppet  
• The Water Cycle Poster  
• Theme vocabulary word cards for “sun” and “clouds” or IWB access |
| Rhyme Time | • No new materials |
| STaR | • Trade book: A Letter to Amy  
• A letter in a sealed envelope to look like Peter’s invitation  
• Trade book: Peter’s Chair |
| 15-Minute Math | • No new materials |
| Snack/Outside/Gross-Motor Play | • Language Play & Listening Fun for Everyone CD  
• Thermometer |
| KinderRoots | • Shared Story: Tam and Tad (teacher and student copies)  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “m,” “a,” “s,” “d,” and “t” or IWB access  
• Green Word cards: “am,” “sat,” “Tad,” “Tam,” “mad,” and “Matt” or IWB access  
• Red Word cards: “I” and “was” or IWB access |
| Math Mysteries | • Bicolored counters (five)  
• Sheet of paper  
• 1–5 Spinner (unit 3 appendix), one per partnership  
• Transparent spinner  
• Bag of five linking cubes, one bag per partnership  
• Spinner Subtraction Sheet (appendix), one per partnership |
| Let’s Daydream | • “Afternoon on a Hill,” The 20th Century Children’s Poetry Treasury, page 44 |
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Write Away</th>
<th>Let's Think About It</th>
</tr>
</thead>
</table>
| • Chart paper and marker or white board for teacher modeling  
• Pencils  
• Paper or students’ writing journals  
• *Writing Development Feedback Guide* | • Trade book: *Think About the Weather*  
• Prepared sentence strips  
• Weather Word Cards (appendix)  
• Winter Temperatures Graph and student graphs (if applicable)  
• Home Link animal hand stamp: koala |
Day 3

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Student Routines | Teacher Routines
--- | ---
1. Remove coats and backpacks. | 1. Greet parents and students.
2. Turn in homework. | 2. Remind students to read the Arrival Activities poster as they prepare for their day.
3. Sign in. | 3. Encourage students to describe what they are doing in full sentences as you observe their activities.
4. Self-select 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 2

Literacy Lab
- Same as day 2

Math Lab
- Place the Sunny Day Storyboard, bags of manipulatives, and cups in the lab so students can practice telling take away stories.

Computer/Media Lab
- Same as day 2

Writing Lab
- Same as day 2

Science Lab
- Encourage students to graph yesterday’s temperature on their Winter Temperatures Graph.
Other

- Make the Conflict Solver Memory Cards available. Encourage students to play a memory game with the cards.

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

Gathering Circle

**TIMING GOAL**: 20 minutes

<table>
<thead>
<tr>
<th>Routine</th>
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<tbody>
<tr>
<td>1. Welcome students to the Gathering Circle.</td>
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<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>
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<tr>
<td>5. Make sure that students are sitting with their partners for the week.</td>
</tr>
<tr>
<td>6. Select this week’s second Cool Kid.</td>
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</tbody>
</table>

**Home Link Debrief**

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

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

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

**Active Instruction**

- Review the conflict solver take turns. Introduce drawing straws as another way to determine who goes first when people take turns to avoid conflict.

  **Yesterday we learned about a win-win way to solve a problem when two people want to use the same thing.** T-P-S: **What conflict solver can we use when two people want to use something at the same time?** *Take turns.* T-P-S: **After we decide to take turns, we have to decide who goes first.** What can we use to decide who will go first when we take turns? *Toss a coin.*

- Have KinderRoo join the group with the take turns bag.

  Teacher: **Hi, KinderRoo. We were just talking about taking turns and using Toss a Coin to decides who goes first when we take turns with our friends.**
KinderRoo: That’s good. I’m glad you remember that you can toss a coin when you agree to take turns.

KinderRoo to students: Did you know there’s another way you can decide? Pause. I have something else in the take turns bag that can help you. I’ll give you some clues and you can guess what it is.

Teacher to students: That sounds like fun. Let’s see if we can guess.

KinderRoo gives these clues: They are long, round, and have an empty space on the inside. People use them for drinking. They begin with the /s/ sound. T-P-S: Can you guess what they are? They are straws. Hold up the straws so students can see the length of each.

Teacher: T-P-S: What do you notice about these straws? One straw is shorter than the other. When two people use straws to decide who goes first, they each pick a straw that someone else holds so they can’t see which one is long and which is short. The person who picks the short straw goes first.

• Invite the Cool Kid and another student to help you demonstrate. Hold the straws in your hand so they appear to be the same length. Let each student pick a straw. Have them compare the length of the straws. Tell the student with the short straw he (or she) will go first.

Teacher: KinderRoo, this is another good way to help us take turns. Thank you for showing it to us.

Partner Practice

• Have students work with their partners to solve a problem using the conflict solver take turns by drawing straws to see who goes first.

You and your partner both want to use the computer at the same time. You don’t want to have a conflict, so you think of a win-win solution. You agree to take turns. WGR: What did KinderRoo just show us you can do to decide who will go first? Draw straws. Let’s practice drawing straws to see who will use the computer first.

• Quickly place students in groups of three. Distribute two straws of different lengths to each group. Have one member of each group hold the straws so they appear to be the same length, and have the others each draw a straw. Have students hold up their straws to compare the lengths and determine who has the short straw. Have the person in each group with the short straw hold it up to show he or she will be the first to use the computer. Repeat this process so each member of the group has a turn to hold the straws and all have a turn to draw.

• Remind students the take turns bag will be available in the room for them to use to avoid having conflicts with their friends.

Partner Challenge

• Introduce the challenge.

We know we can use take turns as a win-win way to solve problems when two people want to use the same thing. Our Partner Challenge today is
to tell your partner the two ways we’ve learned to decide who goes first when you agree to take turns.

- Provide a moment for students to think about what they will tell their partner. Remind them they will talk about the challenge more at snack.
- Tell students that they will earn pocket points when they name both ways to decide who goes first.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

- Introduce the Joey puppet to students. Ask Joey the partnership question of the day: What do you think clouds are made of?
- Help Joey respond, “I think that clouds are made of cotton balls! They look soft and fluffy—like a great big pillow!”

T-P-S: Do you think Joey is right? Tell your partner what you think clouds are made of.

I heard some good ideas! Our Daily Message will tell us about what clouds are made of.

Daily Message

The sun is important. It makes the clouds.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  
  WGR: How many sentences are in our message today? Two.
  WGR: How many uppercase letters are in our message today? Two.
  WGR: How many periods are in our message today? Two.

- Use Stretch and Read to have students read the word “sun.”

Theme Learning

- Explain the content of the Daily Message.

Let’s talk about what our message means. The first sentence in the message says that the sun is important. I think you know that the sun is important. T-P-S: Tell your partner some ways that the sun is important. Restate some of the responses, and if they were not mentioned, add that the sun makes plants grow, it warms us and lights the day, and it makes sunny days.
The second sentence says that the sun makes clouds. Think about this.
T-P-S: Do you have any ideas about how the sun makes clouds? Pause for discussion, if any.

- Establish that the sun is very hot, then check students’ understanding about evaporation.

Let’s think about the sun for a moment. T-P-S: Could you visit the sun in a rocket ship? Why or why not? No, because it is too hot, and you would burn up.

The sun is very, very hot. Even though it is really far away from Earth, we can feel the heat on our skin when the sun is shining. Think about this. Sometimes when it rains, there are puddles of water on the ground. WGR: What happens to the puddles the next day if the sun comes out? They dry up. T-P-S: Where does the water go when the puddle dries up?

- Explain and demonstrate the concept of water vapor.

Let’s see what happens to water when it gets hot. Start the electric kettle or show your cup or pot of very hot water. Point out the steam, and explain that the steam is made of very tiny droplets of water. When water gets hot, it turns into steam. The steam floats.

If the steam is not visible, or you were unable to bring in a hot water source, show the picture from the appendix on page 180.

Another word for steam is water vapor. As the water vapor goes higher and higher into the sky, the drops begin to cool and stick together again. Then you can see clouds. Clouds are made of very tiny drops of water.

- Show The Water Cycle Poster.

We can see in this picture how the heat from the sun has warmed the water in this lake. The arrow pointing up is showing that the water has turned into water vapor and is floating up into the sky. We can also see that a cloud has formed. We will learn more about what is in this picture this week.

- Post The Water Cycle Poster where students can refer to it throughout the day.
- Play the digital dictionary videos for “sun” and “clouds.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

Our new words for today are “sun” and “clouds.”

The sun is a large star in the sky. The sun gives us light and warmth. I can make a sentence with the word “sun.”

On rainy days, it is hard to see the sun.

Clouds are large masses in the sky that look white or gray. Clouds are made up of many, many tiny drops of water. I can make a sentence with the word “clouds.”

Water evaporates and becomes clouds as the sun warms it.

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 “Weather.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 1), and model the motions.

Develop Phonemic Awareness—Auditory Sound Segmenting

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

<table>
<thead>
<tr>
<th>flash</th>
<th>/f-l-a-sh/</th>
</tr>
</thead>
<tbody>
<tr>
<td>crash</td>
<td>/c-r-a-sh/</td>
</tr>
<tr>
<td>breeze</td>
<td>/b-r-e-e-ze/</td>
</tr>
</tbody>
</table>

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

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

STaR

Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:

reflection
arrived

A Letter to Amy

Written and illustrated by Ezra Jack Keats

Peter is having a party and sends an invitation to his friend Amy. There is a problem when Peter mails the invitation on a windy day. As a result, Peter accidentally hurts Amy’s feelings and is afraid that Amy will not attend his party. The story ends happily, however, with Amy in attendance and Peter enjoying his party.

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.

The name of our story today is A Letter to Amy. WGR: What is another word for the name of a story? Title. Ezra Jack Keats wrote the words and made the pictures for this story. Pause for students to jump right in to complete this sentence. He is both the… Author and illustrator. Ezra Jack Keats wrote another book we read. Hold up 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.

Point to the envelope on the cover illustration. T-P-S: What do you think this is? Hold up the sealed envelope. This looks like the envelope in the illustration. I wonder what might be inside the envelope in this story. The title is A Letter to Amy. Who do you think wrote the letter to Amy?

Look carefully at this picture. What is happening to the letter? What do you wonder about the letter to Amy? When we read the story, we will find out who sends the letter to Amy and what the letter is about.

• Introduce the story vocabulary words.

Before we read today’s story let’s think about some of the new words we will hear. One of them is “reflection.” When you look in a mirror, you see a reflection. You see yourself.

Another word we will hear is “arrived.” In the story, we will hear that everybody arrived at Peter’s party. That means everybody came.

• Introduce the good-reader skill for today.

Good readers think about how the characters in one story are the same as or different from characters in other stories that they have read. In the story A Letter to Amy, you will see characters we read about before in Peter’s Chair. As I read this story, look for the characters who are the same ones from Peter’s Chair.

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 4: T-P-S: How can you tell it might rain? RWE: The sky looks dark. Rain clouds often are very dark and hide much of the sunlight.

T-P-S: Whom do you see on this page that are familiar characters from Peter’s Chair? Willie is Peter’s dog. T-P-S: Why do you think Peter wants Willie to stay home?

Page 11: T-P-S: What happens because of the weather? Listen for students to use the words “blew” and “wind.” What do you think Peter will do?

Page 15: T-P-S: What do you think, or predict, will happen next?

Page 19: T-P-S: Why do you think Amy is crying and running away from Peter? Restate the responses. WGR: Do you think Amy would have felt better if Peter had helped her up and apologized or said, “Excuse me, Amy?” T-P-S: Why doesn’t Peter stop and help Amy up? Restate some responses. He is in a hurry and doesn’t want Amy to see the invitation before she gets it in the mail. I guess he wants her to be surprised when she gets the invitation.
Page 21: Point out the reflection of Peter and Willie in the illustration. T-P-S: Where else might you see a reflection? Peter's reflection is all mixed up, and Peter seems to feel all mixed up inside also. He is glad he got the letter in the mailbox as a surprise for Amy, but he was sad too. T-P-S: Why? RWE: Peter seems to understand that he has hurt Amy's feelings and made her feel sad. Friends don't mean to hurt their friends' feelings, but sometimes that happens by accident.

Page 29: T-P-S: What do you think Peter wishes for as he blows out his birthday candles? Restate some responses. Sometimes the author just lets us imagine and doesn't tell us the answers.

After Reading

- T-P-S: Why does Peter write a letter to Amy?
- T-P-S: What happens when Peter goes to the mailbox to send his letter to Amy?
- Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

After Peter bumps into Amy, he feels mixed up, just like his reflection. Let's make a sentence together using the word “reflection.” T-P-S: Talk to your partner about ideas that you have for our sentence.

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

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

Routines

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 | Weather Report**

Description:
- Students will pretend to be a news crew reporting the weather.

When You Tour:
- Remind students that they can pretend to be a news crew reporting the weather.
- Suggest that students doing the weather report work with the “meteorologists” in the science lab to get the current weather conditions and the forecast (prediction) for tomorrow’s weather.

**Blocks Lab | Build a Shelter**

Description:
- Students will build shelters to protect people and animals from winter weather.

When You Tour:
- Remind students that they can build shelters to protect people and animals from winter weather.

**Art Lab | Whatever the Weather**

Description:
- Students will paint pictures of weather or weather-related activities that they like.

When You Tour:
- Remind students that they can paint pictures of weather, or weather-related activities, that they like.

**Classroom Library Lab | Weather Words Book**

Description:
- Students will match weather word cards with illustrations in *Think About the Weather*, illustrate the word cards, and make a weather words book.

When You Tour:
- Remind students that they can match weather word cards to illustrations in *Think About the Weather*. They can also illustrate the weather word cards and make a weather words book.
Literacy Lab | Play School: My Sentence Book 2

Description:
• Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 2 booklets. Students can practice reading their books individually or with peers.

When You Tour:
• Remind students that they can work on their sentence booklets.

Math Lab | Packing for Winter Vacation

Description:
• Students will measure common winter items to make sure they fit into a suitcase in preparation for an imaginary winter vacation.

When You Tour:
• Remind students that today they will plan and pack for an imaginary winter vacation by measuring items to fit in their suitcases.

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 | Ice

Description:
• Students will measure the temperature of water before and after adding ice.

When You Tour:
• Remind students that they can measure the temperature of water before and after adding ice. Ask students what effect the sun would have on the temperature of the water and ice.
Science Lab | Weather Report

Description:

• Students will observe and record weather conditions, including using a thermometer to determine the outside temperature.

When You Tour:

• Remind students that they can observe weather conditions outside, use a thermometer to determine the temperature, and predict the weather conditions and temperature for tomorrow.

• Encourage students to compare yesterday’s weather predictions with today’s conditions.

• Suggest that “meteorologists” in the science lab work with students doing the weather report in the dramatic play lab and provide them with the current weather conditions and the forecast (prediction) for tomorrow’s weather.

Writing Lab | Weather Observation

Description:

• Students will write about weather conditions.

Purpose:

• This lab reinforces thematic concepts and provides students with an opportunity to freely express themselves in writing.

When You Tour:

• Tell students that they can write about current weather conditions.

Facilitate Learning:

• Join students as they write about weather conditions.

• Ask questions about the weather conditions they observed on the way to school this morning.

Examples:

– How did you have to dress to go outside this morning?
– Did you need any special accessories, such as an umbrella, boots, or a hat?

• Encourage students to use writing strategies.

Example:

– See if you can use Stretch and Spell to write “wind.”

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

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Paper Clip Weather Graph

- Point to the graph. This is our weather graph. We’re going to use the graph to collect information on weather. When the graph is completed, it will tell us about the different kinds of weather we have had for the month and how often we have had certain kinds of weather. Yesterday we attached a paper clip to the picture of (type of weather). Think Aloud: I wonder where we will attach a paper clip today?

- If you have assigned a student to be the weather reporter, ask that student what the weather is like today, and invite him or her to come up and attach a paper clip below the appropriate weather picture. If you have not assigned a student to be the weather reporter, ask the class to think about today’s weather, and then select a student to come up and attach a paper clip below the appropriate weather picture.

Separating Sets

- Show students a stick of three linking cubes. Ask students to identify the number of linking cubes in the stick. Place the stick behind your back, and remove one cube. Leaving the stick behind your back, show students the removed cube. I had three cubes. I took away one cube. T-P-S: How many cubes are left in my stick? 2. Reveal the stick, and lead students in counting aloud the remaining cubes to confirm their answer. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper (3 – 1 = 2). Read the number sentence aloud, pointing to each numeral or symbol as it is named.

- Repeat the process with the subtraction facts 3 – 1 = 2 and 3 – 0 = 3.

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

TRANSITION
Snack

- Continue to serve cold weather snacks.

  **Our Partner Challenge today is to tell your partner the two ways we've learned to decide who goes first when you agree to take turns.** Allow students time to talk about the challenge. Remind them to use active-listening skills if necessary.

- Award pocket points when students name both ways to decide who goes first.

Outside/Gross-Motor Play

- Students may want to play Weather Reporter as they did on day 2.

- When the weather is not cooperative for outside play, students may enjoy moving to “The Echo Dance” on *Language Play & Listening Fun for Everyone!*

- Remind students to think of words to describe today’s weather and to read the outside thermometer before coming inside. Assist them in recording the temperature they see on the thermometer and some of the descriptive words for the weather (“sunny,” “windy,” “cold,” etc.). Select a few students to fill in the bar from zero up to the temperature for today during Let’s Think About It.

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

KinderRoots

**TIMING GOAL:** 30 minutes

Warm-Up

**Wall Frieze Sound Review**

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

**Reading Rehearsal**

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

Read sounds

- Use the key cards to guide practice with /m/, /a/, /s/, /d/, and /t/.
- Show the Animated Alphabet video segment for /t/.

**Stretch and Read**

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

**Quick Erase**

- Use the following word sequence:
  Tad ➔ mad ➔ sad ➔ sat

**Say-Spell-Say**

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

**Readles**

- Review each of the readles from the story.

**Partner Word and Sentence Reading**

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

**Guided Partner Reading**

- Review the story by having students work with their partners to answer the following questions.

  **T-P-S:** Can anyone remember the title of the story? Tam and Tad.
  **T-P-S:** Do you remember what Matt tried to teach the dogs to do? To sit.

  Now you're ready to read the story again. This time you will read it with your partners, but I will guide you to move from page to page. Open your books to the first page.
• Closely guide the partner reading process by following these steps on each page:
  – Read the teacher text at the top of the page.
  – Have Peanut Butter read the first page of the student text. Jelly will help.
  – Have the whole class read the page in unison.
  – Have Jelly read the next page of the student text. Peanut Butter will help.
  – Repeat the steps for the remainder of the pages, alternating which partner will read and which partner will help for each page. Model, or assist, as needed.

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Look on page 6. Read the sentence with your partner. Tell your partner in a complete sentence why Matt was sad. Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Celebration

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

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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know

• Show five counters on an overhead, on the board, or on the floor so students can see. Ask students to count the counters. Then lay a piece of construction paper so two of the counters are no longer visible.

  I had five counters. I took two away. How many are left? Three.

• Repeat this process, covering up five counters, then three counters, and then one counter. Award pocket points if students are able to identify how many counters are left each time.

• Review separating sets by telling a subtraction story.

  T-P-S: I see five clouds up in the sky, and then one blows away. How many are left? How do you know?

  RWE: There are four clouds left. There were five, and one blew away, so that leaves four.
Active Instruction

- Tell students that they will listen to stories and practice separating sets again today.

  Before you work with your partner, let’s practice separating sets and finding out how many are left by acting out take-away stories.

- Share the take-away (subtraction) story with students.

  Five bats flew through the woods one evening. Two of the bats flew into the cave.

- Prompt students to think about how to act out the story.

  T-P-S: How can we act out this story with students? Have five students come up and two fly into the cave.

- Call five students up to the front of the room. Explain that these students will be the bats in the stories. Select a spot in the classroom, such as a table, to serve as the cave in the stories. Tell the story again, and ask students to act it out.

- Prompt students to think about how to represent this subtraction story as a drawing and a number sentence.

  T-P-S: How could we draw a picture of our subtraction story? Draw five circles. Cross two circles out. Model drawing this. What number sentence could we write to show this subtraction story? 5 – 2 = 3. Write this number sentence underneath the drawing.

- Repeat with other subtraction stories for 3, 4, or 5.

- Remind students that when you take things away, you are subtracting.

Partner Practice

- Tell students that they will play a game to practice taking away, or subtraction.

  You and your partner are going to play a take-away game. Each of you will get five cubes. You will share a spinner with your partner. You will spin the spinner to see how many cubes you take away, or subtract. Then write the subtraction number sentence.

- Show the Spinner Subtraction page and the 1–5 Spinner. Model the activity with a student partner. Count the cubes, and remind students that you are starting with five cubes. Then spin the spinner to see how many you will take away. Take away the correct number of cubes. For example:

  I had five cubes. The spinner landed on the number 4, so I took four cubes away. Now I have one cube left.

- Model where to record the number sentence on the Spinner Subtraction sheet. Then read what you have recorded. For example:

  5 – 4 = 1.
Repeat the process with your student partner. Have your partner spin, take the cubes away, and record the number sentence on the Spinner Subtraction sheet.

**When it’s your partner's turn, you will watch to see if your partner completes his or her turn correctly. You will play until you have filled every box on your paper.**

Give each student a Subtraction Spinner sheet and five cubes. Give each partnership a 1–5 Spinner.

Circulate as students work. Assist any students having difficulty. Ask questions such as, “How many cubes did you start with?” “What number did you spin?” “How many are you going to take away?” “How many will you have left? How do you know?” and “What number sentence will you write?”

Prompt students to draw pictures and write number sentences to represent the subtraction stories. Assist and model as needed.

**Recap**

Select students to share the results from their Spinner Subtraction sheets.

Award pocket points if students can successfully explain their results.

Review separating sets.

**T-P-S:** If you had five buttons in your hand and three fell to the floor, how many would you have left? How do you know?

**RWE:** There would be two buttons left. I had five, and three dropped to the floor. That leaves two.

Play the “Fay Dog Old McFay Subtracts 3 – 1” video to reinforce the concept of subtraction.

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

• “Afternoon on a Hill,” *The 20th Century Children’s Poetry Treasury*, page 44

Introduce the Poem

Today I’d like to read a poem we read way back at the beginning of the school year. It is about someone sitting on a hill and looking down at the town where she lives. She is noticing nature and the clouds, the wind, and the sun, like we have been doing. See if you can imagine seeing and feeling the things the author of the poem is describing.

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

Write Away

TIMING GOAL: 20 minutes

Prewriting

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

  Today we have been talking a lot about the sun. You are going to write about why the sun is important.

  T-P-S: Why is the sun important?

• Share an example that applies to you.

  I think that I will write a sentence that says, “The sun keeps us warm.”

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

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

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

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

Example:

  I am ready to write my sentence. My sentence is, “The sun keeps us warm.”

  – The first word is “The.” We can use Say-Spell-Say to help us write and remember the word. “The,” “t” “h” “e” “The.” I need to make sure to use a capital or upper case “t” when I write “the” because it is the
first word in a sentence. Remember that we always capitalize the first
letter of the first word in a sentence. Write “The” on the first line.

– “Sun” is the next word. I’m going to draw a picture of the sun. Draw a
picture of the sun.

– “Keeps.” Are there sounds you know in “keeps?” Say the word slowly,
emphasizing the individual sounds. Write any letters that students say.

– The sun keeps us warm. “Us” is the next word. I think we can use
Stretch and Spell to write “us.” First, stretch the word. WGR: /uυυ/
/ssss/. What sounds do you hear in “us”? /u/ and /s/. Write “u” and “s.”

– The last word is “warm.” What sounds do you hear in “warm”? Say the word slowly, emphasizing the individual sounds. Write any letters
that students say on the last line. I also need to remember to put a period
after this word because it is the end of the sentence.

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

• Hold a writing conference with a few students 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

- Read the descriptions of the weather students suggested after being “meteorologists” at recess, and read the bar graph temperature. Prompt students to read the graph and tell whether it is colder or warmer today than yesterday. Reinforce the concepts that the higher the temperature reading, the warmer it is and the “taller” the bar for that day.

- Read the descriptions of the weather of the last three days, and ask students what changes have occurred, if any, in the weather. If there have been changes—for example, the weather has changed from sunny to cloudy—ask how the clouds were formed. If it had been rainy, ask what might make the puddles dry up.

- Introduce the book *Think About the Weather* to students.

  WGR: What do you think this book will be about? *The weather.* Let’s preview the book by taking a Picture Walk and seeing if we can figure out what else this book might be about. Encourage students to notice and discuss the different types of weather illustrated on each page.

  WGR: What did you notice about the illustrations in this book? *They’re photographs.* They are photographs. WGR: What does that tell you about the type of book this might be? *It’s an information, or fact, book.* RWE: Photographs in a book usually mean that the book is about true things or that the book will be giving us information instead of telling a story. This book is about the weather, but it will ask you to give information! It will give you clues and then ask you to guess what type of weather it is describing in the clues.

- Introduce the prewritten sentence strips with weather words on them.

  These words will help you answer the questions. Let’s read these weather words together.

- Encourage students to help you read each word by looking at familiar sounds in the beginning, middle, and end of each word. Begin with “fog,” “sun,” and “wind,” and blend them in the usual manner. If the words are not large enough for the group to see, write them larger on chart paper.

- Help students make reasonable guesses for “rain,” “snow,” “cloud,” and “lightning” based on beginning letter sounds and clues to the meaning of the word; e.g., “Yes, this word begins with /r/. It means the type of weather that is wet and falls from clouds.”

- Quickly place students in groups of four to five members. Distribute one set of precut Weather Word Cards to each group.

  Let’s read our book together. After we ask each question, you’ll have a chance to work with your group and figure out what type of weather the question is asking about. You’ll also work with your group to find
the Weather Word Card that has the word on it that you think answers the question.

- After reading the first question on page 2, invite students to talk with their groups and discuss what type of weather is being discussed. Encourage students to find the word that names that type of weather. Students should find the word “snow.” Call on one group to answer the question aloud using a complete sentence. For example, if the question is “What tickles your nose and freezes your toes?” students should respond, “Snow tickles your nose and freezes your toes.”

- Write the question on an erasable board. Model how you can replace the word “What” with “Snow,” and replace the question mark with a period to answer the question.

- Continue to read the rest of the text in the same manner. Emphasize the word “What” in each question.

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 have students make connections to the contexts in which the words were used today.

  One of our new words today is “sun.” The sun is a large star that gives us light and warmth. T-P-S: When did we see, hear, or use the word “sun” today?

  Our other new word today is “clouds.” Clouds are large masses in the sky made of tiny water droplets that look white or gray. T-P-S: When did we see, hear, or use the word “clouds” 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>
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</tbody>
</table>
• Use the suggestions below to help foster oral-language development.

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Clouds sky.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>There are clouds.</strong></td>
</tr>
</tbody>
</table>

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

**Partner Challenge**

• Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Our Partner Challenge today is to tell your partner the two ways we’ve learned to decide who goes first when you agree to take turns. Allow students time to review what they said at snack.

• Use the sharing sticks to select students to name the two ways to decide who goes first. Award pocket points when students name both ways to decide who goes first.

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

**Pocket Points for the Day**

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

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

• Remind students about their reward.

**Home Link/Departure**

• Invite students to tell their partners one thing they did 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 stamp to place an animal image on each student’s hand.

**Theme Vocabulary:**

sun
clouds
Day 4 | Ready, Set…

Focus

Wind is moving air.

Additional Materials Needed Today

| Greetings, Readings, & Writings | • Classroom Library Lab: Trade books: *On the Same Day in March* and *A Letter to Amy*; Shared Story: *Tam and Tad* |
| Gathering Circle | • Preselected passage for Brain Game |
| Theme Exploration | • Lamp, small, with bare incandescent bulb (approx. 75 watt)  
• Strip of lightweight paper (approx. 1” x 3”; e.g., a single layer of a paper napkin)  
• Electric fan (optional)  
• Theme vocabulary word cards for “wind” and “breeze” or IWB access |
| Rhyme Time | • Letter-Blending Cards |
| STaR | • Trade book: *A Letter to Amy*  
• Trade book: *Peter’s Chair* (from unit 3)  
• *The Snowy Day* (optional) |
| 15-Minute Math | • No new materials |
| Snack/Outside/Gross-Motor Play | • Nutritious snack  
• Pinwheels, kites, wind socks, flags, bubbles and wands, streamers, beach ball, parachute, etc. (optional)  
• Paper plates, one per student  
• Paper, pencil  
• Thermometer |
| KinderRoots | • Shared Story: *Tam and Tad* (teacher and student copies)  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “m,” “a,” “s,” “d,” and “t” or IWB access  
• Green Word cards: “am,” “sat,” “Tad,” “Tam,” “mad,” and “Matt” or IWB access  
• Red Word cards: “I” and “was” or IWB access  
• Letter Tile for “t” (appendix)  
• Letter Tiles for “s,” “a,” “m,” and “d” (unit 7) |
| Math Mysteries | • Subtraction Stories page (appendix), one per teacher  
• Bicolored counters (five)  
• Sheet of paper  
• Bag of five linking cubes, one bag per partnership  
• Break Away sheet (appendix), one per student and one per teacher |
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Let’s Daydream</th>
<th>• “Wind Pictures,” <em>The 20th Century Children’s Poetry Treasury</em>, page 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write Away</td>
<td>• Chart paper and marker or whiteboard for teacher modeling</td>
</tr>
<tr>
<td></td>
<td>• Pencils</td>
</tr>
<tr>
<td></td>
<td>• Paper or students’ writing journals</td>
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<tr>
<td></td>
<td>• <em>Writing Development Feedback Guide</em></td>
</tr>
<tr>
<td>Let’s Think About It</td>
<td>• Trade book: <em>A Windy Day</em></td>
</tr>
<tr>
<td></td>
<td>• Winter Temperatures Graph and student graphs (if applicable)</td>
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<tr>
<td></td>
<td>• Home Link animal hand stamp: leopard</td>
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</tbody>
</table>

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Art Lab</th>
<th>Make Your Own Breeze</th>
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<tbody>
<tr>
<td>• 8½” × 11” paper</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Sand/Water Lab</th>
<th>Sand Drifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Electric fan</td>
<td></td>
</tr>
<tr>
<td>• Blocks</td>
<td></td>
</tr>
<tr>
<td>• Toy cars, trucks, etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Lab</th>
<th>Wind Socks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rectangular paper</td>
<td></td>
</tr>
<tr>
<td>• Glue</td>
<td></td>
</tr>
<tr>
<td>• Tape</td>
<td></td>
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<tr>
<td>• Yarn</td>
<td></td>
</tr>
<tr>
<td>• Crepe paper</td>
<td></td>
</tr>
<tr>
<td>• Scissors</td>
<td></td>
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<tr>
<td>• Hole punch</td>
<td></td>
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</table>
Day 4

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>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 *On the Same Day in March* and *A Letter to Amy* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Tam and Tad* in the lab. Encourage students to practice reading the books with a friend.

**Literacy Lab**

- Same as day 3

**Math Lab**

- Same as day 3

**Computer/Media Lab**

- Same as day 3

**Writing Lab**

- Same as day 3

**Science Lab**

- Encourage students to graph yesterday’s temperature on their Winter Temperatures Graph.
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

**Gathering Circle**

**TIMING GOAL:** 15 minutes

**Routine**

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

**Home Link Debrief**

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

  **T-P-S:** What is one thing that you learned from Alphie and Monster about rain or snow?

- 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.

**Partner Challenge**

- Introduce the challenge.

  **For our Partner Challenge today, tell your partner which way to decide who goes first when you take turns and why.** Provide a moment for students to think about the challenge and how they will answer it. Remind them they will have time to talk with their partners about it at snack.

- Tell students that they will earn pocket points when they name one of the ways KinderRoo showed us to decide who goes first.
Brain Game

• Review this week’s Brain Game.

    Let’s play our Brain Game Catch That Sound again. Demonstrate the Focus
    signal (hands in front of eyes like binoculars). This is a Brain Game that helps
    us... Pause for students to jump right in with the word “focus.”

• Review how to play if necessary. Tell students the target sound, and read a passage
  in which the target sound occurs several times. If students need a challenge, have
  them listen for more than one sound within the same passage. If they can do this
  easily, make the game more challenging by having them do different actions for
  each sound (e.g., for the /c/ sound, touch your head, and for the /r/ sound, touch
  your nose).

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

T-P-S: What is your favorite type of weather?

We have been learning a lot about weather this week! I wonder what our
Daily Message will tell us about weather today.

Daily Message

The sun is important. It makes windy weather.

• Write the Daily Message in front of students. Write today’s message directly under
  yesterday’s, lining up the words in the same first sentences and reading each word
  as you finish writing it. Then read the entire message again, touching each word as
  you read it.

• Reinforce literacy objectives by pointing out the following:

    WGR: What do you notice about yesterday’s and today’s messages? They
    both have two sentences; the first sentence in each message is exactly the same.

• If no one mentions that both Daily Messages have two sentences, point that out and
  circle the uppercase letters that indicate the beginning of each sentence. Point out
  the periods that indicate the end of each sentence.
Theme Learning

• Explain the content of the Daily Message.

Yesterday we learned that the sun makes clouds. WGR: How does that happen? RWE: The sun heats water and makes the water evaporate, or dry up. Water that used to be there turns into tiny droplets. These droplets rise up into the air and gather together to become clouds in the sky. When the air gets cold, the water droplets get bigger and heavier and fall out of the clouds as raindrops. Illustrate this discussion with The Water Cycle Poster.

Today’s message says that the sun can even cause windy weather! I wonder how that happens.

• Introduce the following experiment.

Yesterday we saw how the sun warms water. Let’s try an experiment to see how the sun warms the air to make windy weather.

• Hold the strip of paper steady over the lamp with the bulb turned off. The paper should not waver. Turn on the bulb, and repeat the experiment. The warm air from the hot bulb should make the short end of the paper flutter slightly.

T-P-S: Why do you think this happens?

• Use students’ ideas as you explain that as the light bulb warms the air under the paper, the warm air rises, pushing up the paper. Then cool air comes in to take its place, and the paper goes down. Then that air heats, and the paper rises again. It all happens very fast, making the paper flutter up and down slightly.

That’s how the sun makes wind—by warming the air. The air is many different temperatures all over the earth, so it is rising and falling and moving over the earth all the time. The air that is rising and falling and moving is the wind!

Teacher’s Note: Students may replicate this experiment themselves with supervision during Learning Labs. Ask them why they should not touch the paper to the bulb or touch the bulb themselves.

• If possible, turn on an electric fan and invite each student to spend a moment standing in front of the fan and feeling the wind.

• Ask open-ended questions, such as “What is easier to do on a windy day than on a calm day?” Some students may talk about sailboats and kites or cooling off on a hot day.

• Ask which activities are difficult to do in the wind, or ask when they do not appreciate the wind. Students may talk about playing sports in the wind, getting chilled, or the destructive forces of strong winds.

Sometimes the wind blows strong, and it is hard for us to stand up straight! Trees sway, and things blow away. Other times, the wind blows very gently. When the wind blows just light enough for you to feel it, it is called a breeze.
Play the digital dictionary videos for “wind” and “breeze.”

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

Our new words for today are “wind” and “breeze.”

Wind is air that moves fast enough for you to feel it. Wind happens when air gets hot and rises or gets cool and falls. I can make a sentence with the word “wind.”

The wind cools me down on hot days.

A breeze is a very light, gentle wind. I can make a sentence with the word “breeze.”

On nice days, I like to keep the windows open so I can feel the breeze.

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 “Weather.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words, and model the motions.

Develop Phonemic Awareness—Phoneme Substitution

- Introduce the activity.
  
  Let’s play a sound game with weather words. I’m going to give each partnership one letter card. Then I’m going to say a weather word. You’re going to work with your partner to make a new word that begins with the letter sound you’re holding and that rhymes with the weather word I say.

- Demonstrate using one student as your partner. Select the Letter-Blending Card for /b/.

  Let’s start with the word “rain.” My partner and I will think of a word that rhymes with “rain” and begins with the /b/ sound. It can be a real word or a made-up word. Talk with your partner, giving him or her enough time to think of the word “bain.” The word that rhymes with “rain” and begins with /b/ is “bain.”

- Distribute one Letter-Blending Card to each pair. Have students practice the sound that goes with their letters to make sure they have the correct sounds.
• Ask each pair to share its new word. If they need assistance, say three or four rhyming words for “rain” that do not begin with the partnership’s particular sound and see if that helps. For example, if the partnership has the letter “b,” say, “rain, mane, pain, drain.../b/.” Bain, brain. If they need further help, say a sentence, leaving off the rhyming word that they should provide.

• If time permits, repeat the sound game with the words “sun” and “snow.”

• Award pocket points if several partnerships are successfully able to substitute initial sounds to create rhyming 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? A Letter to Amy.

  WGR: The author is Ezra Jack Keats. What does the author do? The author thinks of the story, writes the words.

  WGR: The illustrator is Ezra Jack Keats. 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 “reflection.” What does “reflection” mean? When you see yourself in a mirror. T-P-S: Can you think of a sentence that uses the word “reflection”? 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 “arrived.” The word “arrived” means came.
**Story Retell**

- Introduce the retell activity.

  Yesterday when we read *A Letter to Amy*, we said good readers think about how characters in one story are like or different from characters in other stories they have read. The story *A Letter to Amy* was written by the same person who wrote *Peter’s Chair*. These two stories have some of the same characters in both of them. Today we will think about how the characters in these two books are different or the same.

- Take a Picture Walk through *Peter’s Chair* and *A Letter to Amy* to quickly review the story lines in these books.

  **T-P-S:** In both stories, Peter leaves his house. Why does he leave the house in *Peter’s Chair*? What does he go outside in *A Letter to Amy*? How are Peter’s actions in these stories different?

  **T-P-S:** Who is with Peter when he runs away and when he comes back home in *Peter’s Chair*? Who is always with Peter in *A Letter to Amy*? Does Willie act the same or differently in both stories?

  In the story *Peter’s Chair*, the setting of the story, or where the story takes place, is mostly in Peter’s home. **T-P-S:** Which characters do we see in Peter’s home in *Peter’s Chair*? Peter, his mother, his father, his baby sister, and Willie. Who are the characters in Peter’s home in *A Letter to Amy*? Peter, his mother, his baby sister, his friends, and Willie.

  **T-P-S:** Peter’s feelings change in both stories. In the beginning of *Peter’s Chair*, how does he feel? How does he feel at the end of the story? In *A Letter to Amy*, how does Peter feel when he knocks Amy down? How does Peter feel at the end of the story when Amy comes to his party? How are Peter’s feelings the same in both stories?

  Isn’t it interesting to read two stories by the same author with the same characters in them? We really get to know a lot about these characters. It’s almost like they are friends of ours because we know them so well.

- If you have a copy of *The Snowy Day* by Ezra Jack Keats, show this book to students, and point out that this book is also about Peter. You may wish to read this book to the class at another time and talk more about the characters in these books.

- Close the activity by asking students to tell their partner something they know about Peter after reading both books. **T-P-S:** Now that we’ve read two books about Peter, you can tell your partner something you know about him.

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

Routines

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 | Weather Report

Description:
- Students will pretend to be a news crew reporting the weather.

When You Tour:
- Remind students that they can pretend to be a news crew reporting the weather.
- Suggest that students make sure to report the wind conditions.

Blocks Lab | Build a Shelter

Description:
- Students will build shelters to protect people and animals from winter weather.

When You Tour:
- Remind students that they can build shelters to protect people and animals from winter weather. Suggest that students build shelters that would not fall down in strong winds.

Art Lab | Make Your Own Breeze

Description:
- Students will draw wind-themed pictures and fold the paper into a fan.
Purpose:
- This lab reinforces thematic concepts and provides the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:
- Tell students that they will draw a picture related to the wind in some way (e.g., a kid flying a kite, a tree blowing in the wind) and then fold the picture into a fan.
- Demonstrate folding an 8½” × 11” sheet of paper into a fan. Make a ½-inch fold in one end, and staple or tape it.

Facilitate Learning:
- Join students in drawing wind-related pictures and making fans.
- Ask questions that prompt thinking and increase acquisition of thematic vocabulary and concepts.
  
  Example:
  - I’m going to draw a picture of clouds moving across the sky on a windy day. When you think about windy days, what comes to mind?

Classroom Library Lab | Weather Words Book

Description:
- Students will match weather word cards with illustrations in *Think About the Weather*, illustrate the word cards, and make a weather words book.

When You Tour:
- Remind students that they can match weather word cards to illustrations in *Think About the Weather*. They can also illustrate the weather word cards and make a weather words book.

Literacy Lab | Play School: My Sentence Book 2

Description:
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 2 booklets. Students can practice reading their books individually or with peers.

When You Tour:
- Remind students that they can work on their sentence booklets.
Math Lab | Packing for Winter Vacation

Description:
- Students will measure common winter items to make sure they fit into a suitcase in preparation for an imaginary winter vacation.

When You Tour:
- Remind students that today they will plan and pack for an imaginary winter vacation by measuring items to fit in their suitcases.

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 | Sand Drifts

Description:
- Students will create sand drifts by placing objects in the sand table and blowing on the sand using their mouths or a fan.

Purpose:
- This lab provides students with an opportunity to investigate the properties of sand and wind.

When You Tour:
- Point out the fan, blocks, cars, and other objects.
- Tell students that they will create sand drifts by placing objects in the sand and blowing on the sand with their mouths or with a fan.
- Demonstrate putting an object in the sand and blowing on the sand with your mouth or the fan.

Teacher's Note: If the sand in the table is not fine enough to drift well, tell students that they can use the sand tools to create drifts.

Facilitate Learning:
- Join students as they create sand drifts.
- Ask what else drifts like sand. Snow, leaves.
Science Lab | Wind Socks

Description:
- Students will create wind socks and use them to observe wind conditions.

Purpose:
- This lab provides students with opportunities to create a scientific tool and use it to observe wind properties.

When You Tour:
- Tell students that they will create wind socks and use them to observe blowing wind.
- Demonstrate creating a wind sock.
  - Roll a rectangular sheet of paper into a tube, and tape the seam.
  - Glue yarn or strips of crepe paper so it is hanging from the bottom of the tube.
  - Punch two holes opposite each other at the top of the tube, loop yarn through the holes, and tie it.

Teacher’s Note: If possible, hang the wind socks so students can see them through the classroom windows.

Facilitate Learning:
- Join students as they make wind socks.
- Ask questions, such as “How will the wind socks help us see the wind?” “How else can we tell if the wind is blowing if we are inside?”
- Suggest testing the wind socks by holding them in front of a fan.

Writing Lab | Weather Observation

Description:
- Students will write about weather conditions.

When You Tour:
- Remind students that they can write about current weather conditions.

Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away 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

Paper Clip Weather Graph

- As students look at the graph, ask, How many kinds of weather are on the graph? (Number of pictures on the graph.) Which kind of weather do you think we will have the most days this month? Do you think it will be sunny most days? Cloudy? Rainy? Answers will vary.

- Invite your weather reporter or another student to come up and attach a paper clip to the appropriate picture. T-P-S: Tell me what you notice about the month’s weather so far.

Separating Sets

- Show students a stick of four linking cubes. Ask students to identify the number of linking cubes in the stick. Place the stick behind your back, and remove one cube. Leaving the stick behind your back, show students the removed cube. I had four cubes. I took away one cube. T-P-S: How many cubes are left in my stick? 3.

  - Reveal the stick, and lead students in counting aloud the remaining cubes to confirm their answer. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper (4 – 1 = 3). Read the number sentence aloud, pointing to each numeral or symbol as it is named.

- Repeat the process with the subtraction facts 4 – 2 = 2, 4 – 3 = 1, and 4 – 0 = 4.

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

- Invite students to talk about the Partner Challenge. **For our Partner Challenge today, tell your partner which way to decide who goes first you like best when you take turns and why.** Allow time for students to talk about the challenge. Remind them to choose one of the ways KinderRoo showed them.

- Award pocket points when students name one of the ways KinderRoo showed how to decide who goes first.

Outside/Gross-Motor Play

- If there is a breeze, pinwheels, kites, bubbles and wands, wind socks, streamers, beach balls, and parachutes provide ample opportunity to experiment with and discuss wind and air effects.

  **Watching clouds move is always a worthwhile activity and an opportunity for daydreaming.**

- Play Hats in the Wind. Using paper plates as hats, students walk around balancing them on their heads (if there is no wind). You or a student shout, “Oh, no! Here comes the wind!” and students toss their “hats” into the air and then try to catch them.

- Assist students with reading the thermometer and recording the temperature so they can fill in the Winter Temperatures Graph during Let’s Think About It.

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

KinderRoots

Warm-Up

Alphabet Chant

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

Reading Rehearsal

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

Read Sounds
• Use the key cards to guide practice with /m/, /a/, /s/, /d/, and /t/.
• Show the Animated Alphabet video segment for /t/.

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

Quick Erase
• Use the following word sequence:
  sat ➔ sad ➔ Tad ➔ Tam ➔ am

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

Readies
• Review each of the readies from the story.

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

Partner Reading

Remember, when we do Partner Reading in KinderRoots, we do a few extra steps.

• Call two students to the front of the room to help you demonstrate as you explain each step.

Like before, one partner will read a page while the other follows along. Both partners should point to the words so you won’t lose your place.

Remember, the new step is that when one partner finishes reading the page, the other will tell what happened on the page. Then you will both read the page together. Let’s see what those steps look like. Guide the model partners to complete the process of reading, retelling, and rereading the page in unison.
• Tell partners that they will practice reading the story, alternating pages and helping one another. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.

• As they read the entire story, or designated pages, students should focus on remembering to include the two new steps: telling what happened on the page and reading the page together at the end.

• Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Look on pages 2 and 3. Use the words “wagging” and “friends” to tell your partner about the dogs in the story. Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing

Partner Story Questions

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

Stretch and Count/Stretch and Spell

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

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

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

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

  sat
  am
  mad
Celebration

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

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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know

- Show four counters on an overhead, on the board, or on the floor so students can see. Ask students to count the counters. Then lay a piece of construction paper so two of the counters are no longer visible.

  I had four counters. I took two away. How many are left? Two.

- Repeat this process, covering up four counters, then three counters, and then one counter. Award pocket points if students are able to identify how many counters are left each time.

- Review separating sets by telling a subtraction story.

  T-P-S: I have three pencils, and one rolls away. How many are left? How do you know?
  RWE: There are two pencils left. There were three, and one rolled away, so that leaves two.

Active Instruction

- Tell students that they will listen to stories today and practice separating sets. Hold up the Subtraction Stories page, or display the page on an overhead.

  Before you work with your partner, let’s practice separating sets with some take-away stories. I am going to show you a picture and tell you a story. Then you will tell me how many are left.

- Show the pictures, and read the stories from the Subtraction Stories page. For each picture, call on a student to tell you the number that is left. Select a student to tell you how to complete the number sentence.

Partner Practice

- Tell students that they will play another take-away (subtraction) game today.

  You and your partner are going to use cubes to play a take-away game.

- Show students the Break Away sheet. Model the activity with a student partner. Make a stick five cubes long.

  WGR: How many cubes do I have? Five.
• Put the cubes behind your back.

    I am going to put the cubes behind my back and break the stick into two pieces.

• Break one cube off the stick as you hold it behind your back. Keep the cube hidden behind your back, and bring the piece with four cubes to the front, and show it to students. Turn to your partner, and ask:

    How many cubes did I break away? Four. How many cubes are behind my back? One.

• Hold up the Break Away sheet.

    Now my partner can draw a picture of what I just did. Here is a picture of five cubes. Point to this on the sheet. Count the cubes. I broke off four cubes. My partner is going to cross out four cubes.

• Have your student partner cross out four cubes.

    How many cubes are crossed out? Four. Five take away four is one. My partner can record what the picture says.

• Show your partner how to fill in the blanks under the picture of the cubes. Now ask your partner to make a stick of four cubes. Tell him or her to put the cubes behind his or her back and break the stick into two pieces. Then have your student partner show you one part of the stick. Tell him or her how many cubes you think are hidden behind his or her back. Then record what your student partner did on the Break Away sheet. Show the class where you recorded this, and read the sentence below the picture.

• Give each student five cubes and a Break Away sheet. Explain to students that they will see pictures of 5, 4, and 3 cubes on their sheets.

    You will take turns. One of you will build and break the stick of cubes into two pieces, and the other one will record what was taken away.

• Assign which partner will have the cubes first. Remind students to be sure they have the correct number of cubes before they begin their turns.

Recap

• Select students to share the results from their Break Away sheets.

• Award pocket points if students can successfully explain their results.

• Review separating sets.

    T-P-S: How could you tell how many cubes your partner had behind his or her back?

    RWE: I could tell how many cubes my partner had behind his or her back because I knew how many cubes he or she started with and how many were left. That helped me figure out how many cubes my partner took away.

• Play the “Fay Dog Old McFay Subtracts 5 – 2” video to reinforce the concept of subtraction.
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**

- “Wind Pictures,” The 20th Century Children’s Poetry Treasury, page 30

**Introduce the Poem**

I am going to read a poem about the wind today that you have heard before. It is called “Wind Pictures.” Listen carefully, and try to picture in your mind the pictures that the wind is making with the clouds.

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 have been talking about the wind. You are going to write about windy days. You might even write your letters slanted, as if the wind is blowing them.

T-P-S: What happens on windy days?

- Share an example that applies to you.

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

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, “Leaves blow on windy days.”

– The first word is “leaves.” I think I’ll draw a picture for that word. Draw leaves on the first line.

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

– “On.” We can use Stretch and Spell to write “on.” First, stretch the word. WGR: /ooo/ /nnn/. What sounds do you hear in “on”? /o/ and /n/. Write “o” and “n.”

– “Leaves blow on windy days.” “Windy” is the next word. What sounds do you hear in “windy”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

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

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

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

• Ask students to share their sentences with their partners.

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

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

Let’s Think About It

Theme-Learning Recap

• Review the learning focus of the day.

Today we have been talking about how the weather changes. WGR: Does everyone in the world have the same weather at the same time? RWE: No, the weather is different around the world on the same day. Sometimes the weather is different in two nearby places. It might be sunny here in our town, and it might be raining in the next town.

• Introduce the book A Windy Day.

Let’s read A Windy Day to find out more about the wind. Show the cover. WGR: What do you notice about the word (Point.) “windy” on the cover? It is slanted. It is slanted. The letters of the words “a” and “day” are standing straight up. T-P-S: Why do you think the illustrator made the letters of the word “windy” slant? RWE: It looks like the letters in the word “windy” are being blown by the wind!

• Read the book. Ask what has happened or is happening on pages 6 and 7.

• Read up to page 20. If your students are interested, you may want to read the Windy Day Facts on pages 20 and 21. Use the glossary on page 22 to explain what a windmill is and does. As you do, use a Think Aloud to demonstrate how a glossary is used to find word meanings.

• Review the concept of expository, or information, books.

WGR: Was this book a fact or a fiction book—an information or a pretend book? Fact, information. WGR: How do you know it was a fact book? RWE: The book gave us information, or facts, about wind, and it had photographs of real things. It certainly didn’t tell us an imaginary story.

• Read the descriptions of the weather students suggested after being “meteorologists” at recess, and read the bar graph temperature. Prompt students to read the graph and tell whether it is colder or warmer today than yesterday. Reinforce the concepts that the higher the temperature reading, the warmer it is and the “taller” the bar for that day.
Vocabulary Review

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

  **One of our new words today is “**wind**.” The word wind describes air that is moving. T-P-S: When did we see, hear, or use the word “wind” today?**

  **One of our new words today is “**breeze**.” A breeze is a very slight, gentle wind. T-P-S: When did we see, hear, or use the word “breeze” 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>Student Response</td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Wind blows leaves.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>The wind blows.</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, tell your partner which way to decide who goes first you like best when you take turns and why.** Allow time for students to review their answers from snack.

- Use sharing sticks to select students to share their choice with the class. Award pocket points when students name one of the ways KinderRoo showed us to decide who goes first.

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

Pocket Points for the Day

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

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

- Remind students about their reward.

Home Link/Departure

- Invite students to tell their partners one thing they did 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:** *Share a 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

Sometimes the weather is rainy. Rain is part of the water cycle.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
</table>
| **Greetings, Readings,**  
**& Writings** | • No new materials |
| **Gathering Circle** | • Prepared conflict solvers bags |
| **Theme Exploration** | • The Water Cycle Poster  
• Plastic resealable bag containing dirt and grass  
• Approx. 2 Tbsp. water  
• Masking tape  
• Straw  
• Trade book: *A Rainy Day*  
• Theme vocabulary word cards for “gloomy” and “flood” or IWB access |
| **Rhyme Time** | • No new materials |
| **STaR** | • Storybook to read for free-choice day |
| **15-Minute Math** | • No new materials |
| **Snack/Outside/  
Gross-Motor Play** | • Nutritious snack  
• Beanbags  
• Thermometer |
| **KinderRoots** | • Shared Story: *Tam and Tad* (teacher and student copies)  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “m,” “a,” “s,” “d,” and “t” or IWB access  
• Green Word cards: “am,” “sat,” “Tad,” “Tam,” “mad,” and “Matt” or IWB access  
• Red Word cards: “I” and “was” or IWB access |
| **Math Mysteries** | • Bags of linking cubes (five red, five blue), one for teacher and one bag per partnership  
• Two pieces of construction paper per partnership |
| **Let’s Daydream** | • “April Rain Song,” *The 20th Century Children’s Poetry Treasury*, page 29 |
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Write Away</th>
<th>Let’s Think About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart paper and marker or whiteboard for teacher modeling</td>
<td>The Water Cycle Poster</td>
</tr>
<tr>
<td>Pencils</td>
<td>“little world” from Theme Exploration</td>
</tr>
<tr>
<td>Paper or students’ writing journals</td>
<td>Winter Temperatures Graph and student graphs (if applicable)</td>
</tr>
<tr>
<td>Writing Development Feedback Guide</td>
<td></td>
</tr>
</tbody>
</table>
Day 5

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove coats and backpacks.</td>
<td>1. Greet parents and students.</td>
</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 4

Literacy Lab
- Same as day 4

Math Lab
- Same as day 4

Computer/Media Lab
- Same as day 4

Writing Lab
- Same as day 4

Science Lab
- Encourage students to graph yesterday’s temperature on their Winter Temperatures Graph.

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:** Last night’s story talked about cold wind. What do you look like if you are walking through a cold wind? Show your partner.

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

**Class Council**

- Review the conflict solver take turns and the ways to decide who goes first.

  **KinderRoo** gave us some good ideas for win-win solutions and ways to take turns this week. **T-P-S:** What win-win way did we learn about this week to solve conflicts? **Take turns.** We learned we can take turns to avoid having a conflict with our friends. **T-P-S:** How can we decide who goes first when we take turns? **Toss a coin or draw straws.** Once we agree to take turns and decide who goes first, what can we do so each person has the same amount of time for his or her turn? **Use a timer.**

- Remind students where to find these conflict solvers so they can use them during the day if they find themselves heading for a conflict.

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no problems that you need to address, you may use the following to reinforce the use of take turns as a way to solve conflicts.

  **Adrian and Devon** both love to practice playing basketball. They like to dribble and shoot at the basket. Both of these friends want to practice now, but there’s a problem. There is only one basketball. These friends may end up having a conflict if they don’t think of a win-win solution.
Let’s pretend that we are Adrian and Devon and work this out.

- Assign members of partnerships to play the parts of Adrian or Devon to act out the scenario. WGR: What conflict solver can we use that will let both friends practice basketball when there is only one ball? Take turns. Choose a way to decide who will go first. Distribute a conflict solvers bag to each partnership. Allow time for students to use either toss a coin or draw straws to determine who will go first.

Teacher’s Note: If students choose to draw straws, have them ask someone from another partnership to hold the straws for them so both members of the partnership have an equal chance of drawing the short straw.

- If you have time and students need more practice with these processes, have students use the strategy they did not just practice.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

T-P-S: What is the weather like today?

We have been learning a lot about weather this week! We have learned that the sun is very important. The sun makes the clouds, and it makes the rain. Our Daily Message will tell us about another important job the sun has.

Daily Message

The sun is important. It makes rainy weather.

- Write the Daily Message in front of students. Write today’s message directly under yesterday’s and the previous day’s messages, lining up the words in the same first sentences and 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:
  - Point out the messages lined up one under the other. WGR: What do you notice about these three messages? They all have two sentences; the first sentence in each message is exactly the same.
  - If no one mentions that all three Daily Messages have two sentences, point that out, and circle the uppercase letters that indicate the beginning of each sentence. Point out the periods that indicate the end of each sentence.
Theme Learning

- Explain the content of the Daily Message.

  This week, I read that the sun makes clouds by heating water and making it evaporate into the air. WGR: What happens when the tiny water droplets gather in the sky? RWE: Yes, a cloud is formed. When the air gets cold, the water droplets get bigger and heavier and fall out of the clouds as rain (or snow).

- Set up the water cycle experiment that follows.

  Display the plastic resealable bag with dirt and grass in it.

  In this bag, I have made a model of our world. Dirt and plants are in it. I am going to add some water to pretend that it has just rained on the little world. Pour one or two tablespoons into the bag, avoiding the sides.

  Now I’ll add some air. Insert a straw into the bag. Seal the bag up to the straw; blow into the straw until the bag is puffy and then seal the bag completely as you withdraw the straw.

  Now I am going to give the little world some sunshine. Tape the bag to a window that gets a lot of sun.

  Now we’ll look at the little world every day to see if the rain that soaked into the ground evaporates into water vapor in the air and eventually falls back down onto the earth as pretend rain. After hanging the bag on a sunlit window for a few hours, you should begin to see some water evaporation in the form of tiny drops of water along the sides of the bag (the bag air literally gets “foggy”). The more the bag heats up, the larger the drops; eventually the drops become so heavy they “rain” back down to the bottom.

- Encourage students to check on the experiment throughout the day.

- Introduce the book A Rainy Day. Say, Let’s learn some more about rain.

- Read pages 1–5.

  T-P-S: What do you think the word “gloomy” means? Restate some responses. Let’s see if that word is in the glossary at the end of this book. Turn to page 22. Yes, the glossary tells us what the author means by the word “gloomy.” It says (Point.) that “gloomy” means dull and dark. WGR: Does gloomy sound like a good way to describe some rainy days to you? Answers will vary. Some rainy days are gloomy.

- Read pages 6–9.

  T-P-S: What is a rainbow? Restate students’ descriptions, which are probably more delightfully poetic than the glossary’s. Read the glossary definition, and explain what an arch is, or ask students what shape they think an arch is. Perhaps you have that shape in your set of blocks to show as an example.
• After reading page 10, explain what a flood is in your own words, or use the glossary as you did yesterday in A Windy Day.

• After reading page 11, acknowledge that some people are afraid of lightning and thunderstorms.

  Many children and some grownups are afraid of lightning and thunderstorms. The loud thunder can scare you. But if you are inside and not talking on a telephone or taking a bath or shower when a thunderstorm is happening, you are safe. Remind students that they should stay inside when there is lightning. Explain that lightning is electricity, and if they are ever caught outside in a thunderstorm, where they can’t take shelter from lightning, they should squat with their knees to the sides and their heels together while only the balls of their feet touch the ground. They should cover their ears to keep out the noise of the thunder. You might have them practice this pose. It’s quite a challenge!

• Read pages 12 and 13. T-P-S: Why do rabbits hide but ducks swim when it rains? RWE: Ducks have special oil on their feathers that keeps them from getting wet. Fur on rabbits does get wet.

• Finish reading the book, including the information about the water cycle on pages 18 and 19.

• Play the digital dictionary videos for “gloomy” and “flood.”

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

  Our new words for today are “gloomy” and “flood.”

  The word “gloomy” describes something that is dull and dark. Things that are gloomy, such as dark rainy days, can make us feel sad. I can make a sentence with the word “gloomy.”

  I like to play games to cheer myself up on gloomy days when I have to stay inside.

  A flood happens when a lot of water covers or fills up a place that is usually dry. Land and roads can flood when a lot of rain falls from the sky. I can make a sentence with the word “flood.”

  If you let the water in your bathtub overflow and spill onto the ground, you might cause a flood in your bathroom.

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

TIMING GOAL: 10 minutes

Say the Rhyme

- Have students recite “Weather.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words, and model the motions.

Develop Phonological Awareness—Identifying Ending Sounds

This week we are talking about the season called… Wait for students to jump right in with “winter.” What sound begins the word “winter”? /w/. What other words begin with /w/? Answers will vary.

- Engage students in a discussion about the initial sound of the word “snow.”

One of the things that happens in some parts of the word during the winter season is that it gets cold and it sometimes snows. Does it snow where we live? Pause for responses. What sound do you hear at the beginning of the word “snow”? /s/. Can you think of some other words that begin with /s/? Answers will vary.

- Engage students in a discussion about the final sound in the word “snow.” Invite students to share words that end with the sound /o/ with their partners.

What sound do you hear at the end of “snow”? /o/. Can you think of any words that end with the /o/ sound? I’ll help you with the first one. “Snow” and “go” both end with the /o/ sound. Now you think of some other words that end with /o/. (T-P-S)

- After several partnerships have shared, introduce the activity.

Listen as I say some words. If I say a word that ends with /o/, stand up and cheer /o/. Model how students would stand, raise their hands in the air, and cheer /o/! If any of the words I say don’t end with /o/, shake your head and quietly say “no.” Model.

<table>
<thead>
<tr>
<th>Teacher says…</th>
<th>Students respond…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snow</td>
<td>Stand up and cheer /o/</td>
</tr>
<tr>
<td>Blow</td>
<td>Stand up and cheer /o/</td>
</tr>
<tr>
<td>Mitten</td>
<td>Shake head and say “no”</td>
</tr>
<tr>
<td>Grow</td>
<td>Stand up and cheer /o/</td>
</tr>
<tr>
<td>Wind</td>
<td>Shake head and say “no”</td>
</tr>
<tr>
<td>Winter</td>
<td>Shake head and say “no”</td>
</tr>
<tr>
<td>Throw</td>
<td>Stand up and cheer /o/</td>
</tr>
<tr>
<td>Slow</td>
<td>Stand up and cheer /o/</td>
</tr>
</tbody>
</table>
• Point out that rhyming words end the same sound.

   “Snow,” “blow,” “grow,” “throw,” and “slow” are rhyming words. What sound do you hear at the end of each of these words? /o/. Each of these words ends with the /o/ sound. Great listening!

• Award pocket points if several partnerships are successfully able to identify ending sounds.

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

**STaR Free Choice**

**TIMING GOAL:** 20 minutes

• Reread a favorite STaR book or another book that you would like to share.

• Use Think-Pair-Share to have students share their favorite parts of the book.

• See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.

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

**Learning Labs**

**TIMING GOAL:** 40 minutes

<table>
<thead>
<tr>
<th>Routines</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>
</tbody>
</table>
| 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 | Weather Report**

*Description:*
- Students will pretend to be a news crew reporting the weather.

*When You Tour:*
- Remind students that they can pretend to be a news crew reporting the weather.

**Blocks Lab | Build a Shelter**

*Description:*
- Students will build shelters to protect people and animals from winter weather.

*When You Tour:*
- Remind students that they can build shelters to protect people and animals from winter weather. Suggest that students build shelters that would protect people and animals from rain.

**Art Lab | Make Your Own Breeze**

*Description:*
- Students will draw wind-themed pictures and fold the paper into a fan.

*When You Tour:*
- Remind students that they can draw a wind-related picture and turn it into a fan.

**Classroom Library Lab | Weather Words Book**

*Description:*
- Students will match weather word cards with illustrations in *Think About the Weather*, illustrate the word cards, and make a weather words book.

*When You Tour:*
- Remind students that they can match weather word cards to illustrations in *Think About the Weather*. They can also illustrate the weather word cards and make a weather words book.
**Literacy Lab | Play School: My Sentence Book 2**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 2 booklets. Students can practice reading their books individually or with peers.

When You Tour:

- Remind students that they can work on their sentence booklets.

**Math Lab | Packing for Winter Vacation**

Description:

- Students will measure common winter items to make sure they fit into a suitcase in preparation for an imaginary winter vacation.

When You Tour:

- Remind students that today they will plan and pack for an imaginary winter vacation by measuring items to fit in their suitcases.

**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 | Sand Drifts**

Description:

- Students will create sand drifts by placing objects in the sand table and blowing on the sand using their mouths or a fan.

When You Tour:

- Remind students that they can create sand drifts.
**Science Lab | Wind Socks**

Description:
- Students will create wind socks and use them to observe wind conditions.

When You Tour:
- Remind students that they can create wind socks and use them to observe blowing wind.

**Writing Lab | Weather Observation**

Description:
- Students will write about weather conditions.

When You Tour:
- Remind students that they can write about current weather conditions.

Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away 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**
- If the number of days in school ends with the number 5 (e.g., 75 or 85), use a green marker to record the number on the Days of School Tape. Invite students to skip-count by 5s by reading the numbers on the Days of School Tape that have been written in green. WGR: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85.

**Ten-Frames**

**Hundreds Chart**
Paper Clip Weather Graph

- Invite your weather reporter or another student to come up and attach a paper clip to the appropriate picture on the graph. Ask students to look at the graph as you ask, How many sunny days have we had so far this month? Replies. How do you know? It has that many paper clips. Repeat the same questions about cloudy, snowy, and rainy days.

Separating Sets

- Show students a stick of five linking cubes. Ask students to identify the number of linking cubes in the stick. Place the stick behind your back, and remove one cube. Leaving the stick behind your back, show students the removed cube. I had five cubes. I took away one cube. T-P-S: How many cubes are left in my stick? 4. Reveal the stick, and lead students in counting aloud the remaining cubes to confirm their answer. Use a dry-erase marker to record the corresponding number sentence on the laminated piece of paper (5 – 1 = 4). Read the number sentence aloud, pointing to each numeral or symbol as it is named.

- Repeat the process with the subtraction facts 5 – 2 = 3, 5 – 3 = 2, 5 – 1 = 4, and 5 – 0 = 5.

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

Snack • Outside • Gross-Motor Play

Snack

- Be sure to serve water with your snack today. Engage students in conversations about how the water got from the lakes, rivers, and oceans to the table.

Outside/Gross-Motor Play

- Challenge interested students to balance a beanbag on their heads as they climb, skip, walk, swing, slide, etc. on the playground.

- Assist students with recording the temperature to be graphed at Let’s Think About It.

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

Wall Frieze Sound Review

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

Reading Rehearsal

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

Word Presentation

Read Sounds

• Use the key cards to guide practice with /m/, /a/, /s/, /d/, and /t/.

• Show the Animated Alphabet video segment for /t/.

Stretch and Read

• Show the Sound and the Furry video segment.

• Guide students to use the word cards to stretch and read the Green Words from the story.

Quick Erase

• Use the following word sequence:

  am → Sam → Tam → Tad → sad

Say-Spell-Say

• Have students use the word cards to say-spell-say each of the Red Words.

Readles

• Review each of the readles from the story.

Partner Word and Sentence Reading

• Monitor students as they take turns reading the Green Words, Red Words, and sentences from the inside front cover of the Shared Story with their partners.

• Use the sharing sticks to select a student to read the words for the class. Use your discretion to determine how many words the student will read. Award pocket points for successful attempts.
Partner Reading

- Tell partners that they will practice reading the story, alternating pages and helping one another. As they read the entire story, or designated pages, students should focus on practicing all the steps of Partner Reading: read, retell, and reread together.

- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Look at page 8. Tell your partner in a complete sentence why Matt was excited. Call on a few partnerships to share responses, and award pocket points for interesting language.

Writing

Stretch and Count/Stretch and Spell

- Have students count the sounds and then write the letters that make the sounds in each of the following words:
  
  not
  sat
  mad

- Write the words on the board so students can work with their partners to check their answers.

Sentence Dictation

- Say the following sentence. Repeat the sentence, one word at a time, and ask students to write it. Provide hints as needed (point to the word wall, sound out the words slowly, etc.) to help students write the sentence successfully. Strive for a low-stress environment. Celebrate whatever students are able to do.
  
  Tad and Tam sat.

All Together Now

- Celebrate progress with the new Shared Story by having all students read the entire story in unison, with or without teacher text.

- Award pocket points for successful reading.

Celebration

- Invite two students to read a page that they have practiced from a Shared Story or concepts-of-print book. Celebrate success with a cheer and pocket points.
Invite students to sing “March to Math” to signal that it is time for Math Mysteries.

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know

- Show a stick of five cubes. Have students count the cubes with you. Break the cubes into two pieces behind your back. Show students one part of the stick, keeping the other behind your back.

  **T-P-S:** How many cubes do I have behind my back? How do you know?

  **RWE:** There are ___ cubes behind my back. I had five cubes. I have ___ cubes in my hand now, so there must be ____ cubes behind my back.

- Award pocket points if students are able to tell how many cubes were behind your back.

Active Instruction

- Tell students that today they will try problem solving again.
- Review problem solving with students.

  **When you problem solve in math, you solve mysteries. You might have to investigate to find clues that will help you to solve the problem—like a detective would!**

- Remind students that when we problem solve, sometimes the answer is not clear. Tell students that it is important to keep trying to find a solution and that it is OK if you do not get the answer right away.

- Make sure that students are seated in such a fashion that they can see your demonstration. Tell them the problem-solving story.

  **There is a family of bluebirds and a family of robins that each built their own nest high up in a tree. The bluebirds have two eggs in their nest, and the robins have five eggs in their nest. How many more eggs are in the robins’ nest than in the bluebirds’ nest?**

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

  **Hmmm. I need to figure out what the problem is. Let’s see, I know that there are two eggs in the bluebirds’ nest and five eggs in the robins’ nest. I need to figure out how many more eggs are in the robins’ nest.**

- Tell students that you will think about the problem-solving story again, only this time you want them to help you figure out how to solve it.

  **I need to figure out what I can use to help me solve this problem. Maybe I can use red and blue cubes and two workmats.** Show students one plastic bag filled with red cubes and blue cubes, and two pieces of construction paper that you will use as workmats.
• Encourage students to think about how to use the cubes to act out the problem.

T-P-S: How can I use these cubes to help me solve the problem?
RWE: I can use the cubes to help me solve the problem by pretending that the red cubes are the robins and the blue cubes are the bluebirds. I can pretend that the workmats are my nests. Then I can put the cubes on the workmat and figure out how many more eggs are in the robins’ nest.

• Repeat the problem-solving story.

There is a family of bluebirds and a family of robins that each built their own nest high up in a tree. The bluebirds have two eggs in their nest, and the robins have five eggs in their nest. How many more eggs are in the robins’ nest than in the bluebirds’ nest?

Pause to think. Hmmm. I think I’m going to start with the bluebirds. I know that there are two eggs in the bluebirds’ nest. Place two blue cubes on the floor in front of you on one of the workmats. Now I need to make the robins’ nest. I know that there are five eggs in the robins’ nest. Place five red cubes on the floor in front of you on the other workmat.

• Encourage students to think of the next step in acting out the problem.

T-P-S: I have both of the nests with their eggs. Now what should I do? Figure out how many more robins’ eggs there are. Make sticks out of the cubes in each nest to see how many more there are in the robins’ nest.

• Use a Think Aloud to model comparing to find out how many more eggs the robins’ nest has.

I need to find out how many more eggs are in the robins’ nest than the bluebirds’ nest. Hmmm. I think that I should connect the cubes in the robins’ nest to make a stick. Then I will make another stick with the cubes in the bluebirds’ nest.

• Encourage students to think of the next step in acting out the problem.

T-P-S: I have made sticks with both sets of eggs. Now what should I do? Hold both sticks side by side and compare to find out how many more.

• Continue solving the problem. Hold both sticks side by side, making sure the bottom cube of each stick matches up so you can compare accurately.

I can see that there are more robins’ eggs when I compare my two sticks because the red stick stands up taller than the blue one. Point out where the red stick begins to stand up taller than the blue stick at the third cube. Now I need to see how many more there are. I can count how many more cubes. Start counting with the third red cube. One, two, three. There are three more robins’ eggs.

• Reflect on the process, strategy, and solution.

T-P-S: What was the problem in the story? The problem was finding how many more robins’ eggs there were than bluebirds’ eggs. How did we solve the problem? We pretended that the red and blue cubes were eggs. Then we counted out the right number of cubes and put them on the mats that acted as our bird nests. Then we connected the cubes, compared the sticks, and counted how many more robins’ eggs there were.
Partner Practice

- Tell students that they will solve another mystery with their partner.

- Give each partnership two workmats and a plastic bag with five yellow cubes and five red cubes. Tell students that they will use the cubes to find out how many more. Share the problem-solving story with them.

  Many spring flowers were blooming in the park. In one flower bed, there were five tulips. In another flower bed, there were three daisies. How many more tulips were there than daisies?

- Prompt students to think about the problem.

  T-P-S: What is the problem in the story? The problem is that we need to figure out how many more tulips there are than daisies.

- Read the story again slowly, prompting one partner to place five red cubes on one of the workmats to act as their tulips and the other partner to place three yellow cubes on the other workmat to act as their daisies.

- Prompt students to think about the next step.

  T-P-S: What should you do next to figure out how many more tulips there are than daisies? Connect the cubes to make sticks and hold the sticks together to compare.

- Remind students to begin counting how many more where the red stick stands taller than the yellow stick.

- Prompt students to think about the answer.

  WGR: How many more tulips are there than daisies? Two.

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

Recap

- Select several students to explain how they worked through and solved the problem-solving story.

- Award pocket points if students can successfully explain their results.

- Review problem solving.

  T-P-S: How did we solve the mysteries today?

  RWE: We solved the mysteries today by using cubes to help us find how many 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

• “April Rain Song,” The 20th Century Children’s Poetry Treasury, page 29

Introduce the Poem

I’d like to read a poem called “April Rain Song” by Langston Hughes. Langston Hughes has written many famous poems that children seem to like. I especially like this poem because the words help me imagine that it is raining right now. I hope the words paint pictures of rain in your mind too.

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

Write Away

TIMING GOAL: 20 minutes

Prewriting

• Present the writing activity for the day.

Today, instead of writing a new sentence, we will add a sentence to one that we wrote earlier this week. First you will choose the sentence that you would like to add to. Then, you will tell us more about something you wrote about.

• Share an example that applies to you. Review the four sentences that you wrote this week, and select one to elaborate.

I think I will choose this sentence. Read the selected sentence. Now I will tell more about my sentence. Share a new sentence that expands on the information provided in your first sentence.

• Model writing your second sentence using the strategies from the Writing Strategies Bank.

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

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

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

Sharing

• Ask students to share their sentences with their partners.

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

• Review the learning focus of the week.

This week, we have been learning about the weather. We know that the sun determines the weather. T-P-S: What does the sun do? RWE: Yes, the sun has many important jobs. The sun gives us light. The sun warms the earth. The sun makes the clouds. The sun makes windy weather, and it makes rainy weather!

• Check the window “little world” made during Theme Exploration, and reinforce the highlights of the water cycle (bodies of water + sun, evaporation, clouds, rain, bodies of water) by pointing to the appropriate parts of the Water Cycle Poster.

• Invite students to dramatize this process. Choose one student to be the sun that shines on the rest of the students, who form a puddle by lying curled up close to one another on the floor. As the sun shines, the others slowly moves upward into the sky (extend to their full height). Then they gather together to form a cloud and finally fall to the ground as rain.
• Invite students who created wind socks and fans in the science and art labs this week to share their creations. Have students with fans use their fans to create a slight breeze against the wind socks. Then have students use their fans to create a strong wind. Ask students what they observe about the wind socks during a slight breeze and during a strong wind.

• Read the descriptions of the weather students suggested after being “meteorologists” at recess, and read the bar graph temperature. Prompt students to read the graph and tell which day was the hottest and which was the coldest this week.

Vocabulary Review

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

  One of our new words today is “gloomy.” The word “gloomy” describes something dark or dull. T-P-S: When did we see, hear, or use the word “gloomy” today?

  Our other new word today is “flood.” A flood happens when a dry place fills up with a lot of water. T-P-S: When did we see, hear, or use the word “flood” 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</td>
</tr>
<tr>
<td>an incomplete sentence.</td>
</tr>
<tr>
<td><strong>Gloomy day.</strong></td>
</tr>
<tr>
<td>The student responds in</td>
</tr>
<tr>
<td>a complete, but not very</td>
</tr>
<tr>
<td>elaborate, sentence.</td>
</tr>
<tr>
<td><strong>Today is gloomy.</strong></td>
</tr>
</tbody>
</table>

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

**Cool Kids 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 they did or learned today at school.

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

• Read & Respond: **Read a book with a grown-up at home this weekend.**
Day 6 | Ready, Set…

Focus

It is winter. Snow is one of the signs of winter in some places.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td>• KinderCorner Weekly Record Form for unit 8, week 2</td>
</tr>
<tr>
<td>• Uppercase and Lowercase letter names (appendix)</td>
</tr>
<tr>
<td>• Classroom Library Lab: Theme-related books and puzzles about winter</td>
</tr>
<tr>
<td>• Math Lab: Number-Combination Cards for 10 and manipulatives</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
<tr>
<td>• Music (any)</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Fall and Winter Temperature Graphs</td>
</tr>
<tr>
<td>• Trade book: <em>How Do You Know It's Winter?</em></td>
</tr>
<tr>
<td>• Theme vocabulary word cards for “snowflake” and “freeze” or IWB access</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
</tr>
<tr>
<td>• “December Leaves,” <em>The 20th Century Children’s Poetry Treasury</em>, page 10</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
</tr>
<tr>
<td>• Trade book: <em>It's Winter!</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>• Sliced fruit (apples, pears, bananas, etc.)</td>
</tr>
<tr>
<td>• 2 cups plain yogurt</td>
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<tr>
<td>• 1 banana (mashed)</td>
</tr>
<tr>
<td>• 2 tablespoons frozen orange juice concentrate (thawed)</td>
</tr>
<tr>
<td>• Playground ball, preferably white</td>
</tr>
<tr>
<td>• Piece of paper and pencil</td>
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<tr>
<td>• Clipboard</td>
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<tr>
<td>• Thermometer</td>
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<tr>
<td><strong>KinderRoots</strong></td>
</tr>
<tr>
<td>• Shared Story: Miss Sid (teacher and student copies)</td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Key cards: “m,” “a,” “s,” “d,” “t,” and “i” or IWB access</td>
</tr>
<tr>
<td>• Green Word cards: “Dad,” “sat,” “it,” “Miss Sid,” “sit,” and “Tim” or IWB access</td>
</tr>
<tr>
<td>• Red Word cards: “a,” “love,” “I,” “was” or IWB access</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
</tr>
<tr>
<td>• Paper cup with ten buttons each, one per partnership</td>
</tr>
<tr>
<td>• Making 10 Review page (appendix), one per student</td>
</tr>
</tbody>
</table>
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Let’s Daydream</th>
<th>• “December Leaves,” <em>The 20th Century Children’s Poetry Treasury</em>, page 10</th>
</tr>
</thead>
</table>
| Write Away     | • Chart paper and marker or whiteboard for teacher modeling  
                  • Pencils  
                  • Paper or students’ writing journals  
                  • *Writing Development Feedback Guide* |
| Let’s Think About It | • Trade book: *How Do You Know It’s Winter?*  
                         • Winter Temperatures Graph  
                         • Read & Respond Bookmarks  
                         • Home Link animal hand stamp: lion |

### Learning Labs—Additional Materials

#### Dramatic Play Lab | Blizzard!
- Large cardboard box (to make fireplace)
- Brown, red, yellow construction paper (to make logs and fire)
- Blankets
- Winter clothes (e.g., jackets, snow pants, gloves, etc.)
- Snow shovel

#### Blocks Lab | Snowscape
- White foam packing peanuts (enough to spark imagination that it has snowed in the blocks lab area)

#### Art Lab | Snow Art
- Cotton balls
- Construction paper (variety of colors)
- Glue
- Markers

#### Classroom Library Lab | Winter Weather
- Theme-related books about weather and winter

#### Literacy Lab | Play School: My Sentence Book 3
- My Sentence Book 3 (appendix)
- Scissors
- Tape
- Stapler
- Pencils
**Math Lab | Making Snowmen**

- Marshmallows
- Glue
- Markers
- Twigs
- Black construction paper
- Scissors
- Number Cards 1–10

**Sand/Water Lab | Snow**

- Snow (or shaved ice)
- Mittens (waterproof, two pairs)
- Sand/water toys
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

Available Activities

Classroom Library Lab

• Include new theme-related books about winter.

Literacy Lab

• Same as day 5

Math Lab

• Set out the Number-Combination Cards for 10 and a variety of manipulatives. Encourage students to make number combinations for 10 using the manipulatives.

Computer/Media Lab

• Same as day 5

Writing Lab

• Same as day 5
Science Lab

• Encourage students to graph the previous school day’s temperature on their Winter Temperatures Graph.

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: Identifying Medial Sounds

Think about the sounds that you hear at the end of these words. What sound do you hear at the end of hat? /t/. What sound do you hear at the end of dog? /g/.

• If students give the initial or medial sound, say, Yes, you do hear /sound/ (at the beginning/in the middle) of (word). What sound do you hear at the end of the word? Students must give the correct ending sound for both words to demonstrate mastery of the skill.

Graphemes

• Show the letters “t,” “i,” “n,” and “p” to students in uppercase and lowercase form. You may use the page provided in the appendix for this purpose. Record mastery of the name of each letter in both its uppercase and lowercase format in the space provided on the weekly record form.

Beginning Reading

• This week, find out if your students can sound out the words “it” and “sit.” You will also watch to see whether they can read the sentence “Miss Sid sat.”

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

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

Getting Along Together

- Observe students during Gathering Circle, Snack, and Partner Challenge activities this week to see whether each student can tell you one conflict solver (apologize, share, or get help).

Math

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

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

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

**Routine**

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

**Partner Challenge**

- Introduce the challenge.

  *Tell your partner about a time you took turns with a friend. How did you decide who went first?* Provide a moment for students to think about an experience they had in which they took turns. Remind them they will have time to talk about this experience at snack.

- Tell students that they will earn pocket points when they use active-listening skills, particularly Say-It-Back, to help them remember what their partner says.

**Brain Game**

- Introduce this week’s game.

  *Now it’s time to play a brain game. T-P-S: Why do we play brain games? Brain games help us exercise our mind muscles. This week we’re going to play a game we’ve played before that helps us stop and think. Demonstrate the Stop and Think signal (one hand up like a stop sign, the other points at head). We’re going to learn about winter weather this week, so Freeze is a good game for us to play. Sometimes in the winter, water gets very cold and freezes. It becomes very still and doesn’t move. When we play Freeze, we listen to music, and when the music stops, we hold very still and don’t move until we hear the music again.*

- Play Freeze now. If you feel your students are ready for more of a challenge, you may start and stop the music at faster intervals.
Theme Exploration

Partnership Question of the Day

T-P-S: What is winter like?

We learned a lot about weather last week. This week, we will learn about the weather during the winter.

Daily Message

There are four seasons. We are in the season of winter.

- Write the Daily Message in front of students. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - WGR: How many sentences are in our Daily Message today? Two. WGR: How do you know? There are two periods. The first word in each sentence starts with an uppercase letter.
  - Invite students to read any words they recognize from the Daily Message as word wall words.
  - Point out the word “seasons” and the word “season.” WGR: These two words are almost the same. What is different about them? “Seasons” and “season.” RWE: Yes, the first word, “Seasons,” has an “s” on the end. That means that this sentence (Point to the first sentence.) is talking about more than one season. It is talking about four seasons. The second word, “season,” does not have an “s” at the end. This sentence (Point to the second sentence.) is talking about only one season—the season of winter.
Theme Learning

- Explain the content of the Daily Message.

  In the fall, when we talked and read about the seasons, we learned that Earth moves around the sun. As Earth moves, our seasons change. Let’s watch a quick video to find out about the season of winter.

- Play the Winter background video.

  We are having the season of winter. In many places, the temperature is cooler in the winter than in the other seasons.

- Point out the Fall and Winter Temperature Graphs, and guide students to the discovery that the temperatures they recorded last week are generally lower than those they recorded in the fall.

- Begin a discussion about snow.

  WGR: You know that rain falls from the clouds, but what falls from the sky in the winter when it is very cold? Give clues if necessary (e.g., “It is white and very cold.” “You can make balls or sculptures out of it.”). RWE: Snow is formed when the air around the clouds is very cold.

- Show students the picture of a snowflake on page 4 of How Do You Know It’s Winter?

  This is a photograph of two children trying to catch snowflakes on their tongues. Did you know that all snowflakes have six sides, but every snowflake is special and unique, just like each of you? No two snowflakes look exactly the same!

  Snowflakes are small pieces of ice, or frozen water. When water in the sky freezes, or turns into ice, it can become snowflakes.

- Play the digital dictionary videos for “snowflake” and “freeze.”

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

  Our new words for today are “snowflake” and “freeze.”

  A snowflake is a single piece of snow. Snowflakes are very tiny. I can make a sentence with the word “snowflake.”

  When it snows, many snowflakes fall from the sky.

  “Freeze” means turns into ice. When water gets very cold, it freezes. I can make a sentence with the word “freeze.”

  Bodies of water, such as ponds and lakes, sometimes freeze in the winter.

  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

- Introduce the poem “December Leaves” by reading the poem on page 10 of The 20th Century Children’s Poetry Treasury.
- Use My Turn, Your Turn to teach the rhyme to students, one line at a time.

Develop Phonological Awareness—Recognizing Alliteration

- Introduce the following activity.
  
  Today we are going to play a game with beginning sounds. I am going to say the words in the rhyme and ask you to listen for words that begin with the same sound. If you hear the sound that I am asking you to listen for, raise your hand. Demonstrate placing your hands on your head. When you hear different sounds, leave your hands on your lap.
- Practice the activity with the /j/ sound.
  
- Practice the activity with the /h/ sound.
  
  Let’s try a few more words. This time I want you to listen for the sound /h/. Ready? Hamburger. Hands on head. Potato. Hands in lap. Happy. Hands on head.
- Tell students to listen for the sound /s/ as you read the poem aloud.
  
  Let’s listen to more words as I read the poem. Remember to raise your hand when you hear the sound that I ask you to listen for. I want you to listen for the sound /s/. Let’s all practice making the sound /s/.
- Read the poem aloud.
• Share short alliterative phrases with students. Have partnerships complete the sentence with a word that begins with the same sound. Some examples follow:

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silly Susie sells...</td>
<td>snowflakes, seahorses, sticks</td>
</tr>
<tr>
<td>Happy Harry has no...</td>
<td></td>
</tr>
<tr>
<td>Angry alligators eat...</td>
<td></td>
</tr>
<tr>
<td>Lazy Leena likes...</td>
<td></td>
</tr>
<tr>
<td>Pudgy penguins wear...</td>
<td></td>
</tr>
</tbody>
</table>

• Award pocket points if several partnerships are successfully able to complete an alliterative phrase by producing a word with the target initial sound.

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

**STaR Interactive Story Reading**

**STaR Word:**

**melt**

**It’s Winter!**
*Written by Linda Glaser*
*Illustrated by Susan Swan*

Readers follow the little girl in this story through snow-filled winter fun. As she travels through her winter environment, her observations and discoveries unfold to help readers see how the animals in her part of the world spend the winter months.

**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.

  **The title of our story today is It’s Winter!** WGR: What does the title of a story tell us? The name of the story. This book was written by Linda Glaser. What do we call the person who writes the story? The author. The illustrator is Susan Swan. Usually the illustrator draws pictures for a story. For this story, the illustrator cut pieces of paper and placed them on top of one another to make 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 our story today is *It’s Winter!* The title tells us that the story will be about the season of winter. Let’s see if we can figure out what we will find out about winter in this story by looking at the cover. Open the book so students can see both the front and back covers. T-P-S: What do you see on the cover of this book?

- Open the book to the dedication page. Read the title again.

T-P-S: What do you notice about this page? RWE: The title says *It’s Winter!* but there is no snow on these pages like there is on the cover. That makes me wonder if there has to be snow in the winter. Does this give you other ideas about this story?

Let’s take a Picture Walk through the book to see which ideas are in here.

- Take a Picture Walk, stopping on several pages to allow students to determine what’s happening.

- Introduce the story vocabulary words.

  In this story, we’ll find out about things that happen in the winter. One new word we will hear is “melt.” “Melt” means to change from solid to liquid through heat. We said it is usually cold in the winter. When we looked at the pictures in this story, did we see something that might change to liquid if the temperature gets warm? T-P-S: What do you think might melt in the winter? Why?

- Introduce the good-reader skill for this lesson.

  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. Why do you think we are going to read this book today?

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: Who remembers what snow is? Yes, when it is very cold, the water in the clouds becomes snow and falls from the sky. I heard our new word *melt*. T-P-S: Why will some of the snowflakes *melt* when they touch the ground?

  - The girl in the story wonders how deep the snow will be. I wonder what the word “deep” means. I know that when it snows, the snowflakes can pile up on top of one another and cover the ground. I think “deep” means how thick the snow is on the ground.

  - Page 8: I heard the word “sparkle” in this part of the story. In the story *On the Same Day in March*, the author tells us the sunshine sparkles on the market. We said “sparkles” means shines. In this story, the sunlight makes the snow people sparkle.

  - T-P-S: Why doesn’t the girl feel cold when she plays in the snow?
Page 12: When we read the story *On the Same Day in March*, we learned that the weather can be very different in different parts of the world at the same time. Even though it’s winter where the girl lives, it’s hot and sunny in Florida, where her grandparents live.

Page 23: Many animals live outside during the cold winter? T-P-S: How do they get food? Restate students’ answers, modeling the use of complete sentences.

Page 25: T-P-S: How can the girl tell spring will soon be here? Point out the story word “melting,” and tell students because the sun is getting stronger, it warms the snow, causing it to melt.

**After Reading**

T-P-S: What does the girl in the story like to do in the winter? Which of these things would you like to do?

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

  **In the beginning of the story when it starts to snow, all the snowflakes do not stick to the ground. I remember the author says some snowflakes melt. Let’s make a sentence together using “melt.”**

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

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

**Routines**

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 | Blizzard!**

**Description:**
- The dramatic play area will be an imaginary home where students are snowed in during a blizzard.

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

**When You Tour:**
- Explain that today the dramatic play area will be a home where students are snowed in during a blizzard.
- Discuss with students the different roles they can play, for example, parents, uncles, aunts, kids, older or younger brothers and sisters. Remind students to specify which role they would like to play as they write their lab plans.
- Point out the new materials in the lab. Suggest students might make a fireplace with the cardboard box and use the colored construction paper to make logs and fire.

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

**Examples:**
- *We’re snowed in. I think I’ll read a book next to the fire. What are you going to do?*
- *Who wants hot chocolate?*

**Blocks Lab | Snowscape**

**Description:**
- Students will build a town or city and use white foam packing peanuts to simulate snowfall.

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

**When You Tour:**
- Tell students that they can build a town and use the foam packing peanuts to pretend that snow is falling on it.
Facilitate Learning:

- Ask questions, or make comments, that will encourage students to expand or move into imaginary scenarios. For best results, jump in and join the play as you interact with students.

  **Example:**
  - *How can we clear the snow off the streets and sidewalks so people can get around?*

**Art Lab | Snow Art**

**Description:**

- Students will use cotton balls to make snow art.

**Purpose:**

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

**When You Tour:**

- Point out the white cotton balls, construction paper, and markers.
- Tell students that they will use the cotton balls to make snow art. For example, they could glue the cotton balls to paper in the shape of a snow man and cut out buttons, a nose, etc. from the construction paper.
- Ask students what other ideas they have for snow art. *Make a ski slope with the cotton balls and draw people skiing down it,* *Draw a house with snow on the roof ground.*

**Facilitate Learning:**

- Join students in making snow art.
- Ask questions that prompt thinking and increase acquisition of thematic vocabulary and concepts.

  **Example:**
  - *What materials do you think I should use to make a sled?*
Classroom Library Lab | Winter Weather

Description:
• Students will read books about winter and weather.

Purpose:
• This lab reinforces thematic concepts and 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. The lab also provides an opportunity for students to learn more about winter and weather.

When You Tour:
• Encourage students to explore the books about weather and winter.

Facilitate Learning:
• Join students in looking at books about weather and winter.
• Ask students if they have experienced winter weather like they see in the books. If they have not, because they live in an area where these weather conditions do not exist, ask them to use their imaginations and talk about what it might be like if they did have such experiences.

Literacy Lab | Play School: My Sentence Book 3

Description:
• Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 3 booklets. Students can practice reading their books individually or with peers.

Purpose:
• This lab provides students with an opportunity to blend sounds to read words, as well as to read simple sentences.

When You Tour:
• Point out the My Sentence Book 3 pages.
• Tell students that they will make another book they can read.
• Remind students that they will cut out the pages and then staple them together, just like with their sentence books from last week.
• Tell students that they can write their name on the cover of the book.
• Encourage students to read their books aloud individually and to a partner.

Facilitate Learning:
• Prompt students to recognize words from the word wall as they read. Encourage students to use Stretch and Read to help them read longer words in their books.
Math Lab | Making Snowmen

Description:
- Students will pretend that they are in charge of decorating the front of the school with snowmen for the winter season. They will create snowmen using marshmallows and other materials.

Purpose:
- Students will practice making sets with the numbers 1–10.

When You Tour:
- Tell students that they are in charge of decorating the front of the school with snowmen for the winter season. Tell them that they will make snowmen using “snowballs” or marshmallows. Explain that they will flip a number card and count out that number of marshmallows. When they have counted out their marshmallows, they will make their snowmen by gluing them together and then using the other materials in the lab to decorate them. They will decide how many “snowballs” to use for each snowman. They should count their snowballs when they are finished to make sure they have the correct number.

Facilitate Learning:
- Join students as they count out their snowballs and create their snowmen.
- Prompt students to count and plan their snowmen before gluing them together.

Examples:
- I picked the number 10. I wonder how many snowmen I can make out of ten marshmallows.
- I think that the school will look great with your snowmen out in front. I need to tell the principal how many snowmen we have. Can you tell me? How many snowballs will we need?
- Did you have enough snowballs to make four snowmen? Why or why not?

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.
DAY 6 | Unit 8: Winter Weatherland

When You Tour:

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

Facilitate Learning:

- Take time this week to visit with students in this lab and engage in discussion about the music they are listening to or software they are using.

Sand/Water Lab | Snow

Description:

- Students will play with snow (or shaved ice).

Purpose:

- This lab provides students with an opportunity to investigate the properties of snow.

When You Tour:

- Tell students that they will be able to play with snow today.
- Point out the waterproof mittens they can wear as they use the sand/water toys while playing in the snow.

Facilitate Learning:

- Join students in playing with the snow.
- Ask open-ended questions about the properties of the snow, such as: “How does the snow feel on your skin?” “I wonder what happens when you take a handful of snow and close your hand around it.”

Teacher’s Note: If you live in an area where you don’t get snow (or if there is no snow on the ground at this time), you can use shaved ice for this activity. Be sure to explain to students that this is not snow but shaved ice, which is frozen water.

Science Lab | Scientist’s Station

Description:

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

Purpose:

- This lab provides students with opportunities to observe, investigate, and record.

When You Tour:

- Point out any new materials that you have added to the lab.
Facilitate Learning:

- Use the prompts and questions to reinforce scientific concepts and facilitate oral language development.

**Examples:**

- How does snow look using a magnifying glass?
- How can you tell when it’s about to snow?

**Writing Lab | The Day It...**

_Description:_

- Students will write about an unusual weather event.

**Purpose:**

- This lab provides students with an opportunity to freely express themselves in writing.

**When You Tour:**

- Tell students that they can write about an unusual weather event. The story can be about something that really happened to them, or it can be made up.

- You may want to get students started by asking a question about what would happen if it snowed and snowed and snowed or rained and rained. Would they go outside? Would they be stuck inside the house?

- Tell students that they can illustrate their stories

**Facilitate Learning:**

- Join students as they write their stories.

- Prompt students to use appropriate writing strategies.

*If students get right into making up a story, it is not necessary to ask questions to get them started. If you have students who want to write a story but are having a hard time getting started, ask one question and give them time to think about how they might answer the question to make up a story. The point here is to give them something to start with and then to back off so the story comes from their imaginations.*

Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away 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

Paper Clip Weather Graph

- Ask several students, Which of the types of weather shown on the graph is your favorite? Answers will vary. Why? Answers will vary. Invite your weather reporter or another student to come up and attach a paper clip to the appropriate picture on the graph. Then say, I can tell from looking at our weather graph that we have had (number of days) sunny days so far this month. How do I know that? You counted the number of paper clips under the picture of sunny days. How many days of windy weather have we had so far this month? Replies. How do you know? There are that many paper clips under the picture of windy days.

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

- Serve fruit dip that looks like a cloud. Students can take turns adding ingredients and stirring the mixture until it looks like a fluffy cloud. Serve with fresh fruit, such as apples, pears, bananas, etc.

  2 cups plain yogurt
  1 banana (mashed)
  2 tablespoons frozen orange juice concentrate (thawed)

- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is to tell your partner about a time you took turns with a friend. How did you decide who went first?** Allow students time to talk about an experience they had when they took turns. Remind them that active-listening skills, especially Say-It-Back, will help them remember what their partner says.

- Award pocket points when they use active-listening skills, particularly Say-It-Back, to help them remember what their partner says.

Outside/Gross-Motor Play

Is there snow on the ground where you live? If there is, invite students to make snow angels or snow people. If your climate doesn’t have snow, invite students to pretend that they are in a part of the world where there is snow and act out snow activities such as building snow people, sledding, or skiing.

- Play Toss the Snowball: Students sing a winter tune (e.g., “Frosty the Snowman”) or play music as they stand in a circle and toss a ball in succession around the circle. Engage them in pretending that the snowball is so cold they want to get it out of their hands quickly and toss it to their neighbor.

- Observe which students throw the ball in an intended direction and which can catch it.

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

Wall Frieze Sound Review

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

Reading Rehearsal

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

Story Introduction

Previewing

- Show the cover of Miss Sid. Introduce the title, author, and illustrator of the story.

Remember that in our last KinderRoots Shared Story, we read about Sad Sam’s friends Tad and Tam. Today we will read about another kind of animal. Point to Miss Sid.

T-P-S: What kind of animal is it? A bird. That’s right. It’s a bird. Her name is Miss Sid, and that’s the title of this story.

- Let’s learn some words that will help us to understand the story better. Show the Word Play video segment.

Making Predictions

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

Miss Sid is a parrot. Parrots are from countries with warm weather, such as Mexico or Australia.

T-P-S: Have any of you ever seen a parrot before? Where did you see one? Describe what a parrot looks like.

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

T-P-S: What do you think Miss Sid will do?

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

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

Read Sounds

- **These are some sounds that we will see in the story words.** Show the plain letter side of the key cards for /m/, /a/, /s/, /d/, and /t/. Have students say the sound for each letter. Show the mnemonic picture side if needed.

- Show the key card for the focus sound /i/. **We will see this sound a lot in our story words. Let's watch our funny cartoon that helps us remember the sound.** Show the Animated Alphabet video segment for the focus sound /i/.

Stretch and Read

**Remember that words we can stretch and read are called Green Words. Green means go. We can GO ahead and sound out Green Words, because we know all the letter sounds in the word.**

- Show the Sound and the Furry video segment.

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

Quick Erase

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

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

  cat ➔ sat ➔ sad ➔ mad ➔ mat

Red Words:

- a
- love
- I
- is

Say-Spell-Say

**Remember that in KinderRoots, words that don't follow the rules, or have sounds we haven't learned, are called Red Words. Red often means stop, and we have to stop and think about Red Words. We can play Say-Spell-Say to help us remember them.**

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

Readles:

- Sometimes in our story, we will see little pictures instead of words. Show the readle “bird” on page 3 of the Shared Story. When we see this picture, we will say, “bird.” Repeat with the other readles.
Partner Word and Sentence Reading

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Take turns reading the Green Words, Red Words, and sentences from the inside front cover of your Shared Story with your partner. Monitor students as they take turns. Model if necessary. Encourage good partnering habits.

Celebration

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

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

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

- Show the number cards for the numbers 1–10. Select students to identify the cards.
- Award pocket points if students are able to identify the correct numbers.

Active Instruction

- Tell students that today they will review the number combinations for 10. Hold up the cup with ten buttons.

  I have ten buttons in this cup. Pour the buttons out on an overhead, a table, or the floor where they are visible to all students. Let’s count the buttons together. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

- Explain that you are going to move the buttons to show combinations for 10. Move five buttons to the left side of the table and five buttons to the right side.

  T-P-S: What combination for 10 is this? 5 and 5. How could you write this in a number sentence? 5 + 5 = 10. Model writing the number sentence on the board or on a chart.
• Rearrange the buttons to have seven on the left side of the table and three on the right side.

  WGR: **What combination for 10 is this?** 7 and 3. **How could you write this in a number sentence?** Select a student to come and write the number sentence to show this combination (7 + 3 = 10).

• Continue showing combinations of 10 and asking for volunteers to write the matching number sentence. Award pocket points if students are able to write the matching number sentence for each combination.

**Partner Practice**

• Explain the activity.

  You and your partner are going to practice showing number combinations for 10. The first partner will move the buttons to show a combination for 10. The second partner will try to identify the number combination. After the second partner correctly names the combination, you will switch roles and do it again.

• Distribute a paper cup with ten buttons to each partnership. Allow students time to show at least four different combinations for 10. Circulate, and assist as needed. Ask students to tell you the combinations they are showing and the matching number sentence.

• Tell students to return the buttons to the cup to prepare for the next activity. Collect the cups, and hand out a Making 10 Review page to each student. Explain the next activity.

  Look at the Making 10 Review page that I handed out. In each box, you will count the items to identify the combination for 10 shown by the picture. Write the number sentence to show the combination on the lines.

• Circulate to provide assistance, as needed, as students complete the page. Model the first one for the class if students need additional guidance. As you circulate, ask students to show you how they identified each number combination for 10.

**Recap**

• Use the sharing sticks to select several students to share their number sentences from the Making 10 Review page. Award pocket points if students are able to show the correct number sentence.

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

**TIMING GOAL:** 25 minutes  

<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**  


**Introduce the Poem**

Today we talked about snow—what it looks like and how it feels. We also began to learn about a poem about snow. Listen now as I repeat the poem, and think about what the words might mean.

• Read the poem.

  T-P-S: Do you think that snow sometimes look like sugar?

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

Write Away  

**TIMING GOAL:** 20 minutes

**Prewriting**

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

  Today we have talking about snow. You are going to write a sentence about what you would do on a snowy day that starts “I would....”

  T-P-S: What would you do on a snowy day?

• Share an example that applies to you.

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

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 would build a snowman.”

– The first word is “I.” It is on the word wall, so I can copy it. Write “I” on the first line.

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

– “Build.” I hear a few sounds I know in “build.” I hear /b/, /i/, /l/, and /d/. Write each letter as you say the sound.

– “I would build a snowman.” “A” is the next word. It is also on the word wall, so I can copy it. Write “a.”

– “Snowman” is the last word. I think I’ll draw a picture for “snowman.” Draw a snowman on the last line.

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

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

• Ask students to share their sentences with their partners.

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

• Use the poem “The More It Snows” from The 20th Century Children’s Poetry Treasury.

Today we have been talking about a change in the seasons. I have a poem I would like you to listen to about winter. A.A. Milne, the poet, wrote about how winter feels. When you hear the words “snow” and “cold”, I would like you to wrap your arms around yourself and shiver as if you are chilly. Demonstrate. Listen carefully so you hear the words.

• Read the poem, and join in students’ “chilly” movements when you say the words “snow” and “cold”.

• Review the learning focus of the day, and introduce the book How Do You Know It’s Winter?

This week, we are learning all about the season of winter. WGR: What can fall from the sky on a cold winter day? Snow. Yes, snowflakes can fall from the sky in the winter. I’d like to read part of an information book about winter to you this afternoon. This book is called How Do You Know It’s Winter? This book was written by Lisa M. Herrington. It is filled with many photographs that will help us learn more about winter and what happens during this season.

• Read up to page 27 in the book, skipping over pages 16–21.

• After reading page 10, reinforce that a pond is a small body of water that is bigger than a puddle but usually smaller than a lake. Remind students that water freezes when it is very cold. Make the connection that a frozen pond is a large area of water that froze together.

• After reading page 12, remind students that each snowflake is a tiny piece of frozen water.

• Graph today’s temperature, which you recorded at Snack/Outside/Gross-Motor Play, on the Winter Temperatures Graph. If time allows, have students mark their individual graphs.
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 have students make connections to the contexts in which the words were used today.

  One of our new words today is “snowflake.” A snowflake is a piece of snow. T-P-S: When did we see, hear, or use the word “snowflake” today?

  Our other new word today is “freeze.” “Freeze” means turn into ice. T-P-S: When did we see, hear, or use the word “freeze” 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.

<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>Snowflakes cold.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>Snowflakes are pretty.</strong></td>
</tr>
<tr>
<td><strong>Teacher Prompt</strong></td>
</tr>
<tr>
<td>Good answer. Can you say that in a complete sentence?</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td><strong>Further Prompting</strong></td>
</tr>
<tr>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. We can say, <strong>Snowflakes are cold.</strong></td>
</tr>
<tr>
<td>If the student is unable to add details, prompt with a question about the sentence. Can you tell us more about what <strong>snowflakes</strong> look like?</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 about a time you took turns with a friend. How did you decide who went first? Allow students time to review their conversations from snack.

- Use the sharing sticks to select partners to share their answers with the class. If your students are able, have them tell the class what their partner said in response to the Partner Challenge. Award pocket points when they use active-listening skills, particularly Say-It-Back, to help them remember what their partner says.

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

Pocket Points for the Day

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

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

- Remind students about their reward.

Home Link/Departure

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

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

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

- Read & Respond: Share a book with someone in your family. 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

Low temperatures and plant changes are other signs of winter.

### Additional Materials Needed Today

| Greetings, Readings, & Writings | • Classroom Library Lab: Trade book: *It’s Winter!*; Shared Story: *Miss Sid*
| | • Math Lab: Materials from day 6
| Gathering Circle | • Taking turns bag from day 2
| | • Pizza Slice (appendix), one per partnership
| | • Crayons, one per partnership
| | • Conflict Solvers Card for Share (appendix)
| Theme Exploration | • KinderRoo and Joey puppets, wearing hats, scarves, or other winter wear
| | • Prepared chart paper
| | • Marker
| | • Trade book: *How Do You Know It’s Winter?*
| | • Theme vocabulary word cards for “deciduous” and “evergreen” or IWB access
| Rhyme Time | • “December Leaves,” *The 20th Century Children’s Poetry Treasury*, page 10
| STaR | • Trade book: *It’s Winter!*
| 15-Minute Math | • No new materials
| Snack/Outside/ Gross-Motor Play | • Popcorn balls (preferably) or popcorn
| KinderRoots | • Shared Story: *Miss Sid* (teacher and student copies)
| | • KinderCorner 2nd Edition Plus Media and Software flash drive
| | • Key cards: “m,” “a,” “s,” “d,” “t,” and “i” or IWB access
| | • Green Word cards: “Dad,” “sat,” “it,” “Miss Sid,” “sit,” and “Tim” or IWB access
| | • Red Word cards: “a,” “love,” “I,” and “was” or IWB access
| Math Mysteries | • Number-Combination Cards for 10 (unit 7 appendix)
| | • Button Hide sheet (appendix), one per partnership
| | • Paper cups with ten buttons each, one cup per partnership
| | • Pencils or crayons
| Let’s Daydream | • “White Cat Winter” *The 20th Century Children’s Poetry Treasury*, page 11
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Write Away</th>
<th>Let’s Think About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chart paper and marker or whiteboard for teacher modeling</td>
<td>• Winter Temperatures Graph</td>
</tr>
<tr>
<td>• Pencils</td>
<td>• Seasonal Go-Together Picture Cards</td>
</tr>
<tr>
<td>• Paper or students’ writing journals</td>
<td>• Home Link animal hand stamp: walrus</td>
</tr>
<tr>
<td>• Writing Development Feedback Guide</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Literacy Lab</th>
<th>Play School: My Sentence Book 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Letter-Blending Cards “a,” “d,” “m,” “s,” “t,” and “i”</td>
<td></td>
</tr>
<tr>
<td>• Writing paper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Lab</th>
<th>Chilly Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper towels</td>
<td></td>
</tr>
<tr>
<td>• Large spoons (three or four)</td>
<td></td>
</tr>
<tr>
<td>• Cups (clear plastic, disposable), one per student</td>
<td></td>
</tr>
<tr>
<td>• Seeds, preferably ones that germinate quickly, such as beans</td>
<td></td>
</tr>
<tr>
<td>• Several child-manageable containers of water</td>
<td></td>
</tr>
</tbody>
</table>
Day 7

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 *It's Winter!* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Miss Sid* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 6

Math Lab

- Set out a variety of manipulatives, and ask students to tell take-away stories with a partner.

Computer/Media Lab

- Same as day 6

Writing Lab

- Same as day 6

Science Lab

- Encourage students to graph yesterday's temperature on their Winter Temperatures Graph.
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.

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**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.
  
  T-P-S: **What did you draw to show how to make a combination for 10?**
  
- Use the sharing sticks to select two or three children to share their drawings with the whole class. Award pocket points in recognition of students’ efforts.

**Active Instruction**

- Introduce the conflict solver called share.

  We’ve been learning about ways to solve conflicts with others so each person wins. T-P-S: What win-win solution can you use when there is only one of something, like a swing, and two people want to use it? *Taking turns.* Yes, you can take turns. T-P-S: How will you decide who will go first? RWE: You can use an idea from the take turns bag to decide who goes first.

  T-P-S: Once you know who will be first, how will you know when the first person’s turn is over? You can use a timer to tell how long each person’s turn will be. Take turns is a win-win way to solve a problem when there is only one thing that two people want to use. There are other kinds of problems people have that can’t be solved by taking turns.
Listen to this little story and think of a way for the boys to solve their problem. Liam’s family had pizza for dinner. After everyone finished eating, there was one piece of pizza left. Later that night, Liam decided to eat the last piece of pizza. Liam didn’t know that his brother, Jacob, had the same idea. When Liam got to the kitchen, he saw Jacob getting ready to eat the pizza. T-P-S: Liam and Jacob have a problem. How can they solve it?

You will pretend to be Liam and Jacob and think of a way to solve this problem. Distribute one Pizza Slice to each partnership. Tell students this is their slice of pizza, and that their job is to decide on a win-win solution to the problem. Allow time for students to discuss how they will solve it.

T-P-S: How do you think you can solve this problem so both Liam and Jacob win, that is, they both get pizza? Sharing is a win-win solution to a problem when two (or more) people want something at the same time or want the last of something.

- Distribute a crayon (or marker) to each partnership, and invite students to use the crayon (or marker) to show how they will share the slice of pizza. Have students hold up their pizza and look at how the partnerships divided their slices of pizza. Ask students how they decided that dividing the pizza as they did is a win-win solution.

Now we know two conflict solvers that help us have win-win solutions to our problems. Tell your partner the two win-win conflict solvers we know about. Take turns and share.

Both of these are good ways to solve problems with our friends at school and with people at home. As you work in the labs today, remember to use take turns and share when you have conflicts. Post the conflict solvers card share with the take turns card from day 2.

Partner Practice
- Have students work with their partners to determine how to use the conflict solver share in the following situations. Engage students in as many scenarios as time allows.
  - Both of them want to use the farm animals in the blocks lab.
  - Both of them want to use the only box of crayons to draw.
  - Both of them want the only cookie in the pack.

Partner Challenge
- Introduce the challenge.

  Now we know two win-win ways to solve conflicts. When we tell how we will solve a problem, we use the words “We can.” Tell your partner one win-win way to solve a conflict using the words “we can” at the beginning of your sentence.

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

- Tell students that they will earn pocket points when they use the words “we can” or “we agree to” when they share their ideas.
Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

T-P-S: What does winter feel like?

You did a good job describing winter. Our Daily Message will tell us more about this chilly season.

Daily Message

It gets cooler in the winter. Some plants change in the winter.

- Write the Daily Message in front of students. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - WGR: How many sentences are in our Daily Message today?
  - WGR: What is the same about each of these sentences? They both begin with an uppercase letter. They both end with a period. The last three words are the same in each sentence.

Theme Learning

- Use KinderRoo and Joey to help you explain the content of the Daily Message.

When I look at KinderRoo and Joey, I see something that lets me know it is winter. WGR: What do you notice about KinderRoo and Joey that lets us know it is winter? Hats, scarves, etc. Why do you think they are wearing hats (and/or scarves)? RWE: Yes, KinderRoo and Joey are wearing these things because the air is colder and people wear warmer clothing, hats, scarves, and gloves or mittens when the air is colder.

- Guide students in making a list of winter signs.

Yesterday we said that the air is colder in winter. We read a book called How Do You Know It’s Winter? What do you remember about ways we know that it’s winter? Record students’ responses on chart paper. What changes do you notice in the world around you? Add these responses to the chart paper. You remember many things that change and are signs that the season is changing from fall to winter!

It is common for children of this age to reply with comments about what they or others do or wear in the winter instead of commenting on the natural world. Simply say something like, “You notice that people ice skate in the winter, when it is cold, instead of in the summer, when it is warm. What happens in the winter that lets people ice skate?”

- Use How Do You Know It’s Winter? to further explore the content of the Daily Message.
Walk around the circle to show the photo on page 16 up close to students.

We learned that in the fall, the leaves fall from many trees. It is winter in this picture, and these trees are still green under the snow. Does anyone know what kind of trees do not lose their leaves? RWE: Trees that don’t lose their leaves in the winter are called evergreen trees.

T-P-S: Why do you think they are called evergreen trees? RWE: They always and forever have green on them—even in winter—as long as they are alive and healthy. Some of their leaves or needles fall off but there are always lots more on them. Holly trees and pine trees are evergreen trees.

Read page 5, and show the photo on page 4.

WGR: Do you think the tree behind the children is an evergreen tree? No. No, this tree is not an evergreen tree. This tree has lost all of its leaves for the winter. What do you think we call trees that lose their leaves? RWE: Trees that lose their leaves are called deciduous trees. Let’s say that word together—“deciduous.” Deciduous. Repeat as needed. Bare deciduous trees are a sign of winter.

Read page 14, and show the photo on page 15.

WGR: What is the girl wearing that lets you know it is winter? RWE: Let’s answer that question in a complete sentence: “The girl is wearing a heavy jacket.” 

Read page 9 and show the photo on page 8.

Another sign that it is winter is that the days are shorter. When we are having winter, our part of Earth is tilted away from the sun, so we don’t have as much daylight as we do in the other seasons. During the summer, our part of Earth is tilted toward the sun, so we have longer days.

Play the digital dictionary videos for “deciduous” and “evergreen.”

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

Our new words for today are “deciduous” and “evergreen.”

A deciduous tree has leaves that fall off each year. I can make a sentence with the word “deciduous.”

The leaves on deciduous trees change colors and fall during cool weather.

Evergreen trees are trees that have leaves that stay green all year. I can make a sentence with the word “evergreen.”

Some evergreen trees have pine cones and pointy needles.

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 “December Leaves.”
- Read the words from page 10 of *The 20th Century Children’s Poetry Treasury*.

Develop Phonemic Awareness—Auditory Sound Blending

- Challenge students to say it fast after you say each of the words below in Joey Talk:
  
  | /n-igh-t/ | night | /s-k-y/ | sky | /s-n-ow/ | snow |
  |

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

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

STaR

TIMING GOAL: 20 minutes

Review

- Review the title, author, and illustrator.

  We read this story yesterday. Do you remember the title? It’s Winter!

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

  WGR: The illustrator is Susan Swan. 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 “melt.” What does “melt” mean? Change from solid to liquid through heat.

  T-P-S: Can you think of a sentence that uses the word “melt”? 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.

Story Retell

• Explain to students that they will talk about what happens in parts of the story and then act out those parts. Today we will work in groups and look at the illustrations to remember what happens in the story. Then you will pretend to do the things the girl does when it’s winter.

  – Pages 1–3: Have students talk in their groups to answer this question. What happens in the beginning of the story? Pretend that you are the girl in the story, and show how you would try to catch snowflakes on your tongue.

  – Pages 4–8: Invite groups to talk about these pages. Show how you would make deep footprints in the deep snow. If you have enough room, have students spread out to make snow angels. If no one knows how to do this, you might ask the Cool Kid to demonstrate as you give the following directions. Lie on your back. Put your arms straight out. Keep your arms on the floor, and move them up to your head and then down by your sides. Move your legs together and then apart.

  – Pages 10–13: Have students talk about these pages. Pretend that you go out in the snow to get the mail and read the letter from your grandparents.

  – Pages 20–23: Have students talk about this part of the story. Let’s pretend that you are the girl feeding the birds in the winter.

  – Page 25: T-P-S: How does this story end? Pretend that you are sitting on a sled and sliding down a hill.

  – Close the activity by having students tell their partners which part of the story they liked acting out best and why. Tell your partner what part you liked acting out best. Why did you choose this part?

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

Routines

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 | Blizzard!

Description:
• The dramatic play area will be an imaginary home where students are snowed in during a blizzard.

When You Tour:
• Remind students that the play area is an imaginary home where students are snowed in during a blizzard.

Blocks Lab | Snowscape

Description:
• Students will build a town or city and use white foam packing peanuts to simulate snowfall.

When You Tour:
• Remind students that they can build a town and use the packing peanuts to pretend that snow is falling on it.
**Art Lab | Snow Art**

Description:

- Students will use cotton balls to make snow art.

When You Tour:

- Remind students that they can use the cotton balls to make snow art. Encourage students to include trees in their snow art. Ask students if they draw trees in their snow art how they might be different than drawing trees in a summer scene.

**Classroom Library Lab | Winter Weather**

Description:

- Students will read books about winter and weather.

When You Tour:

- Remind students that they can explore books about weather and winter.

**Literacy Lab | Play School: My Sentence Book 3**

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 3 booklets. Students can practice reading their books individually or with peers.

When You Tour:

- Remind students that they can work on their sentence booklets.

**Math Lab | Making Snowmen**

Description:

- Students will pretend that they are in charge of decorating the front of the school with snowmen for the winter season. They will create snowmen using marshmallows and other materials.

When You Tour:

- Remind students that they will make snowmen using “snowballs” or marshmallows. Explain that they will flip a number card and count out that number of marshmallows and make as many snowmen as they can.
Computer/Media Lab | Free Exploration

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

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

Sand/Water Lab | Snow

Description:
• Students will play with snow (or shaved ice).

When You Tour:
• Remind students that they can play with snow today. Ask students who have already visited the lab how snow is like and different from sand.

Science Lab | Chilly Beans

Description:
• Students will set up an experiment to see how well seeds grow in the cold.

Purpose:
• This lab provides students with opportunities to explore the effects of hot and cold weather on plants.

When You Tour:
• Point out the paper towels, cups, and seeds.
• Demonstrate how to set up an experiment to see how well seeds grow in the cold. Wet a paper towel, and place it in a cup. Place a seed on top of the wet paper towel. Repeat with a second set of materials. Place one cup on each tray.

Facilitate Learning:
• Talk with students about the process of preparing the seeds. Remind them to place their two cups on separate trays. One tray will go into the refrigerator, or outside if it is very cold (below 45°F/7°C). The other tray will stay in the classroom in a warm spot.
• Ask students to make predictions about the seeds. Encourage students to explain their reasoning.

Examples:
– Which seeds do you think will grow best—the ones in the cold place or the ones in the warm place?
– When do you usually see plants “come up”—in the winter or in the spring?
Teacher’s Note: Although students will not do any planned observation of the seeds this week, they should be encouraged to check on the seeds during Greetings, Readings, & Writings, at the science lab, or during other appropriate moments over the next several days. Students will observe the seeds and begin a new experiment in unit 9, *Day & Night, Dark & Light*.

**Writing Lab | The Day It…**

Description:
- Students will write about an unusual weather event.

When You Tour:
- Remind students that they can write about an unusual weather event.

Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away 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**
- **Paper Clip Weather Graph**
  - Say, *Tell your partner something you know from looking at our Paper Clip Weather Graph.* After several partnerships have shared with the entire class, ask your weather reporter or another student to come up and attach a paper clip to the appropriate picture. Discuss the information the graph shows so far this month.

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

- As you serve popcorn or popcorn balls, ask students to recall the imagery in the poem of snow-covered bushes that looked like popcorn balls. Ask students how they would describe what a snow-covered bush looks like. Perhaps a cupcake with white frosting!

- Invite students to talk about the Partner Challenge. Our Partner Challenge today is to tell your partner one win-win way to solve a conflict using the words “we can” at the beginning of your sentence. Allow students time to talk about the challenge. Remind them to use the words “we can” and “we agree to” where appropriate.

- Award pocket points when students use the words “we can” or “we agree to” when they share their ideas.

Outside/Gross-Motor Play

- Students may wish to play Toss the Snowball.

- Remember to help students record the temperature to add to the Winter Temperatures Graph. Talk with them about the weather conditions. Do they all feel the same way about the weather? Point out that while some people like it when it is cold (snowy, rainy, hot, etc.), others may not. It’s okay for people to feel differently about things.

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

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

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

Word Presentation

Read Sounds
• Use the key cards to guide practice with /m/, /a /, /sl/, /d/, /t/, and /i/.
• Show the Animated Alphabet video segment for /i/.

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

Quick Erase
• Use the following word sequence:
  sit → Sid → did → Dad → sad

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

Readles
• Review each of the readles from the story.

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

Review

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

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

Guided Group Reading

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

Discussion Questions

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

  T-P-S: **What kind of animal is Miss Sid?** _A parrot._
  
  T-P-S: **How did Tim get Miss Sid to come down?** _He told Miss Sid to sit._
  
  T-P-S: **How did Tim feel when Miss Sid sat on his shoulder?** _Tim was happy._

Roo’s Request

**It’s time for Roo’s Request!** Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: **Look on page 2. Tell your partner in a complete sentence why Dad is holding a box.** Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Celebration

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

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

- Show the Number-Combination Card for 5 and 5.
  
  T-P-S: **What number is this a combination for? How do you know?** *It is a combination for 10. If you count the dots altogether, there are ten.*

- Award pocket points if students are able to give the correct number and explain their thinking.

- Review the other number combinations for 10 using the Number-Combination Cards for 10. Select students to share the various combinations. 10 and 0, 9 and 1, 8 and 2, 7 and 3, 6 and 4, 4 and 6, 3 and 7, 2 and 8, 1 and 9, and 0 and 10.

Active Instruction

- Tell students that they will practice separating sets today.

  T-P-S: **What does it mean when we separate something?** *We take part of a whole group or set away.*

- Make sure that students are seated in such a fashion that they can see your demonstration. Show students a paper cup with ten buttons.

  I’m going to spill these buttons out of my cup. I have ten buttons. Let’s count them together.

- Explain that you will cover up some of the buttons with your cup.

  I want to see if you can guess how many buttons I hide under this paper cup. I’m going to have you close your eyes. Then I will hide buttons under the paper cup. When you open your eyes, I want you to tell your partner how many buttons are hiding under my cup.

- Prompt students to close their eyes. Hide six buttons under the paper cup. Ask students to open their eyes.

  T-P-S: **How many buttons do you see? How many buttons are hiding under the cup? How do you know?**

  RWE: **There are four buttons that I see. There are six hiding under the cup. Four and six make ten.**

- Record the following on the board or chart paper: “I have 10 buttons. I see 4 buttons. 6 are hidden.”

- Explain that students should think about the combinations that make 10 to help them figure out how many buttons are hiding under the cup. If necessary, use a Think Aloud to model how to figure out how many buttons are hiding under the cup.

- Explain that when we separate things, we are subtracting (or taking away.)
Partner Practice

- Tell students that today they will separate sets of ten. Show the Button Hide sheet.

  You and your partner will play Button Hide. The first partner will spill the buttons, and the other partner will cover his or her eyes. The first partner will hide some buttons under the paper cup. Then the other partner will count how many buttons are outside of the cup, figure out how many are hiding under the cup, and write the numbers on the Button Hide sheet. Then pick the cup up, and check your answers!

- Model this activity with a student partner if necessary. Give each partnership a Button Hide sheet and a cup of ten buttons.

- Circulate as students work. Prompt them to explain how they know the number of buttons that are hiding under the cup.

Recap

- Select several partnerships to share how they separated sets of ten on their Button Hide sheets.

- Award pocket points if students can explain how they separated the sets.

- Review separating sets of ten, or subtracting.

  T-P-S: If I have ten buttons and I only see five, how many buttons would I be hiding? How do you know?

  RWE: You would have five buttons hiding. Five and five make ten. You can count them altogether to be sure.

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>
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<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


Introduce the Poem

I found a poem that compares winter to a white cat. It is called “White Cat Winter” by Tony Johnston. I will read the poem twice. The first time, imagine in your mind a white cat moving around the farm.

- Read the poem.

  Now I will read it again. Try to imagine that it is snow moving around the farm.

- Reread the poem.

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 you are going to write again about what you would do on a snowy day. Start your sentence with “I would…”

  T-P-S: What would you do on a snowy day?

- Share an example that applies to you.

  I think that I will write a sentence that says, “I would eat popcorn.”

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

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

- Use previously introduced writing strategies to model writing your sentence.
• First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

Example:

I am ready to write my sentence. My sentence is, “I would eat popcorn.”

– The first word is “I.” I can copy that word because it is on the word wall. Write “I” on the first line.

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

– “Eat.” I’ve written “eat” before. I can remember how to write it. Write “eat.”

– “Popcorn” is the last word. I’m going to draw a picture for “popcorn.” Draw popcorn on the last line.

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

• Hold a writing conference with a few students as time permits. 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 learned about some of the changes that happen in the winter. Some trees change in the winter. WGR: What do we call trees that lose their leaves in the winter? Deciduous trees. That's right. We can spot deciduous trees easily in the winter because they are bare!

Other trees do not change in the winter. These trees have pointy, green needles that stay green all year long. WGR: What do we call these trees? Evergreen trees. Yes. Evergreen trees are always green.

We also learned that the temperature gets cooler in the winter. Let’s look at today's temperature and see if it was cooler than yesterday's.

- Graph today’s temperature, which you recorded at Snack/Outside/Gross-Motor Play, on the Winter Temperatures Graph. If time allows, have students mark their individual graphs. Compare and contrast the daily temperature readings as appropriate.

- Mix up the Seasonal Go-Together Picture Cards, and place them in a pile in front of you.

I have pictures of clothing. Some of them are items we would wear in the winter, when the weather is cool and snowy. Others are items we would not wear in the cool weather.

- Guide students in the following activity.

When I hold up a hat, I’ll ask you what is on the card, and I would like you to tell me what it is. Then I’ll ask you if you would wear that in the snow. Then you’ll answer my question. Let’s try one together.

- Hold up the picture of a winter hat.

WGR: What is this? A hat. It is a hat. But I would like you to use a whole sentence. So you would say, “That is a hat.” WGR: Try it. That is a hat. WGR: Would you wear a hat in the snow? Yes. Yes, you would. But I would like you to answer in a complete sentence—“I would wear a hat in the snow.” WGR: Try it. I would wear a hat in the snow. Excellent! Let’s try some more!

- Continue with the other cards in the same manner. Have students name each item in a complete sentence and then respond appropriately to your question about wearing the item in the snow, using a complete sentence.

Work with small groups or individual students having difficulties naming common items or forming complete sentences. Greetings, Readings, & Writings, Snack/Outside/Gross-Motor Play, and Learning Labs offer such opportunities.
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 have students make connections to the contexts in which the words were used today.

One of our new words today is “deciduous.” A deciduous tree loses its leaves in the winter. T-P-S: When did we see, hear, or use the word “deciduous” today?

Our other new words today is “evergreen.” Evergreen trees do not lose their leaves. T-P-S: When did we see, hear, or use the word “evergreen” today?

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

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

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

<table>
<thead>
<tr>
<th>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>Evergreens stay.</td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence.</td>
</tr>
<tr>
<td>Some trees are evergreen.</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 one win-win way to solve a conflict using the words “we can” at the beginning of your sentence. Allow students time to review the challenge. Remind them to use the words “we can” and “we agree to” where appropriate.

- Use the sharing sticks to select students to share with the class. If your students are able, have them tell what their partner said. Award pocket points when students use the words “we can” or “we agree to” when they share their ideas.

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

Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned 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 walrus 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 walrus stamp to place an animal image on each student’s hand.
Day 8 | Ready, Set…

**Focus**

Animals change their behavior in winter.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
</table>
| **Greetings, Readings, & Writings** | • Classroom Library Lab: Shared Story: *Miss Sid*  
• Math Lab: Materials from day 7 |
| **Gathering Circle** | • “The Sharing Song” by Raffi (optional)  
• Oranges (three or four) or Orange Cutouts (appendix)  
• Crackers (several sets of five) or Cracker Cutouts (appendix)  
• Markers  
• Several sheets of paper  
• Several sets of four or five blocks |
| **Theme Exploration** | • Trade book: *How Do You Know It’s Winter?*  
• Trade book: *It’s Winter!*  
• Theme vocabulary word card for “behavior” or IWB access |
| **Rhyme Time** | • “December Leaves,” *The 20th Century Children’s Poetry Treasury*, page 10 |
| **STaR** | • Trade book: *Owl Moon* |
| **15-Minute Math** | • No new materials |
| **Snack/Outside/Gross-Motor Play** | • Nutritious snack  
• Paper and pencil |
| **KinderRoots** | • Shared Story: *Miss Sid* (teacher and student copies)  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “m,” “a,” “s,” “d,” “t,” and “i” or IWB access  
• Green Word cards: “Dad,” “sat,” “it,” “Miss Sid,” “sit,” and “Tim” or IWB access  
• Red Word cards: “a,” “love,” “I,” and “was” or IWB access |
| **Math Mysteries** | • Paper cups with ten bicolored counters each, one cup per partnership  
• Piece of paper  
• Window Box Garden sheet (appendix), one per partnership |
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Write Away</th>
<th>Let’s Think About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chart paper and marker or whiteboard for</td>
<td>• Trade book: <em>It’s Winter!</em></td>
</tr>
<tr>
<td>teacher modeling</td>
<td>• Winter Temperatures Graph</td>
</tr>
<tr>
<td>• Pencils</td>
<td>• Home Link animal hand stamp: hippopotamus</td>
</tr>
<tr>
<td>• Paper or students’ writing journals</td>
<td></td>
</tr>
<tr>
<td>• <em><a href="#">Writing Development Feedback Guide</a></em></td>
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</tbody>
</table>

### Learning Labs—Additional Materials

#### Blocks Lab | Caves and Holes in Trees

- Stuffed animals
- Block play animals

#### Science Lab | Solid and Liquid

- Ice cubes
- Shallow casserole dishes or bowls
- White and black paper
## Day 8

### Greetings, Readings, & Writings

**TIMING GOAL:** 15 minutes

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

### Homework
- Read & Respond

### Available Activities

#### Classroom Library Lab
- Place a few copies of *Miss Sid* in the lab. Encourage students to practice reading the books with a friend.
- Have the ear and mouth cards available. Encourage partnerships to use the partner reading routine as they explore the books.

#### Literacy Lab
- Same as day 7

#### Math Lab
- Set out a variety of manipulatives, and tell students to tell addition and subtraction stories to a partner.

#### Computer/Media Lab
- Same as day 7

#### Writing Lab
- Same as day 7
Science Lab
• Encourage students to graph yesterday’s temperature on their Winter Temperatures Graph.

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

<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. Select this week’s second 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: **What is one thing that you learned from Alphie and Monster about clouds?**

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

Active Instruction
• Review the conflict solver share.

  **Yesterday we learned about a win-win conflict solver.** WGR: **What conflict solver can we use when two people both want the same thing? Share.**
  Sharing is a way for both people to get some of what they want so they don’t have a conflict.

• If you have “The Sharing Song” by Raffi, play it, and invite students to sing along.
  In this song, the singer says, “…’cause if I share it with you, you’ll have some too.” T-P-S: **How do you think the person the singer is sharing with feels?** Both people will feel good.
Partner Practice

- Have students work with their partners to determine how to share in the following scenarios. Assign one scenario to each partnership. Distribute materials for partnerships to use for their scenario. Have additional materials available if they need them.

**Teacher’s Note:** Multiple partnerships will have the same scenario.

- After partners determine how they will share, have partnerships tell their solutions to the class.

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Material(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students both want to draw, and there is only one piece of paper. How will they share?</td>
<td>Markers and one piece of paper</td>
</tr>
<tr>
<td>Students have one orange. How will they share?</td>
<td>Orange cutout and a marker</td>
</tr>
<tr>
<td>Students have a small number of blocks, and both want to build a tower. How will they share?</td>
<td>Four or five blocks</td>
</tr>
<tr>
<td>Students have five crackers, and both are hungry for a snack. How will they share?</td>
<td>Cracker cutouts, marker</td>
</tr>
</tbody>
</table>

- Compare the ways partnerships with the same situation used sharing to resolve the problem. Did all partnerships divide the materials or items in the same way?

Partner Challenge

- Introduce the challenge.

  **Think about a time you shared something. Think about what you shared. How did you feel about sharing?** Provide a moment for students to think about the challenge. Remind them that they will have more time to think about this and talk with their partners at snack time.

- Tell students that they will earn pocket points when they use active-listening skills, particularly Say-It-Back, to help them remember what their partner tells them.
Theme Exploration

Partnership Question of the Day

T-P-S: What animals do you see in the winter?

Today’s Daily Message will tell us more about animals in the winter.

Daily Message

It is cold in the winter. Wild animals change their behavior in the winter.

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

• Reinforce literacy objectives by pointing out the following:

WGR: How many sentences are in our Daily Message today? Two.

WGR: What is the same about each of these sentences? They both begin with an uppercase letter. They both end with a period. The last three words are the same in each sentence.

Theme Learning

• Explain the content of the Daily Message.

When we learned about the fall, we learned that animals make changes in the fall to help their bodies get ready for the winter. When people or animals change the way they act, we say they change their behavior. T-P-S: What do you think animals do when the weather is cold? Answers may vary.

– Reinforce students’ responses with the following points. Use the book How Do You Know It’s Winter? to illustrate points as needed. Read pages 17 and 18, and show page 19.

– Some animals grow extra fur to get ready for winter. T-P-S: Why do some animals grow extra fur? RWE: Yes, some animals grow extra fur to help keep them warm when the temperature drops.

– Some animals change their behavior in a big way—they rest or sleep all winter! Instead of playing and hunting and eating, these animals just rest. Who remembers what this type of behavior is called? Hibernation. Yes, hibernation is a time when some animals rest or sleep a lot during the winter so they use less energy and don’t need as much food.
– Use the book *It’s Winter!* to reinforce the concept of hibernation.
– We have been reading the book *It’s Winter!* this week. Today I’d like to share a few pages with you that we have not seen before. These pages will show us how other animals rest during the winter.
– Read pages 14–19 of *It’s Winter!* aloud, pausing to point out each animal’s hibernation location.
– Read page 20 aloud.
– The animals in these pictures stay awake during the winter. Animals such as deer eat bark and twigs from trees, which they can find all year long. Other animals eat plants, such as fresh berries and leaves. They have a hard time finding these foods in the winter.
– Use page 21 to introduce the concept of migration.
– T-P-S: What do birds do in the winter for food? RWE: Some birds, like the ones in the picture, stay in cool places during the winter. Other birds that live in the North change their behavior. They fly south for the winter, where it is warmer and easier for them to find food. They migrate. Birds aren’t the only animals that migrate. Large animals such as caribou and elk migrate. Even some butterflies move south for the winter!

• Play the digital dictionary video for “behavior.”
• Re-emphasize the theme-related vocabulary word. Post the word, or point to it on the interactive whiteboard, as you discuss it.

**Our new word for today is “behavior.”**

The word “behavior” tells about the way people, animals, or things act. You come to school almost every day, so we could say that going to school is normal behavior for kindergartners. I can make a sentence with the word “behavior.”

In the winter, some animals change their behavior by sleeping for many weeks.

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 “December Leaves.”
- Read the words from page 10 of The 20th Century Children’s Poetry Treasury.

Develop Phonemic Awareness—Auditory Sound Segmenting

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

<table>
<thead>
<tr>
<th>word</th>
<th>phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>night</td>
<td>/n-igh-t/</td>
</tr>
<tr>
<td>sky</td>
<td>/s-k-y/</td>
</tr>
<tr>
<td>snow</td>
<td>/s-n-ow/</td>
</tr>
</tbody>
</table>

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

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

STaR Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:
- woods
- shadow

**Owl Moon**

Written by Jane Yolen
Illustrated by John Schoenherr

One cold, winter night, a young girl and her father trek through the snow in the woods to go owling. Without words, the two go in search of a night owl. After some time, and several calls, an owl answers back and presents himself to the girl and her father. After what seems like a long stare, the owl flies off and the two return home quietly. They know that they don’t need words or warmth to succeed at owling, just hope.
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.

The title of this story is *Owl Moon*. T-P-S: What does the title of a story tell us? The author is Jane Yolen. T-P-S: What did Ms. Yolen do? *Wrote* the words. The illustrator, John Schoenherr, received a special award for his beautiful illustrations for this story. Point to The Caldecott Medal seal. When you see this seal on the cover of a book, you know that the illustrator of the book won an award for his or her art. John Schoenherr won The Caldecott Medal for his art in *Owl Moon*.

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

Display the front cover. WGR: In what season do you think this story will take place? *Winter*. T-P-S: How do you know it's winter? What do you notice about the moon? Our story takes place in the wintertime on a night when there is a bright, full moon. You may need to discuss what you mean by a “full moon.”

The title of the story is *Owl Moon*. An owl is a large bird that is most active at night. We found the moon in this picture. I wonder where the owl is.

T-P-S: Whom do you think these people on the cover are? RWE: When we read the story you will find out if they are (students' responses).

- Introduce the story vocabulary words.

This story takes place in the *woods* on a winter night. The *woods* are a place where many trees grow together, like a forest.

Another word we will hear is “*shadow*.” When you stand in the light, your body can make a shadow, a dark copy of yourself. This usually happens in the daytime, when the sun is out. In this story, the characters make *shadows* in the moonlight. If you have a light source in your room that students can stand in front of, invite them to stand to see their *shadows*, or place something in front of the light and point out its *shadow*.

- 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*... (if Pa and his child will see an owl tonight)

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.
  - Page 1: The child in this story goes owling with Pa. T-P-S: Do you have any ideas about what owling is? RWE: “Owling” is a word people use when they go out at night to look for an owl. An owl is a large bird that people don’t often see. Owls are usually active at night. So if you want to see one, you must go looking at night.
  - Page 4: Point out Pa’s long shadow and the child’s short, round shadow next to it.
  - Page 5: I wonder if Pa and his child will see an owl tonight.
  - Page 12: I heard the new word “brave” we learned about in the story Peter and the Wolf. The child says you have to be brave when you go owling. T-P-S: What does that make you wonder about?
  - Page 14: I’ve heard our new word “woods” several times now. WGR: What kind of noises do you think you might hear in the woods, or forest, at night?
  - Page 18: After Pa calls, they hear an echo. The echo is a copy of the call Pa made. T-P-S: What do you think causes this echo? What does this page make you wonder about?
  - Page 25: T-P-S: What do you think will happen next?
  - Page 28: I heard our new word “shadow” again. I remember that a shadow is a dark copy of something. T-P-S: Why do you think the child was a shadow as they walked home?

After Reading

T-P-S: Why do you think the owl came out when it heard Pa calling?

T-P-S: Do you think the child in this story is brave when they find an owl? Why (or why not)?

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

  When the child and Pa went owling in the dark night, the farm was very still and quiet. They left their farm and walked into the woods. Let’s make a sentence together using the word “woods.” T-P-S: Talk to your partner about ideas that you have for our sentence.

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

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.
Routines

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 | Blizzard!

Description:
- The dramatic play area will be an imaginary home where students are snowed in during a blizzard.

When You Tour:
- Remind students that the play area is an imaginary home where students are snowed in during a blizzard.

Blocks Lab | Caves and Holes in Trees

Description:
- Students will make winter homes for stuffed animals.

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

When You Tour:
- Tell students that they can make cozy homes for the stuffed animals to live in during the winter.
Facilitate Learning:

- Ask questions, or make comments, that will encourage students to expand or move into imaginary scenarios. For best results, jump in and join the play as you interact with students.

Example:

- What can I use to make this home warm for the rabbit?

Art Lab | Snow Art

Description:

- Students will use cotton balls to make snow art.

When You Tour:

- Remind students that they can use the cotton balls to make snow art. Encourage students to include animals in their snow art. Ask students how animals in their snow art might be different from animals in a summer scene.

Classroom Library Lab | Winter Weather

Description:

- Students will read books about winter and weather.

When You Tour:

- Remind students that they can explore books about weather and winter. Encourage students to look for animals in the books about winter.

Literacy Lab | Play School: My Sentence Book 3

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 3 booklets. Students can practice reading their books individually or with peers.

When You Tour:

- Remind students that they can work on their sentence booklets.

Math Lab | Making Snowmen

Description:

- Students will pretend that they are in charge of decorating the front of the school with snowmen for the winter season. They will create snowmen using marshmallows and other materials.
When You Tour:

- Remind students that they will make snowmen using “snowballs” or marshmallows. Explain that they will flip a number card and count out that number of marshmallows and make as many snowmen as they can.

**Computer/Media Lab | Free Exploration**

Description:

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

When You Tour:

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

**Sand/Water Lab | Snow**

Description:

- Students will play with snow (or shaved ice).

When You Tour:

- Remind students that they can play with snow today.

**Science Lab | Solid and Liquid**

Description:

- Students will experiment with melting ice.

Purpose:

- This lab provides students with opportunities to explore the properties of melting ice.

When You Tour:

- Tell students that they will experiment with melting ice.
- Point out the materials that have been added to the lab.
- Encourage students to test the effects of putting the ice in different places in the room or in the window with black and white paper under the glass containers.

Facilitate Learning:

- Join students in conducting their ice experiments.
- Use the prompts and questions to reinforce scientific concepts and facilitate oral language development.

**Examples:**

- I wonder what will happen if we put the ice in a dark closet.
- How can we make the ice melt fastest?
Writing Lab | The Day It…

Description:
- Students will write about an unusual weather event.

When You Tour:
- Remind students that they can write about an unusual weather event. Encourage students to include animals in their stories.

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

15-Minute Math

Complete the following activities as described on day 1.

Calendar

Days of the Week
- Direct students’ attention to the calendar cutouts. Tell me about the pattern on the calendar. Two whistles, two banners, two guitars…. Let’s do actions with the patterns. When I point to a whistle, I want you to place your fingers on your lips and tap. When I point to a banner, I want you to clap. When I point to a guitar, I want you to pretend to strum an imaginary guitar.

Begin with the picture of a whistle first. Point to each picture in order, as students create a pattern using actions. When you get to the point on the calendar where there are no more cutouts, ask students, What comes next? Replies. How do you know? It’s a pattern, and patterns repeat.

Teacher’s Note: The whistle, banner, and guitar cutouts refer to the pattern for January. You might be teaching this unit in another month. If so, adjust the lesson to fit the pattern on your calendar today.

Days of School Tape

Ten-Frames

Hundreds Chart

Paper Clip Weather Graph
- Ask students to look at the information found on the graph. Can you predict what kind of weather we will have the most this month? Remind students
that a prediction is an “informed guess” for which they’ll use related information and that the information already on the graph might help them make their predictions. Ask students to whisper their predictions to their partners. Then ask the weather reporter or another student to come up and attach a paper clip to the appropriate picture on the graph. Point to each picture on the graph, and announce how many days so far this month have had that kind of weather.

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

Snack

- As students enjoy a snack, invite them to say the sounds that begin the names of each item. Challenge them to name other foods that begin with the same sounds.

- Invite students to talk about the Partner Challenge. **Tell your partner about a time you shared something. Tell them what you shared and how you felt when you shared it.** Allow students time to talk with their partners about the challenge. Encourage them to tell what they shared and how they felt about sharing. Remind them to use the active-listening skill Say-It-Back so they will remember what their partner tells them.

- Award pocket points when students use Say-It-Back during their conversations.

Outside/Gross-Motor Play

- In addition to Toss the Snowball, students may want to play Bear Hokey Pokey.

  Let’s pretend that we are bears in the winter, trying to stay warm. Let’s do a Hokey Pokey dance. Substitute bear body parts for human ones.

  **Bear Hokey Pokey**

  You put your left paw
  (whole snout, short tail, big teeth, etc.) **in.**

  You take your left paw **out.**

  You put your left paw **in**

  And you **shake it all about.**

  You do the Hokey Pokey

  And you **turn yourself around.**

  That’s what it’s all about!

- Help students record the temperature for the Winter Temperatures Graph.

Do students comment that games and other group play are unfair? Work with those involved to create a win-win situation.
When students come back inside, select one student to play teacher. As students return to the gathering area for KinderRoots, that student will point to each word on the word wall for the other students to read.

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review
- Have students say the sound for each of the letter sounds on the wall frieze. Review the picture names as needed.

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

Word Presentation

Read sounds
- Use the key cards to guide practice with /m/, /a/, /s/, /d/, /t/, and /i/.
- Show the Animated Alphabet video segment for /i/.

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

Quick Erase
- Use the following word sequence:
  it → sit → sat → sad → Dad

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

Readles
- Review each of the readles from the story.

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

Guided Partner Reading
• Review the story by having students work with their partners to answer the following questions.
  – T-P-S: Do you remember what Miss Sid did when Dad opened the box? Miss Sid flew.

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

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

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Look on page 3. Read the sentences with your partner. Tell your partner in a complete sentence why Sad Sam barked. Call on a few partnerships to share responses, and award the class pocket points for interesting language.

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

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

Show What You Know
• Place ten bicolored counters on the overhead or on a large piece of construction paper. Have students count them with you. Have students cover their eyes. Cover six of the counters with a piece of paper.
There were ten counters. I can see four. How many are hidden?

- Select a student to share how many counters are hidden. Award pocket points if students are able to tell how many counters are hidden.
- Review the number combinations for 10 using the Number-Combination Cards for 10. Select students to share the various combinations. 10 and 0, 9 and 1, 8 and 2, 7 and 3, 6 and 4, 5 and 5, 4 and 6, 3 and 7, 2 and 8, 1 and 9, and 0 and 10.

Active Instruction

- Tell students that they will listen to stories today and practice separating sets. Make sure that students are seated in such a fashion that they can see your demonstration.

  How many of you have ever had a garden filled with flowers? If you live in the city, you might not have a yard or room for a flower garden in the ground. People who want to have flower gardens, but who live in the city, sometimes have window box gardens.

- Show students the Window Box Garden sheet and a paper cup with bicolored counters. Explain that you will pretend that the bicolored counters are seeds for a garden. Model a story for students.

  I’m going to tell a story and act it out with my seeds and my storyboard. Here’s my story! Rashad wanted to plant a garden, but he lived in a tall apartment building. He thought he would never have a garden. One afternoon Rashad’s grandmother told him that she had a surprise for him. She asked him to go to the window in the kitchen. There, on the ledge, was a window box. “Now you can have your very own garden,” said his grandmother. “I have another surprise for you,” she said as she handed him several packets of flower seeds. “Here are the seeds for your new garden.” Rashad couldn’t wait to plant his seeds.

- Explain to students that they should listen carefully as you tell them how many seeds to plant.

  Rashad planted four marigold seeds. Place four counters on your Window Box Garden sheet. Then he planted six zinnia seeds. Place six counters on your Window Box Garden sheet.

- Direct students’ attention to your Window Box Garden sheet. Prompt students to think about how many seeds are planted in the window box altogether.

  T-P-S: Rashad planted four seeds. Then he planted six more. How many seeds did he plant altogether? How do you know? He planted ten seeds. Four and six make ten.

- Explain that when we count things altogether, we are adding. Continue the story.

  Rashad had a beautiful garden right outside his window. He decided to share some of the beautiful flowers with his grandmother. He picked five of his flowers and placed them in a paper cup to take to his grandmother. Pretend that you are picking five flowers, and move five counters to the edge of your storyboard.
T-P-S: Rashad had ten flowers. He picked five for his grandmother. How many flowers does he have left? How do you know? He has five flowers left. Five and five make ten.

- Explain that when we take things away, we are subtracting.

**Partner Practice**

- Tell students that today they will work with their partners to act out the next story. Give each partnership a Window Box Garden sheet and a cup with ten bicolored counters.

  **You and your partner will act out the next story using your counters.** Take turns placing the counters on the storyboard and removing them.

- Tell the next story. Explain that students should listen carefully.

  T-P-S: When the fall came, Rashad's flowers died because the weather got colder. The next spring Rashad's grandmother gave him more seeds to plant in his window box garden. So this year Rashad planted eight petunia seeds. Wait for students to place eight counters on their storyboards. Prompt partners to check the number of seeds. Then Rashad planted two poppy seeds. Wait for students to place two more counters on their storyboards. Prompt partners to check the number of seeds.

- Prompt students to find the total number of seeds.

  T-P-S: How many seeds did Rashad plant altogether? Count them together. Ten.

- Continue the story.

  One warm summer evening, Rashad noticed that three of his petunias had withered and died. He pulled them out of his window box. Wait for students to remove three counters. Prompt partners to check the number of flowers that were removed.

- Prompt students to figure out how many flowers are left.

  T-P-S: Rashad had ten flowers. Three of the flowers died. How many flowers are left in his window box? How do you know? There are seven flowers left. Three and seven make ten.

- Continue telling addition and subtraction stories for 10 in the same fashion as long as time and interest allow.

**Recap**

- Select several partnerships to model an addition and subtraction story.

  Rashad planted four sunflower seeds and six marigold seeds. How many seeds did he plant altogether? When the flowers grew, he picked three flowers for his friend Janice. How many flowers does he have left?

- Award pocket points if students correctly count how many there are altogether and how many are left.
• Review adding and subtracting.

  T-P-S: If I want to know how many there are altogether, what am I going to do? If I want to know how many are left, what am I going to do?

  RWE: You should count both sets together if you want to find out how many there are altogether. If you want to find out how many are left, you will take some away and count what’s left.

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

Let’s Daydream

**TIMING GOAL**: 25 minutes

**Routine**

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

**Recommended Poetry Selection**


**Introduce the Poem**

  I’d like to read you a poem. It was written by A. A. Milne. He’s the author who wrote the Winnie-the-Pooh stories. This poem is called “The More It Snows.” I chose this poem today because we’ve been talking about winter.

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 again about what you would do on a snow day. Start your sentence with “I would....”

  T-P-S: What would you do on a snowy day?
• Share an example that applies to you.

   I think that I will write a sentence that says, “I would go sledding.”

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

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

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

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

**Example:**

   I am ready to write my sentence. My sentence is, “I would go sledding.”
   – The first word is “I.” I can copy that word from the word wall. Write “I” on the first line.
   – The next word is “would.” I’ve written that word the past couple of days, so I remember how it is spelled. Write “would.”
   – “Go.” What sounds do you hear in “go”? Write any sounds that students say.
   – “Sledding” is the last word. I’m going to draw a picture of a sled for that word. Draw a sled on the last line.

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

**Partner Planning**

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

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

**Writing**

• Distribute pencils and either writing journals or paper.

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

• Hold a writing conference with a few students as time permits. 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 for the day.

  Today we have been talking about the changes animals make in the winter. Many animals change their behavior, or the way they act, when the weather gets cool. Some animals nestle in a warm spot and rest or sleep for many, many days. **WGR:** What is it called when animals rest or sleep for the winter? **Hibernation.** Other animals move south to warmer places in the winter. They migrate. **Why do some animals migrate?** So they can find more food. So they won’t be cold during the winter.

• Take a Picture Walk through pages 14–19 of *It’s Winter!* Encourage students to comment on the animal behaviors they see in the illustration.

• Introduce the following activity.

  **Let’s pretend that we are some of these animals. We will act out each animal’s behavior during the winter. Listen carefully, and act out each animal’s behavior.**

• Invite students to stand and spread out around the room. Tell students that they are now bears, hibernating for the winter. Encourage students to find a warm, safe spot to hibernate. They might like to curl up under a desk or in a cozy nook.

• Allow students several moments to enjoy their hibernation, and then invite them to change roles and act as honeybees crowded together in a tree trunk. Remind students that honeybees huddle together to keep each other warm.

• Continue in this manner, inviting students to act out each of the behaviors listed below and any other winter animal behaviors your class may have discussed.

  – groundhogs curled up under the ground
  – bird migrating south
  – bats huddled together in a cave
  – chipmunk sleeping underground
  – frog sleeping in the mud
  – butterfly flying south
  – snake asleep in a hole

• Graph today’s temperature, which you recorded at Snack/Outside/Gross-Motor Play, on the Winter Temperatures Graph. If time allows, have students mark their individual graphs.
**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 have students make connections to the contexts in which the words were used today.

  **Our new word today is “behavior.”** The word “behavior” tells about the way people, animals, or things act. T-P-S: When did we see, hear, or use the word “behavior” 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. <strong>Good behavior.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>Bears change behavior.</strong></td>
</tr>
</tbody>
</table>

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

---

**Theme Vocabulary:**

*behavior*
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 about a time you shared something. Provide a moment for students to review the challenge and what their partners told them.

• Use the sharing sticks to select students to report to the class. If your students are able, have them tell what their partner said. Congratulate them for using Say-It-Back to help them remember what their partner told them. Award pocket points when students use Say-It-Back as they review the challenge.

• 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: Read a book with someone at home tonight. Remember to have him or her sign your Read & Respond bookmark.

• Use the hippopotamus stamp to place an animal image on each student’s hand.
Day 9 | Ready, Set…

Focus

People change their behavior in winter.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
</table>
| **Greetings, Readings, & Writings** | • Classroom Library Lab: Trade book: *Owl Moon*  
• Math Lab: Materials from day 8 |
| **Gathering Circle** | • Preselected passage(s) |
| **Theme Exploration** | • KinderCorner 2nd Edition Plus Media and Software flash drive  
• Trade book: *How Do You Know It's Winter?*  
• Theme vocabulary word cards for “sled” and “ski” or IWB access |
| **Rhyme Time** | • “December Leaves,” *The 20th Century Children’s Poetry Treasury*, page 10 |
| **STaR** | • Trade book: *Owl Moon* |
| **15-Minute Math** | • No new materials |
| **Snack/Outside/Gross-Motor Play** | • Toast  
• Jam  
• Hot cocoa  
• Paper, pencil |
| **KinderRoots** | • Shared Story: *Miss Sid* (teacher and student copies)  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “m,” “a,” “s,” “d,” “t,” and “i” or IWB access  
• Green Word cards: “Dad,” “sat,” “it,” “Miss Sid,” “sit,” and “Tim” or IWB access  
• Red Word cards: “a,” “love,” “I,” and “was” or IWB access  
• Letter Tiles for “t,” “w,” “e,” and “I” (appendix)  
• Letter Tiles for “a,” “m,” and “d” (unit 7) |
| **Math Mysteries** | • Number-Combination Cards for 10 (unit 7), one set  
• Paper cups with ten bicolored counters each, one cup per partnership  
• Piece of paper  
• Window Box Garden sheet (appendix), one per partnership |
| **Let’s Daydream** | • “The Snowflake,” *The 20th Century Children’s Poetry Treasury*, page 10 |
### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Write Away</th>
<th>Let’s Think About It</th>
</tr>
</thead>
</table>
| • Chart paper and marker or whiteboard for teacher modeling  
• Pencils  
• Paper or students’ writing journals  
• *Writing Development Feedback Guide* | • Happy-or-sad-face sticks (unit 2)  
• Winter Temperatures Graph  
• Home Link animal hand stamp: elephant |
Day 9

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 *Owl Moon* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Miss Sid* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 8

Math Lab

- Same as day 8

Computer/Media Lab

- Same as day 8

Writing Lab

- Same as day 8

Science Lab

- Encourage students to graph yesterday’s temperature on their Winter Temperatures Graph.
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. Write the word “big” on the board.

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

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

Partner Challenge

• Introduce the challenge.

  We’ve learned about how to solve problems so both people win. We learned there are conflict solvers we can use to help work things out with our friends. T-P-S: What are the conflict solvers we know? Take turns, share. For our Partner Challenge today, think of a time you used a conflict solver, and tell your partner which one you used. Provide a moment for students to think about the challenge. You may wish to ask questions to help them think about a time they recently used a conflict solver. Questions may include, “Did you and a friend decide to take turns when you were working in the labs or on the playground?” “Did you share something with a friend during Learning Labs?”

• Remind students that they will have time to talk about the challenge during snack. Tell them they will earn pocket points when they name one of our conflict solvers in their response.
Brain Game

- Review this week’s brain game.

  **Our brain game this week is Catch That Sound.** Demonstrate the Focus signal (hands in front of eyes like binoculars). **WGR: How does this brain game help us exercise our mind muscles?** *It helps us focus.*

- Review how to play the game if necessary, and play the game several times with passages you have chosen for sounds with which your students need additional practice. If your students are becoming more skilled with this game, you may want to increase the number of sounds they listen for in one passage or add more complex sounds, such as /ch/, /th/, /sh/, etc.

Theme Exploration

**TIMING GOAL:** 15 minutes

Partnership Question of the Day

**T-P-S: What do you like to do outside during the winter?**

We have been learning all about the season of winter. Let’s see what today’s Daily Message will tell us about this chilly season.

Daily Message

People change their behavior in the winter.

**Teacher’s Note:** Write today’s Daily Message directly under yesterday’s so the matching words in each sentence align.

- Write the Daily Message in front of students. Then read the entire message again, touching each word as you read it. Read both messages, dragging your hands under the words as you read them.

- Reinforce literacy objectives by pointing out the following:

  **WGR: What do you notice about today’s Daily Message?** **RWE: Today’s Daily Message is very similar to yesterday’s Daily Message. They contain many of the same words. Today’s message begins with a different word than yesterday’s message. It begins with the word “people.”** Point to “people.”

  Both messages contain a word we talked a lot about yesterday, the word “behavior.” Can you help me find this word in our message? What sound does the word “behavior” begin with? /b/ /b/ /b/...The letter “b” makes the sound /b/. Let’s look for the word that begins with a “b.” Drag your hand under the message, encourage students to shout out “b!” when you reach the “b” in “behavior.” **There’s the “b,” and here is the word “behavior!”**
Theme Learning

• Explain the content of the Daily Message.

Yesterday we talked about the ways animals change their behavior in the winter. Today we are going to think about the ways people change their behavior in the winter. Let’s watch our video again and see if it gives us any ideas about how people’s actions change in the winter.

• Play the Winter background video.

What ideas did you get about people’s actions in winter from the video?
Possible responses include: people wear warm clothes, people shovel snow, etc.

• Use the book *How Do You Know It’s Winter?* for further discussion of this topic. Encourage students to move close to you so they are able to see each photograph clearly.

• Show students the photo on page 24.

WGR: What winter activity do you see on this page? RWE: Children sit on sleds and slide down hills in the snow. Another way people can move in the snow is by skiing. People put skis on their feet so they can walk or slide on snow. Skis are long, thin, flat boards. People can ski down snow-covered hills and go very fast, or they can ski over the ground like they are walking in long, slow, sliding steps.

Ice-skating, sledding, and skiing are things people usually only do in the winter. They are fun activities, and they are ways to travel, or move from one place to another.

• Show students the photograph on page 27. Prompt students to identify other ways people’s actions change in the winter, such as by playing in the snow or building snowmen.

• Point out the snowsuits the children are wearing on page 27.

In the winter, people wear heavy clothing, like these snow suits, to keep them warm in the snow. Unlike animals, people don’t grow extra fur in the winter. We need to wear warmer clothes instead.

T-P-S: What else can people do to keep warm in cold winter weather?
Wearing warm clothes, such as a hat, coat, boots, and mittens; sitting by a fire; playing inside; playing hard outside; drinking hot cocoa. Restate students’ responses, being sure to add any additional ideas they did not mention.

People’s behaviors change a lot in the winter!
• Play the digital dictionary videos for “sled” and “ski.”

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

  Our new words for today are “sled” and “ski.”

  A sled is a flat object you can sit on to slide on snow or ice. Riding on a sled is called sledding. I can make a sentence with the word “sled.”

  I like to sled down hills in the winter.

  Skiing is another winter activity. When you ski, you attach long, thin boards called skis to your feet and glide across the snow. I can make a sentence with the word “ski.”

  Some people like to ski down snowy mountains.

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

• Have students recite “December Leaves.”

• Read the words from page 10 of The 20th Century Children’s Poetry Treasury.

Develop Phonemic Awareness—Phoneme Substitution

• Review the game Switcheroo.

  Let’s play Switcheroo. I will say a word from the poem. Then I will ask you to switch the beginning sound of the first word with a new sound to make a different rhyming word. For example, if I say “boom” and then say the new sound /t/, you would switch the /b/ to /t/ and say “toom.” If I say “bed” and then say the new sound /sss/, you would switch the /b/ to /s/ and say “said.”
• Play Switcheroo with the following words. Use Think-Pair-Share to have students share the new words.

<table>
<thead>
<tr>
<th>You say</th>
<th>New sound</th>
<th>Students respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>fill</td>
<td>/b/</td>
<td>bill</td>
</tr>
<tr>
<td>bill</td>
<td>/b/</td>
<td>hill</td>
</tr>
<tr>
<td>hill</td>
<td>/m/</td>
<td>mill</td>
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<tr>
<td>noon</td>
<td>/s/</td>
<td>soon</td>
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<tr>
<td>soon</td>
<td>/t/</td>
<td>toon</td>
</tr>
<tr>
<td>toon</td>
<td>/t/</td>
<td>loon</td>
</tr>
<tr>
<td>white</td>
<td>/f/</td>
<td>fight</td>
</tr>
<tr>
<td>fight</td>
<td>/k/</td>
<td>kite</td>
</tr>
<tr>
<td>kite</td>
<td>/n/</td>
<td>night</td>
</tr>
</tbody>
</table>

• Award pocket points if several partnerships are successfully able to substitute initial phonemes to produce new 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? Owl Moon.

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

WGR: The illustrator is John Schoenherr. 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 “shadow.” What does “shadow” mean? A copy of something when light shines on it. T-P-S: Can you think of a sentence that uses the word “shadow”? 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 “disappointed.” The word “disappointed” means feeling sad when something you expect doesn’t happen.

Story Retell

• Review the good-reader skill, summarization, and explain that today students will summarize the story Owl Moon. We know good readers stop as they read to think about what happens in a story. Yesterday, when we read Owl Moon, we asked questions about what would happen next in the story.

Today we will look at illustrations in the story and remember what happens on those pages. I will show you pages, and you will talk with the friends in your group about what happens in that part of the story. Then we will use your words to write a sentence. When we finish looking at the illustrations and writing our sentences, we will read what we said happens.

• Quickly place students in groups of four or five by combining partnerships. Present several pages in the beginning of the story, and have students talk in their groups about that part of the story. Ask guiding questions, if needed, to help students remember what happens. Continue this process for the remainder of the story.
  – Pages 1–5: Show these pages, and ask students to think about what happens in this part of the story. Talk with the members of your group about what happens in this part of the story. Then make a sentence about it. If students need help with this, you can ask a question, such as “Where are the father and child going?” “Why are the father and child going out on a cold night?” etc.

• Use the sharing sticks to select a group to share their sentence. Help students as needed to limit their thoughts to one sentence.

• Write the sentence on the board.

• Repeat the process of showing several pages, inviting groups to talk about what’s happening and making a sentence about that part of the story, selecting a group to share their sentence, and writing the sentence on the board.

Suggested pages:
  – Pages 6–9
  – Pages 10–15
  – Pages 16–21
  – Pages 22–27
  – Page 28

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

### Routines

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 | Blizzard!

**Description:**
- The dramatic play area will be an imaginary home where students are snowed in during a blizzard.

**When You Tour:**
- Remind students that the play area is an imaginary home where students are snowed in during a blizzard.

### Blocks Lab | Caves and Holes in Trees

**Description:**
- Students will make winter homes for stuffed animals.

**When You Tour:**
- Remind students that they can make cozy homes for the stuffed animals to live in during the winter.

### Art Lab | Snow Art

**Description:**
- Students will use cotton balls to make snow art.
When You Tour:

- Remind students that they can use the cotton balls to make snow art. Encourage students to include people in their snow art. Ask students how people in their snow art might be different from people in a summer scene.

Classroom Library Lab | Winter Weather

Description:

- Students will read books about winter and weather.

When You Tour:

- Remind students that they can explore books about weather and winter.

Literacy Lab | Play School: My Sentence Book 3

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 3 booklets. Students can practice reading their books individually or with peers.

When You Tour:

- Remind students that they can work on their sentence booklets.

Math Lab | Making Snowmen

Description:

- Students will pretend that they are in charge of decorating the front of the school with snowmen for the winter season. They will create snowmen using marshmallows and other materials.

When You Tour:

- Remind students that they will make snowmen using “snowballs” or marshmallows. Explain that they will flip a number card and count out that number of marshmallows and make as many snowmen as they can.

Computer/Media Lab | Free Exploration

Description:

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

When You Tour:

- Remind students that they can use educational software or listen to music with computers, CD players, or other digital devices.
Sand/Water Lab | Snow

Description:
• Students will play with snow (or shaved ice).

When You Tour:
• Remind students that they can play with snow today.

Science Lab | Solid and Liquid

Description:
• Students will experiment with melting ice.

When You Tour:
• Remind students that they can experiment with melting ice. Ask students who have already visited the lab to describe some of their experiments.

Writing Lab | A Winter Day

Description:
• Students will write about what they do on a normal school day in the winter in list form.

Purpose:
• This lab reinforces thematic concepts and provides students with practice sequencing skill while writing.

When You Tour:
• Tell students that they can write about what they do on a normal school day in winter. Explain that they should write what they do in a numbered list.
• Demonstrate writing activities in a numbered list (e.g., 1. I wake up. 2. I take a shower.).
• Encourage students to include things they do in the winter that they don’t do at other times of the year.

Facilitate Learning:
• Join students as they write their lists.
• Prompt students to write about activities that are specific to winter.

Example:
– What is different about the clothes you wear to school in the winter?

Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away 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

Paper Clip Weather Graph

- Ask the weather reporter or another student to come up and attach a paper clip to the appropriate picture on the graph. Ask students, What kind of weather have we had the most this month? T-P-S: How do you know? Replies. Is there any kind of weather on our graph that we haven’t had yet? Replies. How do you know? Replies.

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

- Sometimes on a cold, snowy day it’s nice to have a hot cup of cocoa and warm toast with jam as a snack. It helps keep you warm on a winter day. Serve toast and jam with hot cocoa, if possible.

- Invite students to talk about the Partner Challenge. For our Partner Challenge today, think of a time you used a conflict solver, and tell your partner which one you used. Allow students time to talk with their partner about their experiences with taking turns and/or sharing. Ask questions that will help students expand on their responses by telling about the situation and how using the conflict solver helped them avoid an argument. Remind them to use active listening as needed.

- Award pocket points when students name either take turns or share as the conflict solver they used.
Outside/Gross-Motor Play

- Do the Hokey Pokey with another animal of the students’ choice.
- Help students record the temperature for the Winter Temperatures Graph.

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

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Alphabet Chant

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

Reading Rehearsal

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

Word Presentation

Read Sounds

- Use the key cards to guide practice with /m/, /a/, /s/, /d/, /t/, and /i/.
- Show the Animated Alphabet video segment for /i/.

Stretch and Read

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

Quick Erase

- Use the following word sequence:
  
  Sid → did → Dad → sad → mad

Say-Spell-Say

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

Readles

- Review each of the readles from the story.
Partner Word and Sentence Reading

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

Partner Reading

Let's review the steps for Partner Reading in KinderRoots.

- Call two students to the front of the room to help you demonstrate as you review each step.

  One partner will read a page while the other follows along. Both partners should point to the words so you won’t lose your place. When one partner finishes reading the page, the other will tell what happened on the page. Then you will both read the page together. Let’s see what those steps look like. Guide the model partners to complete the process of reading, retelling, and rereading the page in unison.

- Tell partners that they will practice reading the story, alternating pages and helping one another. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.

- As they read the entire story, or designated pages, students should focus on remembering to include all steps of partner reading.

Roo’s Request

It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Look on pages 4 and 5. Use the words “flap” and “squawk” to tell your partner what Miss Sid can do. Call on a few partnerships to share responses, and award the class pocket points for interesting language.

Writing

Partner Story Questions

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

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

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

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

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

mat
wet
did

Celebration

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

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

Math Mysteries

Show What You Know

- Place ten bicolored counters in a cup and a large sheet of construction paper in front of students so they all can see the demonstration.

WGR: Lydia went to the flower shop and bought three carnations and seven daisies. How many flowers did she buy? Select one student to act out this part of the story (count out three and then seven counters). Ten.

- Continue the story.

WGR: Lydia had ten flowers. She gave four of the flowers to her aunt. How many flowers did she have left? Select another student to act out this part of the story (take away four counters). Six.

- Award pocket points if students are able to tell how many flowers there are altogether.

- Review the previous day’s lesson.

T-P-S: What did we do yesterday in Math Mysteries? We listened to addition and subtraction stories and acted them out on our Window Box Garden sheets.
Active Instruction

- Tell students that today they will tell their own stories to practice addition and subtraction.

  T-P-S: If I want to know how many there are altogether, what am I going to do? If I want to know how many are left, what am I going to do?

  RWE: You should count both sets together if you want to find out how many there are altogether. If you want to find out how many are left, you will take some away and count what’s left.

- Remind students that when we find out how many there are altogether, we are adding. When we find out how many are left, we are subtracting.

- Read the following situations to students. Ask them to identify whether they should add or subtract.

  T-P-S: You plant three seeds and then seven more seeds. How many seeds did you plant altogether? Do you add or subtract? Why? You add because you need to find out how many there are altogether. You are adding more seeds, not taking any away.

  You have eight flowers in your garden. You give two flowers to your mom for her birthday. How many flowers do you have left? Do you add or subtract? Why? You subtract because you need to find out how many flowers are left. You are not adding more; you are taking some away.

- Repeat with other situations, asking students to identify each as addition or subtraction.

Partner Practice

- Make sure students are seated in such a fashion that they can see your demonstration. Show the Window Box Garden sheet and bicolored counters from the previous lesson.

  In the last lesson, we used this storyboard to tell stories about Rashad and his window box garden. Today you will pretend that this is your garden. You will decide what kinds of flowers to plant.

- Tell students that today they will work with their partners to tell their own stories. Model this activity with a student partner.

  You and your partner will act out the next story using your counters. The first partner will spill the counters onto the Window Box Garden sheets. Model this. Then you will count how many red counters and yellow counters you have. Then you will decide what kind of flower the red counters are and the yellow counters are. Model this. After you have shared with your partner what flowers are planted in your garden, your partner will pick some flowers. Have your student partner pick some flowers. I had ten flowers. My partner picked ___. Now I have ___ flowers left.

- Explain that after partners determine how many flowers are left, they can clear the storyboard and switch roles. Give each partnership a Window Box Garden sheet and a cup with ten bicolored counters.
• Allow students time to complete several turns of the activity. Circulate as they work. As you circulate, ask questions such as “What kinds of flowers did you plant?” “How many of each kind did you plant?” “How many flowers did your partner pick?” and “How many did you have left?”

Recap

• Select several partnerships to share and model an addition or subtraction story that they created.
• Award pocket points if students correctly count how many there are altogether and how many are left.
• Review the number combinations for 10 using the Number-Combination Cards for 10. Hold them up, one at a time, and ask students to identify the combination that is shown.

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

• “The Snowflake,” The 20th Century Children’s Poetry Treasury, page 10

Introduce the Poem

Today’s poem is about the beauty of a snowflake.

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 people change what they do in the winter. You are going to write about what you do to keep warm in the winter. You can also pretend you are an animal and write about what you would do to keep warm.

T-P-S: What do you do to keep warm in the winter?

- Share an example that applies to you.

I think that I will write a sentence that says, “I wear mittens and boots.”

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

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 wear mittens and boots.”

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

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

- “Mittens.” I’m going to draw a picture for “mittens.” Draw a picture of mittens.

- “I wear mittens and boots.” “And” is the next word. Let’s use Stretch and Spell to write “and.” WGR: First, stretch “and.” /aaa/ /nnn / /d/.

- What sounds do you hear in “and”? /a/, /n/, and /d/. Write “and.”

- “Boots” is the last word. Do you hear sounds you know in “boots”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

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

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

Writing

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

Sharing

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus for the day.

Today we have been talking about how our behaviors change in the winter. Let’s review some of these behaviors. T-P-S: What do people do in the winter that they don’t do during other seasons? When sharing, encourage students to begin their responses with “In the winter, people....”
• Review winter concepts by playing a game of Agree or Disagree. Show students the happy-or-sad-face sticks, and review their use. Then distribute the sticks to students, and play a quick game. Offer a series of statements that include the theme-related vocabulary from days 6–9, such as those below. When your statement is false and students disagree, ask students to restate the sentence in a way that is true.

  – **It usually snows in the summer.** Disagree. It usually snows in the winter.
  – **People usually wear their bathing suits in the winter.** Disagree. People usually wear their bathing suits in the summer. People usually wear their snowsuits in the winter.
  – **Evergreen trees lose their leaves in the winter.** Disagree. Evergreen trees do not lose their leaves in the winter.
  – **Deciduous trees are bare in the winter.** Agree.
  – **We measure the temperature with a telephone.** Disagree. We measure the temperature with a thermometer.
  – **Some animals hibernate in the winter.** Agree.
  – **People can ski and sled down snowy hills in the winter.** Agree.

• Graph today’s temperature, which you recorded at Snack/Outside/Gross-Motor Play, on the Winter Temperatures Graph. If time allows, have students mark their individual graphs.

**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 have students make connections to the contexts in which the words were used today.

  One of our new words today is “ski.” When you ski, you use skis and ski poles to move on top of the snow. T-P-S: When did we see, hear, or use the word “ski” today?

  Our other new word today is “sled.” Many people like to sit and sled down snowy hills in the winter. T-P-S: When did we see, hear, or use the word “sled” 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>
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<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>

Fostering Richer Language

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
</tr>
</thead>
</table>
| The student responds in an incomplete sentence.  
  Like sled. | 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, I like to sled. |
| The student responds in a complete, but not very elaborate, sentence.  
  I have a sled. | 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 about when you use your sled? |

Theme Vocabulary:

- ski
- sled

**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 about a conflict solver you used when you had a problem with a friend. Provide a moment for students to review the challenge and what their partners told them.

- Use the sharing sticks to select students to report to the class. If your students are able, have them tell what their partner said. Encourage them to elaborate on the response by telling about a time when they used a conflict solver and how it helped. Award pocket points when students name the conflict solver take turns or share in response to the challenge.

- 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: Read a book with someone at home tonight. Remember to have him or her sign your Read & Respond bookmark.
- Use the elephant stamp to place an animal image on each student’s hand.
Day 10 | Ready, Set…

Focus

Water changes its state depending on its temperature.

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<th>Additional Materials Needed Today</th>
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<tr>
<td>Gathering Circle</td>
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<td>Theme Exploration</td>
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<td>Rhyme Time</td>
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<td>STaR</td>
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<tr>
<td>15-Minute Math</td>
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<td>Snack/Outside/Gross-Motor Play</td>
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<td>Math Mysteries</td>
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<td>Let’s Daydream</td>
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<td>Write Away</td>
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### Additional Materials Needed Today

| Let's Think About It | Winter Temperatures Graph |

**Learning Labs—Additional Materials**

- SOLO assessment for your current grading period
### Day 10

#### Greetings, Readings, & Writings

**TIMING GOAL:** 15 minutes

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

### Homework

- Read & Respond

### Available Activities

- **Classroom Library Lab**
  - Same as day 9
- **Literacy Lab**
  - Same as day 9
- **Math Lab**
  - Same as day 9
- **Computer/Media Lab**
  - Same as day 9
- **Writing Lab**
  - Same as day 9
- **Science Lab**
  - Encourage students to graph yesterday’s temperature on their Winter Temperatures Graph.

### 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>
</tbody>
</table>

**Home Link Debrief**

- Invite children to share what they remember from last night’s Home Link show.
  
  **T-P-S:** Last night’s show talked about some of the activities that people like to do during the winter. What is your favorite thing to do in winter?

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

**Class Council**

- Review the conflict solver share.
  
  **T-P-S:** This week we learned about sharing as a way to solve conflicts. When can you use the conflict solver share as a way to avoid having a conflict with a friend? When two people want the only one of something.

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no classroom situations that need to be resolved, you may want to use the following situation to have students work out a problem.

- Have students work with their partners to identify which of the conflict solvers they would use in each of the following situations and tell why they chose it.

  **Let’s think about some situations in which friends may have to use a conflict solver.** I’ll tell you about a problem, and you decide what conflict solver to use to solve the problem and why it will work. Feel free to use situations you have observed causing problems among your students. For the situations for which students decide to use take turns, ask them which item from the take turns bag they would use to decide who goes first (toss a coin or draw straws).
Suggested situations:
- You and a friend want to play on the only swing on the playground.
- You and two of your friends want to have the only bag of pretzels for snack.
- You and your brother want to use the computer to play a game.
- You and your sister both want to walk the dog.
- You and a friend want to use the only set of headphones to listen to music in the media lab.

- When you finish, point out that by using these conflict solvers, students in your class will be able to work well together with their friends and have a peaceful classroom.

Theme Exploration

Partnership Question of the Day

T-P-S: How are rain and snow different?

You have lots of good ideas about rain and snow! Rain and snow are both made of water. Today we will learn about water.

Daily Message

What happens to water when the temperature changes?

- Write the Daily Message in front of students. Write a question mark between the second and third words, and omit any end punctuation. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - WGR: Something seems odd about today’s Daily Message. WGR: What is wrong with this sentence? The question mark is in the wrong place. Where does the question mark belong? At the end of the sentence.
  - Erase the question mark from the middle of the sentence, and write it at the end of the sentence.

Theme Learning

- Explain the content of the Daily Message.

Our Daily Message asks us a question. What happens to water when the temperature changes? T-P-S: Tell your partner what you know about water when it gets very hot and what happens to it when it gets very cold.
• Assess students’ background knowledge of this topic.

  T-P-S: Is ice water? Is snow water? Tell me what you know about ice and snow. Restate, or correct, students’ thinking by giving examples from their experiences: ice (and snow) and water play in the water lab, pictures of people skating on frozen ponds, melting ice and snow, making ice cubes, etc. Ice is water. It is water that got so cold it got hard. When I hold ice in my warm hand, the ice melts back into liquid water.

• Hand out ice cubes and paper towels to students who would like to melt the ice in their hands.

• Introduce the concepts of solid, liquid, and gas.

  WGR: Is ice hard water, or is it liquid like the water that you take a bath in or drink? Hard. Ice is hard. We say that it is a solid, like blocks or the floor. When we touch it, our finger doesn’t go down through the top of it. Demonstrate with the ice cube. When we put our finger on top of liquid water, our finger goes right down into it. Demonstrate with the cup of water. So water can be solid when it is very cold and freezes (Hold up the ice cube.), and it can be liquid when it is not cold enough to freeze. Hold up the pitcher of water, and pour the water into the cup slowly. Liquid flows.

  You’ve probably seen water that is boiling in a pot on the stove. T-P-S: What have you noticed about boiling water? As students share, make sure that you elicit descriptions of the fast-moving water as it boils and bubbles and of the steam a little above the boiling water. When you heat liquid water to very high temperatures, the tiny droplets of water move very fast. The water turns into a gas. It isn’t solid like ice, and it isn’t liquid like water. It’s like air floating around.

Teacher’s Note: If you’ve been able to do lots of demonstrations with water in its various states in your labs and in your kitchen, where you have access to a refrigerator, freezer, and hot plate, your students may be ready to comprehend the following: When water boils, it turns into a gas, like air. Steam is like a cloud of tiny water droplets.

• Play the digital dictionary videos for “liquid” and “ice.”

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

  Our new words for today are “liquid” and “ice.”

  Liquid is something that can flow. When ice melts, it becomes a liquid. I can make a sentence with the word “liquid.”

  We drink liquids such as water, milk, and juice.

  When water freezes, it becomes ice. Ice is the solid, frozen form of water. I can make a sentence with the word “ice.”

  Ice cubes are very cold to the touch!

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 “December Leaves.”
- Read the words from page 10 of The 20th Century Children’s Poetry Treasury.

Develop Phonological Awareness—Identifying Initial Sounds

- Introduce the game Make a Match. Explain the rules of the game to students.

  Today we have another game to play with our letter cards. We are going to play Make a Match. Some of you will get a letter card, and some of you will get a picture card. Your job will be to match the picture with its beginning letter sound. If you have a picture, you will look for a friend who is holding a letter that makes the same sound as the first sound of your picture. If you have a letter, you will look for a friend who is holding the picture that begins with the same sound as your letter.

- Review the picture cards with students. Let’s look at the picture cards first and make sure that we know what they are. Hold up the Winter Matching Cards with the picture one at a time, and name them using My Turn, Your Turn. Be sure to refer to the image of the ice skates as “ice skates” and not simply “skates.”

Teacher’s Note: For this activity, tell students what is pictured, and have them repeat the word, stressing the beginning sound, so they hear the correct sound for each picture the first time. We don’t want students to guess at what is pictured and become confused about the beginning sound.

- Review the rules of the game.

  When everyone has a card, I’ll say, “Make a Match.” You will stand up and find the friend who has the card that goes with your card. Remember that you will need one picture card and one letter card to make a match. When you and your friend have a match, sit down next to each other in our group area.

  If you have an “s,” you’ll find many classmates with pictures of things that begin with /s/. If someone already has a matching partner, find someone who doesn’t have a matching partner but also has a picture that begins with /s/.

- Distribute the lowercase letter cards to half of the students in the class. Distribute the picture cards to the other half. You may need to repeat several pairs of cards, depending on the size of your class. If you have an odd number of students, take one of the cards and play Make a Match with a student.

- Say, Ready? Make a Match. Help students find their matching partner and sit next to him or her in the group.
• When everyone is seated with a friend, have each pair in turn show and say the name of their picture and the letter sound. Ask the remaining students to give a thumbs up if they agree that the two cards match or a thumbs down if they don’t think the two cards match. Discuss the pairs as needed. Continue until everyone has shared.

• If time allows, collect, mix, and distribute the cards again so students experience making a match with a different sound or picture.

• Award pocket points if several partnerships are successfully able to match images.

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

**STaR Free Choice**

**TIMING GOAL: 20 minutes**

• Reread a favorite STaR book or another book that you would like to share.

• Use Think-Pair-Share to have students share their favorite parts of the book.

• See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.

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

**Learning Labs**

**TIMING GOAL: 40 minutes**

<table>
<thead>
<tr>
<th>Routines</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. Conference 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. 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.</td>
</tr>
</tbody>
</table>
**Dramatic Play Lab | Blizzard!**

Description:
- The dramatic play area will be an imaginary home where students are snowed in during a blizzard.

When You Tour:
- Remind students that the play area is an imaginary home where students are snowed in during a blizzard.

**Blocks Lab | Caves and Holes in Trees**

Description:
- Students will make winter homes for stuffed animals.

When You Tour:
- Remind students that they can make cozy homes for the stuffed animals to live in during the winter.

**Art Lab | Snow Art**

Description:
- Students will use cotton balls to make snow art.

When You Tour:
- Remind students that they can use the cotton balls to make snow art.

**Classroom Library Lab | Winter Weather**

Description:
- Students will read books about winter and weather.

When You Tour:
- Remind students that they can explore books about weather and winter.

**Literacy Lab | Play School: My Sentence Book 3**

Description:
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will cut and staple pages to create their My Sentence Book 3 booklets. Students can practice reading their books individually or with peers.

When You Tour:
- Remind students that they can work on their sentence booklets.
Math Lab | Making Snowmen

Description:
- Students will pretend that they are in charge of decorating the front of the school with snowmen for the winter season. They will create snowmen using marshmallows and other materials.

When You Tour:
- Remind students that they will make snowmen using “snowballs” or marshmallows. Explain that they will flip a number card and count out that number of marshmallows and make as many snowmen as they can.

Computer/Media Lab | Free Exploration

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

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

Sand/Water Lab | Snow

Description:
- Students will play with snow (or shaved ice).

When You Tour:
- Remind students that they can play with snow today.

Science Lab | Solid and Liquid

Description:
- Students will experiment with melting ice.

When You Tour:
- Remind students that they can experiment with melting ice. Ask students who have already visited the lab to describe some of their experiments.

Writing Lab | A Winter Day

Description:
- Students will write about what they do on a normal school day in the winter in list form.
When You Tour:

- Remind students that they can write about what they do on a normal school day in winter. Explain that they should write what they do in a numbered list.

Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away 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**

- If the number of days in school ends with a zero (e.g., 80 or 90), use a green marker to record the number on the Days of School, and circle the number in red. Ask students why you circled the number in red. *Because it ends in zero.* Then ask students to skip-count by tens by reading the numbers circled in red. 10, 20, 30, 40, 50, 60, 70, 80, 90.

**Hundreds Chart**

- If you completed a row today, ask students to count each row by skip-counting by tens. Remind students that they can do this because each row has ten squares. After counting the rows, ask students how many days there are until they get to celebrate the 100th day of school.

**Ten-Frames**

**Paper Clip Weather Graph**

- Ask the weather reporter or another student to come up and attach a paper clip to the appropriate picture. Then ask, *How many sunny days have we had this month? How do you know? Replies.* *How many foggy days have we had this month? How do you know? Replies.* *How many snowy days have we had this month? How do you know? Replies.*

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


Snack

- Continue to serve foods associated with comfort during the winter's cold weather; e.g., soups, grilled cheese sandwiches, hot cocoa.
- You may choose to serve chili and point out that these chili beans are not chilly beans!

Outside/Gross-Motor Play

- Continue with vigorous outdoor activities (and indoor ones when the weather dictates) that promote exercise of large muscles, such as the Hokey Pokey and Toss the Snowball.
- Remember to record the temperature.

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

KinderRoots

Warm-Up

Wall Frieze Sound Review
- Have students say the sound for each of the letter sounds in the wall frieze. Review the picture names as needed.

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

Word Presentation

Read Sounds
- Use the key cards to guide practice with /m/, /a/, /s/, /d/, /t/, and /i/.
- Show the Animated Alphabet video segment for /i/.
DAY 10 | Unit 8: Winter Weatherland

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

Quick Erase
• Use the following word sequence:
  Tad → Dad → mad → mat → sat

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

Readles
• Review each of the readles from the story.

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

Partner Reading
• Tell partners that they will practice reading the story, alternating pages and helping one another. As they read the entire story, or designated pages, students should focus on practicing all the steps of Partner Reading: read, retell, and reread together.
• Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

Roo’s Request
It’s time for Roo’s Request! Children say a rhyme to bring out KinderRoo. “KinderRoo, KinderRoo, what do you want us to do?” Use KinderRoo to make this request: Look at page 8. Tell your partner in a complete sentence why the boys loved their new pet. Call on a few partnerships to share responses, and award pocket points for interesting language.
Writing

Stretch and Count/Stretch and Spell

• Have students count the sounds and then write the letters that make the sounds in each of the following words:
  
  cat  
  dog  
  not  

• Write the words on the board so students can work with their partners to check their answers.

Sentence Dictation

• Say the following sentence. Repeat the sentence, one word at a time, and ask students to write it. Provide hints as needed (point to the word wall, sound out the words slowly, etc.) to help students write the sentence successfully. Strive for a low-stress environment. Celebrate whatever students are able to do.

  Miss Sid sat.

All Together Now

• Celebrate progress with the new Shared Story by having all students read the entire story in unison, with or without teacher text.

• Award pocket points for successful reading.

Celebration

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

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

- Show a stick of ten linking cubes. Have students count the cubes with you. Break the stick into two pieces behind your back. Show students one part of the stick, keeping the other behind your back.

  **T-P-S:** How many cubes do I have behind my back? How do you know?

  **RWE:** There are ___ cubes behind your back. You had ten cubes. You have ___ cubes in your hand, so there must be ____ cubes behind your back.

- Award pocket points if students are able to tell how many cubes were behind your back.

Active Instruction

- Tell students that today they will try problem solving again.
- Review problem solving with students.

  **When you problem solve in math, you solve mysteries. You might have to investigate to find clues that will help you to solve the problem—like a detective would!**

- Remind students that when we problem solve, sometimes the answer is not clear. Tell students that it is important to keep trying to find a solution and that it is OK if you do not get the answer right away.
- Make sure that students are seated in such a fashion that they can see your demonstration. Share the following problem-solving story.

  **Juliet had a garden with five tulips and five roses. She picked six flowers and gave them to her neighbor. She has four tulips left in her garden. Which flowers did she pick for her neighbor?**

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

  **Hmmm. I need to figure out what the problem is. Let’s see, I know there are five roses and five tulips in Juliet’s garden. I know that she has four tulips left in her garden. I need to figure out which flowers Juliet picked for her neighbor.**

- Tell students that you will think about the problem-solving story again, only this time you want them to help you figure out how to solve it.

  **I need to figure out what I can use to help me solve this problem. Maybe I can use red and blue cubes and a workmat.**

- Show students a plastic bag filled with red and blue cubes and a piece of construction paper that you will use as a workmat.
• Encourage students to think about how to use the cubes to act out the problem.

  **T-P-S:** How can I use these cubes to help me solve the problem?

  **RWE:** I can use the cubes to help me solve the problem by pretending that the red cubes are the roses and the blue cubes are the tulips. I can pretend that the workmat is my garden. Then I can put the cubes on the workmat and figure out which flowers Juliet gave to her neighbor.

• Repeat the problem-solving story.

  Juliet had a garden with five tulips and five roses. She picked six flowers and gave them to her neighbor. She has four tulips left in her garden. Which flowers did she pick for her neighbor?

  Pause to think. Hmmm. I think I’m going to start with the tulips. I know that there are five tulips in Juliet’s garden. Place five blue cubes on the floor in front of you on the workmat. Now I need to put the roses in the garden. I know that there are five roses in the garden. Place five red cubes on the floor in front of you on the workmat.

• Encourage students to think of the next step in acting out the problem.

  **T-P-S:** I have the tulips and the roses in Juliet’s garden. Now what should I do? Take away the cubes so there are only four tulips left.

• Use a Think Aloud to model the next step.

  I need to find out which flowers Juliet gave to her neighbor. Hmmm. I know that Juliet has four tulips left in her garden after she gives the flowers to her neighbor. I think that I should take all the flowers (cubes) out of Juliet’s garden (workmat) and leave four tulips (blue cubes). Model moving all the cubes, except four blue cubes that represent the four tulips left in the garden, to the side of the workmat. Now I have four tulips left in the garden.

• Encourage students to think of the next step in acting out the problem.

  **T-P-S:** I have taken away all the flowers except for four tulips. Now what should I do? Count the roses and tulips that you took out of the garden. Those are the flowers she picked for her neighbor.

• Continue solving the problem.

  I have all these flowers that I pulled out of my garden. Point to the cubes that are off to the side of the workmat. These are the flowers that Juliet gave to her neighbor! I can count the roses (red cubes) and tulips (blue cubes) that I took out of Juliet’s garden. Place the red cubes together and the blue cubes together. Now I need to see how many roses and tulips Juliet gave to her neighbor. Count the red cubes aloud. There are five red cubes, or roses. Model counting the blue cubes. There is one blue cube, or tulip. So, Juliet gave her neighbor five roses and one tulip!

• Reflect on the process, strategy, and solution.

  **T-P-S:** What was the problem in the story? The problem was finding out which flowers Juliet gave to her neighbor. How did we solve the problem? We pretended that the red cubes were the roses and the blue cubes were the tulips. Then, we counted out the right number of roses and tulips and put them on the
workmat, which was the garden. Then, we took away all the flowers (cubes) except four tulips (blue cubes). Then, we counted how many roses (red cubes) and tulips (blue cubes) we had taken away. This told us which flowers Juliet picked for her neighbor.

Partner Practice

- Tell students that they will solve another mystery with their partners.
- Give each partnership a plastic bag with ten red cubes and ten yellow cubes and a workmat. Tell students they will use the cubes to figure out the problem. Share the problem-solving story with them.

Bradley has a farm that grows a lot of vegetables and fruits. He has seven beautiful red peppers and three lovely yellow peppers that are all ready to harvest from his garden. Bradley picked some peppers from his garden to give to his sister. He has five red peppers left in his garden. Which peppers did he pick for his sister?

- Prompt students to think about the problem.

T-P-S: What is the problem in the story? The problem is that we need to figure out which peppers Bradley picked for his sister.

- Read the story again slowly, prompting one partner in each pair to place seven red cubes on the workmat to represent the red peppers and the other partner to place three yellow cubes on the workmat to represent the yellow peppers.

- Prompt students to think about the next step.

T-P-S: What should you do next to figure out which peppers Bradley picked for his sister? Take away all the peppers (cubes) except five red ones (red cubes).

- Prompt students to think about the answer.

T-P-S: Which peppers did Bradley pick for his sister? How do you know? Bradley picked two red peppers and three yellow peppers. We counted how many red and yellow cubes we had moved off the workmat.

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

Recap

- Select several students to explain how they worked through and solved the problem-solving story.
- Award pocket points if students are able to explain their thinking.
- Review problem solving.

T-P-S: How did we solve the mysteries today?

RWE: We solved the mysteries today by using cubes to help us find out which flowers and peppers were picked from different gardens.
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**

We’ve been talking today about water and the different forms it comes in. One way we see water is in the form of snowflakes made of ice crystals. Today we’re going to read the poem “The Snowflake” again.

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

Write Away

**Prewriting**

- Present the writing activity for the day.

Today, instead of writing a new sentence, we will add a sentence to one that we wrote earlier this week. First, you will choose the sentence that you would like to add to. Then, you will tell us more about something you wrote about.

- Share an example that applies to you. Review the four sentences that you wrote this week, and select one to elaborate.

I think I will choose this sentence. Read the selected sentence. Now I will tell more about my sentence. Share a new sentence that expands on the information provided in your first sentence.
• Model writing your second sentence using the strategies from the Writing Strategies Bank.
• Reread your new sentence, touching each word, or word representation, as you do.

Partner Planning

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

Writing

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

Sharing

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

• Review the learning focus for the day by having students act out water’s different states.

Today we have been talking about the way water changes when the temperature gets warmer or colder. Let’s pretend that we are little droplets of water.
• Invite students to stand in a circle, holding hands. Ask them to move away from one another while still holding hands until their hands are stretched out as far as they will go. Then ask them to “freeze” solid—to stop moving.

  This is what happens to water when it freezes solid. You cannot flow or move. You are ice.

Now it’s getting warmer and you are melting. You are still holding hands, but you can swing your arms a little bit.

Now you have melted and you can let go of one another's hands and move around the room a bit. You touch someone’s hand and then touch another person’s hand and move on. Touch hands briefly, and move on as you flow. You are liquid water, and you can flow around the room.

Now it’s getting hotter, and your arms rise up in the air and you don’t touch anyone. You just move around the room quickly. You are like water that is boiling, bubbling, and moving. You don’t touch other droplets. You rise up into the air. You float around.

Now you are cooling down again, and you lower your arms and move more slowly and begin to touch someone’s hand, as you have become water flowing again. You touch another droplet and then let go and move on—flowing, flowing until you get back to the circle, all joining hands again. You are so cold now that you are beginning to freeze again into ice crystals, and you are a beautiful snowflake.

• Invite your “snowflake” to sit back down in a circle.

• Graph today’s temperature, which you recorded at Snack/Outside/Gross Motor-Play. If time allows, have students mark their individual graphs.

• Invite students to share the snow art they created in the Art Lab this week with their classmates. Ask students questions that promote use of theme-related vocabulary. For example, “I see you have some snow-covered trees in your pictures, Amie. Are these trees deciduous trees or evergreen trees?” or “What winter activities are the children in your picture doing?”

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 have students make connections to the contexts in which the words were used today.

  One of our new words today is “liquid.” Liquid is something that flows. T-P-S: When did we see, hear, or use the word “liquid” today?

  Our other new word today is “ice.” Ice is the frozen, solid form of water. T-P-S: When did we see, hear, or use the word “ice” 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.

### 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. <strong>Ice cold.</strong></td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td></td>
</tr>
<tr>
<td><strong>Ice cold.</strong></td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. <em>We can say, Ice is cold.</em></td>
<td></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>I put ice in my drinks.</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></td>
</tr>
<tr>
<td><strong>I put ice in my drinks.</strong></td>
<td>If the student is unable to add details, prompt with a question about the sentence. <em>Why do you put ice in your drinks?</em></td>
<td></td>
</tr>
</tbody>
</table>

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

### Cool Kids 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: Talk with your family about something you do in the winter that you might not do in the other seasons.

Read & Respond: This weekend, read as many books to someone at home as you can. As you read, look at the pictures and think about what the animals or people in the story are doing. Think about what season it might be in the story.
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What Else Can We Get Into?

- Set up a science lab in which students examine raindrops. You will need a shallow box or box lid, flour, and a fine-mesh sieve. Put about an inch of flour in the box or lid. Have students place the box out in the rain until the raindrops have splattered into the flour. Bring the box back into the classroom and pour the flour through the sieve. Can students see lumps in the sieve? These are preserved raindrops. Encourage students to explore the characteristics of the raindrops. Are they all the same size? Are they all the same shape? Are raindrops white? Guide them to the realization that these raindrops are covered with flour and that this is like looking at a footprint in the sand. What are some other observations they can make about these raindrops?

- If you live in an area where there is snow on the ground, take students outside to play in the snow. Is there enough snow to build a snowman? Students can find objects to use as buttons. Have them count the number of buttons as they place them on the snowman.

- If there is no snow or you don't get snow in your area, have students search out places where they think animals may go to hibernate. Use your judgment about where you allow students to search. If there is a possibility that they will disturb any animals stay away.

- If you live in a place where it is windy, have students make paper kites to take outside and try to fly them.

- Is there a sink in your classroom (or in the bathroom) that you can fill? Fill it about half full. Release the stopper and watch the water empty out. When the sink is almost empty, students will be able to see the tornado effect as the water swirls in a funnel-like way. Explain to students that this is like the tiny twister in the Texas Panhandle in the story *On the Same Day in March*. A twister is wind that moves and spins like the water in the sink. Repeat this several times so all students can see it.
Resource Corner

Children’s Resources

New York: Scholastic.


**Teacher’s Resources**


Water Evaporates

Duplication is not necessary.
Sunny Day Storyboard
Duplicate one per partnership.
Weather Word Cards

Classroom Library Lab: Duplicate one per student.
LTAI: Duplicate one set for each group of four or five students, and cut the words apart on the lines.

<table>
<thead>
<tr>
<th>snow</th>
<th>rain</th>
</tr>
</thead>
<tbody>
<tr>
<td>fog</td>
<td>clouds</td>
</tr>
<tr>
<td>sun</td>
<td>wind</td>
</tr>
<tr>
<td>lightning</td>
<td></td>
</tr>
</tbody>
</table>
My Sentence Book 2
Duplicate one per student.

Yes, I am in the sand lab.

He is sad.
He can run.

She is mad.
She can run.
My Sentence Book 2
Duplicate one per student.

She is in a box.

We can run.

We hug.
Uppercase and Lowercase Letter Names 1

Duplication is not necessary.

m S
A D
a M
s d
Conflict Solver Memory Cards
Duplicate and laminate if possible.

Apologize.

Share.

Get help.

Apologize.

Share.

Get help.

(1 of 2)
Conflict Solver Memory Cards
Duplicate and laminate if possible.

New idea
Take turns.

New idea
Take turns.
Weather Map

Duplicate one per partnership.
Illustrations of Weather Conditions
Copy, cut out, and laminate if possible.
# Spinner Subtraction

Duplicate one per student.

<table>
<thead>
<tr>
<th>I have 5 cubes.</th>
<th>I have 5 cubes.</th>
<th>I have 5 cubes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take away ____</td>
<td>I take away ____</td>
<td>I take away ____</td>
</tr>
<tr>
<td>I have ____ left.</td>
<td>I have ____ left.</td>
<td>I have ____ left.</td>
</tr>
<tr>
<td>5 - ____ = ____</td>
<td>5 - ____ = ____</td>
<td>5 - ____ = ____</td>
</tr>
<tr>
<td>----------------</td>
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<tr>
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<td>5 - ____ = ____</td>
<td>5 - ____ = ____</td>
</tr>
</tbody>
</table>
Letter Tiles

Duplicate, and cut the letters apart.
Subtraction Stories

Directions: Look at each picture, and read the story. Cross out the subtracted item to show how many are left.

5 🍎 were on the tree.
1 🍎 was picked.
____ 🍎 were left.
5 − 1 = ___

5 🐔 were in the pond.
3 🐔 waddled away.
____ 🐔 were left.
5 − 3 = ___

5 🐝 were by the hive.
2 🐝 flew away.
____ 🐝 were left.
5 − 2 = ___
Break Away
Duplicate one per student.

5 - ____ = ____

4 - ____ = ____

3 - ____ = ____

4 - ____ = ____

3 - ____ = ____
Uppercase and Lowercase Letter Names 2

Duplication is not necessary.

\[
\begin{align*}
\text{t} & \quad \text{i} \\
\text{p} & \quad \text{n} \\
\text{N} & \quad \text{P} \\
\text{i} & \quad \text{T}
\end{align*}
\]
Making 10 Review

Count the items in each box to name the number combination. Write the number sentence to match the number combination.

\[
\begin{array}{cc}
\text{ } + \text{ } & \text{ } = \\
\text{ } + \text{ } & \text{ } = \\
\text{ } + \text{ } & \text{ } = \\
\text{ } + \text{ } & \text{ } = \\
\end{array}
\]
My Sentence Book 3
Duplicate one copy per student.

My Sentence Book 3

Name

The dog dug.
The sun is hot. The kit can fix it.
The pig hid in the box. My pet got wet.
My Sentence Book 3
Duplicate one copy per student.

My pet cat is in the box. The vet can fix my dog.

Can you fix my dog? Is the pig in the box?
Pizza Slice
Duplicate one per partnership.
I have 10 buttons.  
I see ____ buttons. 
are hidden. 
____________________

I have 10 buttons.  
I see ____ buttons. 
are hidden. 
____________________

I have 10 buttons.  
I see ____ buttons. 
are hidden. 
____________________

I have 10 buttons.  
I see ____ buttons. 
are hidden. 
____________________

Duplicate one for the teacher, and make a transparency if possible. 
Duplicate one per partnership.
Orange Cutouts
Duplicate, and cut apart the pictures.
Cracker Cutouts
Duplicate, and cut apart the pictures.
Window Box Garden

Duplicate one per partnership.
**Winter Matching Cards**

Duplicate, and cut apart the cards.

| ![Tree](image1) | ![T](image2) |
| ![Boots](image3) | ![B](image4) |
| ![Mittens](image5) | ![M](image6) |

(1 of 4)
**Winter Matching Cards**

Duplicate, and cut apart the cards.
Winter Matching Cards
Duplicate, and cut apart the cards.

(3 of 4)
Winter Matching Cards
Duplicate, and cut apart the cards.

(4 of 4)
Dear Family,

Children are naturally curious about everything in their world. For the next two weeks, we will tap into that curiosity as we explore the nature of weather and the season of winter. The children will be asked to observe and describe the weather each day. Rainy, cloudy, sunny, and windy conditions will be emphasized.

The children will begin to learn about the water cycle and about the sun’s role in weather conditions such as rain, snow, and wind. Through the story *On the Same Day in March*, they will begin to understand that the weather can be different on the same day in different places around the world. They will learn that some parts of the earth have winter at the same time that other parts have summer.

The children will have fun learning through scientific investigations. Some experiments include learning about water in its solid (ice) and liquid (water) states and the effects of temperature on plant growth. Their science and math skills will grow as the children read a thermometer, record and graph the temperature, and interpret the information they have gathered.

In the dramatic play lab, the children will develop their oral language as they act out various weather scenarios or pretend to be weather reporters. The children will write about the weather and create windsocks to explore the properties of wind. Of course, opportunities to paint, sculpt, and make paper snowflakes will help the children express themselves creatively.

How can you help?

Continue to share a book with your child each day. Sign and return the Read & Respond bookmark. Engage in conversation with your child, and watch the Home Link show online to reinforce the focus for the day and beginning reading and math skills.
Estimada familia:

Los niños son curiosos por naturaleza acerca de todo en su mundo. Durante las próximas dos semanas, vamos a utilizar esa curiosidad mientras exploramos el clima y la temporada de invierno. Se pedirá a los niños a observar y describir el clima de cada día. Lluvioso, nublado, soleado y las condiciones de viento serán enfatizados.

Los niños comienzan a aprender sobre el ciclo del agua y sobre el papel del sol en las condiciones climáticas como la lluvia, la nieve y el viento. A través de la historia *On the Same Day in March* (*En el mismo día marzo*), comenzarán a entender que el clima puede ser diferente en el mismo día en diferentes lugares de todo el mundo. Ellos aprenderán que algunas partes de la tierra tienen el invierno, al mismo tiempo que otras partes tienen verano.

Los niños se divertirán aprendiendo con las investigaciones científicas. Algunos experimentos incluyen el aprendizaje sobre el agua en su estado sólido (hielo) y líquidos (agua) los estados y los efectos de la temperatura sobre el crecimiento de las plantas. Los niños van a mejorar sus habilidades de ciencias y matemáticas al leer un termómetro, registrar y graficar la temperatura, e interpretar la información que recogen.

En el laboratorio de juego dramático, los niños van a desarrollar su lenguaje oral, ya que actúan a cabo diversos escenarios climáticos o pretenden ser periodistas meteorológicas. Los niños van a escribir sobre el clima y crear mangas de viento para explorar las propiedades del viento. Por supuesto, las oportunidades para pintar, esculpir, y hacer que los copos de nieve de papel ayudarán a los niños a expresarse creativamente.

¿Cómo puede ayudar?

Continúe leyendo un libro con su hijo todos los días. Firmar y devolver el marcador de Leer y Responder. Participar en una conversación con su hijo, y ver el programa Home Link online para reforzar el enfoque para el día y comienzan las habilidades de lectura y matemáticas.
## Weekly Record Form

### Unit 8 | Week 1: Winter Weatherland

**Teacher:** _____________________________  **Date:** _______________

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<th>Emergent Writing</th>
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**D** = Demonstrated  **ND** = Not Demonstrated
### Weekly Record Form

#### Unit 8 | Week 2: Winter Weatherland

**Teacher:** _____________________________  **Date:** _______________

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