Day & Night, Dark & Light
Produced by the KinderCorner 2nd Edition Plus Team

Cathy Pascone
Coleen Bennett
Deb Branner
Devon Bouldin
Irene Baranyk
Irina Mukhutdinova
James Bravo
Jane Strausbaugh
Janet Wisner
Jeffrey Goddard

Jennifer Austin
Joe H. Wilson
Karen Poe
Kate Conway
Kathy Brune
Kelly Rose
Kenly Novotny
Kimberly Sargeant
Laura Alexander
Laurie Warner

Lori Martin
Marti Gastineau
Meghan Fay
Michael Hummel
Michelle Zahler
Nancy Madden
Nick Leonhardt
Patrice Case-McFadin
Patricia Johnson
Rebecca Prell

Richard Gifford
Russell Jozwiak
Sarah Eitel
Sue Belt
Susan Perkins
Teresa Blanton
Tina Widzbor
Tonia Hawkins
Wanda Jackson
Wendy Fitchett

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

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

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

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

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

Why *Day & Night, Dark & Light*? ......................................................... 1

Daily Focus ............................................................................................... 2

Vocabulary .................................................................................................. 4

Peek at the Week ....................................................................................... 6

You Will Need ............................................................................................. 10

**Daily Lessons**

  Day 1 ......................................................................................................... 17
  Day 2 ......................................................................................................... 51
  Day 3 ......................................................................................................... 77
  Day 4 ......................................................................................................... 101
  Day 5 ......................................................................................................... 125
  Day 6 ......................................................................................................... 147
  Day 7 ......................................................................................................... 177
  Day 8 ......................................................................................................... 201
  Day 9 ......................................................................................................... 225
  Day 10 ....................................................................................................... 249

Appendix .................................................................................................... 271
Why Day & Night, Dark & Light?

Adults tend to check their watches and keep track of time to the minute. Five-year-olds experience time in much larger increments. At first, their awareness includes daytime and nighttime and then morning, midday, evening, and night. They associate specific activities with certain times of the day or night.

Day and night are dramatic opposite events that, because they are known to young children, provide a foundation for exploring the concepts and vocabulary of opposites. Children need cognitive and language tools associated with opposites as they compare, categorize, and explain the world around them. In this unit, students explore and articulate logical thinking. They organize objects, people, and events and apply the related vocabulary. They also build upon their inventory of conflict solvers as they learn and practice strategies for getting help and coming up with a new idea when a conflict arises.

Children are natural scientists—always observing, questioning, predicting, and experimenting. In this unit, they will have opportunities to observe differences in the sun and the moon, explore opposite positions in relation to objects, weigh objects to determine which are heavy and which are light, and ask, Why? about many of these things. Through hands-on experiences, students will learn to understand how opposites are different from each other and how they can be used for comparison.

Having learned about how the sun influences the weather in Winter Weatherland, students will see how the sun affects both day and night through expository books and the folktale Why the Sun and the Moon Live in the Sky.

Books such as Harry the Dirty Dog and Opposites will help students learn about concrete opposites such as big and little, clean and dirty, and hard and soft. Emotional opposites are discussed when the book Lots of Feelings is revisited. In the story The Empty Pot, the opposite values of honesty and dishonesty are addressed. Students’ vocabularies will continue to grow as they name opposites. And they will have an opportunity to use their new words in a culminating activity in which they write a class story about two girls who are opposite in many ways.

We hope that you and your students will enjoy both the serious and silly sides of opposites.
The sun provides light and heat for Earth.
All living things need solar energy to grow.
The moon reflects light from the sun.
Each day our planet, Earth, spins, creating nighttime and daytime.
The moon revolves around Earth while Earth revolves around the sun.
Opposites are two things that are related, but are very different from each other.
Easy and difficult are opposite experiences.
People can feel opposite emotions.
Two things can be similar in some ways and different in others.
Opposites can be used to compare and describe.

- The sun provides light and heat for Earth.
- All living things need solar energy to grow.
- The moon reflects light from the sun.
- Each day our planet, Earth, spins, creating nighttime and daytime.
- The moon revolves around Earth while Earth revolves around the sun.
- Opposites are two things that are related, but are very different from each other.
- Easy and difficult are opposite experiences.
- People can feel opposite emotions.
- Two things can be similar in some ways and different in others.
- Opposites can be used to compare and describe.

**Cognitive Domain**

Students will:
- understand vocabulary related to positions in space (prepositions).
- begin to understand cause-and-effect relationships.
- identify opposites.
- solve simple problems.
- play Brain Games to develop working memory, response inhibition, and attention control.

**Emotional/Personal Domain**

Students will:
- demonstrate confidence in their abilities.
- attempt to complete tasks before asking for help.
- persist in completing a challenging task.
- know the daily schedule and move to the next lesson component easily.

**Language/Literacy Domain**

Students will:
- use thematic vocabulary in conversations.
- use several complete sentences to express thoughts.
- recall experiences and stories sequentially, with detail and accuracy.
- demonstrate an understanding of conventions of print.
- demonstrate auditory segmenting.
- blend sounds to read words.
- read simple, phonetically controlled text accurately.
- write readable words with approximated spelling.
- demonstrate an interest in writing to communicate meaning.
- demonstrate increasing facility with the process of writing.
- blend and segment phonemes in a word.
- isolate and delete phonemes in words.
- substitute phonemes in words.
- identify and write uppercase and lowercase letters and numerals.

**Creative Domain**

Students will:
- approach activities with increasing flexibility and imagination.
- take on dramatic roles.
- experiment with a variety of art materials.
- participate in singing and chanting activities.
### Interpersonal Domain

Students will:
- pay attention when another person is speaking.
- display common manners and customs.
- move from parallel play to cooperating with others on completing a task.
- use strategies for solving conflicts.
- converse with adults.

### Mathematical Domain

Students will:
- recognize and write numerals 11–20.
- create and name sets of 11–20 objects.
- identify and create a set that is more than or less than a given number.
- demonstrate an awareness of numbers as a way to solve problems.

### Social Studies Domain

Students will:
- demonstrate an appreciation of and respect for differences in customs of varying cultural groups.
- recognize human similarities and differences.

### Science Domain

Students will:
- begin to understand cause-and-effect relationships.
- use their senses and tools to investigate the physical world.
- expand basic knowledge of Earth and objects in the sky and how they change.
- explore properties of weight.
- use the scientific method to predict outcomes, record observed data, and draw conclusions.

### Physical Domain

Students will:
- jump forward, backward, and sideways with control and coordination.
- hop several steps forward using either foot.
- engage in gross-motor activities such as running and jumping.
Vocabulary

<table>
<thead>
<tr>
<th>Background Words</th>
<th>Solar System/Space</th>
<th>Opposites</th>
<th>Readies</th>
</tr>
</thead>
<tbody>
<tr>
<td>crescent</td>
<td>back</td>
<td>light</td>
<td>bow</td>
</tr>
<tr>
<td>Earth</td>
<td>big</td>
<td>like</td>
<td>happy</td>
</tr>
<tr>
<td>heat</td>
<td>cold</td>
<td>little</td>
<td>tie</td>
</tr>
<tr>
<td>light</td>
<td>day</td>
<td>low</td>
<td>turtle</td>
</tr>
<tr>
<td>moon</td>
<td>different</td>
<td>night</td>
<td></td>
</tr>
<tr>
<td>revolve</td>
<td>dislike</td>
<td>old</td>
<td></td>
</tr>
<tr>
<td>sky</td>
<td>front</td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>space</td>
<td>goodbye</td>
<td>sad</td>
<td></td>
</tr>
<tr>
<td>spaceship</td>
<td>happy</td>
<td>salty</td>
<td></td>
</tr>
<tr>
<td>spacesuit</td>
<td>heavy</td>
<td>same</td>
<td></td>
</tr>
<tr>
<td>spin</td>
<td>hello</td>
<td>serious</td>
<td></td>
</tr>
<tr>
<td>star</td>
<td>high</td>
<td>silly</td>
<td></td>
</tr>
<tr>
<td>sun</td>
<td>hot</td>
<td>sweet</td>
<td></td>
</tr>
<tr>
<td>twinkle</td>
<td>in</td>
<td>young</td>
<td></td>
</tr>
<tr>
<td>warmth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Theme-Related Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>astronaut</td>
</tr>
<tr>
<td>crater</td>
</tr>
<tr>
<td>daytime</td>
</tr>
<tr>
<td>difficult</td>
</tr>
<tr>
<td>easy</td>
</tr>
<tr>
<td>emotion</td>
</tr>
<tr>
<td>energy</td>
</tr>
<tr>
<td>nighttime</td>
</tr>
<tr>
<td>opposites</td>
</tr>
<tr>
<td>prefer</td>
</tr>
<tr>
<td>provide</td>
</tr>
<tr>
<td>related</td>
</tr>
<tr>
<td>similar</td>
</tr>
<tr>
<td>solar</td>
</tr>
<tr>
<td>travel</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>STaR Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>courage</td>
</tr>
<tr>
<td>entertain</td>
</tr>
<tr>
<td>frowning</td>
</tr>
<tr>
<td>furiously</td>
</tr>
<tr>
<td>gazing</td>
</tr>
<tr>
<td>perch</td>
</tr>
<tr>
<td>strange</td>
</tr>
<tr>
<td>tunnel</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Math Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>eighteen (18)</td>
</tr>
<tr>
<td>eleven (11)</td>
</tr>
<tr>
<td>fifteen (15)</td>
</tr>
<tr>
<td>fourteen (14)</td>
</tr>
<tr>
<td>less</td>
</tr>
<tr>
<td>more</td>
</tr>
<tr>
<td>nineteen (19)</td>
</tr>
<tr>
<td>seventeen (17)</td>
</tr>
<tr>
<td>sixteen (16)</td>
</tr>
<tr>
<td>thirteen (13)</td>
</tr>
<tr>
<td>twelve (12)</td>
</tr>
<tr>
<td>twenty (20)</td>
</tr>
</tbody>
</table>
## Peek at the Week 1

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>Win-win Brain Game: Five Questions</td>
<td>Skill lesson: conflict solver get help</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>Learn about the sun. Read The Sun: Our Nearest Star.</td>
<td>Finish reading The Sun: Our Nearest Star. Plant bean sprouts.</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>“Twinkle, Twinkle, Little Star” Identify ending sounds.</td>
<td>“Twinkle, Twinkle, Little Star” Blend sounds to make words.</td>
</tr>
<tr>
<td><strong>Dramatic Play Lab</strong></td>
<td>Students in Space: Role play in an imaginary spaceship.</td>
<td>Students in Space</td>
</tr>
<tr>
<td><strong>Blocks Lab</strong></td>
<td>Moon Buildings: Build structures on the moon.</td>
<td>Moon Buildings</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Sun and Moon Masks: Make masks for characters in Why the Sun and Moon Live in the Sky.</td>
<td>Sun and Moon Masks</td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Free Reading Explore books independently.</td>
<td>The Sun and the North Wind: Listen to the story The Sun and the North Wind. Use sequence cards to retell the story.</td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Play School: Spin-a-Round Use letter spinners to make real and nonsense words.</td>
<td>Play School: Spin-a-Round</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Star Number-Set Pictures Make night pictures with star stampers.</td>
<td>Star Number-Set Pictures/More Stars Use Number Cards to create larger sets of stars.</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Daytime/Nighttime Music: Explore educational software or listen to music with computer/CD players</td>
<td>Daytime/Nighttime Music</td>
</tr>
<tr>
<td><strong>Sand/Water Lab</strong></td>
<td>Free Exploration: Explore the properties of sand and/or water by experimenting with tools.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Sun Warmed: Feel objects that have been warmed in the sun and describe the temperature.</td>
<td>Sun Warmed</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>Free-Choice Writing: Write about a topic of your choice.</td>
<td>Daytime/Nighttime Class Book Write day and night activities in a book.</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td><strong>Snack • Outside • Gross-Motor Play</strong></td>
<td>Serve cheese and crackers. Play Red Light, Green Light.</td>
<td>Serve fresh vegetables. Locate and draw shadows.</td>
</tr>
<tr>
<td><strong>KinderRoots</strong></td>
<td>Shared Story: Dogs in Hats, Dogs in Bows. Focus sound: /n/</td>
<td>Shared Story: Dogs in Hats, Dogs in Bows. Focus sound: /n/</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
<td>Create and name sets of eleven and twelve.</td>
<td>Create and name sets of thirteen and fourteen.</td>
</tr>
<tr>
<td><strong>Let's Daydream</strong></td>
<td>“Sunflakes”</td>
<td>“Skyscraper”</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>Write about something you like to do when it is sunny.</td>
<td>Write about how the sun helps humans, plants, or animals.</td>
</tr>
<tr>
<td><strong>Let's Think About It</strong></td>
<td>Play a riddle game. Count stars and review the number 12.</td>
<td>Review and add to sun lists. Play a riddle game.</td>
</tr>
<tr>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>Skill lesson: conflict solver get help</td>
<td>Conflict solver</td>
<td>Class Council</td>
</tr>
<tr>
<td>Learn about the moon. Read When You Look Up at the Moon</td>
<td>Learn about how Earth spins and creates daytime and nighttime. Read What Makes Day and Night.</td>
<td>Learn about the orbits of Earth and the moon.</td>
</tr>
<tr>
<td>Students in Space</td>
<td>Students in Space</td>
<td>Students in Space</td>
</tr>
<tr>
<td>Moon Buildings</td>
<td>Moon Buildings</td>
<td>Moon Buildings</td>
</tr>
<tr>
<td>Sun and Moon Masks</td>
<td>Cooperative Painting: Work with partners to paint daytime or nighttime pictures.</td>
<td>Cooperative Painting</td>
</tr>
<tr>
<td>The Sun and the North Wind</td>
<td>The Sun and the North Wind</td>
<td>The Sun and the North Wind</td>
</tr>
<tr>
<td>Play School: Spin-a-Round</td>
<td>Play School: Spin-a-Round</td>
<td>Play School: Spin-a-Round</td>
</tr>
<tr>
<td>Star Number-Set Pictures/Less Stars: Compare pictures to see which one has more or less stars.</td>
<td>Star Number-Set Pictures/More and Less Stars</td>
<td>Collecting Moon Rocks: Students will collect moon rocks in various containers.</td>
</tr>
<tr>
<td>Moon’s Surface: Recreate the moon’s surface.</td>
<td>Moon’s Surface</td>
<td>Moon’s Surface</td>
</tr>
<tr>
<td>Flashlight Stars: Make starscapes with a flashlight and paper.</td>
<td>Flashlight Stars</td>
<td>Flashlight Stars</td>
</tr>
<tr>
<td>Daytime/Nighttime Class Book</td>
<td>Daytime/Nighttime Class Book</td>
<td>Daytime/Nighttime Class Book</td>
</tr>
<tr>
<td>Introduce Number Recognition Circle 11–15</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Serve “moon rock” cookies. Play group games.</td>
<td>Serve foods that are opposite in flavor and texture. Act out the story Why the Sun and the Moon Live in the Sky or The Sun and the North Wind.</td>
<td>Serve foods that are firm and mushy. Engage in gross-motor activities from earlier in the week.</td>
</tr>
<tr>
<td>“Where Are You Now?”</td>
<td>“The Moon’s the North Wind’s Cooky”</td>
<td>“A Circle of Sun”</td>
</tr>
<tr>
<td>Write what you would do on the moon.</td>
<td>Write about what life would be like if there was no nighttime.</td>
<td>Add a sentence to one written on days 1–4.</td>
</tr>
<tr>
<td>Use cookies to show four phases of the moon.</td>
<td>Work with partners to act out Earth spinning around the sun.</td>
<td>Read aloud of the Daytime/Nighttime Class Book. Cool Kid Recognition</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>Conflict solvers</td>
<td>Skill lesson: conflict solver new idea</td>
</tr>
<tr>
<td></td>
<td>Brain Game: Telephone</td>
<td></td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>Learn about opposites.</td>
<td>Play a position opposites game.</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>“Opposite Game”</td>
<td>“Opposite Game”</td>
</tr>
<tr>
<td></td>
<td>Delete phonemes.</td>
<td>Blend sounds to make words.</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td><em>Harry the Dirty Dog</em></td>
<td><em>Retell Harry the Dirty Dog by relating story events to objects or pictures.</em></td>
</tr>
<tr>
<td></td>
<td>Focus: Sound out difficult words.</td>
<td></td>
</tr>
<tr>
<td><strong>Dramatic Play Lab</strong></td>
<td>Dressed as Opposites: Dress dolls or self in clothes of opposite textures, colors, sizes, etc.</td>
<td>Dressed as Opposites</td>
</tr>
<tr>
<td><strong>Blocks Lab</strong></td>
<td>Opposite Structures: Build structures that are opposite of each other.</td>
<td>Opposite Structures</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Opposite by Design: Create mirror-image designs.</td>
<td>Opposite by Design</td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Free Reading: Explore books independently or with friends.</td>
<td>Free Reading</td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Play School: Where Is the Mouse?: Match pictures with position words.</td>
<td>Play School: Where Is the Mouse?</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Big or Small?: Fill containers, and sort them according to big and small.</td>
<td>Big or Small?</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Can You Do the Opposite?: Listen to and move to a song about opposites.</td>
<td>Can You Do the Opposite?</td>
</tr>
<tr>
<td><strong>Sand/Water Lab</strong></td>
<td>Free Exploration: Explore the properties of sand and/or water by experimenting with a variety of tools.</td>
<td>Opposite Tools: Build sand structures of opposite attributes with tools of opposite attributes.</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Scientist’s Station: Explore freely with science materials.</td>
<td>Heavy or Light?: Weigh objects to determine whether they are heavy or light.</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>Likes/Dislikes: Write about things you like and dislike.</td>
<td>Likes/Dislikes</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td><strong>Snack • Outside • Gross-Motor Play</strong></td>
<td>Serve vegetables and spread or dip. Play Where Is the Mouse?</td>
<td>Serve foods and drinks that are sweet and sour. Ride wheeled toys.</td>
</tr>
<tr>
<td><strong>KinderRoots</strong></td>
<td>Shared Story: Nan’s Pet Focus sound: /p/</td>
<td>Shared Story: Nan’s Pet Focus sound: /p/</td>
</tr>
<tr>
<td><strong>Let’s Daydream</strong></td>
<td>“What Is the Opposite of Hat?”</td>
<td>“Turtle in July”</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>Write about opposites you see in the classroom.</td>
<td>Write about something that was easy or difficult for you to learn or do.</td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
<td>Play an opposites matching game.</td>
<td>Pantomime opposite pairs with partners.</td>
</tr>
<tr>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>Skill Lesson: conflict solver new idea</td>
<td>Conflict solvers</td>
<td>Class Council</td>
</tr>
<tr>
<td>Identify how people can be similar and different.</td>
<td>“Opposite Game”</td>
<td>Write a class story about opposites.</td>
</tr>
<tr>
<td>“Opposite Game”</td>
<td>“Opposite Game”</td>
<td></td>
</tr>
<tr>
<td>Opposite Tools</td>
<td>Wet or Dry?</td>
<td></td>
</tr>
<tr>
<td>Opposite Structures</td>
<td>Opposite Structures</td>
<td></td>
</tr>
<tr>
<td>Opposite by Design</td>
<td>Opposite by Design</td>
<td></td>
</tr>
<tr>
<td>Free Reading</td>
<td>Free Reading</td>
<td></td>
</tr>
<tr>
<td>Big or Small?</td>
<td>Big or Small?</td>
<td></td>
</tr>
<tr>
<td>Can You Do the Opposite?</td>
<td>Can You Do the Opposite?</td>
<td></td>
</tr>
<tr>
<td>Opposite Tools</td>
<td>Wet or Dry?</td>
<td></td>
</tr>
<tr>
<td>Opposite Structures</td>
<td>Opposite Structures</td>
<td></td>
</tr>
<tr>
<td>Opposite by Design</td>
<td>Opposite by Design</td>
<td></td>
</tr>
<tr>
<td>Introduce Number Recognition Circle 16–20</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Serve foods that are rough and smooth in texture. Engage in gross-motor skill activities.</td>
<td>Play Mother, May I?</td>
<td>Serve foods that are crunchy and soft. Play games introduced earlier in the unit.</td>
</tr>
<tr>
<td>“Some People”</td>
<td>“Elevator”</td>
<td>“What Is the Opposite of Hat?”</td>
</tr>
<tr>
<td>Add a sentence to one written on days 1–4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review opposites, and continue the pantomime activity from previous day.</td>
<td>Review opposites. Sing and dance to music.</td>
<td>Cool Kid Recognition</td>
</tr>
</tbody>
</table>

**KinderCorner 2nd Edition Plus Theme Guide**
You Will Need

Supplied by SFAF:

<table>
<thead>
<tr>
<th>Books</th>
<th>STaR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Why the Sun and the Moon Live in the Sky</em> by Elphinstone Dayrell</td>
</tr>
<tr>
<td></td>
<td><em>How Many Stars in the Sky?</em> by Lenny Hort</td>
</tr>
<tr>
<td></td>
<td><em>Harry the Dirty Dog</em> by Gene Zion</td>
</tr>
<tr>
<td></td>
<td><em>The Empty Pot</em> by Demi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KinderRoots Shared Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dogs in Hats, Dogs in Bows</em> by Robert Slavin and Nancy Madden (SFAF) teacher and student copies</td>
</tr>
<tr>
<td><em>Nan’s Pet</em> 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><em>The Sun: Our Nearest Star</em> by Franklyn M. Branley</td>
</tr>
<tr>
<td><em>When You Look Up at the Moon</em> by Allan Fowler</td>
</tr>
<tr>
<td><em>What Makes Day and Night</em> by Franklyn M. Branley</td>
</tr>
<tr>
<td><em>Opposites</em> by Sally Francis Anderson (SFAF)</td>
</tr>
<tr>
<td><em>Lots of Feelings</em> by Shelley Rotner (from unit 2, I Am Amazing! I Feel Fine!)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The 20th Century Children’s Poetry Treasury</em> by Jack Prelutsky</td>
</tr>
<tr>
<td><em>Counting Our Way Through the Park: 1 to 20</em> by Trish Byrnes (SFAF)</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 9</td>
</tr>
<tr>
<td><em>Getting to Know Myself</em> CD</td>
</tr>
</tbody>
</table>
### Cards/Card Sets

**KinderCorner Phonics Picture Cards**
- Key cards: “m,” “a,” “s,” “d,” “i,” “n,” and “p”*
- Red Word cards: “has,” “love,” “oh,” “puts,” “the,” “go,” “is,” and “no”

**KinderCorner Activity Cards**
- Opposites Puzzle Picture Cards
- Where Is the Mouse? Picture Cards

**KinderCorner Rhyme Cards**
- “Twinkle, Twinkle, Little Star”
- “Opposite Game”

**Other**
- *The Sun and the North Wind* Sequence Cards

### Posters

- Planting Directions poster*
- What Holds More? poster*

### Math Kit Items

- Number Cards
- Number Name Cards
- Dot-Set Recognition Cards
- Number Recognition Circle 11–15
- Number Recognition Circle 16–20
- Ten-Frame Cards
- Transparent spinners
- Bear counters

### Other SFAF Items

- Cool Kid certificates (four)
- KinderCorner Weekly Record Form for unit 9, weeks 1 and 2 (generate with data tools)
- Puppets: KinderRoo, Joey, and Alex
- Read & Respond bookmarks
- Transparent color counting chips (for pocket points)
- Home Link animal hand stamps

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

<table>
<thead>
<tr>
<th>Food</th>
<th>For Active Instruction</th>
<th>For Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peas (dried)</td>
<td>Cheese slices</td>
</tr>
<tr>
<td></td>
<td>Small cream-filled sandwich cookies</td>
<td>Crackers</td>
</tr>
<tr>
<td></td>
<td>Peanut butter or icing (optional)</td>
<td>Carrots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bell peppers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Granola bars or a type of cookie that is bumpy like a moon rock might be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cookies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lemonade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yogurt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salsa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mashed potatoes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apples</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applesauce</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Raw vegetables</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spread or dip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jelly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fruit punch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grapefruit juice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tapioca</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gelatin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soft bread</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office/Craft Supplies</th>
<th>Yarn</th>
<th>Sidewalk chalk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Masking tape</td>
<td>Self-stick notes</td>
</tr>
<tr>
<td></td>
<td>Star stampers</td>
<td>Fabric</td>
</tr>
<tr>
<td></td>
<td>Ink pads</td>
<td>Sponges</td>
</tr>
<tr>
<td></td>
<td>Star stickers</td>
<td>Clay</td>
</tr>
</tbody>
</table>
## General

<table>
<thead>
<tr>
<th>For Active Instruction</th>
<th>For Learning Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme-related games and puzzles about the solar system</td>
<td>Large, bulky coats</td>
</tr>
<tr>
<td>Beach ball</td>
<td>Snow pants</td>
</tr>
<tr>
<td>Globe or world map*</td>
<td>Rubber boots</td>
</tr>
<tr>
<td>Cookie cutters (circle, crescent, and star shapes)</td>
<td>Old computer keyboards</td>
</tr>
<tr>
<td>Bean sprout experiment (Chilly Beans science lab, unit 8)</td>
<td>Two-liter soda bottles</td>
</tr>
<tr>
<td>Potting soil</td>
<td>Plastic tubes</td>
</tr>
<tr>
<td>Lamp (small) with bare, incandescent bulb (approx. 75 watts)</td>
<td>Flashlight</td>
</tr>
<tr>
<td>Small containers of various sizes</td>
<td>Rocks</td>
</tr>
<tr>
<td>One dirty towel or sock</td>
<td>Shells</td>
</tr>
<tr>
<td>One clean towel or sock</td>
<td>Small wooden or metal pieces</td>
</tr>
<tr>
<td>Bingo dabbers</td>
<td>Pictures of the moon's surface</td>
</tr>
<tr>
<td>Clear plastic cups</td>
<td>Marbles or small balls</td>
</tr>
<tr>
<td>Small scrub brush</td>
<td>Digital recording device</td>
</tr>
<tr>
<td>Engine car of a toy train</td>
<td>Dolls</td>
</tr>
<tr>
<td>Toy dump truck</td>
<td>Doll clothing</td>
</tr>
<tr>
<td>Toy house</td>
<td>Children's clothing</td>
</tr>
<tr>
<td>Toy bathtub</td>
<td>Globe or world map</td>
</tr>
<tr>
<td>Pillow</td>
<td></td>
</tr>
</tbody>
</table>

## Optional Items

<table>
<thead>
<tr>
<th>Glow-in-the-dark stars</th>
<th>CDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheeled toys</td>
<td>Music about the sun and the moon</td>
</tr>
</tbody>
</table>
## To Be Prepared:

### Day 1

<table>
<thead>
<tr>
<th>TE</th>
<th>LL</th>
<th>Snack</th>
<th>MM</th>
<th>LTAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a theme vocabulary word card for “provide.”*</td>
<td>Duplicate the Spin-a-Round Spinners. Cut them out, and tape them to transparent spinners.</td>
<td>Cut cheese slices into circles and crescents to represent the sun and the moon (optional).</td>
<td>Fill small plastic bags with fifteen bicolored counters each, one bag per student.</td>
<td>Create masks by cutting white, yellow, light blue, and light green pieces of construction paper to resemble the shapes of the masks worn by the characters in <em>Why the Sun and the Moon Live in the Sky</em>.</td>
</tr>
<tr>
<td>Title one piece of chart paper The Sun: Questions and Answers.</td>
<td>• Title one piece of chart paper The Sun: More Facts.</td>
<td></td>
<td>Fill small plastic bags or paper cups with twenty-five to thirty star stickers, one cup or bag per partnership.</td>
<td></td>
</tr>
<tr>
<td>Title one piece of chart paper The Sun: More Facts.</td>
<td>• Make a theme vocabulary word card for “provide.”*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Day 2

<table>
<thead>
<tr>
<th>TE</th>
<th>LL</th>
<th>MM</th>
<th>LTAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make theme vocabulary word cards for “solar” and “energy.”*</td>
<td>Record yourself or someone else telling the story of <em>The Sun and the North Wind</em> (text on the back of the <em>The Sun and the North Wind</em> sequence cards) for students to listen to in the library lab.</td>
<td>Fill small plastic bags with twenty linking cubes each, one bag per partnership.</td>
<td></td>
</tr>
<tr>
<td>Paper clip together pages 19 and 22 of <em>The Sun: Our Nearest Star</em>.</td>
<td>• Duplicate and cut out <em>The Sun and the North Wind</em> mini picture sequence cards (appendix).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Record yourself or someone else telling the story of <em>The Sun and the North Wind</em> (text on the back of the <em>The Sun and the North Wind</em> sequence cards) for students to listen to in the library lab.</td>
<td>• Duplicate the Daytime/Nighttime Class Book (appendix).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Day 3

<table>
<thead>
<tr>
<th>TE</th>
<th>STaR</th>
<th>MM</th>
<th>LTAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make theme vocabulary word cards for “crater” and “astronaut.”*</td>
<td>Number the pages of <em>How Many Stars in the Sky?</em>; page 1 begins, “How many stars in the sky?”</td>
<td>Fill small plastic bags with 18–20 linking cubes each, one bag per student.</td>
<td>Duplicate the Phases-of-the-Moon Workmat (appendix), or draw images on paper-plate halves to match those shown on the workmat, one per student.</td>
</tr>
<tr>
<td>Title one piece of chart paper The Moon: Questions and Answers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title one piece of chart paper The Moon: More Facts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Day 4

<table>
<thead>
<tr>
<th>TE</th>
<th>KR</th>
<th>MM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make theme vocabulary word cards for “daytime” and “nighttime.”*</td>
<td>Duplicate and cut out Letter Tiles (appendix).</td>
<td>Duplicate Double Ten-Frames, one per partnership (appendix).</td>
</tr>
<tr>
<td>Paper clip pages 15 and 20 of <em>What Makes Day and Night</em> together. If the book is too long or you feel it presents too much information at one time for your group, you may want to clip pages 15 and 24 together, reading the book without those pages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paper clip pages 15 and 20 of <em>What Makes Day and Night</em> together. If the book is too long or you feel it presents too much information at one time for your group, you may want to clip pages 15 and 24 together, reading the book without those pages.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note: Additional resources and materials are provided in the appendix of the document.*
### Day 5

**GC**
- Duplicate and cut out additional Conflict Solver Memory Cards for take turns, share, and get help if needed (unit 8 appendix), one set per group of four students.

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

**LTAI**
- Compile students’ daytime/nighttime pages from the writing lab into a class book.

**Teacher’s Note:** This should be done after Learning Labs time on day 5.

### Day 6

**TE**
- Make theme vocabulary word cards for “related” and “opposites.”*

**STaR**
- Number the pages of *Harry the Dirty Dog*; page 1 begins, “Harry was a white dog….”

**LL**
- Duplicate the Where Is the Mouse? Sorting Labels (appendix). Cut out the labels, and attach each one to an individual 8 1/2-by-11-inch piece of paper.

- Create sentence strips for students to complete in the writing lab. Write “I like __________.” on half the sentence strips and “I do not like __________.” on the other half.

**MM**
- Duplicate Bug Jar Workmat (appendix), one per partnership.
- Fill plastic bags with twenty-five manipulatives (a mix of pattern blocks, cubes, buttons, bears, beads, and bicolored counters), one bag per partnership.

**LTAI**
- Cut the Opposite Puzzle Picture Cards according to the dotted lines on the back of each card.

### Day 7

**TE**
- Make theme vocabulary word cards for “easy” and “difficult.”*

**STaR**
- Duplicate and cut the *Harry the Dirty Dog* Retell Picture Cards (appendix) if you are not using small toys or objects for the retell activity.

**LL**
- Prepare a weight workmat for the science lab. Draw a horizontal line across a piece of construction paper held horizontally. Glue a feather to the far left side of the paper, and label it Lightest. Place a heavier object on the far right side of the paper, and label it Heaviest.

**MM**
- Duplicate 16 Through 20 sheet (appendix), one per partnership.

### Day 8

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

**STaR**
- Number the pages of *The Empty Pot*; page 1 begins, “A long time ago in China….”

**LL**
- Duplicate each page of *Opposites* Sentences (appendix). Cut apart and color code each sentence strip. Cut apart each sentence strip into word cards, and laminate them if possible. Place each sentence set in an envelope.

**MM**
- Duplicate How Many sheet (appendix), one per student.

### Day 9

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

**MM**
- Duplicate Show the Number sheet (appendix), one per student.
## Day 10

| GC TE | • Duplicate additional sets of Conflict Solver Memory Cards (unit 8 appendix) if needed.  
|       | • Make a theme vocabulary word card for “prefer.”
|       | • Write the following story prompt on a piece of chart paper: “Once upon a time there were twin sisters named Mag and Meg. Even though they were twins, they looked and acted very differently. You might even say they were opposites. If Mag preferred salty food, Meg preferred sweets.”

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

Focus

The sun provides light and heat for Earth.

Materials

| Greetings, Readings, & Writings | • KinderCorner Weekly Record Form for unit 9, week 1  
• Sign-in sheets (lines only)  
• Math lab: Number Cards, Dot-Set Recognition Cards, and Ten-Frame Cards for the numbers 1–12  
• Literacy lab: Letter tiles from unit 8 |
| Gathering Circle | • No new materials |
| Theme Exploration | • Chart paper titled “The Sun: Questions and Answers” or IWB access  
• Chart paper titled “The Sun: More Facts” or IWB access  
• Trade book: The Sun: Our Nearest Star  
• Beach ball  
• Peas (two, dried)  
• Marker  
• Theme vocabulary word card for “provide” or IWB access |
| Rhyme Time | • Glow-in-the-dark stars (optional) |
| STaR | • Trade book: Why the Sun and the Moon Live in the Sky  
• Globe, world map, or IWB access |
| 15-Minute Math | • No new materials |
| Snack/Outside/Gross-Motor Play | • Cheese slices cut into circles (sun) and crescents (moon)  
• Crackers  
• Cookie cutters in circle, crescent, and star shapes (optional) |
| KinderRoots | • Shared Story (teacher and student copies): Dogs in Hats, Dogs in Bows  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “m,” “a,” “s,” “d,” “t,” “i,” and “n” or IWB access  
• Green Word cards: “hat,” “in,” “man,” “Matt’s,” “Nan,” “on,” “tan,” and “and” or IWB access  
• Red Word cards: “has,” “loves,” “oh,” “puts,” and “the” or IWB access |
### Materials

#### Math Mysteries
- SFAF Big Book: *Counting Our Way Through the Park: 1 to 20*
- Chart paper and marker
- 2 sheets of paper for each student
- Small plastic bag with 15 bicolored counters, one bag per student

#### Let’s Daydream
- “Sunflakes,” *The 20th Century Children’s Poetry Treasury*, page 30

#### 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
- The Sun: Questions and Answers list from Theme Exploration
- The Sun: More Facts list from Theme Exploration
- Marker
- Journals from Write Away
- Star stickers (small), twenty-five to thirty per partnership in a cup or plastic bag
- Pencils, markers, or crayons, one per student
- Read & Respond bookmarks
- Theme-introduction letter for unit 9 (appendix), one per student
- Home Link animal stamp: parrot

### Learning Labs

#### Dramatic Play Lab | Students in Space
- Materials to create a spaceship and spacesuit props (e.g., paper plates or boxes to make helmets, large bulky coats, snow pants, rubber boots, large cardboard boxes to create consoles or monitors, chairs, old computer keyboards, two-liter soda bottles for air tanks, plastic tubes to use as air hoses, etc.)
- Plastic tool set
- Tape
- Crayons or markers

#### Blocks Lab | Moon Buildings
- Encourage students to use materials from the dramatic play lab to make space suits for building on the moon.
<table>
<thead>
<tr>
<th>Art Lab</th>
<th>Sun and Moon Masks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Easel, easel paints (green, blue, yellow, brown, white, gray)</td>
<td></td>
</tr>
<tr>
<td>• Prepared construction-paper masks</td>
<td></td>
</tr>
<tr>
<td>• Yardsticks, rulers, or dowels (18” x 24”) for mask handles</td>
<td></td>
</tr>
<tr>
<td>• Duct or heavy strapping tape</td>
<td></td>
</tr>
<tr>
<td>• Various mask decorations, such as feathers, yarn, streamers, glitter (optional)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Library Lab</th>
<th>Free Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Theme-related books (including STaR books that have not yet been introduced)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Lab</th>
<th>Play School: Spin-a-Round</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spin-a-Round Spinners (appendix)</td>
<td></td>
</tr>
<tr>
<td>• Transparent spinners</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Lab</th>
<th>Star Number-Set Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Star stampers</td>
<td></td>
</tr>
<tr>
<td>• Ink pads</td>
<td></td>
</tr>
<tr>
<td>• Paper</td>
<td></td>
</tr>
<tr>
<td>• Pencils</td>
<td></td>
</tr>
<tr>
<td>• Number Cards 1–12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer/Media Lab</th>
<th>Daytime/Nighttime Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tapes or CDs of music about the sun and the moon</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Lab</th>
<th>Sun Warmed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Objects of various materials and colors to warm in the sun (e.g., rocks, shells, metal, wooden pieces, cardboard, craft foam or packing peanuts, a shallow tray of sand)</td>
<td></td>
</tr>
<tr>
<td>• Flashlight</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Lab</th>
<th>Free-Choice Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper</td>
<td></td>
</tr>
<tr>
<td>• Writing materials</td>
<td></td>
</tr>
</tbody>
</table>
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**

- Ask students if they talked with their families about winter activities over the weekend.

**Sign In**

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

**Available Activities**

**Classroom Library Lab**

- Include new theme-related books about the solar system.

**Literacy Lab**

- Place the letter tiles in the lab so students will be encouraged to practice using Stretch and Spell to create new words.

**Math Lab**

- Set out the Number Cards, Dot-Set Recognition Cards, and Ten-Frame Cards for the numbers 1–12 for students to play the matching game from unit 8.
Computer/Media Lab

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

Writing Lab

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

Other

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

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

Gathering Circle

**TIMING GOAL:** 15 minutes

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

**Partner Challenge**

- Introduce the challenge.

  We’ve learned about ways to solve problems so each person gets some of what he or she wants. WGR: What do we call this kind of solution? *Win-win*. Yes, we know we can use win-win to solve our problems. We’ve also learned about conflict solvers that we can use as win-win solutions. Today for our Partner Challenge, you will tell your partner the two conflict solvers that we can use to find a win-win solution to problems. Provide a moment for students to think about the challenge. Remind them that they will have time to talk with their partners about this during snack.
- Tell students they will earn pocket points when they name a conflict solver.
Brain Game

- Introduce this week's Brain Game.
  
  **We’re going to play a game we’ve played before called Five Questions.**
  *This game helps us exercise our mind muscles for remembering.*
  Demonstrate the Remember signal (hands massaging your temples). **When we play this game, we ask questions about things that one of our classmates likes to do in the winter.**

- Use the sharing sticks to select a student to stand in front of the class. Ask the student to think of something that he or she likes to do in the winter but not to say it aloud.

- Use Think-Pair-Share to have partners think of questions that have yes-or-no answers to help them guess the student’s answer. Use the sharing sticks to select students to ask their questions.

- Award pocket points if the class is able to guess the student’s answer before they’ve asked more than five questions.

- Play the game again if time permits. Feel free to choose topics that are appropriate for your classroom situation for students to ask questions about. Tell students you will play this Brain Game throughout the week so most (if not all) of them will have a turn to be the person to think of something about which their classmates can ask questions.

Theme Exploration

**TIMING GOAL:** 15 minutes

Partnership Question of the Day

T-P-S: How far away is the sun?

**Every day we look up in the sky and see the sun. Sometimes it can seem very close, and other times it can seem very far. This week we are going to learn more about the sun. Let’s see what today’s Daily Message says.**

Daily Message

The sun provides light and heat for Earth.

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

- Reinforce literacy objectives by pointing out the following:
  
  - **The first word in our Daily Message is a word from our word wall.**
    WGR: Please say the word if you know it. “The.” WGR: Why does this “the” have an uppercase “T”? *It is the first word in the sentence.*
Theme Learning

- There is another word that begins with an uppercase letter.
  WGR: Listen as I read the sentence again, and then tell me what the other word is. Read the message, and then pause for students to respond. RWE: Yes, “Earth” is the name of the planet we live on. Just as your name begins with an uppercase letter, so does the word “Earth.”

- There is a large word here you may not be sure of—“provides.”
  Let’s think of a word that we could use instead of “provides.” Read the sentence, pausing at, instead of saying, the word “provides.” Can you think of a word to use instead of “provides”? “Gives.” RWE: “Gives” is a word that means the same as “provides.”

Let’s think about what the Daily Message means. WGR: How do we know when it is daytime? It is light outside. It is daytime when it is light outside. WGR: Where does the light come from? The sun. Yes, the light comes from the sun. You see the light with your eyes. WGR: When you are in the sunlight, what do you feel on your skin? Warmth, heat. You feel the heat from the sun more when you are outside in the sunlight than when you are in the shade. We can try that today when we go outside or on the next sunny day.

What are some other facts that you know about the sun? Answers will vary. You already know a lot about the sun, but you might still have some questions about it.

- Point to the chart paper titled “The Sun: Questions and Answers.”

  There is a question I have wondered about. How much heat comes from the sun? I’m going to write that down so I don’t forget to listen or read to find the answer.

- Write “1. How much heat comes from the sun?”

  I’ll leave a space for the answer. Is there something you have wondered about the sun that we can list here?

- List a few of students’ questions, leaving a space for the answer after each.

- Introduce the book The Sun: Our Nearest Star.

  Let’s see what new information this book called The Sun: Our Nearest Star has for us. I wonder why the title says, “…Our Nearest Star.” Maybe we will find out when we read the book.

Teacher’s Note: Be sure to acknowledge any student who may have mentioned this earlier.
• Read pages 4–7.

   Oh, I see why the title says, “...Our Nearest Star.” It is because the sun is a star! The sun doesn't look like any of the stars at night, does it? Let's read to find out why it looks different.

• Read pages 8 and 9. Hold up a pea and a beach ball so all students can get an idea of the difference in size between Earth and the sun.

• Read page 10. Have one student hold the pea that represents Earth and another student hold the beach ball that represents the sun. Send the student with the beach ball as far away from the group as possible. Take another pea (or another object smaller than the pea if possible), and hold it at a short distance from the pea (Earth) to represent the moon, demonstrating the relative distance of the sun from Earth.

• Read pages 12–14.

   What does this tell us about the sun? The sun is hot. RWE: Yes, the sun is hotter than anything here on Earth. It is extremely hot!

• Close the book, and tell students that you will read the rest of the book tomorrow. Ask if any of the students' questions were answered. Read each question on the chart, and write the answer if it was provided in the book or discussion.

• Ask if students learned any other facts about the sun today. Record students' statements on another piece of chart paper titled “The Sun: More Facts.” They will refer to it today during Let's Think About It.

   This week we will be thinking and learning more about the sun and the moon. As you think of questions about the sun and the moon, ask an adult to help you write the questions down. We can add them to our list. That way, you can keep them in your mind as you listen to books that we read and as you take part in the discussions we have this week. These activities might answer your questions, and there might be some other interesting facts about the sun and the moon that you will want to remember.

• Play the digital dictionary video for “provide.”

• 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 “provide.”

   The word “provide” means give. I can make a sentence with the word “provide:”

   The sun provides us with light.

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

Teacher's Note: Before beginning Rhyme Time, make the room as dark as possible by turning down the lights, pulling the shades, etc. If you acquired glow-in-the-dark stars and placed them on the ceiling, encourage students to look up at them while they listen to the Rhyme Time song.

• Introduce the traditional rhyme “Twinkle, Twinkle, Little Star.”

Today for Rhyme Time, I’d like to read you a very old poem, which is also a song. You may know part of this poem already. It is about a child who follows a star in the night sky. We will learn some of this song throughout the week. Think about the words, and try to picture what the words are saying in your head.

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

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

Twinkle, twinkle, little star,
How I wonder what you are!

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.

Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveler in the dark
Thanks you for your tiny spark;
He could not see which way to go,
If you did not twinkle so.

Twinkle, twinkle, little star,
How I wonder what you are!
Develop Phonological Awareness—Identify Ending Sounds

- Read the first verse of the song aloud, stressing the final sounds in “star,” “are,” “high,” and “sky.”

  “Star” and “are” are rhyming words. They begin with different sounds, but they end with the same sound! Listen as I say these words again. Say “star” and “are,” emphasizing the final /r/. They both end with the sound /r/.

  Listen carefully as I say some more rhyming words from our song. See if you can hear the last sound in each word.

  “Light.” “Night.” T-P-S: What sound do “light” and “night” end with? RWE: “Light” and “night” end with the sound /t/.

- Have students continue to identify the final sounds in the following word pairs:

  | gone, upon | /n/ | dark, spark | /k/ | go, so | /o/ |

- Congratulate students on their efforts, and invite them to identify the final sounds in one another’s names. Begin with the student seated closest to you, and move around the circle.

  You are great listeners! I wonder if you can tell what sounds your names end with. WGR: We know Jason’s name begins with /j/, but what does his name end with? Jason. /n/. Continue prompting students to identify the final sounds in each of their classmates’ names.

- Award pocket points if several students are able to successfully identify the final sounds in words and names.

  Sing the song “Let’s Read Together” with students.
Why the Sun and the Moon Live in the Sky
Written by Elphinstone Dayrell
Illustrated by Blair Lent

The sun and the water are great friends. The sun wants to invite the water to his house, but the water insists that the sun’s house is not big enough for him and all of his people. The sun and his wife, the moon, build a large house and invite the water and all of his people for a visit. As the water and his people continue to flow into the house, the sun and the moon are forced to perch themselves higher and higher above the water.

Interactive Story Reading

Before Reading

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

Today’s story is called *Why the Sun and the Moon Live in the Sky*. Elphinstone Dayrell is the author of this story. T-P-S: What does it mean when we say he is the author of the story? He *wrote* the words. Blair Lent is the illustrator. What does the illustrator do? *Makes the pictures.* Point out the Caldecott Honor Book seal on the cover, and explain that Blair Lent won an award for the art in this story, like the illustrator of *Owl Moon*.

People from Nigeria, a country in Africa, told Elphinstone Dayrell this story. Point to Nigeria on the globe. This story is not true. It is fiction—a made-up story—but it is a special kind of fiction called a folktale. Review the information about the folktale genre that was introduced in previous units. (Folktales are made-up stories that people tell their children, they are repeated from one generation to the next, they can change over time, and they often teach a lesson.) Introduce the concept that folktales can offer explanations about why things occur in nature. Sometimes folktales explain things that people notice about the world such as why an ocean is blue or why a giraffe’s neck is long. As the title tells us, this African folktale was made up to explain why the sun and the moon are in the sky.

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

Turn to the title page, and invite students to read the title with you again. The pictures in this book show people acting out this folktale. Point to the three masks at the top of the page. Their costumes often include big colorful masks that show the audience which story characters the actors are pretending to be. T-P-S: Which one of these masks might be the moon, and which might be the sun? Why? RWE: You think the one on the right
might be the sun because it is yellow with triangles around the face, like sunrays. Confirm that the moon is on the left, and the sun is on the right, and then think aloud, I know that the moon and sun are characters in the story, but I wonder if a fish will help the sun and the moon live in the sky. I'll have to keep that question in mind as I read the story and look at the pictures.

• Introduce the story vocabulary words.

In this folktale, we will hear some new words. One of them is “entertain.” When someone visits you in your home, you entertain them. That means you welcome them into your home and usually offer them something to eat and drink.

Another new word is “perch.” “Perch” means to sit on. Show how you would perch on a chair.

“Addressed” has more than one meaning. In the story A Letter to Amy, we read that Peter addressed his letter to Amy. He wrote where she lives on the envelope. In this story, one of the characters addressed, or spoke to, another character.

• Introduce the good-reader skill for today.

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

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

During Reading

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

  – Page 7: Imagine what would happen at your house if all the water and all the water creatures on Earth came to visit. T-P-S: Tell your partner what you think would happen. Let’s see if the water really does drive the sun out of his house.

  – Page 13: I heard our new word “entertain.” I remember that “entertain” means to have someone visit in your home. Why do the sun and moon need a bigger house to entertain their friend the water?

  – At the beginning of this folktale, the sun and the moon are like people because they are married and live in a house together here on Earth. T-P-S: Could this have happened in real life? Why (or why not)?

  – Page 21: The water asks the sun if he still wants more of the water’s people to come. T-P-S: What do you think the sun will say to the water now? Why?

  – Page 23: T-P-S: Why do the sun and the moon have to perch on the roof?

  – Page 26: T-P-S: How were the moon and the sun forced out of their house? This story tells one idea about how the sun and the moon came to live in the sky. Could this have happened in real life? Why (or why not)?
After Reading

T-P-S: Do you think it was a good idea for the sun to invite the water to come to his house? Why (or why not)?

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

  The sun and the moon build a large house so the water can visit them. That makes me think of the new word “entertain.” Let’s make a sentence together using the word “entertain.” 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 “perch” and “addressed.”

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

<table>
<thead>
<tr>
<th>Learning Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Routine</strong></td>
</tr>
<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. Monitor students as they visit their selected labs. |

**Dramatic Play Lab** | **Students in Space**

**Description:**

- Students will pretend to be astronauts on a spaceship who are visiting the moon and the sun.

**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 spaceship that students will use to visit the moon, the sun and other places in space. Discuss with students the different roles they can play on a spaceship. *Sample responses or ideas include: some astronauts steer the ship, some conduct experiments, and some go on space walks to fix the space ship or satellites.* Remind students to specify which roles they would like to play as they write their lab plans.

- Point out the new materials in the lab. Ask students how they can use the materials to create props for the spaceship.

Facilitate Learning:

- Students might need ideas about how to use the materials to create props for the spaceship.

**Examples:**

- I wonder what we can use to make a space helmet. Maybe we can use a paper plate.
- These plastic tubes would make great air hoses for the astronauts who work outside the spaceship.

- Ask students questions that prompt them to think about what it would be like to travel to the moon or the sun.

**Examples:**

- I wonder what the moon will look like when we get up close to it. What do you think?
- What's it going to be like when we fly close to the sun?

- Take this opportunity to note which students take on dramatic roles.

**Blocks Lab | Moon Buildings**

**Description:**

- Students will build structures on the moon.

**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 structures on the moon. Encourage students to make and use props from the dramatic play lab, such as materials to make space suits or the tool kit, while building moon structures.

- Tell students that there is no gravity on the moon, which means that people and buildings don’t stay firmly on the ground like they do on Earth. Ask students what they might need to do to be sure that their buildings stay on the ground and do not float away.
Facilitate Learning:

- Talk with students about the structures they are building.

Examples:

- What kinds of buildings do we need on the moon? Do we need to build a moon restaurant, hospital, school, etc.?

- Take this opportunity to note which students take on dramatic roles.

Art Lab | Sun and Moon Masks

Description:

- Students will make masks for each character in Why the Sun and Moon Live in the Sky.

Purpose:

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

When You Tour:

- Tell students they can make masks for each character in Why the Sun and Moon Live in the Sky.

- Show students the different colors of easel paint for decorating the construction-paper mask shapes.

- Ask which colors they might use for each character in Why the Sun and the Moon Live in the Sky, noting the characters' colors in the book's illustrations.

- Tell them that they may work with a partner to paint the masks and that the masks may be used by any student in the class during STaR tomorrow.

Facilitate Learning:

- Refer students to the illustrations in Why the Sun and the Moon Live in the Sky. If they want to create their own water-creature masks, they may paint the figures on green or blue construction paper and then cut them out when the pictures have dried. Students may want to add streamers, glitter, or other adornment to the masks.

- When dry, the masks can be taped to dowels or yardsticks.

Teacher’s Note: Refer to the Talking with Your Students About Their Art page in the unit 7 appendix for more ideas.

- Use this opportunity to note which students explore the ways in which materials can be used creatively.
Classroom Library Lab | Free Reading

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

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

When You Tour:
- Point out any new books or pamphlets that you have added to the lab. Remind students that if they would like to read one of the books with a friend, even if they are just pretending, they can use the ear and mouth cards to help them take turns reading and listening.

Facilitate Learning:
- Use this opportunity to provide guidance or coaching to students who have not demonstrated mastery of objectives as indicated on the weekly record form.

Literacy Lab | Play School: Spin-a-Round

Description:
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use letter spinners to make real and nonsense words.

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

When You Tour:
- Tell students that today in their imaginary classroom, they can play a game with the spinners. The student who is playing the role of the teacher will lead the game by spinning these three spinners. Other students will write the letters on the board. Students will blend the letters on the board to read a word.
- Have a student spin the consonant, vowel, and consonant spinners.
- As the student names the sound of each letter that is spun, have another student write the letters on the writing board to create a CVC word.
- Have students blend the letters together to read the word.
- Ask students if the word is nonsense or real.
Facilitate Learning:

• Join students as they play Spin-a-Round. Take a turn spinning a spinner or writing words on the board.

**Teacher’s Note:** If your students need practice with sounds other than those on the spinners provided, feel free to create your own spinners.

• Use this opportunity to assess students’ abilities to blend letters to read words. This is also a good time to complete letter-sound-correspondence and identifying-letter-name assessments.

**Math Lab | Star Number-Set Pictures**

**Description:**

• Students will make night pictures with star stampers.

**Purpose:**

• Participation in this lab will reinforce the concept of making sets of one to twelve objects.

**When You Tour:**

• Tell students they will imagine that they are astronauts who saw beautiful stars in the sky on their journey through space. Tell students they will draw pictures of the night sky that they saw from their space shuttle.

• Show students the Number Cards 1–12. Explain that they will use the Number Cards and star stampers to make pictures of different sets of stars. Tell students that they should select a card and then stamp that number of stars on their pictures. Then they should write the corresponding numeral on their pictures.

**Facilitate Learning:**

• Talk with students about the star pictures they are making. Ask questions to facilitate learning:
  
  – Can you tell me about the space mission where you saw eleven stars? Can you make a picture for me?
  
  – I once went on a space shuttle and saw eight stars. How many did you see?
Computer/Media Lab | Daytime/Nighttime Music

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

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

When You Tour:
- Point out the audiotapes or CDs that you have placed in the lab.
- Explain to students that they can listen to the music about the sun and the moon.

Facilitate Learning:
- Encourage students to sing along with the music. Listen for mispronunciations so you can help students with any words they may be misunderstanding. Talk with them about the concepts in the songs.

Sand/Water Lab | Free Exploration

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

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

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

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

Examples:
- How could we make a beach and an ocean with the sand and water?
- When it’s really hot outside, what do you like to do in the water?


**Science Lab** | Sun Warmed

**Description:**
- Students will feel objects that have been warmed in the sun and will describe the temperature of the objects.

**Purpose:**
- This lab provides students with opportunities to investigate the properties of solar energy and to practice predicting, observing, and drawing conclusions.

**When You Tour:**
- Bring students’ attention to the various objects that you have placed on a sunny window sill.
- Encourage students to feel the objects and to describe the temperature of each.
- Shade some objects to serve as a contrast to those in the sunlight.
- Suggest that students shine a flashlight on the objects to see if they get warm.

**Facilitate Learning:**
- Model the use of comparative language, such as “warmer than,” “not as hot as,” or “cooler than,” and have students expand on their descriptions. Ask students to predict which items will be warmer than others and why they think that. Help them to reach conclusions about their observations.

**Examples:**
- Do you think any objects will feel warmer than others? Why or why not?
- Did any objects feel warmer? Why do you think that was?
- Have you noticed if different colored clothes get warmer than others in the sun? Tell me about that.
- Did the flashlight warm up any objects? What does that tell us about the light from a flashlight and the light from the sun?

**Writing Lab** | Free-Choice Writing

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

**Purpose:**
- This lab provides students with an opportunity to freely express themselves in writing.

**When You Tour:**
- Briefly explain that students can use whichever materials they want to write about whatever they like.
Facilitate Learning:

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

  Examples:
  - I like how you used Stretch and Spell to write “sun.”
  - I saw you copy “the” from the board. That’s a great writing strategy.

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

---

**15-Minute Math**

**TIMING GOAL:** 15 minutes

**Calendar**

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

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

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

- Before placing the calendar cutout on the calendar, ask students to look at the pictures on the cutouts. Point to the pictures as you name them. Ask students to think about which picture will be on the next cutout. Add the calendar cutout for today’s date to the calendar, and ask, Is this the picture you thought it would be? Replies. How did you know which picture would be next? The pictures make a pattern, and patterns repeat. Point to the calendar again, and say, Today is (day of the week), (month and date), (year).

**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?
During the next few weeks, your school will be celebrating the 100th day of school. You will find several 100th-day-of-school activities in the teacher’s manual to help make your celebration special.

Days of School Tape

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

Ten-Frames

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

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

Hundreds Chart

- Ask students to determine which number you will color today. After you color it, invite them to read the numbers in the colored boxes with you. Point out that when you colored in today’s number, you completed _________ rows plus _________ squares on the Hundreds Chart. Ask students how many more days until the 100th day of school.

Paper Clip Weather Graph

- Ask the weather reporter or another student to come up and attach a paper clip to the appropriate picture. Ask, **Which type of weather has occurred more often than any other type of weather this month?** *Replies.* **How many more sunny days** *(or whichever weather you have had the most of)* **have we had than cloudy (or rainy) days?** *Replies.* **How do you know?** There are _________ more paper clips under _________ than under the cloudy (or rainy) picture. Point out that sunny and cloudy are opposites.

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

- Serve crackers with cheese that has been cut into circles for suns and crescent shapes for moons. Or serve students slices of cheese, and have cookie cutters available to cut the cheese into circles (suns), crescents (moons), and stars. Talk with students about the sun and moon shapes and how the sun and the moon provide light for Earth. If you have cookie cutters that vary in size, have students identify the opposite sizes of the cheese suns, moons, and stars.

- Invite students to talk with their partners about the Partner Challenge. Today for our Partner Challenge, you will tell your partner the two conflict solvers we’ve learned about that we can use to find a win-win solution to problems. Allow time for students to talk with their partners about the challenge. Remind them that using active-listening skills will help them remember what their partners say.

- Award pocket points when students name a conflict solver.

Outside/Gross-Motor Play

- Play Red Light, Green Light, a natural activity for noting opposites! The student who is the leader stands far away from and facing the other players, who are standing side by side in a line. The leader shouts either, “Green light!” to signal the players to move as fast as they can toward the leader’s line or “Red light!” to indicate that students should stop immediately. The game is over when all students pass over the leader’s line. The next leader is the student who crosses over the line first. Each leader will determine the movement that the players will use. Some suggestions include: hopping on one foot or two feet, walking backward, skipping, walking on tiptoes, or squatting. The leader could even direct the players to have partners, in which case the partners who cross over the line first will be the new leaders.

- Use this opportunity to note students who display common manners, including listening to one another. Also observe these interpersonal skills throughout the day when students are interacting.

- Observe students as they play to assess their jumping and hopping skills. Ask them to jump in opposite directions and to hop on either foot. Note the level of control and coordination that each student demonstrates.

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:
put
on
tan
hat
tie
bow
catch

Story Introduction

Previewing

• Show the cover of Dogs in Hats, Dogs in Bows. Introduce the title, author and illustrator of the story.

So far we have met Matt’s dog, Sad Sam, his brother Tim, Tim’s parrot, Miss Sid, and Mr. Jones, the boys’ father. We know about Matt’s family. Our story today will introduce you to Nan, a friend of Matt. Nan has two pet dogs that you have already met, Tam and Tad. The title of the story is Dogs in Hats, Dogs in Bows.

T-P-S: What do you think a story with a title like that might be about?

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

• Show the Word Play video segment.

Making Predictions

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

T-P-S: Do you have a dog or another kind of pet? Have you ever dressed up your pet? Do you think a pet likes to be dressed up?

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

T-P-S: What do you think will happen when the dogs are dressed up?

• 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/, /t/, and /i/. Have students say the sound for each letter. Show the mnemonic picture side if needed.
- Show the key card for the focus sound /n/. We will see this sound a lot in our story words. Let’s watch our funny cartoon that helps us to remember the sound. Show the Animated Alphabet segment for the focus sound /n/.

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 them.

- Show the Sound and the Furry video segment.
- Now it’s your turn.

Green Words:
- hat
- in
- man
- Matt’s
- Nan
- on
- tan
- and

Red Words:
- has
- loves
- oh
- puts
- the

Say-Spell-Say

Remember that in KinderRoots, words that don’t follow the rules or that 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 word wall.

Readles

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

- Show the readle “bow” on page 3 of the Shared Story. When we see this picture, we will say, “bow.” 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

• Use the sharing sticks to select students to write the number 10 in the air or on the ground. Award pocket points if students are able to write the number in the air or on the ground.

• Ask students to think about what they’ve learned about the numbers 1–10.

T-P-S: What do you know about the numbers 1–10?

RWE: We can count to 10. We can make sets of one to ten objects, and we can write the numerals 1–10.

Active Instruction

• Explain to students that they will begin learning about the numbers 11–20.

Now that you can count to 10, recognize the numbers 1–10, and make sets for the numbers 1–10, you can start learning about the numbers 11–20.

• Display the cover of Counting Our Way Through the Park: 1 to 20.

T-P-S: What do you think this book might be about?
• Tell students to listen carefully as you read the book. Explain that when you finish reading, you will ask them questions about the book.

• Read the book Counting Our Way Through the Park: 1 to 20 without interruption. After reading, ask students to think about what you read.

  **T-P-S: What was this book about?**

  **RWE:** This book was about numbers. It is a counting book.

• Read the book again, stopping to count the objects on each page. Point out that this counting book goes all the way to the number 20. Remind students that in the next two weeks, they will learn about the numbers 11–20.

• Turn to the page about the number 11 in the book. Point to the number 11.

  **WGR:** What number is this? 11. What’s threatening overhead? Eleven dark and stormy clouds.

• Have students count the clouds with you. Write the number 11 in the middle of a piece of chart paper. Model how to draw the numeral 11. Remind students to start at the top and draw one line straight down and then another one next to the first.

• Turn to the page about the number 12 in the book. Point to the number 12.

  **WGR:** What do we see on this page? Twelve umbrellas.

• Have students count the umbrellas with you. Point to each umbrella as you count.

• Write the numeral 12 in the middle of a piece of chart paper. Model how to draw the numeral 12. Remind students to start at the top and draw one line straight down and then to start at a high spot, come up and around a little higher, continue down to the left, and stop. They should then draw a line straight across to the right to make the numeral 12.

  **T-P-S:** Today we are going to learn about the numbers 11 and 12. What do you know about the numbers 11 and 12?

• Record what students know about the numbers 11 and 12. Read the list to students.

**Partner Practice**

• Tell students that they are going to be number detectives. They will walk around the classroom and look for the numbers 11 and 12.

• Provide time for students to look for the numbers 11 and 12. Tell them that when they are finished, they will write the numbers 11 and 12 on a sheet of paper. Explain that each student should check to make sure that his or her partner wrote the numbers correctly.

• Give each student a small plastic bag with bicolored counters. Explain the activity.

  You are going to count out twelve umbrellas and place them on the sheet of paper where you wrote the number 12. Have your partner check your counters to make sure you have counted out the right number. Then you can place the umbrellas on the number 12 on your sheet. When you finish putting your counters on the paper, show your partner. Compare how you organized your counters with how your partner organized his or her counters.

• As students work, circulate and assist those having difficulty.
Recap

- Use the sharing sticks to select several students to count their counters for you. Remind students to touch and move the counters off their papers as they count to keep track of which ones they have already counted. Award pocket points if students are able to successfully count their counters.

- Point out that not everyone has his or her counters arranged the same way on the number 12 paper, but everyone has twelve counters altogether. Review what number comes after 11.

  WGR: **What number comes after 11? 12.**

- Play the “Lady Bug Picnic (#12)” video to reinforce the concept of twelve.

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 we’ve been talking about sunlight, so I thought you might like to hear the poem “Sunflakes” again. I read this poem to you when we were learning about weather. Imagine if sunlight fell in flakes like the snow falls in flakes.

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 sun. You are going to write about something you like to do when it is sunny.

  T-P-S: What do you like to do when it is sunny?

• Share an example that applies to you.

  I think that I will write a sentence that says, “I go to the beach.”

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

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

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

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

Example:

  I am ready to write my sentence. My sentence is, “I go to the beach.”
  – 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 “go.” Can you hear any sounds that you know in “go”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  – “To.” I remember how to write “to.” Write “to.”
  – “I go to the beach.” “The” is the next word. We can use Say-Spell-Say to help us write and remember “the.” WGR: “The,” “t,” “h,” “e,” “the.” Write “the.”
  – “Beach” is the last word. What sounds can you hear in “beach”? 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

• Point to the lists created during Theme Exploration, and review the learning focus of the day.

  Let’s read our list of questions and answers about the sun and our list of sun facts to remember what we have learned and what we may still have questions about.

• As you read the questions, answers, and facts, acknowledge students’ efforts to think and learn about the sun. Again, invite them to add to the list as the week goes on. It may take several pages of chart paper!

• Introduce students to the following riddle game.

  Let’s play a word game with some of what you have learned today. This word game is called a riddle. I will give you several clues to guess what I am. Don’t say your guess out loud to anyone but your partner.
• Share the following clues with students. Pause after each clue to give students time to think and whisper possibilities to their partners.

What am I?
I provide light to Earth.
I am extremely hot.
I am made of burning gases.
I begin with the /s/ sound and rhyme with “fun.”

WGR: What am I? *The sun.* Yes! It was easy to solve that riddle, wasn’t it? You know so much about the sun!

• Engage students in the following word play.

Let’s play with the clues by changing the words to make them facts about the sun. The first clue is “I provide light to Earth.” We can replace the word “I” with the words “The sun,” add an “s” to the word “provide,” and say, “The sun provides light to Earth.” WGR: Does that make sense? Yes. Yes, it does.

• Repeat each clue, and invite students to repeat it with the sentence stem “The sun…” The sun provides light to Earth; the sun is extremely hot; and the sun is made of burning gases.

• Introduce the following math activity.

Today I have stars for you to count and place in your journals. Remember, the sun is a great big star in the sky.

• Give each partnership a cup or bag of star stickers. Direct students to count and place twelve stars on the next blank page of their journals. Select several students to count aloud the number of stars they have in their journals. Provide a written model of the numeral 12 for students to copy somewhere on their pages.

Vocabulary Review

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

Our new word today is “provide.” “Provide” means give. T-P-S: When did we see, hear, or use the word “provide” 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.

**Theme Vocabulary:**

provide

**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>Sun provides.</strong></td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. <strong>We can say, The sun provides light.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>The sun provides us with stuff.</strong></td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the __________?</td>
<td>If the student is unable to add details, prompt with a question about the sentence. <strong>Can you tell us more about what the sun provides us with?</strong></td>
</tr>
</tbody>
</table>

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

- Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Our Partner Challenge today is for you to tell your partner the two conflict solvers we've learned about that we can use to find a win-win solution to problems. Provide a moment for students to review what they told their partners.

- Use the sharing sticks to select partners to name the conflict solvers. Award pocket points when students name a conflict solver.

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

Pocket Points for the Day

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

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

- Remind students about their reward.

Home Link/Departure

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

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

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

- Read & Respond: Share a book with someone in your family. 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

All living things need solar energy to grow.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td>Math lab: Circle Workmat, Ten-Frame Cards for the numbers 1–12, and bags containing fifteen linking cubes from Math Mysteries on day 1</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
<tr>
<td>Puppets: Alex and Joey</td>
</tr>
<tr>
<td>Several wooden blocks</td>
</tr>
<tr>
<td>Balls or similar objects, one per partnership</td>
</tr>
<tr>
<td>Conflict solver card for get help (unit 8)</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
</tr>
<tr>
<td>Trade book: <em>The Sun: Our Nearest Star</em></td>
</tr>
<tr>
<td>The Sun: Questions and Answers and The Sun: More Facts lists from day 1</td>
</tr>
<tr>
<td>Marker</td>
</tr>
<tr>
<td>Bean sprout experiment from previous week</td>
</tr>
<tr>
<td>Planting Directions poster or IWB access</td>
</tr>
<tr>
<td>Potting soil, two paper cups</td>
</tr>
<tr>
<td>Theme vocabulary word cards for “solar” and “energy” 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: <em>Why the Sun and the Moon Live in the Sky</em></td>
</tr>
<tr>
<td>Masks from the art lab</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>Fresh vegetables (e.g., carrots, bell peppers, celery)</td>
</tr>
<tr>
<td>Trade book: <em>The Sun: Our Nearest Star</em></td>
</tr>
<tr>
<td>Sidewalk chalk</td>
</tr>
<tr>
<td><strong>KinderRoots</strong></td>
</tr>
<tr>
<td>Shared Story (teacher and student copies): <em>Dogs in Hats, Dogs in Bows</em></td>
</tr>
<tr>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>Key cards: “a,” “s,” “d,” “t,” “i,” and “n” or IWB access</td>
</tr>
<tr>
<td>Green Word cards: “hat,” “in,” “man,” “Matt’s,” “Nan,” “on,” “tan,” and “and” or IWB access</td>
</tr>
<tr>
<td>Red Word cards: “has,” “loves,” “oh,” “puts,” and “the” or IWB access</td>
</tr>
</tbody>
</table>
### Additional Materials Needed Today

| Math Mysteries | • SFAF Big Book: *Counting Our Way Through the Park: 1 to 20*  
| | • Ten-Frame Cards for 13 and 14, one of either per student  
| | • Number and Dot-Set Recognition Cards for 13 and 14, one set per partnership  
| | • Double Ten-Frame Workmat (appendix), one per student  
| | • Small plastic bags with fifteen bicolored counters each, one bag per student  
| | • Chart paper  
| Let’s Daydream | • “Skyscraper,” *The 20th Century Children’s Poetry Treasury*, page 54  
| 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 | • The Sun: Questions and Answers and The Sun: More Facts lists  
| | • Marker  
| | • Home Link animal stamp: monkey  

### Learning Labs—Additional Materials

| Classroom Library Lab | *The Sun and the North Wind*  
| | • Recording of *The Sun and the North Wind*  
| | • *The Sun and the North Wind* Sequence Cards  
| | • Mini Picture Sequence Cards—*The Sun and the North Wind* (appendix)  
| Writing Lab | *Daytime/Nighttime Class Book*  
| | • Daytime/Nighttime Class Book (appendix)  

Day 2

Greetings, Readings, & Writings

**TIMING GOAL:** 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

Classroom Library Lab
- Same as day 1

Literacy Lab
- Same as day 1

Math Lab
- Set out manipulatives for students to make sets of 13 and 14 items.

Computer/Media Lab
- Same as day 1

Writing Lab
- Same as day 1

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

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

Phonemic Awareness: Auditory Sound Blending

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

Graphemes

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

Beginning Reading

- This week find out if your students can sound out the words “man” and “and.” You will also watch to see whether they can read the sentence “Nan puts a hat on Sad Sam.”

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

Emergent Writing

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

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

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

Gathering Circle

**TIMING GOAL:** 20 minutes

<table>
<thead>
<tr>
<th>Routine</th>
</tr>
</thead>
</table>
| 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:** In last night’s story, Alphie and Monster talked about the sun. What is one thing that you learned about the sun from Alphie and Monster?

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

Active Instruction

- Introduce the conflict solver get help.

  Sometimes Joey and Alex have problems getting along. When they feel themselves getting angry, they use Stop and Stay Cool. They give each other “I” Messages, and they think of some ideas to solve their problem. Then they agree to try one of the solutions. Sometimes, though, friends can’t agree on a way to solve their problem. That can make their problem worse. Let’s see what happens when friends can’t agree on a win-win solution.
• Bring out Joey, Alex, and some small blocks. Have Joey build a tower with the blocks. Have Alex accidentally back into Joey’s tower and knock it down.

As Joey, in an angry voice:
Alex, look what you did! You knocked down my building!

As Alex: I did not. I wasn’t even playing near your tower.

As Joey, quietly to himself:
I’m really getting angry; I better stop and stay cool.
Joey stops, hugs himself, and takes a deep breath.
I’ve calmed down. Now I can talk to Alex.

As Joey, in a calm voice:
Alex, I feel very angry because you knocked down my tower.

As Alex: I feel angry because you yelled at me.

As Joey: Let’s find a win-win solution to our problem.

As Alex: I don’t want to talk about this with you. I just want to build my tower.

As Joey: Alex, we need to think of some ways to fix this problem. Alex, you can help me build my tower back the way it was, or we can build a tower together.

As Alex: I don’t like your ideas. I think you should just leave me alone.

It doesn’t look like Joey and Alex will be able to find a win-win way to solve their problem. T-P-S: Do you have any ideas about what they can do? Comment on students’ ideas.

Let’s see if Joey and Alex use one of your ideas.

As Joey: We can’t agree on a way to solve this problem; maybe we need someone to help us.

As Alex: That’s a good idea. Let’s go get the teacher…

• Join Joey and Alex to help them solve their problem.

As Alex: Mr./Ms. (your name), we have a problem, and we can’t solve it. We’d like you to help us find a solution.

As Teacher: I’m glad to help you. Tell me about your problem and what you thought of to fix it.

T-P-S: How do Joey and Alex try to solve their problem? WGR: Did they find a win-win solution? No. T-P-S: How will they ever fix their problem?
They go ask the teacher to help them. T-P-S: How do you think the teacher can help them? The teacher may think of an idea they haven't thought of that they can both agree on. Getting help is a conflict solver that you can use when you can’t solve a problem by yourselves.

- Post the conflict solver card for get help with the take turns and share cards. Remind students that the cards are posted to remind them to use one of these conflict solvers when they have a problem with a friend.

**Partner Practice**

- Have students work with their partners to practice using the conflict solver get help.

  **Let’s pretend that we’re having a problem with a friend, and we can’t seem to agree on a win-win solution.**

- Assign one member of each partnership to be the student with the ball and the other partner to be the one who comes and takes the ball away. Give the partner with the ball some object to represent the ball. **You are playing with a ball.** Have the partner with the ball (or other object) play with it. **Your friend takes it from you.** Invite the other partner to attempt to take the ball away from his or her partner. **You remember to stop and stay cool.** Have the student with the ball do the steps of Stop and Stay Cool. **Give your partner an “I” Message about how you feel and why you feel that way.** Have the partner who tries to take the ball give an “I” Message.

- Guide students toward solutions in which they take turns or share.

  **Now you need to think of win-win ideas. You both think of ideas to solve the problem but can’t agree on which one to use. T-P-S: What will you do if you can’t agree on a win-win solution? Which conflict solver will you use now?**

- **Practice telling your partner that you want to get help with your problem.** Ask questions such as “Whom will you go to?” “Is there someone else who can help you besides the teacher?” and “How can another friend help you?”

**Partner Challenge**

- Introduce the challenge.

  **Today we learned another way to solve a problem. Our Partner Challenge today is to tell your partner when you would use the conflict solver get help.** Provide a moment for students to think about and/or ask clarifying questions about the Partner Challenge. Remind them that they will have time to talk with their partners during snack.

- Tell students they will earn pocket points when they tell when they would use the new conflict solver get help.
Theme Exploration

Partnership Question of the Day

T-P-S: What would the world be like with no sun?

Yesterday we began to learn about the sun. Today’s Daily Message will tell us more about this great star.

Daily Message

All living things need the sun’s energy.

- 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:
  - Underline the words “living” and “energy” in the sentence. I see two long words in today’s message: “living” and “energy.” Have students clap out and count the syllables in each word. Ask student which word has the most syllables.
  - Circle the word “sun’s.” Did you notice the “’s” at the end of the word “sun”? That “’s” shows that something belongs to the sun. Read the message with me again, and listen for what belongs to the sun. Reread the message. WGR: What belongs to the moon? Energy. Yes. The sun has energy in the form of heat and light.

Theme Learning

- Explain the content of the Daily Message.

  WGR: What are some examples of living things? RWE: Yes, all people, animals, and plants are living, and we all need the sun to help us grow.

  WGR: What does the sun provide, or give, us? Light, heat, and energy. The message today uses one word, “energy,” (Point.) to mean both heat and light from the sun. We can also call energy from the sun solar energy.

  WGR: How do you feel when you have energy? Answers will vary. I feel like going places and doing things. I can be more active when I have energy, and my body feels healthy. WGR: What gives our bodies energy? Healthy food and sleep. I wonder how the food we eat gets energy to give to our bodies. Maybe our book about the sun will provide the answer.

- Show students the book The Sun: Our Nearest Star.

  Yesterday we learned a lot about the sun’s light and heat. Let’s finish the book The Sun: Our Nearest Star to learn how all living things on Earth use solar energy.
Day 2 | Unit 9: Day & Night, Dark & Light

• By showing students each page and giving a summary statement about it, you can take a Picture Walk through the book up to page 16, where you will resume reading. You may want to skip pages 20 and 21.

• After reading the rest of the book, be sure to add to the Sun Facts list any new facts that students learned.

• Remind students of the sprouting beans they experimented with last week. Lead students in a discussion to recall the purpose and procedure of the experiment.

  Before we take a look to see which set of beans has sprouted most successfully, think about whether the beans in the refrigerator or the ones we kept in a warmer place in the room have grown longer sprouts. Please think about the reasons for your answer. RWE: The beans in the room will have grown larger sprouts than the ones in the refrigerator because beans, like all living things, need warmth to grow.

• Compare the two sets of bean sprouts.

  WGR: If the beans are planted outside in the ground, what would provide the warmth that they need? The sun. Yes, the sun’s solar energy would warm the ground around the bean, allowing the sprout to grow from the bean and push up through the soil.

• Display and refer to the Planting Directions poster as you gently plant both sets of sprouted beans in two separate cups. The tip of the sprout should be at the soil’s surface. Label one cup “warm sprouts” and the other “cold sprouts.” Moisten the soil, and place both cups on a sunny window sill.

  As the plants continue to grow, make a habit of measuring and comparing the height of the plants that sprouted at room temperature with the height of the beans that were kept in the cold. Experiments to test the effects of light and dark on growing plants are in the KinderCorner unit 13 City Gardens, Country Farms.

• Play the digital dictionary videos for “solar” and “energy.”

• 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 “solar” and “energy.”

  The word “solar” means from the sun. We use the word “solar” to describe things that come from the sun. For example, light from the sun would be called solar light. Light from the light bulbs in our classroom is not solar light. I can make a sentence with the word “solar”:

  The sun gives us solar light and solar heat.

  The word “energy” means force or power. The sun gives us energy through its light and its warmth. I can make a sentence with the word “energy”:

  When I have a lot of energy, I feel like running and jumping.

  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 the first two verses of “Twinkle, Twinkle, Little Star.” (See day 1 for words.)

Develop Phonemic Awareness—Auditory Sound Blending

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

  ![Sound Symbols]

- 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?* Why the Sun and the Moon Live in the Sky.

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

  WGR: *The illustrator is Blair Lent. 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 “entertain.” What does “entertain” mean? To invite someone to your home.*

  T-P-S: Can you think of a sentence that uses the word “entertain”? 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 “perch.” The word “perch” means to sit on.
• Repeat this process with the word “addressed.” The word “addressed” means spoke to.

Story Retell

• Explain to students that they will act out what happens in the story Why the Sun and the Moon Live in the Sky after they review the main parts of the story.
• Show the following pages, and use Think-Pair-Share to have students tell what’s happening in that part of the story.
  – Pages 6–9: The sun visits the water. The sun invites the water to visit him.
  – Pages 10–13: The sun tells his wife, the moon, that he will build a large house.
  – Pages 14 and 15: The sun invites the water to visit.
  – Pages 16–19: Some of the water’s people start to come in.
  – Pages 20 and 21: The water’s people keep coming in until it is so deep that the sun and the moon must perch on the roof.
  – Pages 22 and 23: The water gets deep, and he asks if it is still safe for his people to come in.
  – Pages 24–27: The water’s people keep coming in, and the sun and the moon must go into the sky.
• Designate an area in the room to represent the sun’s home. If possible, have the home near some chairs so the sun and moon characters can demonstrate perching on the roof. Distribute the appropriate masks that students made in the art lab to the students who are pretending to be the sun, the moon, and the water.
• Choose from one of the following options for dramatizing the story:
  – Select students to play the roles of the main characters. The remaining students will be the audience. After telling the story while the actors dramatize, select another group of actors, and repeat the activity several times so all students may have a turn to play one of the characters.
  – Select three students to play the main characters (sun, moon, and water), and divide the remaining students into three groups (the water’s people), who will enter the sun’s home at different intervals in the story. Number the groups, and have them enter the sun’s home as indicated.
    – Group 1 enters with the text on pages 16–19.
    – Group 2 enters with the text on pages 20 and 21.
    – Group 3 enters with the text on pages 24–27.
• Close the activity by asking students to tell their partners which part of the story they like best and 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.
**Routine**

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

**Dramatic Play Lab | Students in Space**

Description:
- Students will continue to pretend to be astronauts on a spaceship that is visiting the moon and the sun.

When You Tour:
- Remind students that they can be astronauts on a spaceship. Encourage students to figure out a way to grow plants on their spaceship using solar energy.

**Blocks Lab | Moon Buildings**

Description:
- Students will continue to build moon structures.

When You Tour:
- Remind students that they can build moon structures. Encourage students to use materials and props from the dramatic play lab.
Art Lab | Sun and Moon Masks

Description:
- Students will continue to make masks for each character in Why the Sun and Moon Live in the Sky.

When You Tour:
- Remind students that they can make masks for the characters in Why the Sun and Moon Live in the Sky. Ask students who have already been in the lab to describe how they made their masks.

Classroom Library Lab | The Sun and the North Wind

Description:
- Students will listen to a recording of The Sun and the North Wind and then use sequence cards to retell the story.

Purpose:
- This lab provides practice with listening, reviewing, and retelling skills.

When You Tour:
- Explain that students can listen to the story The Sun and the North Wind.
- Point out the sequence cards, and explain that students can use the cards to retell the story.

Facilitate Learning:
- Encourage students to practice their listening skills as they hear the story.
- Encourage students to work in pairs or small groups. One member can retell the story to the partner or group using the sequence cards. The other(s) can listen to the retelling. Partners or group members may then switch the roles of storyteller and listener(s).
- Have the listeners focus on what the sun is doing in the story. If students are having trouble remembering this story, encourage them to look closely at the pictures to get clues. Students may also replay the story.
- Observe students as they retell stories to note how well they identify story elements and sequence the events.

Literacy Lab | Play School: Spin-a-Round

Description:
- Students will continue to use letter spinners to make real and nonsense words.

When You Tour:
- Remind students that they can use letter spinners to make words. Encourage students to determine whether the words they create are real or nonsense.
Math Lab | Star Number-Set Pictures/More Stars

Description:
• Students will continue to make pictures of sets of stars using star stampers.

Purpose:
• Participation in this lab will allow students to practice making sets of more than a given number.

When You Tour:
• Remind students that they are astronauts making pictures of the stars they saw in the sky from their space shuttle.
• Tell students that this time they will draw a card and make a set that is more than the number shown on the card.

Facilitate Learning:
• Encourage students to compare the number of stars in their pictures to see which picture has more.

Computer/Media Lab | Daytime/Nighttime Music

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

When You Tour:
• Remind students that they can listen to music about the sun and moon.

Sand/Water Lab | Free Exploration

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

When You Tour:
• Remind students that they can make things with sand and water using the tools in the lab.
Science Lab | Sun Warmed

Description:
- Students will continue to feel objects that have been warmed in the sun and to describe the temperature of each object.

When You Tour:
- Remind students that they can warm objects in the sun and describe the temperature of each one. Point out that it is solar energy from the sun that is warming the objects.

Writing Lab | Daytime/Nighttime Class Book

Description:
- Students will write day and night activities in a book.

Purpose:
- This lab reinforces thematic concepts and provides students with an opportunity to practice word-writing strategies.

When You Tour:
- Tell students they will write day and night activities in a book.
- Direct students to write the words “day” and “night” as you have modeled on their book pages.
- Encourage them to work in pairs or groups to think of daytime and nighttime activities.

Facilitate Learning:
- Model verbalizing complete sentences such as “I wake up in the morning,” “The opposite of day is night,” and “I go to sleep at night.”

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

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

**Calendar**

**Days of the Week**

**Days of School Tape**

**Ten-Frames**

**Hundreds Chart**

**Paper Clip Weather Graph**

- Ask the weather reporter, or another student, to come up and attach a paper clip to the appropriate picture. Ask students to look at the graph to answer the following questions: **What kind of weather have we had on more than four days this month?** How do you know? **Have we had fewer windy days or fewer cloudy days this month?** How do you know? **Do you think our graph would look the same if it were July?** Why (or why not)?

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

- Serve a healthy snack of fresh cut-up vegetables such as carrots, bell peppers, or celery. Be sure to discuss the fact that these plants contain solar energy and that eating them will provide students’ bodies with the necessary energy to grow. You may want to reread page 18 of *The Sun: Our Nearest Star* to students while they eat their snacks.

- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is to tell your partner when you would use the conflict solver get help.** Allow students time to talk about the challenge with their partners. Remind them to use active-listening skills to help them listen carefully. If necessary, review the active-listening posture and other active-listening skills.

- Award pocket points when students tell when they would use the new conflict solver, get help.

Outside/Gross-Motor Play

- Invite pairs of students to locate their shadows on the sidewalk outside. They may use sidewalk chalk to draw outlines of each other’s shadow. Have one member of each pair lie on the other’s shadow to experience what it might be like to be in another person’s place. Encourage students to use their energy to run, jump, and climb.

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

TIMING GOAL: 30 minutes

Warm-Up

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

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

Word Presentation

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

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:
  Nan ➔ man ➔ tan ➔ tin ➔ in

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.

Green Words:
hat
in
man
Matt’s
Nan
on
tan
and

Red Words:
has
loves
oh
puts
the

Readles:
bow
tie
happy
Guided Group Reading

Review

• Review background concepts for the story by playing the Word Play video segment.

• Remind students about their predictions from yesterday.

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

Guided Group Reading

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

Discussion Questions

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

  T-P-S: Where did Nan take Tam and Tad? *Nan took them to visit Tim and Sad Sam.*

  T-P-S: Why did Sad Sam and Tad run? *They don’t like dressing up.*

  T-P-S: Why was Tam happy? *Tam loves the tan bow.*

Roo’s Request

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

Use KinderRoo to make this request: Look at page 3. **Point to something in the picture that shows that Nan and Tim are having fun.** Tell your partner in a complete sentence what the children are doing for fun.

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.
Show What You Know

- Use the sharing sticks to select several students to count to 12. Award pocket points if students are able to successfully count to 12.
- Have students think about the order of the numbers 1–12.


Active Instruction

- Write the numeral 13 on the board or chart paper.

  T-P-S: What do you know about the number 13?

- Record students’ responses on the board or chart paper. Generate a list of students’ ideas, and read the entire list to the class.

- Model how to draw the numeral 13 in the air. Remind students to start at the top and draw one line straight down to form the numeral 1. Then tell them to start up high, come up a little higher as they go around to the right and down around, in at the middle, and back around to the right to form the numeral 3.

- Have students practice writing the numeral 13 in the air, on each other’s backs, and on the rug.

- Show students the Ten-Frame Cards for the numbers 13 and 14.

  WGR: Which Ten-Frame Card has more? 14.

- Give each student a Ten-Frame Card for the number 13 or 14. Tell students that you are going to hold up a Dot-Set Recognition Card or Number Card for the numbers 13 and 14. Explain that students should stand up when they see a Dot-Set Recognition Card or Number Card that matches their Ten-Frame Cards.

- Hold up the Number Card for 13. Ask students who have the matching Ten-Frame Card to stand. Hold up the Dot-Set Recognition Card for 14. Ask students who have the matching Ten-Frame Card to stand.

Partner Practice

- Tell students that they are going to make sets of thirteen and fourteen today.

- Show the Double Ten-Frame Workmat, the Number and Dot-Set Recognition Cards for the numbers 13 and 14, and a plastic bag of bicolored counters. Explain the activity.
You and your partner are going to make sets of thirteen and fourteen on your Double Ten-Frame Workmats. You will take your cards, mix them up, and place them in a pile face down. One partner will flip a card over. Then you and your partner will both make a set of that number on your Double Ten-Frame Workmat. When you are finished making your set, compare your set with your partner’s set.

- Model this activity with a partner. Compare your double ten-frames by asking questions such as **How many counters do you have on the top ten-frame?** How many does your partner have on the top ten-frame? How many counters do you have on the bottom ten-frame? How many does your partner have on the bottom ten-frame?
- Point out that even though you both may have arranged the counters in different ways, you still have the same number of counters.
- Distribute the materials, and invite students to play until they have turned over all the cards.
- Circulate, and watch as students create sets of thirteen and fourteen. Encourage students to practice writing the numbers 13 and 14.

**Recap**

- Use the sharing sticks to select students to share the different ways that they created sets of thirteen and fourteen on the double ten-frames. Award pocket points if several students are able to successfully explain how they created their sets.
- Review the numbers 13 and 14.
  
  **WGR: What number comes after 13?**
  
  - Play the “14 Dogs or 14 Maple Street” video.

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**

- “Skyscraper,” *The 20th Century Children’s Poetry Treasury*, page 54

**Introduce the Poem**

Do you know that very tall buildings are sometimes called skyscrapers? Today’s poem is called “Skyscraper.” It was written by Dennis Lee.

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 the sun. You are going to write about the way the sun helps humans, plants, or animals.**
  
  **T-P-S:** How does the sun help humans, plants, or animals?

- Share an example that applies to you.
  
  I think that I will write a sentence that says, “The sun helps plants grow.”

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

  I will use these things to write my sentence. You can use them when you write your sentence too.
• Use previously introduced writing strategies to model writing your sentence. First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

Example:

I am ready to write my sentence. My sentence is, “The sun helps plants grow.”

– The first word is “the.” Let’s use Say-Spell-Say to help us write and remember “the.” WGR: “The,” “t,” “h,” “e,” “the.” Write “the.”

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

– “Helps.” We’ll try to use Stretch and Spell to write “helps.” First, stretch “helps.” WGR: /h/, /eee/, /lll/, /p/, /sss/. What sounds do you hear in “helps”? Write each letter as students say the sound.

– “Plants” is the next word. I hear sounds that we have learned in “plants.” I hear /p/, /l/, /a/, /n/, /t/, and /s/. Write each sound as you say it. Look, I was able to write the whole word using sounds that we’ve learned!

– The last word is “grow.” Do you hear any sounds that you know in “grow”? 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

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day by reading the questions, answers, and facts about the sun that have been added to the lists today. Add any questions or information that students think of at this time.

- Review yesterday’s riddle with students.

  **Do you remember this from yesterday?**

  ```
  **What am I?**
  I provide light to Earth.
  I am extremely hot.
  I am made of burning gases.
  I begin with the /s/ sound and rhyme with “fun.”
  **What am I?**
  ```

  **WGR: The sun.**

- Present a new riddle to students.

  **I have another riddle for you to solve. Remember to only whisper your ideas to your partner.**

  ```
  **What am I?**
  The sun is one of these.
  I am visible at night.
  Some people think I twinkle.
  I begin with the /s/ sound and rhyme with “car.”
  **What am I?**
  ```

  **WGR: A star.**

  You solved this riddle too! Yesterday we replaced the words “I provide” with “The sun provides,” so “I provide light to Earth” became “The sun provides light to Earth.” Let’s put the words “a star” in each of today’s clues and see if the statements make sense.

- Repeat each clue, and invite students to repeat with the proper substitution.

  *The sun is a star; a star is visible at night; some people think a star twinkles.*

- Invite students to join you in singing “Twinkle, Twinkle, Little Star” and any other music favorites of the class.
Vocabulary Review

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

One of our new words today is “solar.” We use the word “solar” to describe things that come from the sun. T-P-S: When did we see, hear, or use the word “solar” today?

Our other new word today is “energy.” “Energy” is force or power. People need energy to move and be active. T-P-S: When did we see, hear, or use the word “energy” today?

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

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

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

| Theme Vocabulary: | solar | energy |

<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>Energy from sun.</td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence.</td>
</tr>
<tr>
<td>I have energy.</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 when you would use the conflict solver get help. Allow students time to review what they told their partners at snack time.

• Use the sharing sticks to select students to share their answers. If you feel your students are able, have them tell what their partners said. Award pocket points when students tell when they would use the new conflict solver get help.

• 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 monkey 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 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 moon reflects light from the sun.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
</tbody>
</table>
| **Theme Exploration** | • Joey and Alex puppets  
• Trade book: *When You Look Up at the Moon*  
• Chart paper titled *The Moon: Questions and Answers* or IWB access  
• Chart paper titled *The Moon: More Facts* or IWB access  
• Marker  
• Theme vocabulary word cards for “crater” and “astronaut” or IWB access |
| **Rhyme Time** | • No new materials |
| **STaR** | • Trade book: *How Many Stars in the Sky?* |
| **15-Minute Math** | • Number Recognition Circle 11–15 |
| **Snack/Outside/Gross-Motor Play** | • Granola bars (broken into randomly sized pieces) or a type of cookie that is bumpy like a moon rock might be |
| **KinderRoots** | • Shared Story (teacher and student copies): *Dogs in Hats, Dogs in Bows*  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “a,” “s,” “d,” “t,” “i,” and “n” or IWB access  
• Green Word cards: “hat,” “in,” “man,” “Matt’s,” “Nan,” “on,” “tan,” and “and” or IWB access  
• Red Word cards: “has,” “loves,” “oh,” “puts,” and “the” or IWB access |
| **Math Mysteries** | • Chart paper  
• Marker  
• Plastic bags of eighteen to twenty linking cubes, one bag per student  
• Make 15 (appendix), one per student  
• Pencils |
| **Let’s Daydream** | • “Where are You Now?,” *The 20th Century Children’s Poetry Treasury*, page 12 |
## Additional Materials Needed Today

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

### Let’s Think About It
- Moon lists from Theme Exploration
- Marker
- Trade book: *When You Look Up at the Moon*
- Phases-of-the-Moon Workmat (appendix), one per student, or paper-plate halves with images drawn to match those shown on the workmat
- Small sandwich cookies (cream filled, easy to twist apart), at least four per student
- Peanut butter or icing (optional)
- Home Link animal stamp: koala

## Learning Labs—Additional Materials

### Sand/Water Lab | Moon’s Surface
- Pictures of the moon’s surface
- Marbles, small balls

### Science Lab | Flashlight Stars
- Flashlight
- Small pieces of black construction paper
- Scissors
- Circles of black construction paper precut to fit the lens of the flashlight
- Hole punch, paper clip, sharpened pencil, tape
- Large piece of black construction paper
Day 3

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

• Read & Respond

Available Activities

Classroom Library Lab

• Same as day 2

Literacy Lab

• Same as day 2

Math Lab

• Encourage students to use the materials to make sets of 11–15 items.

Computer/Media Lab

• Same as day 2

Writing Lab

• Same as day 2

Other

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

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

**Routine**

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

**Home Link Debrief**

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

  T-P-S: What did you find that begins with the letter “n” in your house?

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

**Active Instruction**

- Review the conflict solver get help.

- Yesterday we learned what to do when we can’t agree on a way to solve a problem. T-P-S: What conflict solver do we use when we can’t agree? Get help.

  Let’s see if we can decide when to use get help. I’ll tell you about a problem that some children have, and you can show whether they need to use the get help conflict solver. If you think get help is the conflict solver they should use, give the Thumbs-Up signal. Demonstrate the Thumbs-Up signal. If you think the children having the problem don’t need to use get help, give the Thumbs-Down signal. Demonstrate the Thumbs-Down signal.

**Example situations:**

- You and a friend agree to take turns riding a bike. Show thumbs up if you think you need to get help or thumbs down if you don’t need help. *Thumbs down.*

- You and your friend have both had one slice of pizza. There is one slice left. You want to share it, and your friend doesn’t. You can’t find a win-win solution that you agree on. Show thumbs up if you think you need to get help or thumbs down if you don’t need help. *Thumbs up.*

- You are holding a cup of juice. Your friend bumps into you, and the juice spills. You and your friend agree to clean up the mess together. Show thumbs up if you think you need to get help or thumbs down if you don’t need help. *Thumbs down.*
Partner Practice

• Have students work in groups to decide whom to go to for help when they can’t agree on a way to solve a problem.

• Quickly place students in groups of four by combining partnerships. Today you will work in groups to think about whom you can go to for help in different situations. Give each group a situation to determine whom to ask for help.

Example situations:

– Two students can’t agree on how to solve their problem when both want to use the same puzzle.
– Two students both want the same seat on the bus. They tell their ideas, but they can’t agree on which one to use to solve the problem.
– Two students are on the playground, and they both want the same ball. One student wants to take turns, and the other doesn’t like that idea. There are no grown-ups around.
– Two brothers both want to use the computer to play a game. One wants to take turns, but the other wants to play a two-person game. They can’t agree on which idea to use.

• Allow groups time to think about the situations and discuss whom they can go to for help. Select one group at a time to share their situation and whom they will go to for help with the class.

• Conclude by pointing out that there are a variety of people whom they can go to for help in solving problems when they can’t agree on a win-win solution. T-P-S: Who helped the students in each of these situations? Teacher, bus driver, older student, parent, etc.

When you have a problem with someone and you can’t agree on a win-win solution, you can always ask someone to help. Sometimes it may be your teacher, your parent, the cafeteria worker, the bus driver, or even an older student whom you know.

Partner Challenge

• Introduce the challenge.

We learned about a new conflict solver. WGR: What conflict solver can we use when we can’t agree on a win-win solution? Get help. Our Partner Challenge today is to tell your partner whom you can ask for help in solving a problem. Provide a moment for students to think about a time when they needed help to solve a problem. Remind them that they will have time to talk with their partners about the challenge during snack.

• Tell students they will earn pocket points when they use active-listening skills when they listen carefully to what their partners have to say.
Theme Exploration

**Partnership Question of the Day**

- Introduce the Joey and Alex puppets to students. Ask each puppet the partnership question of the day, “What is the moon made out of?” Help the puppets respond as follows:

  - **As Joey:** Hmm…I think the moon is made out of a big circle of Swiss cheese!
  - **As Alex:** That’s a good idea, Joey! Maybe the moon is made out of food. Maybe it’s a giant scoop of ice cream!
  - **As Joey:** Ooooh…maybe the moon is one big, white playing marble!

  **T‑P‑S:** The moon looks like a lot of things. Do you think any of Joey’s or Alex’s answers is right? Tell your partner what you think the moon is made of.

  I heard some good ideas! Today we will learn about the moon. Let’s take a look at our Daily Message.

**Daily Message**

Where does the moon’s light come from?

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

- Reinforce literacy objectives by pointing out the following:
  - **T‑P‑S:** What kind of sentence is our message? How do you know? *It is a question because there is a question mark at the end.*
  - Circle the word “moon’s.” The word “moon” has “s” at the end of it. **T‑P‑S:** What does “s” tell us? *Something belongs to the moon.* Yes. Listen as I read the sentence again. Reread the message. What belongs to the moon? Light.

**Theme Learning**

- Explain the content of the Daily Message.

  The moon has light, but it is different from and not as bright as the sun’s light. You know that the sun’s light comes from burning gases. **T‑P‑S:** But where does the moon’s light come from?
Those are some interesting ideas! As we read about the moon, maybe we’ll find the answer. Let’s begin new lists of questions, answers, and facts about the moon.

- Point to the chart paper titled “The Moon: Questions and Answers.” Read the title aloud. Add the Daily Message as the first question on the list.

- Ask students what other questions they have about the moon. Record their questions on the paper.

- Prepare students for reading When You Look Up at the Moon.

  T-P-S: When you look up at the moon, what do you imagine that it would be like to visit there? Answers will vary.

  The title of today’s book is When You Look Up at the Moon by Allan Fowler. Let’s read to learn what the moon is like and to find answers to your moon questions.

- Read pages 4 and 5. As you read, be sure to hold the book close to students so they can see the pictures. Assure them that the book will be in the media and library labs for them to look at closely.

- Read page 6.

  The picture of the crater is taken from many miles above the moon. If you were standing in a moon crater, it would be like standing in a deep round valley with tall mountains all around you. We have mountains, plains, craters, and rocks on Earth too. WGR: What does Earth have that is missing on the moon? Earth has trees, grass, streams, lakes, etc.

- Read pages 7–10.

  Let’s read to find out about these astronauts and what it was like for them to visit the moon.

- Read pages 11–18.

  With special spaceships and suits, people can stay on the moon’s surface for a few days. WGR: Would it be a good idea for people to try to visit the sun? No, it’s too hot! Remember, the sun is a star.

- Read pages 19–22.

  We can see the light of the moon, but we know the moon does not make its own light like the sun does. The burning gases make the sun so extremely hot and bright that its heat and light reach far into space. It shines on Earth, and the sun’s light shines on the moon. The light we see on the moon is the sun’s light bouncing, or reflecting, off the moon’s surface. We can see it very well when the sky is dark at night.

- Read pages 24–28, and then turn back to page 24.

  Sometimes we can see an entire side of the moon lit up by the sun—that’s the full moon. Turn to pages 26 and 27. Sometimes we can see only part of the moon’s sunlit side—that’s a half moon. Turn to page 28. Sometimes the moon looks like a fingernail, called a crescent moon, when we can only see the little bit of the moon’s side that is lit up by the sun.
• Read page 29, and allow students time to think about how they will answer this question before reading the last sentence.

• Ask students which of their questions about the moon were answered. Read the questions on the list, and ask students what they recall from the book, referring back to the book if necessary. Write answers next to the corresponding questions. Read the title of the chart paper “The Moon: More Facts,” and write any additional facts that students recall.

• Play the digital dictionary videos for “crater” and “astronaut.”

• 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 “crater” and “astronaut.”

  A crater is a hollow dip in the ground. A crater is shaped like the inside of a bowl. I can make a sentence with the word “crater”:

  There are many craters on the surface of the moon.

  An astronaut is a person who travels and works in space. I can make a sentence with the word “astronaut”:

  Twelve astronauts have stood on the surface of the moon.

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 the first two verses of “Twinkle, Twinkle, Little Star.” (See day 1 for words.)

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.

  high  /h-igh/  gone  /g-o-ne/  light  /l-igh-t/

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

Sing the song “Let’s Read Together” with students.
STaR Words:
gazing
tunnel

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 today’s story is *How Many Stars in the Sky?* WGR: What does the title of a story tell us? The name. The person who wrote the words is Lenny Hort. WGR: What do we call the person who writes the words of a story? The author. The illustrator is James E. Ransome. What does the illustrator do? Makes the pictures.

- Point to the question mark at the end of the title. WGR: What do you see at the end of the title? A question mark. The title of today’s story ends with a question mark because the title of the story is a... Pause for students to jump right in with the word “question.”

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

  T-P-S: Whom do you think this story will be about? What do you think the boy and the man are looking at? Who do you think the young boy and the man might be? What clue does the title *How Many Stars in the Sky?* give you about what they are doing? RWE: I think they are looking at the stars and trying to count them. When I hear the words “how many” I think of counting. When we read our story, we will find out if the boy and the man are really going to count the stars.

- Introduce the story vocabulary words.

  In today’s story, we will hear some new words. One of the words is “gazing.” “Gazing” means looking at something for a long time. Let's pretend that we are gazing at the stars in the sky like the father and son on the cover of the story.

*How Many Stars in the Sky?*
*Written by Lenny Hort*
*Illustrated by James E. Ransome*

A young boy had trouble sleeping one night while his mama was away. He began counting the stars to help him fall asleep. As the boy counted, he realized that there were many more stars to count. When Daddy couldn’t sleep either, they decided to take a journey together to a place where they could see the stars light up the night sky.
Another new word is “tunnel.” A tunnel is an underground or underwater passage for cars, trains, or other vehicles. Have you ever driven through a tunnel? Tell your partner what it was like to go into a tunnel.

- Introduce the good-reader skill for today.

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

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  - Page 2: Point out that the first sentence is the same question as the title of the story. I heard the new word “gazing” in this part of the story. The boy is looking for a long time at the stars over the backyard; he is gazing at them.
  - T-P-S: How can the boy find out how many stars are in the sky? Will it be possible to count them? Let’s read to find out.
  - Page 4: Think aloud, How could a house block out the stars? Oh, I see. Because the house is in front of the stars, the boy couldn’t see the stars behind it. The house blocked some of the sky where the stars were shining.
  - Page 9: Point out the skyline in the distance. Invite students to share any experiences they may have had viewing a skyline.
  - Page 11: T-P-S: Where do you think the daddy and the boy should go to see the stars? Why?
  - Page 16: Think aloud, With all the bright lights, street lights, neon signs, headlights, and searchlights shining in the sky, it must be hard to see the stars.
  - Page 22: T-P-S: Why couldn’t the boy and his father count all the stars?
  - Page 23: T-P-S: Why do you think the boy can see so many stars now?
  - Page 28: T-P-S: Which star could they see in the daylight?

After Reading

T-P-S: Do you think the boy and his daddy enjoyed their journey? Why? Have students close their eyes and pretend that they are sleeping under the stars at night. T-P-S: How do you think it might feel to sleep under the stars? Share any personal experiences with students that you may have had camping or sitting under the stars at night.

T-P-S: Did the young boy ever find out the answer to the question in the title, How Many Stars in the Sky? Why (or why not)?

T-P-S: What was your favorite part of the story? Why?
• Make summative statements about the story that reinforce the STaR vocabulary. Guide students to make sentences with the words.

   The boy in this story spends a lot of time looking at the stars in the sky, trying to count them. That reminds me of the new word “gazing.” Let’s make a sentence together using the word “gazing.” 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 “tunnel.”

   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><strong>Routine</strong></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 Writing Development Feedback Guide to provide feedback.</td>
</tr>
<tr>
<td>4. Monitor students as they visit their selected labs.</td>
</tr>
</tbody>
</table>

**Dramatic Play Lab | Students in Space**

**Description:**

• Students will continue to pretend to be astronauts on a spaceship that is visiting the moon and the sun.

**When You Tour:**

• Remind students that they will continue to pretend to be astronauts on a spaceship. Ask students what the surface of the moon will look like if they fly the spaceship to the side of the moon that is not facing the sun.
**Blocks Lab | Moon Buildings**

Description:
- Students will continue to build moon structures.

When You Tour:
- Remind students that they will continue to build moon structures. Encourage students to use materials and props from the dramatic play lab.

**Art Lab | Sun and Moon Masks**

Description:
- Students will continue to make masks for each character in *Why the Sun and Moon Live in the Sky*.

When You Tour:
- Remind students that they can make masks for the characters in *Why the Sun and Moon Live in the Sky*. Ask students who have already been in the lab to describe how they made their masks.

**Classroom Library Lab | The Sun and the North Wind**

Description:
- Students will continue to listen to a recording of *The Sun and the North Wind* and then use sequence cards to retell the story.

When You Tour:
- Remind students that they can listen to the story *The Sun and the North Wind* and then use the sequence cards to retell the story.

**Literacy Lab | Play School: Spin-a-Round**

Description:
- Students will continue to use letter spinners to make real and nonsense words.

When You Tour:
- Remind students that they can use letter spinners to make words. Encourage students to determine whether the words they create are real or nonsense.
**Math Lab | Star Number-Set Pictures/Less Stars**

Description:
- Students will continue to make star pictures of the numbers 1–12.

When You Tour:
- Remind students that they can compare their pictures to see which one has more or less stars.

**Computer/Media Lab | Daytime/Nighttime Music**

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

When You Tour:
- Remind students that they can listen to music about the sun and moon.

**Sand/Water Lab | Moon’s Surface**

Description:
- Students will recreate the moon’s surface using sand.

Purpose:
- This lab reinforces thematic concepts and provides students with an opportunity to investigate the natural world with a focus on sand.

When You Tour:
- Tell students they will make the sand look like the surface of the moon.
- Point out the pictures and the marbles and/or balls that have been added to the lab.
- Tell students that the craters on the moon have been created by meteors (big rocks) hitting the surface of the moon.
- Ask students how they could use the marbles or balls to create craters in the sand.

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

**Example:**
- I wonder what other tools we could use to make the sand look like the surface of the moon.
Science Lab | Flashlight Stars

Description:
• Students will make starscapes with a flashlight and paper.

Purpose:
• This lab reinforces thematic concepts and helps students to develop motor skills and hand-eye coordination.

When You Tour:
• Tell students that they will be able to use a flashlight and other materials to make stars shine on paper.
• Have the large piece of black construction paper taped to the wall or a shelf in the lab.
• Display the flashlight, scissors, black paper, paper circles, hole punch, paper clip, pencil, and tape.
• Demonstrate the process for making the stars by cutting out a circle. (Students may cut out their own circles or use the precut ones.) Then use small pieces of tape to attach the circle to the lens of the flashlight before shining it onto the black paper to represent stars in the night sky.

Facilitate Learning:
• Let each student who chooses to do this activity select the tool that he or she wants to use to punch holes in the small circles.
• Provide supervision and assistance, as needed, as students punch the holes.
• Change the distance from which the flashlight is held to get the best effect of stars on the paper. It may have to be held as close as five or six inches from the paper.
• As they are working, you might ask students to count the holes in their papers and the stars that shine on the black construction paper. Are they the same or different?
• If students do not choose all three hole-punching tools, make sure that you punch holes using the one(s) that have not been used. This way, students can see the effects of the different-sized holes.
• Take this opportunity to observe individual students for indications of their basic understanding of Earth, moon, sun, and stars and how they relate to the daily change of day and night.

Writing Lab | Daytime/Nighttime Class Book

Description:
• Students will continue to write daytime and nighttime activities in a book.

When You Tour:
• Remind students that they can write a book about their daytime and nighttime activities.
Provide five-minute and three-minute warnings before the end of the labs. Then sing the clean-up song to prompt students to put away the lab items and move to the 15-Minute Math board.

15-Minute Math

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

**Calendar**

**Days of the Week**

**Days of School Tape**

**Ten-Frames**

**Hundreds Chart**

**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? Have we had more sunny days or cloudy days? How do you know?

**Number-Recognition Circle 11–15**

- Ask students if they notice anything new on the 15-Minute Math board. A circle with the numbers 11, 12, 13, 14, and 15 on it. Agree, and say, This is our Number-Recognition Circle for the numbers 11, 12, 13, 14, and 15.

- Clip a clothespin to the section with the number 11 on it. Ask, Which number is in this section? 11. Let’s count to 11. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. Stand up, and touch your toes as we count to 11. Count to 11 again while students touch their toes eleven times. Then ask them to hop on one foot as they count to 11 again.

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

- Serve moon-rock cookies. Ask questions such as “What is it about these cookies that makes them look like moon rocks?”

- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is to tell your partner whom you can ask for help to solve a problem.** Allow enough time for students to talk with their partners about a time when they needed help to solve a problem. Review active-listening skills so they can earn pocket points for demonstrating these skills.

- Award pocket points when students use active-listening skills when they listen carefully to their partners.

Outside/Gross-Motor Play

- Invite students to play group games such as Hide-and-Seek or Freeze Tag. Encourage them to establish fair rules when playing group games.

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 on the wall frieze. Review the picture names as needed.

Reading Rehearsal

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

Word Presentation

Read sounds.

- Use the key cards to guide practice with /a/, /s/, /d/, /t/, /ɪ/, and /n/.

- Show the Animated Alphabet video segment for /n/.
DAY 3 | Unit 9: Day & Night, Dark & Light

Green Words:
- hat
- in
- man
- Matt’s
- Nan
- on
- tan
- and

Red Words:
- has
- loves
- oh
- puts
- the

Readles:
- bow
- tie
- happy

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:
  - in ➔ tin ➔ tan ➔ man ➔ 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.

Guided Partner Reading
- Review the story by having students work with their partners to answer the following questions.
  - T-P-S: Can anyone remember what Nan and Tim do to the dogs? Put a hat, tie, and bow on them.
  - T-P-S: Do you remember how the dogs feel about this? Tad and Sad Sam are mad, but Tam likes it.
  - Now you’re ready to read the story again. This time you will read it with your partner, but I will guide you to move from page to page. Open your 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 at page 4. Read the last sentence with your partner, and then look at the picture. Tell your partner in a complete sentence why Tam is happy and the other dogs are not happy.

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

TIMING GOAL: 25 minutes

Show What You Know

- Use the sharing sticks to select several students to tell what number comes before 14. Award pocket points if students are able to name the number that comes before 14.
- Review the previous day’s lesson.

T-P-S: What have we learned about the numbers 13 and 14?

RWE: We learned how to write the numbers 13 and 14. We learned how to make sets of thirteen and fourteen.

Active Instruction

- Tell students that today they will learn about the number that comes after 14.

WGR: We have been learning about the numbers 1 to 14. What number comes after 14? 15.

- Write the numeral 15 in the middle of the board or on chart paper.

T-P-S: Today we will learn about the number 15. What do you know about the number 15? It has a 1 and a 5; 15 comes after 14; it fills in one Ten-Frame and 5 on another; my brother is 15 years old.

- Record students’ responses. Generate a list as long as your students have ideas. Then read the entire list to students.
• Invite students to look around the room to find the number 15. Select a few students to share where they found the number 15. Calendar, Hundreds Chart, Days of School Tape.

• Review how to draw the numeral 15 in the air.

  T-P-S: What does the number 15 look like? Model drawing the number 15 in the air. Remind students to start at the top and draw one line straight down to form the numeral 1. Then go back to the top, draw down, around and stop. Back across the top.

• Have students practice writing the numeral 15 in the air, on each other’s backs, and on the rug.

Partner Practice

• Tell students that they will practice making a set of 15.

  You and your partner will count out fifteen cubes and pretend that they are stars in the sky. You will place the fifteen cubes in the sky. Take turns counting out the cubes as you place them in the sky. When you are finished and you have checked your partner’s paper to make sure that he or she has fifteen cubes, you can remove the cubes and draw fifteen stars in the sky. Be sure to also trace the number 15 in the middle of the sheet.

• Give each student a Make 15 sheet and a bag of linking cubes. Circulate as students work, and note those students who can count to 15 and write the numeral 15. Remind them to take turns counting and to trace the number 15 on the sheet.

• If students finish early, challenge them to write the numerals 1–15 on the stars.

Recap

• Select several students to share their stars with the class. Have each student count the stars on his or her paper. Award pocket points if several students are able to count to 15.

• Review how to write the numeral 15 by asking several students to demonstrate writing it in the air.

• Encourage students to practice writing the numeral 15 at home.

• Play the “Count to 15 Ladybugs” video.

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

• “Where Are You Now?,” The 20th Century Children’s Poetry Treasury, page 12

Introduce the Poem

Today we talked a lot about the moon, which we can see best at night. Today's poem is about nighttime in the city. Let's lower the lights as we pretend to be under the dark night sky.

• Read the poem in a quiet, methodical voice. Read the poem two times to deepen students’ understanding of it.

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 the moon. Imagine that you are taking a trip to the moon. You are going to write about what you would do on the moon.

T-P-S: What would you do on the moon?

• Share an example that applies to you.

I think that I will write a sentence that says, “I would jump on the moon."

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

I will use these things to write my sentence. You can use them when you write your sentence too.
• Use previously introduced writing strategies to model writing your sentence. First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

Example:

I am ready to write my sentence. My sentence is, “I would jump on the moon.”

  – The first word is “I.” I can copy that word from the word wall. Remember that when we write the word “I,” it is always a capital, or uppercase, letter. Write “I.”
  – “Would” is the next word. What sounds do you hear in “would”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.
  – “Jump.” Let’s use Stretch and Spell to write “jump.” Prompt students to Stretch and Spell the word. Write any letters that students say.
  – The next word is “on.” We can also use Stretch and Spell to write “on.” Prompt students to Stretch and Spell the word. Write any letters that students say.
  – “I would jump on the moon.” “The” is the next word. Let’s use Say-Spell-Say to help us write and remember the word. Prompt students to say-spell-say the word. Write “the.”
  – The last word is “moon.” I think I’ll draw a picture for “moon.” Draw a picture of the moon 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.

  **Today we have been talking about the moon. People have learned a lot about the moon from the astronauts who visited it. There is no air on the moon, so astronauts have to wear special spacesuits when they visit. The moon is covered in mountains, rocks, and craters. Sometimes the craters make the moon look like it has holes in it—almost like a round slice of swiss cheese!**

  When we see the moon in the night sky, it seems very bright. The moon does not make its own light though. Light from the sun causes the moon to look bright. Light from the sun also changes how much of the moon we see.

- Remind students of the lists they created during Theme Exploration. As you read the questions, answers, and facts, acknowledge students’ efforts to think and learn about the moon. Continue to invite them to add to the list as the week goes on.

- Use the images on the bottom of page 31 of *When You Look Up at the Moon* to review several basic phases of the moon.

  **Sometimes the sun lights up an entire side of the moon, and we are able to see a full moon. Other times the sun only lights up part of the moon, and we might see a half moon or a crescent moon. Sometimes the sun is so far away from the moon that no light reaches the moon! On those nights, the moon seems to disappear from the sky.**

- Distribute a Phases-of-the-Moon Workmat or a paper plate with the moon phases drawn on it to each student. Point out the full-moon, half-moon, crescent-moon, and new-moon images.

- Demonstrate how students will twist sandwich cookies apart to create a picture of the phases of the moon:
  - Full moon: cookie half with all the cream filling intact
  - Half moon: cookie half with half of the cream filling wiped off
  - Crescent moon: cookie half with most of the cream filling wiped off, leaving only a crescent shape of the filling
  - New moon: cookie half with all the cream filling wiped off.

- Distribute several cookies to each student. When students have completed the activity, encourage them to check their partners’ work.

- After students have successfully completed the activity, you may wish to let them eat their cookies. If you used paper plates instead of workmats, you might affix the
cookies to the plates using peanut butter or icing and allow students to take home their cookie moons.

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

  One of our new words today is “crater.” A crater is a hollow dip in the ground that looks like the inside of a bowl. T-P-S: When did we see, hear, or use the word “crater” today?

  Our other new word today is “astronaut.” An astronaut is someone who travels and works in space. T-P-S: When did we see, hear, or use the word “astronaut” 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 a complete, but not very elaborate, sentence. <strong>I want to be an astronaut.</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Want to be astronaut.</strong></td>
</tr>
</tbody>
</table>

Theme Vocabulary:
crater
astronaut
• 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 whom you can ask for help to solve a problem.** Provide a moment for students to review what they told their partners.

• Use the sharing sticks to select students to tell about a time when they had to get help to solve a problem. Award pocket points when students use active-listening skills when they review what they said during snack time.

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

**Pocket Points for the Day**

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

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

• Remind students about their reward.

**Home Link/Departure**

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

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

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

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

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

Focus

Each day our planet, Earth, spins, creating nighttime and daytime.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
</tbody>
</table>
| **Theme Exploration** | - KinderCorner 2nd Edition Plus Media and Software flash drive  
- Trade book: *What Makes Day and Night*  
- Lamp (small) with bare, incandescent bulb (approx. 75 watts)  
- Theme vocabulary word cards for “daytime” and “nighttime” or IWB access |
| **Rhyme Time** | - No new materials |
| **15-Minute Math** | - No new materials |
| **Snack/Outside/Gross-Motor Play** | - Food items that are opposite in flavor and texture (sweet and sour, rough and smooth, spicy and bland, etc.) such as cookies and lemonade |
| **KinderRoots** | - Shared Story (teacher and student copies): *Dogs in Hats, Dogs in Bows*  
- KinderCorner 2nd Edition Plus Media and Software flash drive  
- Key cards: “a,” “s,” “d,” “t,” “i,” and “n” or IWB access  
- Green Word cards: “hat,” “in,” “man,” “Matt’s,” “Nan,” “on,” “tan,” and “and” or IWB access  
- Red Word cards: “has,” “loves,” “oh,” “puts,” and “the” or IWB access  
- Letter Tiles page for “n” and “h” (appendix)  
- All letter tiles from previous units |
| **Math Mysteries** | - Ten-Frame Card for 13  
- Double Ten-Frame (appendix), one per partnership  
- Plastic bags of eighteen to twenty linking cubes, one per partnership |
### Additional Materials Needed Today

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

#### Let's Think About It
- Trade book: *What Makes Day and Night*
- Home Link animal hand stamp: leopard

### Learning Labs—Additional Materials

#### Art Lab | Cooperative Painting
- Easel, easel paints (black, dark blue, white, green, pink, yellow)
- Paper (easel)
- Paintbrushes
Day 4

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

• Read & Respond

Available Activities

Classroom Library Lab

• Display How Many Stars in the Sky? in a prominent place in the library. Invite students to explore the book. Also place a few copies of Dogs in Hats, Dogs in Bows in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

• Same as day 3

Math Lab

• Encourage students to make sets of 11–15 items using manipulatives.

Computer/Media Lab

• Same as day 3

Writing Lab

• Same as day 3

Other

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

Gathering Circle

**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: Did you draw a picture of what the number 15 looks like? Can you count to 15 with your partner?

- Use the sharing sticks to select two or three children to draw what the number 15 looks like for the whole class. Award pocket points in recognition of students’ efforts.

**Partner Challenge**

- Introduce today’s Partner Challenge.

  We know three ways to avoid having conflicts. Our Partner Challenge today is to tell your partner the three conflict solvers that we can use so we don’t have conflicts with our friends. Provide a moment for students to think about the challenge. Remind them that they will have time to talk with their partners about the challenge during snack.

- Tell students they will earn pocket points when they name at least two conflict solvers.

**Brain Game**

- Review this week’s Brain Game.

  We’ve been playing the Brain Game Five Questions this week. Demonstrate the Remember signal (hands massaging your temples) as a clue. WGR: What does the game Five Questions help our mind muscles do? Remember:
Play the game now. Feel free to choose topics for students to ask questions about that are appropriate for your classroom situation. Use the sharing sticks to select someone to be the leader of the game. Provide a subject or category from which the selected student can choose. Use Think-Pair-Share to have partners think of questions that have yes-or-no answers. Use the sharing sticks to select students to ask their questions.

Award pocket points if the class is able to guess the answer before they’ve asked more than five questions.

Play the game again if time permits. Remind students that you will play this Brain Game throughout the remainder of the week.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

T-P-S: How do you know when it is time to wake up in the morning?

We have been learning about the sun and the moon. Today we will learn about the sun, the moon, and Earth!

Daily Message

Earth spins, creating daytime and nighttime.

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:

• Use Stretch and Read to have students read the word “spins.”
• Underline the words “daytime” and “nighttime.” Say the words, emphasizing both parts of each compound word. “Daytime” and “nighttime” both share some letters in common. WGR: What small word do you hear (or see) inside both of these longer words? Time. Circle “time” in both words.

Theme Learning

Teacher’s Note: What Makes Day and Night describes the concept stated in the Daily Message very well. As you read through each page, allow time for students to absorb the information being presented.

• Explain the content of the Daily Message.
I wonder what this means, “Earth spins, creating daytime and nighttime.” “Spin” means to turn quickly. Does that help me understand the Daily Message? Let me try reading the Daily Message using the word “turns” in place of the word “spins.” Earth turns, creating daytime and nighttime. That doesn’t really give me any more information.

I have a video that can help us understand the Daily Message.

- Play the “Sun, Moon, Earth” background video.
- Review the content of the video.

The video helped me understand our Daily Message much better. I saw how Earth spins. Earth doesn’t just spin in place; it moves around the sun while it spins! There is a lot of spinning going on out in space!

- Prepare students for reading What Makes Day and Night.

Now that we understand the first part of our Daily Message, let’s think about the second part. Daytime and nighttime happen because the earth spins. I have a book to help us understand this part of the message!

The title of the book is What Makes Day and Night. It was written by Franklyn Branley and illustrated by Arthur Dorros. Let’s see how their words and pictures can help us understand how Earth spinning creates daytime and nighttime.

- Read the book. Before reading page 22, chose one student to demonstrate the experiment. Tell students that they will have a chance to do a similar experiment later today.
- After reading, review what students know about day and night.

The title of the book is What Makes Day and Night. Hmm...that’s a good question. T-P-S: What do you know about what makes day and night? Answers will vary.

- Invite students to add answers, facts, or additional questions to the lists that were begun earlier in the unit.
- Play the digital dictionary videos for “daytime” and “nighttime.”
- 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 “daytime” and “nighttime.”

Daytime is the time when it is light outside. Daytime begins when the sun rises in the morning and ends when the sun sets in the evening. I can make a sentence with the word “daytime”:

I can tell it is daytime because I can see the sun in the sky.

Nighttime is the time when it is dark outside, and you cannot see the sun. I can make a sentence with the word “nighttime”:

Most people sleep during the nighttime.

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 the first two verses of “Twinkle, Twinkle, Little Star.”
- Introduce the third verse of “Twinkle, Twinkle, Little Star” using My Turn, Your Turn. (See day 1 for the words.)

Develop Phonological Awareness—Identify Ending Sounds

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

   **Today we are going to play a game called Final Phoneme. You will listen for words that end with the same sound. Final phoneme means the last sound. I am going to say one part of the rhyme again while you listen. Recite the second rhyme of the song. I’m going to repeat the rhyming words from this part of the song. Listen carefully to the last sound that you hear in each rhyming pair. As you say each word, slightly emphasize the final phoneme. “Light”—“night.” What is the final phoneme, or what sound is the same at the end of the words “light” and “night”? /t/**

- Present students with another example.

   **Listen again. “Dark”—“spark.” What is the final phoneme or sound? /k/**

- Play the game with students using words related to the theme of day and night. As you say the word pairs, say each word slowly, emphasizing the final phoneme.

   **Now I’m going to say some words that you have heard this week. Listen carefully to figure out which sound is the same at the end of each pair of words. Ready? Listen for the final phoneme or sound.**

<table>
<thead>
<tr>
<th>Teacher says:</th>
<th>Students reply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun – moon</td>
<td>/n/</td>
</tr>
<tr>
<td>planet – astronaut</td>
<td>/t/</td>
</tr>
<tr>
<td>solar – star</td>
<td>/r/</td>
</tr>
<tr>
<td>daytime – nighttime</td>
<td>/m/</td>
</tr>
<tr>
<td>space – spins</td>
<td>/s/</td>
</tr>
<tr>
<td>revolve – move</td>
<td>/v/</td>
</tr>
</tbody>
</table>

- If time allows, sing the entire song “Twinkle, Twinkle, Little Star.”
- Award pocket points if most students are able to successfully identify the ending sound in each pair of words.

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

TIMING GOAL: 20 minutes

Review

• Review the title, author, and illustrator.

  We read this story yesterday. Do you remember the title? How Many Stars in the Sky?

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

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

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

  We learned some new words in our story yesterday. The first word was “gazing.” What does “gazing” mean? Looking at something.

  T-P-S: Can you think of a sentence that uses the word “gazing”? 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 “tunnel.” The word “tunnel” means underground or underwater passage for cars and other vehicles.

Story Retell

• Review the good-reader skill, summarization, and explain that today students will summarize the story How Many Stars in the Sky?

  We know good readers stop as they read to think about what happens in a 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 “What happens in the beginning of the story?” or “What is the boy doing in the beginning of the story?”

- Use the sharing sticks to select a group to share their sentence. Help students, as needed, to limit their thoughts to one sentence.
- Write the sentence on the board.
- Repeat the process of showing several pages, inviting groups to talk about what’s happening and to make a sentence about that part of the story, selecting a group to share their sentence, and writing the sentence on the board.

Suggested pages:
- Pages 6–11
- Pages 12–17
- Pages 18–25
- Pages 26–28

**Learning Labs**

**Routine**

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

**Timing Goal:** 40 minutes
Dramatic Play Lab | Students in Space

Description:
• Students will continue to pretend to be astronauts on a spaceship that is visiting the moon and the sun.

When You Tour:
• Remind students that they will continue to pretend to be astronauts on a spaceship. Ask students what the surface of Earth will look like if they fly the spaceship to the side that is not facing the sun.

Blocks Lab | Moon Buildings

Description:
• Students will continue to build moon structures.

When You Tour:
• Remind students that they will continue to build moon structures. Encourage students to use materials and props from the dramatic play lab.

Art Lab | Cooperative Painting

Description:
• Students will work with partners to paint daytime or nighttime pictures. Students can work together to paint one picture or draw a line down the middle of the paper, and one student can paint a daytime scene while the other paints a nighttime scene.

Purpose:
• This lab reinforces thematic concepts and provides the opportunity for students to work cooperatively and 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 may work with a partner to paint a daytime or nighttime picture. Explain that both students can paint one picture or that they can draw a line down the middle of the paper, and one student can paint a daytime scene while the other paints a nighttime scene.
• Show students the different colors of easel paint that are available. Ask students which colors they might use for day pictures and which for night pictures.

Facilitate Learning:
• Play background music while students paint.
• Talk with them about their paintings and how the nighttime or daytime colors make them feel.
Examples:

- How can you make this picture look like it is nighttime?
- What did you think about while you painted this (nighttime/daytime) scene? How does your painting make you feel?

Classroom Library Lab | The Sun and the North Wind

Description:

- Students will continue to listen to a recording of *The Sun and the North Wind* and then use sequence cards to retell the story.

When You Tour:

- Remind students that they can listen to the story *The Sun and the North Wind* and then use the sequence cards to retell the story.

Literacy Lab | Play School: Spin-a-Round

Description:

- Students will continue to use letter spinners to make real and nonsense words.

When You Tour:

- Remind students that they can use letter spinners to make words. Encourage students to determine whether the words they create are real or nonsense.

Math Lab | Star Number-Set Pictures/More and Less Stars

Description:

- Students will continue to make star pictures of the numbers 1–15.

When You Tour:

- Remind students that they can compare their pictures to see which one has more or less stars.

Computer/Media Lab | Daytime/Nighttime Music

Description:

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

When You Tour:

- Remind students that they can listen to music about the sun and moon.
**Sand/Water Lab | Moon’s Surface**

Description:

- Students will continue to recreate the moon’s surface using sand.

When You Tour:

- Remind students that they can use marbles and/or balls and other tools to make the sand look like the moon’s surface.

**Science Lab | Flashlight Stars**

Description:

- Students will continue to make starscapes with a flashlight and paper.

When You Tour:

- Remind students that they can make starscapes with a flashlight and paper. Ask students why they can’t see stars in the daytime.

**Writing Lab | Daytime/Nighttime Class Book**

Description:

- Students will continue to write day and night activities in a book.

When You Tour:

- Remind students that they can write a book about their day and night activities.

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

---

**15-Minute Math**

**TIMING GOAL:** 15 minutes

Complete the following activities as described on day 1.

**Calendar**

**Days of the Week**

**Days of School Tape**

**Ten-Frames**
**Hundreds Chart**

**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?** Have we had more sunny days or cloudy days? **How do you know?**

**Number-Recognition Circle 11–15**
- Move the clothespin to the number 12. Ask students to identify the number. Select a student to come up and count to 12 while the rest of the class stomps twelve times.

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

**Snack • Outside • Gross-Motor Play**

**TIMING GOAL:** 30 minutes

**Snack**
- Serve foods that are opposite in flavor and texture (sweet and sour, rough and smooth, spicy and bland) such as cookies and lemonade, crackers and yogurt, or salsa and mashed potatoes. Have students taste one of each. Encourage them to describe what they have tasted. Continue to talk about opposites while students are eating. Can they think of other foods to eat that have opposite flavors and textures?
- Invite students to talk about the Partner Challenge. **Our Partner Challenge today is to tell your partner the three conflict solvers that we can use so we don't have conflicts with our friends.** Allow students time to talk with their partners about the challenge.
- Award pocket points when they name at least two conflict solvers.

**Outside/Gross-Motor Play**
- Suggest to students that they act out the story in *Why the Sun and the Moon Live in the Sky* or *The Sun and the North Wind*, taking turns as the different characters. Are students being fair as they determine who will play which roles? Encourage them to develop fair ways to choose.

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 /a/, /s/, /d/, /t/, /i/, and /n/.
- Show the Animated Alphabet video segment for /n/.

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:
  tan → man → mad → sad → Tad

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 again.

- Call two students to the front of the room to help you demonstrate as you review each step.

  One partner will read a page, and the other follows along. Both partners point to the words as the first partner reads. After 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 practice partner reading.

  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 each other. Remind students that the listening partner will tell what happened on the page before partners move to the next page. Then they will read the page together at the same time.

- As they read the entire story, or designated pages, students should focus on remembering to include all the steps of partner reading.

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

Roo’s Request

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

Use KinderRoo to make this request: Look at pages 6 and 7. Use the words “unhappy” and “catch” to tell your partner what Dad might be saying to Tim and the dogs.

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

Writing

Partner Story Questions

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

- Award pocket points for correct responses.
Stretch and Count/Stretch and Spell

- Distribute writing materials (chalkboards and chalk, paper and pencils, whiteboards and markers, etc.) or plastic bags of letter tiles to students.
- Say a word, and ask students to count the sounds on their fingers as they break down the sounds in the word.
- If students are writing, have them draw the number of lines that correlates with the number of sounds in each word. Then stretch the word again, and have them write the letter(s) that make(s) each sound in the word on the lines.
- If students are using the letter tiles, stretch the word slowly, encouraging them to locate the tile that matches each sound and to place the tiles side by side to form a word.
  - man
  - hat
  - tan

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

- Use the sharing sticks to select several students to demonstrate writing the numeral 15 in the air or on the board. Award pocket points if students can successfully write the numeral 15.
- Review the previous day’s Math Mysteries lesson.
  - WGR: Count to 15 with me, but let’s start counting with the number 11. Ready? 11, 12, 13, 14, 15.

Active Instruction

- Tell students that today they will continue making sets and will review the numbers 1–15. Ask students to count to 15 with you.
- Fill the top Ten-Frame on a Double Ten-Frame workmat with seven linking cubes. Have students sit in a fashion where they can see your demonstration.
T-P-S: How many cubes do I have on my Ten-Frame? How do you know?  
There are seven cubes. There are five cubes in the first full row and two more in the next row. If I count them altogether, there are seven cubes.

• Add seven more cubes to your Double Ten-Frame.

T-P-S: I had seven cubes. I added seven more. How many cubes are there altogether? How do you know?  
There are fourteen cubes altogether. I counted the cubes. There is one full Ten-Frame, which makes ten cubes. Then there are four more cubes on the other Ten-Frame. Ten and four is fourteen.

WGR: How many cubes are on the Double-Ten Frame altogether now?  
Fourteen.

• Remind students how using Ten-Frames to count sets makes counting easier.

When the top Ten-Frame is filled, we know that there are ten in that Ten-Frame. Then we can see how many cubes are in the bottom Ten-Frame, and we can count on from ten or we can add ten to the second number, like we just did.

• Tell students that they will count the cubes with you. Touch each cube as students count.

Partner Practice

• Tell students that they will practice making sets again today.

• Give each partnership a bag of linking cubes and a Double Ten-Frame workmat.

You and your partner will listen very carefully as I tell you how many cubes to place on your Ten-Frame. You will take turns placing cubes on your Double Ten-Frame and counting the cubes to check. When we are finished, you will count the cubes together.

• Ask one of the partners to place nine cubes on their Double Ten-Frame workmat. Prompt the other partner to count the cubes on the mat to make sure their partner placed the correct number of cubes on the Ten-Frame.

WGR: How many cubes are on your Ten-Frame? Nine.

• Ask the other partners who have not had a turn to add two more cubes to the Double Ten-Frame workmat. Circulate as students add the cubes. Prompt students to fill the Ten-Frames from left to right, starting at the top.

WGR: You had nine cubes. You added two more. How many cubes do you have altogether? Allow students time to figure out the answer. Eleven.

• Remind students that there is an easy way to check to see if they have 11 on their Ten-Frames.

T-P-S: How does this arrangement on the Double Ten-Frame make it easier to count to 11?

RWE: It is easier because when the top Ten-Frame is full, we know we have ten cubes. When one bottom row of the Ten-Frame has 1, we know we have one more. Ten and one is eleven. So, when your Ten-Frame looks like this, you know you have eleven.
• Repeat this process by asking one partner to add four cubes to the top Ten-Frame and the other partner to add eight more. Prompt each partner to count the cubes to double check that their partner has placed the correct number on the mat. Ask partners to count how many cubes they have altogether.

• Repeat again with the numbers 10 and 3. Continue with other combinations up to 15 as time allows.

Recap

• Use the sharing sticks to select partnerships to share how they counted the last set of cubes on their Double Ten-Frame workmats. Award pocket points if several students are able to explain how to count the cubes on their Double Ten-Frame workmats.

• Review counting using Ten-Frames.

  WGR: How many cubes does it take to fill a Ten-Frame? Ten.

• Play the “Kids Number Painting #14” video.

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 Moon’s the North Wind’s Cooky,” The 20th Century Children’s Poetry Treasury, page 12

Introduce the Poem

Many of you have listened to the story of “The Sun and the North Wind” in the library lab this week. This poem is about the moon and the north wind.

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

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

Today we’ve been talking about nighttime and daytime. Today you will write about what life would be like if there were no nighttime.

T-P-S: What would life be like if there were no nighttime?

• Share an example that applies to you.

I think that I will write a sentence that says, “It would be hard to sleep.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “It would be hard to sleep.”

- The first word is “it.” We’ll use Stretch and Spell to write “it.” Prompt students to stretch and spell the word. I need to make sure to use a capital, or uppercase, “i” when I write “it” 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 “It.”

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

- “Be.” I remember how to write “be.” Write “be.”

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

- “It would be hard to sleep.” “To” is the next word. I also remember how to spell “to.” Write “to.”
The last word is “sleep.” I hear a few sounds that we’ve learned in “sleep.” I hear /s/, /l/, and /p/. Write each letter as you say the sound. I also need to remember to put a period after this word because it is the end of the sentence.

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

**Partner Planning**

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

**Writing**

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

**Sharing**

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

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

TIMING GOAL: 20 minutes

Theme-Learning Recap

• Review the learning focus of the day.

Today we have been talking about daytime and nighttime. Earth spins around and around, never stopping. As Earth spins, it moves around the sun. When our part of the world is facing the sun, it becomes light outside, and we have day. When our part of the world faces away from the sun, it gets darker outside, and we have night.

• Use pages 22 and 23 of What Makes Day and Night to remind students of the experiment you performed during Theme Exploration.

• Invite students to stand with their partners. Assign one partner to be the sun and the other partner to be Earth. Tell students they will work with their partners to perform another experiment to see how Earth moves around the sun.

The person who is the sun will shine by spreading his or her arms and smiling. The person who is Earth will turn to make nighttime and daytime.

Sun, stand tall, spread your arms, and shine your light on Earth.

Keep shining, Sun.

Earth, stand so the front of your body is directly facing the sun. It is the middle of the daytime. Say, “It’s daytime!” It’s daytime! It is daytime for your front because it is facing the sun. It is nighttime for your back because it is away from the sun.

Earth, turn slowly away from the sun, and stop when your left side is toward the sun. It is now sunset. Say, “It’s sunset!” It’s sunset!

Sun, you are always shining.

Earth, continue turning until you are facing away and your back is toward the sun. It is nighttime for your front. Say, “It’s nighttime!” It’s nighttime! What time is it on your back? Daytime.

Very slowly, Earth, continue to turn until your right side is toward the sun. It’s sunrise now. Say, “It’s sunrise!” It’s sunrise!

Earth, slowly turn your body so you are facing the sun directly. What time is it now? It’s daytime again! Yes, you are in full sunlight. What time is it for your back? Nighttime. You’ve got it! Just think, Earth goes through this spinning every twenty-four hours, and we are along for the ride—into daytime and nighttime and then back to daytime.

• Invite students to switch roles. Call out a time of day for each partnership. The new Earths may need assistance from their partners. Remind the suns to keep on shining. Repeat the sequence as above, and then select random times of day for students to demonstrate as time allows.
• Challenge students to solve another riddle.

You have learned so much about Earth and other objects in the sky. Listen to the clues in today’s riddle to guess what I am. Remember to only whisper your ideas to your partner.

What am I?
I am made of rock.
I have craters and mountains.
I shine brightest at night.
I start with the /m/ sound and rhyme with “soon.”

What am I?

• The moon.

Yes, of course! It’s the moon! Let’s put the words “the moon” in each of today’s clues and see if the statements make sense.

• Invite students to manipulate the language in the clues by restating the clues, using the answer in the clue just as they did on days 1 and 2. Assure them that additional moon questions and answers and facts can be added to the list tomorrow.

Vocabulary Review

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

One of our new words today is “daytime.” When the sun is in the sky giving us light, it is daytime. T-P-S: When did we see, hear, or use the word “daytime” today?

Our other new word today is “nighttime.” Nighttime is the time when it is dark outside, and you cannot see the sun. T-P-S: When did we see, hear, or use the word “nighttime” 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>
</tbody>
</table>
| The student responds in an incomplete sentence. | Good answer. Can you say that in a complete sentence? | If the student is unable to respond in a sentence, model a sentence for him or her. 
  *We can say, It is daytime now.* |
| **Daytime now.**           |                                                  |                                        |
| The student responds in a complete, but not very elaborate, sentence. | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the __________? | If the student is unable to add details, prompt with a question about the sentence. 
  *Can you tell us more about why you like the daytime?*
| **I like daytime.**        |                                                  |                                        |

• 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 three conflict solvers that we can use so we don’t have conflicts with our friends.* Provide a moment for students to review their answers.

• Use the sharing sticks to have students name the conflict solvers. Award pocket points when they name at least two conflict solvers.

• 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.

Theme Vocabulary:

daytime

nighttime
Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the leopard for today’s show.
- Read & Respond: *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

The moon revolves around Earth while Earth revolves around the sun.

Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Greetings, Readings, &amp; Writings</th>
<th>Math lab: Materials from Math Mysteries on day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering Circle</td>
<td>Conflict Solver Memory Cards (unit 7) for take turns, share, and get help, one set per group of four students</td>
</tr>
<tr>
<td>Theme Exploration</td>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td></td>
<td>Theme vocabulary word card for “travel” or IWB access</td>
</tr>
<tr>
<td>Rhyme Time</td>
<td>Linking cubes, three per student</td>
</tr>
<tr>
<td>STaR</td>
<td>Storybook for free-choice day</td>
</tr>
<tr>
<td>15-Minute Math</td>
<td>What Holds More? poster</td>
</tr>
<tr>
<td></td>
<td>Eight to ten containers of various sizes</td>
</tr>
<tr>
<td></td>
<td>Linking cubes (enough to fill the largest container)</td>
</tr>
<tr>
<td>Snack/Outside/ Gross-Motor Play</td>
<td>Food items that are opposite in texture such as firm and mushy (e.g., apples and applesauce)</td>
</tr>
<tr>
<td>KinderRoots</td>
<td>Shared Story (teacher and student copies): <em>Dogs in Hats, Dogs in Bows</em></td>
</tr>
<tr>
<td></td>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td></td>
<td>Key cards: “a,” “s,” “d,” “t,” “i,” and “n” or IWB access</td>
</tr>
<tr>
<td></td>
<td>Green Word cards: “hat,” “in,” “man,” “Matt’s,” “Nan,” “on,” “tan,” and “and” or IWB access</td>
</tr>
<tr>
<td></td>
<td>Red Word cards: “has,” “loves,” “oh,” “puts,” and “the” or IWB access</td>
</tr>
<tr>
<td>Math Mysteries</td>
<td>Ten-Frame Cards for 1–15, one set</td>
</tr>
<tr>
<td></td>
<td>Small chalkboard and chalk or dry erase board and marker, one per student</td>
</tr>
<tr>
<td></td>
<td>Number, Dot-Set Recognition, and Ten-Frame Cards for 11–15, one set per partnership</td>
</tr>
<tr>
<td></td>
<td>Optional: Number Name Cards for 11–15, one set per partnership</td>
</tr>
<tr>
<td>Let’s Daydream</td>
<td>“A Circle of Sun,” The 20th Century Children’s Poetry Treasury, page 4</td>
</tr>
</tbody>
</table>
Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Write Away</th>
<th>Let’s Think About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chart paper and marker or whiteboard for teacher modeling</td>
<td>• Sun and moon question-and-answer and fact lists</td>
</tr>
<tr>
<td>• Pencils</td>
<td>• Daytime/Nighttime Class Book</td>
</tr>
<tr>
<td>• Paper or students’ writing journals</td>
<td>• Cool Kid certificates</td>
</tr>
<tr>
<td>• Writing Development Feedback Guide</td>
<td></td>
</tr>
</tbody>
</table>

Learning Labs—Additional Materials

• SOLO assessment for your current grading period

Math Lab | Collecting Moon Rocks

• Containers of various sizes (Each should hold five to twelve cubes.)
• Twenty linking cubes
• Self-stick notes
• Pencils, crayons, or markers

Computer/Media Lab | “Twinkle, Twinkle, Little Star”

• Digital recording device
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</td>
</tr>
<tr>
<td>3. Sign in.</td>
<td>their day.</td>
</tr>
<tr>
<td>4. Self-select activities.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you</td>
</tr>
<tr>
<td></td>
<td>observe their activities.</td>
</tr>
<tr>
<td></td>
<td>4. Observe for student progress with their individualized objectives from the</td>
</tr>
<tr>
<td></td>
<td>weekly record form. Circle demonstrated skills if applicable.</td>
</tr>
</tbody>
</table>

Homework

• Read & Respond

Available Activities

Classroom Library Lab
• Same as day 4

Literacy Lab
• Same as day 4

Math Lab
• Set out manipulatives for students to practice making sets of 11–15 items.

Computer/Media Lab
• Same as day 4

Writing Lab
• Same as day 4

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

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

TRANSITION
**Gathering Circle**

**Routine**

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

**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 do during the daytime? What is one thing that you do at nighttime?

- 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 solvers take turns, share, and get help.

  **T-P-S:** What are three conflict solvers that we can use so we don’t have problems with our friends? take turns, share, and get help. T-P-S: What are the two ways we learned about to help us decide who goes first when we use take turns to solve a problem? Toss a coin and draw straws. T-P-S: Who can we ask for help when we can’t agree on a way to solve a problem? Teacher, parent, cafeteria worker, older student, etc.

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no current class problems that you need to address at this time, you may use the following scenarios to have students determine which of three conflict solvers (take turns, share, or get help) to use in each situation.

- Place students in groups of four by combining partnerships. You will work with your group to decide which of the conflict solvers you can use to solve the problem I give you.

- Quickly visit each group to give them a situation and a set of conflict solvers cards that include share, take turns, and get help to serve as a reminder of their choices. More than one group may have the same situation.

- Invite students to determine which conflict solver they think is best for the situation. Allow time for students to come to a decision.
When you choose which conflict solver to use, talk with your group about how this will help to solve the problem. Using active-listening skills will help you remember which conflict solver your group chose so you can tell the class.

Suggested situations:

- You and a friend both want to play on the only swing on the playground.
- You and your sister want to watch different shows on TV.
- You and a friend want to eat the only cookie left in the bag.
- You want to take turns with the markers so you have all the colors to choose from, and your friend wants to share so you each have three colors. You can’t agree on which idea to use.
- You go to the classroom library lab to read your favorite book. When you get there, someone else is reading the book.

Teacher’s Note: Feel free to present other situations that reflect problems you’ve observed in your classroom.

Let’s see how you decided to solve your group’s problem.

• Select one group at a time to tell their problem and name the conflict solver they chose as a win-win way to solve it. Remind students that there can be more than one win-win way to solve a problem. The important thing is that the people involved agree about what they will try.

• Address other concerns, unrelated to the Partner Challenge, if necessary.

**Theme Exploration**

**TIMING GOAL:** 15 minutes

**Partnership Question of the Day**

You have been observing the moon each night at home. T-P-S: What did the moon look like last night?

Today we will continue to learn about the sun, the moon, and Earth! Let’s see what today’s Daily Message says.

**Daily Message**

The moon travels around Earth.

Earth travels around the sun.

• 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 uppercase letters do you see in our Daily Message? Three. Circle the uppercase letter at the beginning of each sentence.
  – WGR: Why are the “T” in “The” and the “E” in “Earth” uppercase? Sentences start with uppercase letters. Circle the uppercase “E” in the first sentence. This is not the beginning of a new sentence. This word is part of the same sentence. “The moon travels around Earth.” Why is this “E” uppercase? It is a name. Names begin with uppercase letters.

Theme Learning

• Explain the content of the Daily Message.
  
  Let’s read the message again. “The moon travels around Earth. Earth travels around the sun.” We already learned that Earth spins, creating day and night. This sure sounds confusing. Let’s watch our video about the sun, moon, and Earth again to help us understand a bit better.

• Play the “Sun, Moon, and Earth” background video.

• Review the content of the video.
  
  So the moon travels, or moves, around Earth. At the same time, Earth travels around the sun. Let’s see if we can act this out the way you did yesterday to make sense of it all.

• Select three volunteers to demonstrate the Daily Message. Assign one student to be the sun, one student to be the moon, and one student to be Earth.

• Tell the student who is the sun that his or her job is to stand very still and shine on Earth and the moon. Have the moon move slowly around Earth. After the moon is comfortable moving in a circular path around Earth, have Earth move slowly around the sun. Explain that each student has to do his or her job carefully so the sun, moon, and Earth don’t crash into one another as they travel.

• If the space in your classroom allows, quickly move students into groups of three, and assign members of each trio to be the sun, moon, and Earth.

• Repeat the activity with the entire class, allowing students to take turns acting out each role.

• Use this opportunity to review the questions, answers, and facts on the sun and moon lists, and have students share additional answers and facts to be added to the lists.

• Play the digital dictionary video for “travel.”

• 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 “travel.”

  “Travel” means to move from one place to another. You might travel home from school each day by bus, car, bike, or on foot. I can make a sentence with the word “travel”:

  Earth travels around the sun.
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 “Twinkle, Twinkle, Little Star.”

**Develop Phonemic Awareness—Phoneme Deletion**

- Demonstrate using linking cubes or other manipulatives to represent the sounds in the word “star.”
  
  Let’s think about the sounds in the word “star.” /S-t-ar/. I hear three sounds. Sound out the word again, placing one cube in front of you as you say each sound. Be sure to place the cubes in a horizontal line, moving from left to right. Say the word again, touching each cube as you say its matching sound /S-t-ar/.

- Introduce the concept of phoneme deletion.

  WGR: What is the first sound you hear in the word “star”? /s/. I wonder what would happen if we took away the /s/ from “star”?

- Take the leftmost cube away from the line in front of you.

  We had “star,” and we took away /s/, so now we don’t have “star” anymore. Now we have “star” without /s/. We have /t/. Point to the cube.

- Replace and remove the leftmost cube several times as you repeat, star, tar, star, tar.

  Let’s try creating new words like this together.

- Distribute three cubes to each student.

  Think about the word “cat.” How many sounds are in the word “cat”? RWE: Yes, there are three sounds in “cat”—/c - a - t/.

- Sound out the word, placing one cube in front of you for each sound. Encourage students to do the same, building the word from left to right.

  WGR: What is the first sound in “cat”? /c/. What would happen if we took the /c/ away from “cat”? Let’s try it.

- Remove the first cube from the line, and encourage students to do the same.

  We had “cat,” and we took away /c/. Now we have /a/ (Point, and encourage students to do the same.) /t/ (Point.). WGR: What word says /a-t/? “At.” Yes! “Cat” without the /c/ says “at.”

- Replace and remove the leftmost block several times as you repeat, cat, at, cat, at.
• Repeat this procedure as needed. If most students show understanding, continue this activity with word pairs such as “ball” and “all,” “snow” and “no,” and “meat” and “eat.”

• Award pocket points if several students are able to successfully delete the initial phonemes from the given words to form new words.

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

STaR
Free Choice

**TIMING GOAL:** 20 minutes

• Reread a favorite STaR book or another book that you would like to share.

• Use Think-Pair-Share to have students share their favorite parts of the book.

• See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.

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

Learning Labs

**TIMING GOAL:** 40 minutes

<table>
<thead>
<tr>
<th>Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have a lab tour to explain the activities or materials in any new labs.</td>
</tr>
<tr>
<td>2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.</td>
</tr>
</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 | Students in Space

Description:
• Students will continue to pretend to be astronauts on a spaceship that is visiting the moon and the sun.

When You Tour:
• Remind students that they will continue to pretend to be astronauts on a spaceship.

Blocks Lab | Moon Buildings

Description:
• Students will continue to build moon structures.

When You Tour:
• Remind students that they will continue to build moon structures. Encourage students to use materials and props from the dramatic play lab.

Art Lab | Cooperative Painting

Description:
• Students will continue to work with partners to paint daytime and nighttime pictures.

When You Tour:
• Remind students that they can work with partners to paint daytime and nighttime pictures. Ask students who have already painted pictures to show their work.

Classroom Library Lab | The Sun and the North Wind

Description:
• Students will continue to listen to a recording of *The Sun and the North Wind* and then use sequence cards to retell the story.

When You Tour:
• Remind students that they can listen to the story *The Sun and the North Wind* and then use the sequence cards to retell the story.

Literacy Lab | Play School: Spin-a-Round

Description:
• Students will continue to use letter spinners to make real and nonsense words.

When You Tour:
• Remind students that they can use letter spinners to make words. Encourage students to determine whether the words they create are real or nonsense.
**Math Lab | Collecting Moon Rocks**

**Description:**
- Students will collect make-believe moon rocks in various containers.

**Purpose:**
- This lab allows students to explore the various capacities of differently sized containers.

**When You Tour:**
- Explain to students that they will pretend that they are traveling to the moon to collect moon rocks to bring back to Earth with them.
- Tell students that the cubes are moon rocks. Point out that they have various containers with which to collect the moon rocks. Ask students to think about how they can compare the containers.

**Facilitate Learning:**
- Participate in and facilitate play by asking students questions such as:
  - I've never been to the moon before. I want to bring back a lot of moon rocks. Which container should I use?
  - I don't have a lot of room in my suitcase, so I should only take back a few moon rocks. Which container should I use?
  - I would like to bring back about eight moon rocks. Which container would be best?

**Computer/Media Lab | “Twinkle, Twinkle, Little Star”**

**Description:**
- Students will record themselves reciting “Twinkle, Twinkle, Little Star.”

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

**When You Tour:**
- Explain to students that they may record themselves reciting “Twinkle, Twinkle, Little Star.”
- Point out the digital recording device. Review how to use this piece of equipment to record.

**Facilitate Learning:**
- Check to make sure that students are using the recording device correctly so they are recording themselves.
- Encourage students to speak clearly so when the recording is played back, they can be understood.
Sand/Water Lab | Moon’s Surface

Description:
• Students will continue to recreate the moon’s surface using sand.

When You Tour:
• Remind students that they can use marbles and/or balls and other tools to make the sand look like the moon’s surface.

Science Lab | Flashlight Stars

Description:
• Students will continue to make starscapes with a flashlight and paper.

When You Tour:
• Remind students that they can make starscapes with a flashlight and paper.

Writing Lab | Daytime/Nighttime Class Book

Description:
• Students will continue to write day and night activities in a book.

When You Tour:
• Remind students that they can write a book about their day and night activities.

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Paper Clip Weather Graph

• Ask the weather reporter, or another student, to come up and attach a paper clip to the appropriate picture. T-P-S: What kind of weather have we had more often than any other kind? How do you know? What kind of weather shown on the graph haven’t we had this month? How do you know?

Number-Recognition Circle 11–15

• Move the clothespin to the number 13. Ask students to identify the number. Select a student to come up and count to 13 while the rest of the class claps thirteen times.

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

- Serve foods that are firm and mushy (e.g., apple quarters and applesauce). Talk with students about the difference in textures. Guide them to discover and name other opposite features of these foods. For example, “Our chewing is noisy when we eat the fresh apple and quiet when we eat the applesauce.”

Outside/Gross-Motor Play

- Repeat gross-motor activities from earlier in the week. Encourage students to engage in fair play and to use equipment in ways that are fair.

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

KinderRoots

Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

Word Presentation

Read sounds.

- Use the key cards to guide practice with /a/, /s/, /d/, /t/, /i/, and /n/.
- Show the Animated Alphabet video segment for /n/.
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:
  Nan ➔ man ➔ mat ➔ sat ➔ sit

Say-Spell-Say

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

Readles

- Review each of the readles from the story.

**Partner Word and Sentence Reading**

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

**Partner Reading**

- Tell partners that they will practice reading the story, alternating pages and helping one another.
- As they read the entire story, or designated pages, students should focus on practicing all the steps of partner reading: read, retell, and reread together.
- Monitor students as they read together. Collect information about their progress as guided by the weekly record form.

**Roo’s Request**

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

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

Use KinderRoo to make this request: **Look at page 8. Tell your partner in a complete sentence how the dogs feel about dress-up.**

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:
  
  tan
  pat
  man

- 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.

  Nan pats Tad.

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.
Show What You Know

- Use the sharing sticks to select a student to count to 15 starting at 8. Repeat by asking several other students to count to 15 starting at a number other than 1. Award pocket points if students are able to count to 15 starting at a given number.

- Review the previous day’s Math Mysteries lesson. Show the Ten-Frame Card for the number 12. Ask students to count the dots aloud with you one at a time.

  T-P-S: This is the Ten-Frame for 12. What’s an easier way to count the dots on this card?

  RWE: There is one full Ten-Frame, which makes ten cubes. Then there are two more cubes on the other Ten-Frame. Ten and two is twelve.

Active Instruction

- Tell students that today they will review the numbers 1–15. Ask students to count from 1 to 15 with you.

- Give each student a chalkboard and chalk or dry-erase board and marker.

  I am going to hold up a Ten-Frame for the numbers 1–15. When I hold up the number, I want you to say the number name and then write that numeral on your dry-erase board.

- Show the Ten-Frame Card for 15. Remind students how using Ten-Frames to count sets makes counting easier.

  When the top Ten-Frame is filled, we know that there are ten in that Ten-Frame. Then we can see how many cubes are in the bottom Ten-Frame, and we can count on from 10 or we can add 10 to the second number.

- Show each Ten-Frame one at a time in a random order. Provide time for students to say the number and write the number on their dry-erase boards.

- Tell students that they will count the cubes with you. Touch each cube as students count.

Partner Practice

- Give each partnership a set of Number, Dot-Set Recognition, and Ten-Frame Cards for the numbers 11–15 (Number Word Cards are optional). Explain that they will play a memory matching game. Ask students to mix up the cards and lay them face down, in rows.

  You and your partner will take turns flipping over three cards. Look at the three cards you flip over, and see if they are the same number. If they are, you can keep the match. If not, flip them back over in the same spot.
• Encourage students to play the game as many times as time permits. As they play, circulate and ask questions, such as “Can you trace the number on the card?” “How do you know what number is shown on the Ten-Frame card?” and “Can you describe how the dots are arranged on the Dot Card?”

• Challenge students to compare the numbers they flip over by determining which one is more or which one is less.

Recap

• Hold up the Ten-Frame for the number 14. Ask students to hold up one of their cards that also shows the number 14. Repeat with other numbers 11–15.

• Award pocket points if several students find matching cards.

• Review the numbers 1–15.

WGR: Count from 1 to 15 with me.

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

• “A Circle of Sun,” The 20th Century Children’s Poetry Treasury, page 4

Introduce the Poem

Today we talked about how the moon travels around Earth, and Earth travels around the sun. Together the moon and Earth move in a circle around the sun. As you listen to the words, try to imagine yourself doing the different activities that the poet, Rebecca Kai Dotlich, describes.

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

TIMING GOAL: 20 minutes

Prewriting

• Present the writing activity for the day.

  Today instead of writing a new sentence, we will add a sentence to one that we wrote earlier this week. First, you will choose the sentence that you would like to add to. Then, you will tell us more about something you wrote about.

• Share an example that applies to you. Review the four sentences that you wrote this week, and select one to elaborate on.

  I think I will choose this sentence. Read the selected sentence. Now I will tell more about my sentence. Share a new sentence that expands on the information provided in your first sentence.

• Model writing your second sentence using the strategies from the Writing Strategies Bank.

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

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

Sharing

• Ask students to share their sentences with their partners.

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

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

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Celebrate the long lists of sun and moon questions and answers and facts that have been collected over the week. Read any that have not yet been shared. Invite students to tell which they are most fascinated by. Suggest ways that students and their parents can find further information, such as by visiting the public library and going on the Internet, to answer questions on the list that are still without answers.

- Time to put on your diplomat’s hat! As you may suspect, you will try to set up the following activity so no feelings are hurt and no student is embarrassed. You’ll know best how to handle certain situations. We suggest some scenarios here: If you have a student who is usually very uncomfortable reading his or her work in the group, ask that student ahead of time if he or she would like to read. If the student does not want to read his or her work or show the illustration when you get to his or her page, you could simply ask the student to sit in the Author’s Chair while you read it. (Be sure to have the student read it privately first.) If the student is not even comfortable with that, ask the student what he or she would like to do. If he or she wishes, you could skip the page (turn two pages at once), and if someone, such as the student’s partner, notices that it was skipped, simply say that the student is the kind of author who prefers not to read his or her own work aloud. “Some famous authors are like that.” If you suspect that a student may say something unkind about his or her partner’s work, speak to that student ahead of time. For example, “Jorge, remember to think of Temi’s feelings when you comment on her work. She left lots of space on her page. You might tell her that all that empty space makes you think of outer space!”

- Celebrate students’ work on their Daytime/Nighttime Class Book by having a read aloud.

  I’d like to hear how your Daytime/Nighttime Class Book sounds when I read it the way I read other books. I’d like each author to read his or her own page. Then I’d like your partner to say what he or she noticed about your work. Remember to notice what you like about each classmate’s work. You know how good it feels when someone says something kind about your work, so you’ll look for good things to say about your partner’s work.

  There are good things to see or hear about everyone’s work. You could notice that there are good details or that there are colors in the illustrations that make you feel good when you look at them. You might notice that the author is getting good at making letters. Or you might notice that he or she wrote about something special about the daytime or nighttime that you had never thought of.

- Have each student read his or her page in the book while sitting in the Author’s Chair, with you sitting beside him or her. The student’s partner should comment on the work.

- After reading, ask students to applaud themselves and their fellow authors and illustrators.
Vocabulary Review

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

  **Our new word today is “travel.” “Travel” means to move from one place to another. T-P-S: When did we see, hear, or use the word “travel” 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.

  ### 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>Moon travels.</strong></td>
<td>Good answer. Can you say that in a complete sentence?</td>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. <em>We can say, The moon travels.</em></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>The moon travels.</strong></td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _________?</td>
<td>If the student is unable to add details, prompt with a question about the sentence. <em>Can you tell us more about where the moon travels?</em></td>
</tr>
</tbody>
</table>

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

### Theme Vocabulary:

- **travel**
Cool Kid Recognition

- Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Explain the homework assignment.

  Theme Exploration: Remember to observe the night sky with an adult and to draw the changing moon.

  Read & Respond: You might like to share a book with a grown-up in your family this weekend. Maybe you will visit the library.
Focus

Opposites are two things that are related, but are very different from each other.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
</table>
| **Greetings, Readings, & Writings** | • Math lab: Materials from Math Mysteries on day 5  
• KinderCorner Weekly Record Form for unit 9, week 2 |
| **Gathering Circle** | • No new materials |
| **Theme Exploration** | • Day and night picture cards from the Opposites Puzzle Picture Cards  
• Chart paper and marker or IWB access  
• SFAF Big Book: *Opposites*  
• Theme vocabulary word cards for “related” and “opposites” or IWB access |
| **Rhyme Time** | • KinderCorner 2nd Edition Plus Media and Software flash drive  
• Linking cubes or other manipulatives, three per student plus one set for the teacher |
| **STaR** | • Trade book: *Harry the Dirty Dog*  
• One obviously dirty towel or sock  
• One clean towel or sock |
| **15-Minute Math** | • No new materials |
| **Snack/Outside/Gross-Motor Play** | • Raw vegetables  
• Soft spread or dip |
| **KinderRoots** | • Shared Story (teacher and student copies): *Nan’s Pet*  
• KinderCorner 2nd Edition Plus Media and Software flash drive  
• Key cards: “a,” “s,” “d,” “t,” “i,” “n,” and “p” or IWB access  
• Green Word cards: “can,” “jumps,” “naps,” “nips,” “pan,” “pet,” “taps,” “tips,” and “pats” or IWB access  
• Red Word cards: “go,” “is,” “the,” and “no” or IWB access |
| **Math Mysteries** | • Paper bag  
• Linking cubes (one red, one blue, one green, two yellow)  
• Number Cards for 16–20, one set per partnership  
• Ten-Frame Cards for 16–20, one card per student  
• Bug Jar Workmat (appendix), one per partnership  
• Bags with twenty-five manipulatives, one bag per partnership |
| **Let’s Daydream** | • “What Is the Opposite of Hat?,” *The 20th Century Children’s Poetry Treasury*, page 8 |
### Additional Materials Needed Today

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

#### Let’s Think About It
- Trade book: *Harry the Dirty Dog*
- Opposites Puzzle Picture Cards
- List of opposite pairs from Theme Exploration
- Marker
- Read & Respond bookmarks
- Home Link animal hand stamp: lion

### Learning Labs—Additional Materials

#### Dramatic Play Lab | Dressed As Opposites
- Dolls
- Doll clothing (a variety for warm and cold weather)
- Children’s clothing (a variety for warm classrooms and cold weather)

#### Art Lab | Opposite by Design
- Paper (black and white)
- Scissors
- Glue

#### Classroom Library Lab | Free Reading
- Theme-related books

#### Literacy Lab | Play School: Where Is the Mouse?
- Where Is the Mouse? Picture Cards
- Where Is the Mouse? Sorting Labels (appendix)

#### Math Lab | Big or Small?
- Containers of various sizes
- Linking cubes and other manipulatives

#### Computer/Media Lab | Can You Do the Opposite?
- *Getting to Know Myself CD*

#### Writing Lab | Likes/Dislikes
- Prepared sentence strips
- Magazine pictures to prompt writing about opposite preferences
Day 6

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

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

Homework

• Read & Respond

• Ask students if they drew pictures of the night sky over the weekend. Remind students that they will continue to draw the sky every night this week.

Available Activities

Classroom Library Lab

• Same as day 5

Literacy Lab

• Same as day 5

Math Lab

• Place the containers, bears, buttons, bicolored counters, and beads out for students to experiment with. Have students practice making sets of 11–15 items.

Computer/Media Lab

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

• Make copies of each student’s writing available in the lab. Encourage students to type previously written works on the computer or type new poems or stories. If possible, allow students to print their work.
Writing Lab

• Same as day 5

Other

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

Observe Student Progress

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

Graphemes

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

Beginning Reading

• This week find out if your students can sound out the words “jumps” and can.” You will also watch to see whether they can read the sentence “Nan tips the pan.”

• 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 two conflict solvers (take turns, share, or get help).
Math

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

• 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

**TIMING GOAL: 15 minutes**

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

**Partner Challenge**

• Introduce the challenge.

  We’ve learned how to use conflict solvers to find win-win solutions to problems. Today for our Partner Challenge, you will talk with your partner about which conflict solver to use to solve this problem and why you chose it. Tell students the problem. There is one piece of cake, and both you and your brother want to eat it.

• Provide a moment for students to think about the situation and which conflict solver they would choose. Remind them that they will have time at snack to talk with their partners to decide which conflict solver they would use.

• Tell students they will earn pocket points when they name one of the conflict solvers that they’ve learned about to solve this problem.
Brain Game

- Introduce this week’s Brain Game.

  It’s time to play our Brain Game. This week’s Brain Game is Telephone. We’ve played this game before. We play Telephone to exercise our mind muscles to help us focus. Demonstrate the Focus signal (hands held in front of your eyes as if you are using binoculars).

- Quickly place students in groups of five or six by combining partnerships, and have them form a circle within their groups. Review the Telephone game. Invite one student in each group to start the game. Visit each group to have the student tell you the message before the group starts. If necessary, help the student think of a simple message.

- When the message arrives at the last student in each group, have one group at a time share the ending message and the original one. Compare the two messages. Did the original message change? If the messages were different, use Think-Pair-Share to have students answer the question “Why were the two messages different?” We weren’t listening carefully. If the messages were the same, ask, “Why were they alike?” We listened carefully; we used our mind muscles to focus.

- To make the game more challenging, have students use longer, more complex phrases.

- Play the game again if time permits. Explain that because you will play the game at other times, each student will have a turn to start the message.

Theme Exploration

Partnership Question of the Day

- Place the day and night cards on a ledge or somewhere where they can easily be seen by all students. Do not name the images.

  Look at these two pictures. T-P-S: What do you notice about the pictures? Describe the pictures to your partner.

  I heard some of you talk about the colors that are used in the pictures. I heard others of you talk about the times of day that the cards show. Some of you said the pictures were alike, and others said they were different. We will read a book in a little bit that shows us another special connection between day and night. Let’s read today’s Daily Message.
Daily Message

What are opposites?

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

- Reinforce literacy objectives by pointing out the following:
  - WGR: What kind of sentence is today’s message? It’s a question.
  - WGR: How do you know? There is a question mark at the end.

Theme Learning

- Explain the content of the Daily Message.
  
  Explaining a word like “opposites” can be difficult. We’ll be reading, talking, and thinking a lot about opposites all this week. You already know a lot of words for things that are opposites. Here are two: “night” and “day.” Another two are “big” and “little.” T-P-S: Think for a moment of some of the other examples of opposites that you know.

- Write some of students’ responses on the chart paper, and make the following observation.

  WGR: Night and day and big and little are opposites. Are night and little opposites? No. Why not? Answers will vary. As students share their ideas, make encouraging comments such as “Hmm. Very interesting. Does anyone want to add to that idea, or does anyone have a different idea?” Congratulate students on thinking aloud to explain this difficult concept.

- Show the cover of Opposites, and read the title.

  WGR: What do you notice about the cover of this book? How does it show opposites? One hand is giving a thumbs up, and the other is giving a thumbs down. Yes. Let’s see what other opposites our book will tell us about.

- Read pages 1 and 2.

  What pictures are being shown? Day and night. Each picture shows a time of day. If the pictures showed day and morning, would day and morning be opposite times? No. RWE: Morning is a time during the day, so they are more similar than different. Day and night are related because they are times of day, but they are very different, so they are opposites.

- Read pages 3 and 4.

  Hot and cold are related because they are both temperatures, but they are very different!

- Read pages 5 and 6.

  “Hello” and “goodbye” are opposite words. Show page 5. Look at this picture. When do we say “goodbye” to someone? When he or she is leaving or going somewhere. Show page 6. When do we say “hello” to someone? When he or she is coming or arriving. Yes, just like “hello” and “goodbye” are opposites, coming and going are opposites.
• Read page 7, and have students predict the answer to the question on the page. Read page 8, and confirm their responses.

  Happy and sad are related because they are both feelings, but they are very different. They are opposite feelings.

• Read page 9, and have students predict the answer to the question on the page. Read page 10, and confirm their responses by stating that young and old both tell about a person's age.

• Continue reading the book in this manner.

• Refer students back to their list of opposites. Reread students' responses to the Daily Message.

  Now can we answer the question “What are opposites?” Add an accurate definition that is a combination of what students offer. We will continue to add to our list of opposites all week.

• Play the digital dictionary videos for “related” and “opposites.”

• 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 “related” and “opposites.”

  When two things are related, they are connected in some way. Small, medium, and big are related because they all tell about size. I can make a sentence with the word “related”:

  Happy and excited are related because they both tell about feelings.

  “Opposites” are things that are related, but are as different as possible. Big and little are related because they tell about size, but they are opposites because they are very different in another way. I can make a sentence about “opposites”:

  The opposite of hot is cold.

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 “Opposite Game.”

Today we will begin to learn a new rhyme about opposites. Remember, opposites are two things that are very different from each other such as day and night. Listen carefully, and see how many opposite words you hear.

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

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

Opposite Game

Opposites (Extend right arm to side, elbow bent, with palm facing up.), opposites (Leave right arm out, and extend left arm in the same manner.)—what are they? (Shrug shoulders.)

Here’s a game that we can play: (Place hands on hips, and nod as you speak.)

If I say black (Point to self.), then you say white. (Point to friend.)

If I say day (Hold arms in a circle above your head.), then you say night. (Tilt head, and rest it on hands, as if going to sleep.)

If I say left (Point left.), then you say right. (Point right.)

If I say dark (Cover eyes with hands.), then you say light. (Uncover eyes.)

If I say in (Jump forward.), then you say out. (Jump backward.)

If I say whisper (Hold finger to mouth.), then you say shout. (Cup hands around mouth.)

That’s the way to play our game.

How many opposites can you name? (Tick off on fingers.)
Develop Phonemic Awareness—Phoneme Deletion

• Review the concept of phoneme deletion.

  Last week we practiced taking sounds away from words. We took the /s/ away from “star” to make the word “tar.” We took the /c/ away from “cat” to make the word “at.” Today we will practice doing this again.

• Distribute three cubes to each student.

  Let’s think about the word “shout.” T-P-S: How many sounds are in the word “shout”? RWE: Yes, there are three sounds in “shout”—/sh‑ou‑t/.

• Sound out the word, placing one cube in front of you for each sound. Encourage students to do the same, building the word from left to right.

  WGR: What is the first sound in “shout”? /sh/. What would happen if we took the /sh/ away from “shout”? Let’s try it.

• Remove the first cube from the line, and encourage students to do the same.

  We had “shout,” and we took away /sh/. Now we have /ou/‑ (Point and encourage students to do the same.) /t/ (Point.). WGR: What word says /ou‑t /? “Out.” Yes! “Shout” without the /sh/ says “out.”

• Replace and remove the leftmost block several times as you repeat, shout, out, shout, out.

• Repeat this instruction for the following word pairs:

  nice – ice
  heart – art
  fox – ox
  land – and

• Award pocket points if several students are able to successfully delete the initial phonemes from the given words to form new words.

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

Before Reading

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

  The title of today’s story is *Harry the Dirty Dog*. T-P-S: What does the title of a story tell us? The name of the story. The author of *Harry the Dirty Dog* is Gene Zion. T-P-S: What is an author? The person who writes the words of a story. WGR: What does the illustrator do? Makes the pictures. Margaret Bloy Graham is the illustrator of this story.

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

  Show the two towels or socks. T-P-S: How are these two things the same? How are they so different that you could say they are opposites? Replies; one is clean, and the other is dirty. Today we are going to read a story about something that is clean and something that is dirty. Let’s look at the cover of the book. T-P-S: What do you notice about the two dogs? A white dog with black spots and a black dog with white spots look opposite. Black and white are opposites.

  Let’s read the title for another clue about the story. Point to each word in the title as you read, *Harry the Dirty Dog*. T-P-S: What do you predict this story might be about? Why? When we read and listen, we will find out if (repeat students’ predictions) will happen as you have predicted.

• Introduce the story vocabulary words.

  In this story, we will hear some new words. One of these words is “strange.” “*Strange*” in this story means different. If I look out my window and usually see a red car parked in the street, but this time I see a blue car, I might say I see a *strange* car parked out front. The car is different from the one that is usually there.
Another interesting word is “furiously.” “Furiously” means quickly. If I see you in a crowd of people and am excited to see you, I might wave my arm furiously to let you know that I see you. Pantomime waving your arm back and forth at a rapid pace. Let’s all wave our arms furiously.

- Introduce the good-reader skill for today.

When good readers see a word that they do not know how to read, they try to sound it out. I will show you what that looks like with some words 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 3: T-P-S: Why does Harry run away from home?
  - Page 5: Read the text on this page, stopping when you get to the word “got.” Hmmmm. That’s a hard word. I think I’ll try to sound it out. Use Stretch and Read to model sounding out the word. /g/, /o/, /t/. Got! That’s it. Reread the sentence, reading all the words fluently.
  - Page 10: Read the first word of the text. Hmmmm. Here’s another word I don’t recognize. I’ll sound it out. Use Stretch and Read to model sounding out the word. /s/, /l/, /i/, /d/. Slid! That’s it. Reread the sentence, reading all the words fluently.
  - Page 11: WGR: Even though Harry looks the opposite of the way he used to look, is he still the same dog? Yes.
  - Page 15: T-P-S: What problem does Harry have? RWE: Harry’s family doesn’t recognize him. They think he is a strange dog. “Strange” is one of our new words that means different. Harry’s family thinks Harry is a different dog.
  - If you were Harry, what would you do to make the family realize that you belong to them—that you’re Harry?
  - Page 21: T-P-S: What does Harry remember is buried in the ground? What do you think his plan is?
  - I heard our new word “furiously” in this part of the story. Harry dug furiously to uncover something in the dirt. Let’s pretend that we’re Harry and dig furiously.
  - Page 25: T-P-S: Why do you think Harry wants to take a bath now?
  - Page 28: Be sure that students see the scrub brush under Harry’s pillow.
After Reading

T-P-S: What are some words we could use to describe how Harry feels about baths at the beginning of the story? Unhappy, angry, mad, and afraid.

T-P-S: How does Harry feel about getting a bath at the end of the story? Relieved, hopeful, happy, excited. These words describe very different feelings that Harry has about having a bath. WGR: Could you say that his feelings at the end of the story are the opposite of his feelings at the beginning of the story? Yes.

• Think aloud: At the end of the story, Harry is dreaming about how much fun it was getting dirty that day. I wonder why he hides the scrub brush under his pillow. T-P-S: What are your thoughts about this?

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

Harry runs away from home because he doesn’t want to get a bath. While he is gone, he gets so dirty that his family doesn’t know who he is. This reminds me of our new word “strange.” Let’s make a sentence together using “strange.” 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 “furiously.”

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

Learning Labs

TIMING GOAL: 40 minutes

Routine

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

Description:
- Students will dress dolls or themselves in clothes of opposite textures, colors, sizes, etc.

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 vocabulary and oral language.

When You Tour:
- Explain to students that they can dress the dolls, or themselves, in clothes of opposite textures, colors, sizes, genders, seasons, etc.
- Point out the doll and children’s clothing that you have available.
- Hold up a piece of clothing, such as a short-sleeved shirt, and ask students what kind of clothing you would put on a doll that could be an opposite of what you are holding.

Facilitate Learning:
- As students are dressing the dolls, talk with them about the clothing choices they are making.

Examples:
- Why did you pick that __________ to be the opposite of the doll that (Michael) dressed?
- I’m going to dress my doll in a winter coat. What would be the opposite of that?
- Listen to their explanations of these choices. They may have thought about opposites in a different way from what you were expecting. They may be looking at the length of the sleeves and thinking long vs. short or warm- vs. cold-weather pairs. If students give short answers, model expanding their answers into complete sentences.

Blocks Lab | Opposite Structures

Description:
- Students will build structures that are the opposite of each other according to height, size, etc.

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

- Tell students they will make block structures that demonstrate opposites.
- Ask students if you built a tall structure what kind of structure could they build that would be an opposite of yours.

Facilitate Learning:

- While working with students in this lab, discuss the concept of opposites. Say, Two things that are related, but are very different from each other, are called opposites—such as big and little, tall and short, and high and low. What other opposites can you show in your structure?
- Encourage students to create their own opposites structures.

**Art Lab | Opposite by Design**

**Description:**

- Students will create mirror-image designs that show opposites.

**Purpose:**

- This lab reinforces thematic concepts and vocabulary. It also provides the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:

- Tell students they can create designs that show opposites.
- Point out the materials, and tell students that they may use them to create designs that show opposites.
- Demonstrate cutting out the black design and gluing the shapes to the white pages: 1) fold the black paper in half; 2) cut out a design at the fold line; 3) glue the smaller cut-out design onto the middle of the white paper; 4) glue the outer black frame to the second sheet of white paper, lining up the outside straight edges; and 5) tape the two papers together to form a mirror image.

Facilitate Learning:

- Talk with students about the shapes and designs they are creating. What can they tell you about their pieces?
- Do some of the shapes show opposite attributes such as curves and straight lines or large and small shapes?
- Encourage students to use complete sentences and new vocabulary. Students may choose the opposite color scheme—white designs glued onto black sheets of paper.
Classroom Library Lab | Free Reading

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

Purpose:
- This lab provides practice with correct book handling and the opportunity to explore letters, words, and sentences along with theme vocabulary and concepts in the context of a book. For some students, this lab provides practice with reading.

When You Tour:
- Point out the new books in the lab.
- Read some of the titles. Ask a few students to point out their favorites from previous units.

Facilitate Learning:
- Invite students to read alone, together, or with you.
- Encourage them to identify opposites as they reread familiar books.

Literacy Lab | Play School: Where Is the Mouse?

Description:
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will match mouse pictures with the words that tell where the mouse is.

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

When You Tour:
- Tell students that today in their imaginary classroom, they will match mouse pictures with words that tell where the mouse is.
- Point out the Where Is the Mouse? Picture Cards and the sorting labels that you have prepared.
- Explain to students that they will look at the mouse picture on each card and then match the mouse picture with the word that tells where the mouse is (e.g., in or out, over or under).
- Have students spread the Where Is the Mouse? Picture Cards out, face up.
• Help them identify the opposite word pairs on the sorting labels by using the beginning letters and illustrations as clues.

• Ask students to describe where the mouse is located on each picture card to determine under which sorting label it should be placed.

Facilitate Learning:
• Join students as they play Where Is the Mouse? Take a turn matching a mouse picture with the word telling where the mouse is.

• Listen to students as they discuss where the mouse is. They may be interpreting the picture in a way that is different from what you expect.

• Take this opportunity to observe which students can identify opposites.

Math Lab | Big or Small?

Description:
• Students will fill various containers and sort them by the opposite attributes big and small.

Purpose:
• This lab reinforces counting, one-to-one correspondence, and sorting through the concept of opposites.

When You Tour:
• Ask students to think about opposites that relate to the size of the container. Big and small.

• Prompt students to fill their containers, count the cubes, and then sort the containers by the opposite attributes big and small.

Facilitate Learning:
• As students sort the cubes in their containers, ask them how they sorted the cubes.

Computer/Media Lab | Can You Do the Opposite?

Description:
• Students can listen to music and dance while following directions.

Purpose:
• This lab reinforces thematic concepts and provides students with an opportunity to enjoy music and dance.
When You Tour:

- Point out the CD player, and tell students that in addition to the usual array of music and stories, there is an especially fun song about opposites.
- Tell students they can dance to the song and follow the directions for moving in opposite ways.
- Review the use of the CD player, showing students how to start the equipment to play the song “Shake Something.”

Facilitate Learning:

- Encourage students to identify the opposites as they do the movements suggested in the song.
- Have students show you a pair of opposites that are named in the song.
- Ask them to name the movements. Encourage students to speak in complete sentences as they tell and show you what they are doing.

**Sand/Water Lab | Free Exploration**

Description:

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

Purpose:

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

When You Tour:

- Remind students of any new tools or materials that you have placed in the lab.

Facilitate Learning:

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

**Examples:**

- How can we use the sand and water to show opposites?
- If I made a big lake with sand and water, what would be the opposite?
- What is the opposite of “float”? Sink. I wonder how we can use the water to see if different objects sink or float.
Science Lab | Scientist’s Station

Description:
• Students will use materials and tools freely to 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 following prompts to reinforce scientific concepts and facilitate oral-language development.

  **What science tools can I use to find the opposite of cold?** *Thermometer.*

Writing Lab | Likes/Dislikes

Description:
• Students will write about things they like and dislike.

Purpose:
• This lab reinforces thematic concepts. It also provides students with an opportunity to express opinions in writing.

When You Tour:
• Tell students they may use the materials in the lab to write about things that they have opposite feelings about (e.g., things they like and dislike).

• Show students the sample sentence starters that you prepared. They can copy these words and then complete the sentences on their own (e.g., “I like riding my bike” and “I do not like falling off my bike.”).

• Point out the pictures you have provided that may remind students of opposites to write about.

Facilitate Learning:
• Talk with students about the opposites they have chosen to write about.

• Ask them to tell you what it is that they like and dislike about something.

• Encourage the use of complete sentences and new vocabulary.

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Paper Clip Weather Graph

- Ask the weather reporter, or another student, to come up and attach a paper clip to the appropriate picture. Then discuss how the graph changed today.

Number-Recognition Circle 11–15

- Move the clothespin to the number 14. Ask students to identify the number. Invite all students to snap and count to 14.

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

Snack

TIMING GOAL: 30 minutes

Snack

- Serve hard raw vegetables with soft spread or dip. Talk with students about the opposites crisp and soft. Encourage them to describe the taste of their snack with and without the spread or dip. Are the hard vegetables loud and crunchy? When you eat them, is the spread or dip noisy like the vegetables or quiet?

- Invite students to talk with their partners about the Partner Challenge. Our Partner Challenge is to talk with your partner to decide which conflict solver to use to solve the problem when there is one piece of cake and two brothers want it.
• Allow time for students to talk about the conflict solvers and to choose one that they think will work in this situation. Remind them to use active-listening skills if needed.

• Award pocket points when they name one of the conflict solvers that they’ve learned about to solve this problem.

Outside/Gross-Motor Play

• Play Where Is the Mouse?, in which students take turns pretending to be the mice from the literacy lab. They will demonstrate opposite prepositions for others to guess. For example, a student might find a place where he or she can get “in” and then get “out” of something or that he or she can be “over” and then “under.”

• Encourage students to describe where they are or what they are doing using complete sentences and opposites vocabulary.

• Use this opportunity to observe which students understand and correctly verbalize positions in space.

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

KinderRoots

TIMING GOAL: 30 minutes

Warm-Up

Wall Frieze Sound Review

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

Reading Rehearsal

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

Story Introduction

Previewing

• Show the cover of Nan’s Pet. Introduce the title, author, and illustrator of the story.

Remember, in the last KinderRoots Shared Story, we read more about Nan’s two dogs, Tad and Tam. Today we will read about Nan’s new pet.

T-P-S: What kind of animal is it? A turtle.

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

• Show the Word Play video segment.
Making Predictions

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

  A turtle is an animal with a hard shell that sometimes lives on land and sometimes lives in water. Turtles are found in the city and in the country, but usually there will be some water nearby. Have any of you ever seen a turtle or had one as a pet before? Where did you see one? Or where did you keep your turtle?

  T-P-S: Describe what a turtle looks like.
  T-P-S: What do you think the turtle’s hard shell does for it?
  Together with your partner, look at the pictures in your book.
  T-P-S: How do you think the turtle will get along with Nan, Tim, and Sad Sam?

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

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

Word Presentation

Read sounds.

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

- Show the plain letter side of the key cards for /a/, /s/, /d/, /t/, /i/, and /n/. Have students say the sound for each letter. Show the mnemonic picture side if needed.

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

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 words.

- 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.

  pat → pan → man → map → tap

Say-Spell-Say

Remember that in KinderRoots, words that don’t follow the rules or that 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 the sight word. Read the word, and then use it in a sentence. Have students say the word, soft-clap it by letter, and say it again. Do this three times for the word. Add the word to the word wall.

Readles

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

• Show the readle “turtle” on page 1 of the Shared Story. When we see this picture, we will say, “turtle.”

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.

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**

**Show What You Know**

- Select several students to count to 15. Award pocket points if students are able to count to 15.

- Use the sharing sticks to select several students to demonstrate writing the numerals from 11–15 on the board. Award pocket points if students are successful.

**Active Instruction**

- Tell students that they will learn about more numbers today. Show students the Number Card for 16.

  WGR: *What Number Card is this?* 16.

- Have students count to 16 with you.

- Show students the Number Card for 17. Have students identify the number and count to 17 with you. Continue in the same manner for the numbers 18, 19, and 20.

  Now that you can name the numbers 16–20, I want to see if you can match the Ten-Frame Cards with the numbers. I am going to hold up a Number Card, and I want you to stand up if you have the matching Ten-Frame Card.

- Give each student one Ten-Frame Card for one of the numbers 16, 17, 18, 19, or 20. Hold up each Number Card for 16–20 one at a time. Ask students with matching cards to stand.

**Partner Practice**

- Tell students that they will practice making sets for the numbers 16–20. Show students the Bug Jar Workmat, the plastic bag of manipulatives, and the Number Cards for 16–20.

  You and your partner will pretend that these manipulatives in the bags are bugs. You will collect sets of bugs in your Bug Jars. WGR: *What type of bugs do you want to collect in your bug jars?* Answers will vary.

- Explain the activity.

  You and your partner will take turns choosing a Number Card. Then you will collect that many bugs in your Bug Jar. Be sure to count the bugs in your Bug Jars after you collect them. Then you will pretend to lift the lid, and all the bugs will escape back into your plastic bag.

- Model this activity with a student partner. Choose a Number Card. Count out that many bugs, and place them on the Bug Jar workmat. Prompt your partner to count the bugs to make sure you have the right number. Then pretend to take the lid off the jar so the bugs can escape back to the plastic bag. Switch roles with your
student partner. He or she will choose a card and count out the bugs, you will count to check, and your partner will let the bugs escape.

- Give each partnership a set of Number Cards for 16–20, a Bug Jar workmat, and a bag of manipulatives. Circulate as students work, and ask questions, such as “How many bugs are in your jar?” “How many bugs would you have if another bug crawled in?” and “How many bugs would you have if just one escaped?”

**Recap**

- Show the Number Card for 18. Select students to come to the front of the classroom and count out eighteen bugs. Repeat for the numbers 16, 17, 19, and 20.
- Award pocket points if several students are able to make sets with the correct number of manipulatives.
- Show the Ten-Frame Cards for the numbers 16–20 one at a time. Have students say the number.
- Play the “17 Mushrooms” video.

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

- “What Is the Opposite of Hat?,” *The 20th Century Children’s Poetry Treasury*, page 8

### Introduce the Poem

Today’s poem by Richard Wilbur is about some opposites. Listen to this silly poem.

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 opposites. Look around the classroom. You are going to write about some of the opposites that you see in our classroom.

T-P-S: What opposites do you see in the classroom?

• Share an example that applies to you.

I think that I will write a sentence that says, “I see big and little books.”

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

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

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

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

Example:

I am ready to write my sentence. My sentence is, “I see big and little books.”

– The first word is “I.” I can copy it from the word wall. Write “I” on the first line.

– The next word is “see.” I’m going to draw an eye for “see.” Draw an eye.

– “Big.” We’ll use Stretch and Spell to write “big.” Prompt students to stretch and spell the word. Write any letters that students say.

– “I see big and little books.” “And” is the next word. We can also use Stretch and Spell to write “and.” Prompt students to stretch and spell the word. Write any letters that students say.

– “Little” is the next word. I hear some sounds that we’ve learned in “little.” I hear /l/, /i/, /l/, and /l/ again. Write each letter as you say the sound.

– “Books” is the last word. What sounds can you hear in “books”? 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

Timming Goal: 20 minutes

Theme-Learning Recap

- Hold up the book *Harry the Dirty Dog*, and prompt students to review the learning focus of the day.

  WGR: Why didn’t Harry’s family know who he was? RWE: That’s right. Harry was dirty, and he looked different. He looked like a black dog with white spots instead of a white dog with black spots. Say the word that means two things that are related, but are not the same, and are very different from each other. *Opposites.*

  Opposites are named in pairs. A pair is a set of two things, just like you and your partner make a pair.

- Introduce the following activity.

  I would like to show you a game that you can play on your own or that you can invite a friend to play with you in the mornings or during lab time.
Teacher’s Note: Select enough opposite pairs from the Opposites Puzzle Picture Cards so each student will have one-half of a puzzle pair. To be successful with this activity, place students in small groups of about six or eight persons. Randomly distribute the game pieces. If there are an odd number of students, remedy the situation by quickly joining a group.

- Select four students to demonstrate the game. Explain that this game is fun because it is a silent game in which students may use hand signals, but no words. Give each student one puzzle piece from a pair of opposites.

  Look at the picture on your puzzle piece, and think about what it is. Each picture shows the opposite of the picture on another student’s puzzle piece. When I say, “Go,” you will show your picture to others until you find the person who has the puzzle piece with the opposite picture. Put your puzzle pieces together, and then stand together. Remember, hand signals only! Ready? Go!

- When all students are standing with their puzzle-piece partners, invite each partnership to name the pair of opposites shown on their puzzle pieces. Expect complete sentences (e.g., “In and out are opposites.”).

- If time permits and interest is high, continue by redistributing the puzzle pieces and repeating the activity.

- Use this opportunity to note students who can classify objects by identifying opposites. There are numerous other opportunities for this assessment throughout the week during most Learning Labs and Let’s Think About It.

- Review the list of opposite pairs from Theme Exploration, and add any new pairs suggested by students.

Vocabulary Review

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

  One of our new words today is “related.” “Related” means connected in some way. T-P-S: When did we see, hear, or use the word “related” today?

  Our other new word today is “opposites.” “Opposites” are words that are related, but they are very different. T-P-S: When did we see, hear, or use the word “opposites” 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>-------------------</td>
</tr>
</tbody>
</table>
| The student responds in an incomplete sentence. **Small big opposites.** | 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, Small and big are opposites.* |
| The student responds in a complete, but not very elaborate, sentence. **I know opposites.** | 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 give us an example of a pair of opposites?* |

• 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 is to talk with your partner to decide which conflict solver to use to solve the problem when there is one piece of cake and two brothers want it. Provide a moment for students to review their choices and the reasons for their choices.

• Use the sharing sticks to select students to share their partnerships’ choices and to tell why they made these choices. Award pocket points when students name one of the conflict solvers that they’ve learned to solve this problem.

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

Pocket Points for the Day

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

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

• Remind students about their reward.

Home Link/Departure

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

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

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

• Read & Respond: Share a book with someone in your family. 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**

Easy and difficult are opposite experiences.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
</tr>
</tbody>
</table>
| **Theme Exploration** | • KinderRoo and Joey puppets  
  • Box (empty and large enough for KinderRoo to fit inside)  
  • Bear counters, one per student (optional)  
  • List of opposites from day 6  
  • Theme vocabulary word cards for “easy” and “difficult” or IWB access |
| **Rhyme Time** | • KinderCorner 2nd Edition Plus Media and Software flash drive |
| **STaR** | • Trade book: *Harry the Dirty Dog*  
  • *Harry the Dirty Dog* Retell Picture Cards (appendix) or a box or bag containing the following toys or small objects: scrub brush, engine car of a toy train, dump truck, house, bath tub, and pillow |
| **15-Minute Math** | • No new materials |
| **Snack/Outside/Gross-Motor Play** | • Foods and drinks that are sweet and sour (e.g., jelly on crackers and fruit punch or grapefruit juice)  
  • Wheeled toys (optional) |
| **KinderRoots** | • Shared Story (teacher and student copies): *Nan’s Pet*  
  • KinderCorner 2nd Edition Plus Media and Software flash drive  
  • Key cards: “a,” “s,” “t,” “i,” “n,” and “p” or IWB access  
  • Green Word cards: “can,” “jumps,” “naps,” “nips,” “pan,” “pet,” “taps,” “tips,” and “pats” or IWB access  
  • Red Word cards: “go,” “is,” “the,” and “no” or IWB access |
| **Math Mysteries** | • Ten-Frame Cards for 1–15, one set per partnership  
  • 16 Through 20 (appendix), one per partnership |
| **Let’s Daydream** | • “Turtle in July,” *The 20th Century Children’s Poetry Treasury*, page 47 |
### Additional Materials Needed Today

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

#### Let’s Think About It
- List of opposites
- Opposites Puzzle Picture Cards
- Home Link animal hand stamp: walrus

### Learning Labs—Additional Materials

#### Sand/Water Lab | Opposite Tools
- Sand tools with opposing attributes (e.g., large/small, hard/soft, short/long, heavy/light)

#### Science Lab | Heavy or Light?
- Balance scale
- Objects that have a range of different weights (light to heavy); try to find objects that are of similar size and shape, but of different weights (e.g., empty and full boxes of salt).

**Teacher’s Note:** Begin the week with no more than four items. As students are ready, add more items to be weighed and organized by weight.
- Prepared weight workmat
Day 7

Greetings, Readings, & Writings

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

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

Homework
- Read & Respond

Available Activities

Classroom Library Lab
- Display *Harry the Dirty Dog* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Nan’s Pet* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab
- Same as day 6

Math Lab
- Same as day 6. Add larger containers that can hold twenty cubes.

Computer/Media Lab
- Same as day 6

Writing Lab
- Same as day 6

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

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

**Routine**

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

**Home Link Debrief**

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

  **T-P-S:** What are two words that are opposites?

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

**Active Instruction**

- Introduce the conflict solver new idea.

  **We have learned some good ways to solve problems. T-P-S:** Let’s name the conflict solvers that we already know. **Take turns, share, get help.**

  **T-P-S:** When can we use take turns to solve a conflict? **T-P-S:** Why would you use get help to solve a conflict? **T-P-S:** When can you use sharing as a conflict solver?

- Tell students to listen to the following story to see if they can find another conflict solver that we haven’t learned about yet.

  One day two friends were playing at the park. They both wanted to practice dribbling a basketball, but they only had one ball. They used the steps to find a win-win solution. They gave “I” Messages to tell how they felt and why they felt that way. Then they thought about ways to solve the problem, but they couldn’t agree on whether to share or take turns. Finally, they decided to get another ball so they could both practice at the same time.

  **T-P-S:** Which of the conflict solvers did the boys use to find a win-win solution to their problem? They didn’t choose any of the conflict solvers that we know about. They didn’t share, take turns, or get help. They thought of a new idea. Now we know four conflict solvers that we can use with our friends: take turns, share, get help, and new idea.
• Post the conflict solver card for new idea with the others.

Partner Practice

• Have students work in groups to think of a new idea for the following situation.

  Today we’re going to work in groups to use the conflict solver new idea to think of a new idea when friends can’t agree on another conflict solver to use.

• Quickly place students in groups of four by combining partnerships. Tell the following scenario.

  Two friends want to use the computer. One friend thinks they should take turns, and the other thinks they should share the computer. They can’t agree on the same conflict solver. Think of a new idea for the friends to try.

• Allow groups time to brainstorm ideas to present to the class. Write students’ ideas on the board. If groups suggest sharing or taking turns, point out that those are the conflict solvers the friends suggested and couldn’t agree on. After all groups present their ideas, read the list, and comment on how many new ideas they’ve come up with.

Partner Challenge

• Introduce the challenge.

  We’ve learned about using conflict solvers to avoid having conflicts with our friends. Today for our Partner Challenge, you will tell your partner a conflict solver that you can use when you don’t want to use take turns or share.

• Provide a moment for students to think about the challenge. Tell them they will have more time to think and talk about it with their partners at snack time.

• Tell students they will earn pocket points when they name a conflict solver other than share or take turns.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

T-P-S: What is something that is easy for you to do? What is something that is difficult for you to do?

“Easy” and “difficult” are words that we use to describe things that we do. Today’s Daily Message will tell us more about these words.
Daily Message

Easy and difficult are opposites.

Teacher’s Note: Write today’s Daily Message directly under yesterday’s, after leaving a space. Today’s message will offer a sample answer to the question that was posed in yesterday’s message.

• Write the Daily Message in front of students. Before you read today’s message, ask students to look at it to decide what they can read. Pause to give students time to think.

• Reinforce literacy objectives by pointing out the following:
  – There are some words in this sentence that are easy to read, such as “and,” because you can sound out “and.” “Are” and “opposites” are somewhat easy because you have seen them many times before, and you may remember them. But the other two words—“easy” and “difficult”—can make the sentence hard to read and understand because the words are new to us. WGR: Hmm…some words are easy, and some words are…hard. Another word for “hard” is “difficult.” WGR: Say “difficult.” Difficult.

• Read today’s Daily Message, touching each word as you read it. Invite students to repeat the message with you. Now that you know the words “easy” and “difficult,” you will find that the message is easier to read.

  Let’s read yesterday’s message together again: “What are opposites?” If we read today’s message, we get an example of opposites. Let’s read both messages. “What are opposites?” “Easy and difficult are opposites.”

Theme Learning

• Explain the content of the Daily Message.

  Yesterday we learned a lot about opposites and named many pairs of opposites. Read the pairs of opposites that students listed. Remember, opposites are two things that are related, but are very different from each other.

• Bring out KinderRoo and Joey.

  Our friends KinderRoo and Joey have invited us to play a game. They will show us more examples of opposites. Today we will watch them and try to name the opposite of what they are showing us. You might find that some are easy, and some are difficult to figure out.

• Place Joey in front of a large box, and put KinderRoo in the box.

  WGR: If KinderRoo is in the box, Joey must be…Pause to allow students to jump right in. Out of the box; out. In and out are opposites. Repeat that with me. In and out are opposites.
• Place KinderRoo on a low surface, such as the floor, and place Joey somewhere up high.

  WGR: KinderRoo is low, and Joey is... High. Low and high are opposites. Have students repeat the sentence with you.

• Place KinderRoo so she is facing the group and Joey so his back is to the group.

  WGR: This is the front of KinderRoo, and this is Joey's... Back. Say it with me, “Front and back are opposites.” Front and back are opposites.

• Continue in this manner with one or more pairs of opposites as long as students’ interest is high.

  Thanks for showing us that new game, KinderRoo and Joey. Will you play that again with us during Let’s Think About It later today? Make the puppets nod “yes.”

• If time allows, distribute one bear counter to each student. Position Joey, announce to the class his position (e.g., “Joey is upside down.”), and have students position their bear counters to show the opposite position and name it (e.g., “The bear is right-side up.”). Restate the pairs of opposites with each round (e.g., “Upside down and right-side up are opposites.”).

• Review the words on the list of opposites, and invite students to add new words.

• Play the digital dictionary videos for “easy” and “difficult.”

• 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 “easy” and “difficult.”

  The word “easy” describes something that is simple to do. I can make a sentence with the word “easy”:

  Clapping my hands is easy. Demonstrate.

  The word “difficult” describes something that is not simple or easy to do. Something that is difficult is very hard to do. I can make a sentence with the word “difficult”:

  It is difficult to pat my head and rub my tummy at the same time. Demonstrate, and invite students to perform the same action.

  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 “Opposite Game.” Encourage them to do the physical motions that accompany the rhyme.
- Read the words (see day 6), or play the video.

Develop Phonemic Awareness—Auditory Sound Blending

- Challenge students to say it fast after you say each of the words below in Joey Talk:
  
  /b-l-a-ck/  black  /d-ay/  day  /g-a-me/  game

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

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

TRANITION

STaR

Story Retell

TIMING GOAL: 20 minutes

Review

- Review the title, author, and illustrator.

  We read this story yesterday. Do you remember the title? Harry the Dirty Dog.

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

  WGR: The illustrator is Margaret Bloy Graham. 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 “strange.” What does “strange” mean? Different.

  T-P-S: Can you think of a sentence that uses the word “strange”? 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 “furiously.” The word “furiously” means quickly.

Story Retell

• Introduce the story retell using objects (or picture cards).

   Today we will use some objects (or pictures) to help us think about the different things that happen in the story Harry the Dirty Dog. Name the objects (or the picture cards) that you have gathered.

• Take a Picture Walk through the story to help students remember the story. As we take a Picture Walk, think about the parts of the story that the objects (or pictures) remind you of.

• Place students in six groups. Select one of the objects (or cards), and model telling about the part of the story that it represents. For example, hold up the scrub brush, and say, “I remember in the beginning of the story, Harry takes the scrub brush and buries it in the yard.”

• Distribute the items/picture cards so each group has one. Name and describe (if necessary) each object/picture as you hand it to a group. Have students talk with the members of their groups about what this picture/object reminds them of in the story.

<table>
<thead>
<tr>
<th>Item</th>
<th>Page(s)</th>
<th>Represents</th>
</tr>
</thead>
<tbody>
<tr>
<td>scrub brush</td>
<td>1</td>
<td>Harry buries the brush and runs away so he doesn’t have to take a bath.</td>
</tr>
<tr>
<td>engine car of train</td>
<td>6 and 7</td>
<td>Harry plays at the railroad station.</td>
</tr>
<tr>
<td>dump truck</td>
<td>8 and 9</td>
<td>Harry playing with other dogs or playing on the coal chute.</td>
</tr>
<tr>
<td>back of house</td>
<td>15</td>
<td>Harry returns home or tries to convince the family that he is their dog.</td>
</tr>
<tr>
<td>bathtub</td>
<td>25</td>
<td>Harry jumps in the tub and begs for a bath.</td>
</tr>
<tr>
<td>pillow</td>
<td>28</td>
<td>Harry sleeps with the scrub brush under his pillow.</td>
</tr>
</tbody>
</table>

• Bring the class back to a large group. Invite each group to tell about their item/picture and what happens in the part of the story that it represents. Show or reread the appropriate page in the book as each group shares.
• Close the activity by asking whether Harry is happier as a dirty or clean dog and why. T-P-S: Do you think Harry is happier when he is clean or dirty? Why do you think that?

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>Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Have a lab tour to explain the activities or materials in any new labs.</td>
</tr>
<tr>
<td><strong>2.</strong> 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><strong>3.</strong> 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><strong>4.</strong> Monitor students as they visit their selected labs.</td>
</tr>
</tbody>
</table>

### Dramatic Play Lab | Dressed as Opposites

**Description:**

• Students will continue to dress dolls, or themselves, in clothes of opposite textures, colors, sizes, etc.

**When You Tour:**

• Remind students that they can dress dolls, or themselves, in clothes of opposite textures, colors, sizes, etc. Ask students if it is easy or difficult to find opposite clothes for the dolls or themselves.
Blocks Lab | Opposite Structures

Description:
• Students will continue to build structures that are opposites of one another in terms of height, size, etc.

When You Tour:
• Remind students that they can build structures that are opposites of one another. Ask students who have already been in the lab if it is easy or difficult to build opposite structures.

Art Lab | Opposite by Design

Description:
• Students will create mirror-image designs that show opposites.

When You Tour:
• Remind students that they can create designs that show opposites. Ask students who have already visited the lab to show their opposite designs.

Classroom Library Lab | Free Reading

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

When You Tour:
• Remind students that they can explore books independently or with a friend.

Literacy Lab | Play School: Where Is the Mouse?

Description:
• Students will continue to match mouse pictures with the words that tell where the mouse is.

When You Tour:
• Remind students that they can match mouse pictures with the words that tell where the mouse is. Ask students who have already participated in the lab if it is easy or difficult to match the mouse pictures with the location words.
**Math Lab | Big or Small?**

Description:
- Students will fill various containers and sort them using the opposite attributes big and small.

When You Tour:
- Prompt students to fill their containers, count the cubes, and then sort the containers by the opposite attributes big and small.
- Encourage students to look for containers that hold thirteen or fourteen cubes and to label the containers.

**Computer/Media Lab | Can You Do the Opposite?**

Description:
- Students can continue to listen to music and dance while following directions.

When You Tour:
- Remind students that they can listen to music and dance while following directions.

**Sand/Water Lab | Opposite Tools**

Description:
- Students will build sand structures with opposite attributes using tools with opposite attributes.

Purpose:
- This lab reinforces thematic concepts and vocabulary. It also provides students with an opportunity to investigate the natural world with a focus on water and sand.

When You Tour:
- Point out the sand tools, and ask students what opposites they notice.
- Encourage them to build, dig, and create using the concept of opposites as much as possible. Then they can ask their friends at the sand table to try to find the opposites in their creations.
Facilitate Learning:

- As students use the sand tools, talk with them about which tools show opposite attributes (e.g., heavy/light, large/small, hard/soft, long/short). Talk about how the structures and tools are the same and different. Also, talk about the ways in which the tools work.

Examples:

- How would you use the large shovel?
- What would the small shovel be good for?
- How would you make the opposite of a deep hole?

Science Lab | Heavy or Light?

Description:

- Students will weigh objects to determine whether they are heavy or light.

Purpose:

- This lab provides students with opportunities to weigh, predict, compare, rank, and record.

When You Tour:

- Point out the items that you have placed in the lab and the balance scale.
- Tell students that they can use the scale to weigh these items and determine which are heavy and which are light. They will arrange the items on the mat labeled Lightest to Heaviest.
- Demonstrate how the weights will be compared and then placed on the mat.
- Direct students to draw the items in the order of their weight beginning with the feather.

Facilitate Learning:

- Talk with students about the objects they are weighing.
- Have them predict which item in a pair will be heavy (or light) just by looking at it. Then have them hold both items to determine which they think is heavier (or lighter).
- Have them confirm (or disprove) their predictions by placing the two items on the scale to determine which is heavier (or lighter).
- Encourage students to talk about their observations by speaking in complete sentences and using new vocabulary that was introduced in this unit.

Examples:

- Do you think the ________ will be heavier or lighter than the ________?
- What is the same about the ________ and the ________?
- Take this opportunity to observe which students practice the scientific method by predicting, recording observations, and drawing conclusions.
Writing Lab | Likes/Dislikes

Description:
• Students will continue to write about things they like and dislike.

When You Tour:
• Remind students that they can write about things they like and dislike.

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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar
• Before placing the calendar cutout on the calendar, ask students to look at the pictures on the cutouts. Point to the pictures as you name them. Ask students to think about which picture will be on the next cutout. Add the calendar cutout for today’s date to the calendar, and ask, Is this the picture you thought it would be? Replies. How did you know which picture would be next? The pictures make a pattern, and patterns repeat. Point to the calendar again, and say, Today is (day of the week), (month and date), (year).

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. Then discuss how the graph changed today.
**Number-Recognition Circle 11–15**

- Move the clothespin to the number 15. Ask students to identify the number. Select a student to come up and count to 15 while the rest of the class does fifteen jumping jacks.

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

**Snack • Outside • Gross-Motor Play**

**Timing Goal:** 30 minutes

**Snack**

- Serve foods or drinks that are sweet and sour such as jelly on crackers with fruit punch or grapefruit juice. Encourage students to close their eyes and use opposite vocabulary to describe what they taste.

- Invite students to talk about the Partner Challenge. **Our Partner Challenge is to tell your partner a conflict solver that you can use when you don’t want to use the conflict solvers take turns or share.** Allow students enough time to think about and tell their partners their answers. Remind them to use active-listening skills as needed.

- Award pocket points when students name the conflict solvers get help and/or new idea.

**Outside/Gross-Motor Play**

- Students may ride wheeled toys if you have them and a place to ride outside. Have students ride the wheeled toys in opposite ways (fast/slow, forward/backward, etc.).

- Perhaps some students are learning to ride two-wheeled bicycles without training wheels. Talk with them about whether they think riding a bike is hard or easy.

**Teacher’s Note:** Encourage bike safety. Talk about the importance of wearing appropriate clothing, shoes, and protective gear.

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 /a/, /s/, /t/, /i/, /n/, and /p/.
• Show the Animated Alphabet video segment for /p/.

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:
  pan ➔ tan ➔ tin ➔ tip ➔ tap

Say-Spell-Say
• Have students use the word card to say-spell-say the Red Words.

Readle
• Review the readle 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: How does the turtle surprise Sad Sam? The turtle nips Sad Sam.

T-P-S: Why does Nan have to let the turtle go? She doesn’t want the turtle to nip anyone else.

T-P-S: What does Nan do with the turtle? She lets him go outside.

Roo’s Request

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

Use KinderRoo to make this request: Look at page 3. Point to something in the picture that is scary. Tell your partner in a complete sentence what happened to Tim.

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

- Select several students to count to 20, starting at 15. Award pocket points if students are able to count from 15 to 20.

- Review the numbers 16–20.


Active Instruction

- Tell students that they will think about the numbers 16–20 again today.

- Show students the 16 Through 20 sheet and the Ten-Frame Cards 1–15.

  Point to the 16. **Use your finger to trace the 16.** Model how to trace the 1 and then the 6 with your finger. **Start at the top, and draw a straight line down. Then down, around, and in.**

- Ask students to count to 16 with you. Repeat for the numbers 17–20.

- Use a Think Aloud to model creating a set of 16 using the Ten-Frame Cards.

  I need to use my Ten-Frame Cards to make a set of 16. I think I will start with the Ten-Frame Card for 10.

- Show the Ten-Frame Card for 10, and count the dots. Place the card next to the 16 on your 16 Through 20 sheet.

  I have 10 dots. I need more to make 16. I wonder if the Ten-Frame Card for 5 has enough.

- Show the Ten-Frame Card for 5. Point to the first dots as you count. **I have 10. One more would be 11.** Continue to point to the dots as you count. **12, 13, 14, and 15. That’s only 15.**

- Model selecting another card to make the set of 16.

  I think I will try the Ten-Frame Card for 6. Hold up the Ten-Frame Card for 6. Point to the first dot. **I have 10. One more is 11.** Continue to point to the dots as you count. **12, 13, 14, 15, and 16. That’s 16! If I use the Ten-Frame Card for 10 and the Ten-Frame Card for 6, I have made a set of 16.**
Partner Practice

- Explain the activity.

You and your partner are going to use Ten-Frame Cards to make sets of 16, 17, 18, 19, and 20. You may use as many Ten-Frame Cards as you like, but you must make sure that you have the correct numbers of dots altogether to match your Number Card.

- Distribute the Ten-Frame Cards for 1–15 and the 16 Through 20 sheet to each partnership. Guide partner practice by asking students to practice making a set with your guidance.

I just made a set of 16 using the Ten-Frame Card for 10 and the Ten-Frame Card for 6. Can you make a set of 16 using your Ten-Frame Cards? Why don’t you start with the Ten-Frame for 8?

- Circulate and guide students as needed. Select a partnership to share how they made their set.

- Provide time for partnerships to create sets for the numbers 17–20. Circulate as students work, and ask questions, such as “Which Ten-Frame Cards did you use to create a set of 17?” and “Is there another way to create a set of 17?”

Recap

- Select several partnerships to share the sets they made for the numbers 17–20.

- Award pocket points if partners have sets that match each number and are able to explain how they made their sets.

- Review making sets for the numbers 16–20. Show the Number Card for 17. Ask partners to hold up the Ten-Frame Cards that would create a set of 17.

- Play the “18 Flowers” video.

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

**Routine**

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

**Recommended Poetry Selection**


**Introduce the Poem**

Today I have a poem to read to you about someone who is like a turtle in the hot summer. Marilyn Singer is the author of the poem “Turtle in July” that you will hear. Try to picture the turtle in the pool trying to keep cool.

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 things that are easy or difficult to do. You are going to write about something that was easy or difficult for you to learn to do.**

  **T-P-S: What was easy or difficult for you to learn to do?**

- Share an example that applies to you.

  **I think that I will write a sentence that says, “Learning to skate was difficult.”**

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

  **I will use these things to write my sentence. You can use them when you write your sentence too.**
• Use previously introduced writing strategies to model writing your sentence.

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

Example:

I am ready to write my sentence. My sentence is, “Learning to skate was difficult.”

– The first word is “Learning.” Can you hear any sounds that you know in “learning”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

– The next word is “to.” I have written “to” a lot and remember how it is spelled. Write “to.”

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

– “Learning to skate was difficult.” “Was” is the next word. Are there any sounds that you know in “was”? Write any letters that students say.

– The last word is “difficult.” I can copy “difficult” from our theme vocabulary list. Write “difficult.”

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

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

Sharing

• Ask students to share their sentences with their partners.

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

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

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the week.

This morning KinderRoo and Joey showed us examples of opposites. When KinderRoo was low, Joey was high. When KinderRoo was in, Joey was out. T-P-S: What new opposite pairs did you think or talk about today? Add students’ responses to the class list of opposite pairs.

- Introduce the following activity.

Now it is your turn to show opposites! We are going to use the Opposites Puzzle Picture Cards again, but in a different way than we did yesterday. When you and your partner receive your puzzle pieces, don’t let any other partnerships see yours.

- Distribute a completed set of Opposites Puzzle Picture Cards to each partnership.

- Explain the pantomime game.

In a whisper, talk with your partner about the set of opposites that is shown on your puzzle pieces. Think of how you can show the rest of us what the opposites are by acting them out as Joey and KinderRoo did without using words.

You will have two minutes to privately plan how you and your partner will show the rest of the class your opposites.

- After each partnership has demonstrated their opposites for the class, invite the other students to name the opposites shown. If no one correctly identifies the opposites, let the partnership show its puzzle pieces and name the opposites.

- Continue as described above until each partnership has had a turn or as long as students remain interested. If all partnerships that want a turn have not had a chance to demonstrate their opposites, tell students that you will allow time for this tomorrow.

Vocabulary Review

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

One of our new words today is “easy.” “Easy” means simple. T-P-S: When did we see, hear, or use the word “easy” today?

Our other new word today is “difficult.” The word “difficult” describes something that is hard to do. T-P-S: When did we see, hear, or use the word “difficult” 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>Theme Vocabulary: easy difficult</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. <strong>Math difficult.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence. <strong>Math is difficult.</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 is to tell your partner a conflict solver that you can use when you don’t want to use the conflict solvers take turns or share. Allow students a moment to review their answers from snack time.*

• Use the sharing sticks to select students to name the conflict solvers. Award pocket points when students name the conflict solvers get help and/or new idea.

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

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the walrus for today’s show.
- Read & Respond: Share a book with someone in your family. 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

People can feel opposite emotions.

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

| Let's Think About It | • List of opposites  
• Marker  
• Students' opposite puzzles from the writing lab  
• Opposites Puzzle Picture Cards  
• Home Link animal hand stamp: hippopotamus |

### Learning Labs—Additional Materials

<table>
<thead>
<tr>
<th>Literacy Lab</th>
<th>Play School: Building Opposite Sentences</th>
</tr>
</thead>
</table>
| • SFAF Big Book: *Opposites*  
• Prepared *Opposites* Sentences (appendix) |

<table>
<thead>
<tr>
<th>Writing Lab</th>
<th>Opposite Puzzles</th>
</tr>
</thead>
</table>
| • Paper (heavy)  
• Markers, crayons, pencils  
• Scissors |
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**

- Also place a few copies of *Nan’s Pet* in the lab. Encourage students to practice reading the books with a friend.
- Have the ear and mouth cards available. Encourage pairs of students to use the partner reading routine as they explore the books.

**Literacy Lab**

- Same as day 7

**Math Lab**

- Same as day 7

**Computer/Media Lab**

- Same as day 7

**Writing Lab**

- Same as day 7

**Other**

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

**Gathering Circle**

**Routine**

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

**Home Link Debrief**

- Invite children to share what they remember from last night’s Home Link show.
  
  T-P-S: Last night’s song was called the *Veggie Dance*. Can you name two types of vegetables?

- 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, new idea.
  
  WGR: What new conflict solver did we learn about yesterday? *New idea.*
  T-P-S: When can you use this conflict solver? What are the four conflict solvers that we know? Point to the conflict solver icons that you have posted if students need help remembering them.
**Partner Practice**

- Tell students to work with their partners to determine whether they need to find a new idea for the following situations.

<table>
<thead>
<tr>
<th>Situations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two students want to put a puzzle together. One student wants to share, and the other wants to take turns so they can each do the puzzle by themselves. Do they need a new idea? Why (or why not)? If students decide that they need a new idea, invite them to think of a new idea for these students.</td>
</tr>
<tr>
<td>Two students want to eat the only banana for a snack. They both agree to share. Do they need a new idea? Why (or why not)?</td>
</tr>
<tr>
<td>Your mom tells you and your brother to clean up your room before you can go out. You think that you should both put away the toys. Your brother wants you to pick up the toys while he reads. Do you need a new idea? Why (or why not)? If students answer yes, invite them to think of a win-win way to solve the problem.</td>
</tr>
<tr>
<td>Two students are on the playground, and there is only one bike to ride. They decide to take turns and toss a coin to decide who goes first. Do they need a new idea? Why (or why not)?</td>
</tr>
</tbody>
</table>

**Partner Challenge**

- Introduce the challenge.

  There are two conflict solvers that you can use when you can’t agree on a way to solve a problem. Our Partner Challenge today is to tell your partner one of the conflict solvers that you can use when you can’t agree on a solution.

- Provide a moment for students to think about the challenge. Remind them that they will talk with their partners about it later.

- Tell students they will earn pocket points when they name the conflict solvers new idea or get help.
**Theme Exploration**

**Partnership Question of the Day**

T-P-S: What is the opposite of feeling disappointed? If needed, explain that the word “disappointed” means feeling sad and let down.

Today’s Daily Message will tell us more about opposites. Let’s see what it says.

**Daily Message**

Happy and sad are opposites.

**Teacher’s Note:** Write today’s Daily Message directly under the messages for days 6 and 7. Today’s message is an answer to the question posed on day 6, “What are opposites?”

- 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: There are three Daily Messages on our board today. Which words are in all three Daily Messages? “Opposites” and “are.” Read the three messages together again.
  - Today’s message is easier to read than yesterday’s. Many of you recognize the word “happy” because you see it often with the word “birthday.” You can sound out this word (Point to “sad.”). Use Stretch and Read to have students read “sad.” Invite students to read the message with you one more time.

**Theme Learning**

- Explain the content of the Daily Message.

  What are opposites? Today’s message gives us another example of opposites just as yesterday’s did. Examples help us to understand new ideas such as the idea of opposites.

  Today’s message uses two words that describe emotions—“happy” and “sad.” These are only two of many, many emotions, or feelings, that we experience at different times and with different people.
• Show students the book *Lots of Feelings*.

  We have seen this book before. This book shows us many of the different feelings, or emotions, that people can feel. Almost every emotion has an opposite emotion. Let’s take a look through the pictures for words and pictures that describe emotions. If we can name sets of opposites, we can add them to our growing list.

• Show pages 4 and 5.

  These pictures show children who are happy and sad. Happy and sad are opposite feelings. We know this from our message, and we see it in the way the children feel.

• Show page 15.

  The children on this page are feeling sleepy. WGR: What do you think the opposite of sleepy is? RWE: The opposite of sleepy is awake. Hopefully you are all awake and not feeling too sleepy this morning! Let’s add these opposites to our list.

• Show page 16 without showing page 17.

  The children on this page are feeling serious. WGR: What do you think the opposite of serious might be?

• Show page 17.

  These children are feeling silly! Serious and silly are opposite feelings. Let’s add them to our list.

• Continue to show pictures from the book, and encourage students to think of opposite emotions.

• Review the opposite emotion words that you have added to the list.

  Opposites are two things that are related, but are as different as can be. You are really getting the idea, and you are learning so many new words at the same time!

• Play the digital dictionary video for “emotion.”

• 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 “emotion.”

  “Emotion” is another word for feeling. When we talk about how we are feeling, such as hopeful, pleased, or disappointed, we are talking about our emotions. I can make a sentence with the word “emotion”:

  When I see each of you arrive at school, I feel the emotion of joy.

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 “Opposite Game.” Encourage them to do the physical motions that accompany the rhyme.

• Read the words (see day 6), or play the video.

Develop Phonemic Awareness—Auditory Sound Segmenting

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>/b-l-a-c-k/</td>
</tr>
<tr>
<td>day</td>
<td>/d-a-y/</td>
</tr>
<tr>
<td>game</td>
<td>/g-a-me/</td>
</tr>
</tbody>
</table>

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

Transition

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

STaR

Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:

frowning

courage

The Empty Pot

Written and illustrated by Demi

When the Chinese Emperor announces that he needs to find a young successor to replace him on the throne, he challenges all the children to grow the most beautiful flower in the land. Ping, a young boy who has always been able to grow beautiful flowers, cannot manage to grow a flower from the seed that the Emperor has given him. Ping is embarrassed that he is the only one who presents an empty pot to the Emperor. In the end, the Emperor delivers a strong message about honesty and how the rewards for honesty are honored.
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 *The Empty Pot*. WGR: What is another word for the name of a story? *Title*. Demi is the name of the author and illustrator of *The Empty Pot*. T-P-S: What did this person do?

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

  The young boy is holding a big pot. T-P-S: What do you think the pot is for? The story is called *The Empty Pot*. I wonder why this is the title. I don't see any other clues on the cover that help you to know why this story is called *The Empty Pot*. Let's take a Picture Walk to see if we can find some other clues about what happens in this story.

- Display the pages in the book, stopping occasionally for students to look closely at the pages. T-P-S: What ideas did you get about why the story title is *The Empty Pot*?

  This story takes place long, long ago in a country far, far away called China. Let's look at the globe (or world map), and you will see that China is on the opposite side of the world.

- Introduce the story vocabulary words.

  One of the characters in this story shows his courage when he goes before the ruler of his country. “Courage” is a new word that means bravery. We've heard the word “brave” before in other stories, and we know that it means doing something even when you are afraid. So we know this character shows courage when he does something brave; he does it even though he may be afraid.

  Another new word is “frowning.” When someone is frowning, his or her face is scrunched up, and the person looks unhappy. Let's try making a frowning face.

- Introduce the good-reader skill for today.

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

During Reading

- Use Think-Pair-Share or Whole-Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
  
  - Page 5: The ruler of China is called an emperor. Because the Emperor is very old, he wants to choose the person who will be the next ruler.
  
  - Page 7: The Emperor makes a proclamation, or an announcement, to all the children to find the next emperor. T-P-S: What do you think will happen next?
Page 9: Point out any of the students’ predictions that were accurate.
T-P-S: Why do you think someone would want to be chosen as the next emperor?

Page 11: Think aloud, I wonder if it is springtime. Point to the pink flowers. It looks like these pink flowers are just beginning to bloom. Many people plant seeds in the spring season when flowers start to bloom.

Page 13: Think aloud, Look how green the tree is. It must be summertime now. T-P-S: Why do you think Ping’s seed doesn’t grow?

Pages 16 and 17: We can tell that a lot of time has passed because the seasons have changed. A whole year has passed, and Ping’s seed hasn’t grown. T-P-S: What do you think will happen next?

Page 21: T-P-S: How do you think Ping feels when his friend asks him about going to the Emperor without a plant?

Page 25: I heard our new word “frowning.” T-P-S: Why do you think the Emperor is “frowning,” or looking unhappy, when there are so many beautiful flowers?

Page 28: T-P-S: What do you think will happen next?

Page 30: Comment on students’ predictions. I heard our new word “courage.” The Emperor says Ping has great courage to tell the truth. Ping shows that he is brave when he brings his empty pot to the Emperor even though he is afraid of what might happen.

After Reading
• Turn back to page 22.

T-P-S: Why does Ping’s father say, “You did your best, and your best is good enough to present to the Emperor”? It seems that Ping’s father wants Ping to learn the importance of telling the truth.

T-P-S: Why does the Emperor choose Ping to be his successor even though Ping couldn’t get his seed to grow? RWE: Ping is the only child who tells the Emperor the truth about the seed; the Emperor chooses Ping because he wants an honest person to be in charge.

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

Ping grows beautiful flowers, but when the Emperor gives him a special seed, he can’t make it grow. Ping takes his empty pot to the Emperor. That reminds me of our new word “courage.” Let’s make a sentence together using the word “courage.” 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 “frowning.”

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.
TIMING GOAL: 40 minutes

### 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 | Dressed as Opposites**

**Description:**

- Students will continue to dress dolls, or themselves, in clothes of opposite textures, colors, sizes, etc.

**When You Tour:**

- Remind students that they can dress dolls, or themselves, in clothes of opposite textures, colors, sizes, etc. Ask students who have already visited the lab if they could find opposite clothes for the dolls, or themselves, quickly.

**Blocks Lab | Opposite Structures**

**Description:**

- Students will continue to build structures that are the opposite of one another according to height, size, etc.

**When You Tour:**

- Remind students that they can build structures that are the opposite of one another. Ask students who have already visited the lab if they were able to build opposite structures quickly.
Art Lab | Opposite by Design

Description:
• Students will create mirror-image designs that show opposites.

When You Tour:
• Remind students that they can create designs that show opposites. Ask students who have already visited the lab to show their opposite designs.

Classroom Library Lab | Free Reading

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

When You Tour:
• Remind students that they can explore books independently or with a friend.

Literacy Lab | Play School: Building Opposite Sentences

Description:
• Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will use word cards to form sentences from the book *Opposites*.

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

When You Tour:
• Tell students they will use word cards to form sentences from the book *Opposites*.
• Ask a volunteer or two to recall how to arrange a set of word cards so they form two sentences that are in the book *Opposites*.
• If necessary, quickly demonstrate how to arrange the words and how to use the book to check the sentences.

Facilitate Learning:
• Join students as they build opposite sentences. Take a turn using the word cards to form a sentence from the book *Opposites*. 
Math Lab | Big or Small?

Description:
• Students will fill various containers and sort them by the opposite attributes big and small.

When You Tour:
• Prompt students to fill their containers, count the cubes, and then sort the containers by the opposite attributes big and small.
• Encourage students to look for containers that hold thirteen or fourteen cubes and to label the containers.

Computer/Media Lab | Can You Do the Opposite?

Description:
• Students can continue to listen to music and dance while following directions.

When You Tour:
• Remind students that they can listen to music and dance while following directions.

Sand/Water Lab | Opposite Tools

Description:
• Students will continue to build sand structures that have opposite attributes with tools that have opposite attributes.

When You Tour:
• Remind students that they can build opposite sand structures.

Science Lab | Heavy or Light?

Description:
• Students will continue to weigh objects to determine whether they are heavy or light.

When You Tour:
• Remind students that they can weigh objects to determine whether they are heavy or light.
Writing Lab | Opposite Puzzles

Description:

• Students will make opposite puzzles.

Purpose:

• This lab reinforces thematic concepts. It also provides students with an opportunity to write words.

When You Tour:

• Tell students they can make opposite puzzles.

• Point out the materials that you have available and tell students that they can use the materials to make their own opposite puzzles.

• Demonstrate by drawing a simple picture on the left side of the paper and an opposite picture on the right side. Cut the two pictures apart, giving them a puzzlelike appearance.

Facilitate Learning:

• Talk with students about the pairs of opposites that they have chosen to illustrate.

• Encourage students who are ready to write the opposite words under each picture.

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Paper Clip Weather Graph

• Ask the weather reporter, or another student, to come up and attach a paper clip to the appropriate picture. Then discuss how the graph changed today.

Number-Recognition Circle 16–20

• Ask students if they notice anything new on the 15-Minute Math board. A circle with the numbers 16, 17, 18, 19, and 20 on it. Agree and say, This is our Number-Recognition Circle for the numbers 16, 17, 18, 19, and 20.

• Clip a clothespin to the section with the number 16 on it. Ask, What number is in this section? 16. Let’s count to 16. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16.

• Ask students to stand up. Say, Let’s hop on one foot sixteen times. Count as you hop. Count to 16 again while students hop on one foot. Then ask them to raise their arms in the air and reach for the stars as they count to 16 again.

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

- Serve another snack that demonstrates opposites today. You might serve foods that are rough and smooth such as tapioca and gelatin. Continue to converse with students about opposites as you encourage them to describe the opposite attributes of the snacks they are eating.

- Invite students to talk about the Partner Challenge. Our Partner Challenge today is to tell your partner one of the two conflict solvers that you can use when you can’t agree on a solution. Allow students time to talk to their partners about the challenge. Remind them to use active-listening skills as needed.

- Award pocket points when they name the conflict solvers new idea or get help.

Outside/Gross-Motor Play

- Gather students who want a more structured activity. Direct them to do a series of movements such as “Jump two times, hop to the fence and back, and turn around.” Include gross-motor skills to be practiced, such as skipping or walking on a line, and movements that are opposites. As students are able, add on more directions for them to follow. You may want to have students repeat the directions back to you before they do them.

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 on the wall frieze. Review the picture names as needed.

Reading Rehearsal

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

Read sounds.

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

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:
  nap → nip → sip → sit → sat

Say-Spell-Say

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

Readles

• Review the readle 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? Nan’s Pet.

  T-P-S: Do you remember what the turtle does to Tim and Sad Sam? The turtle nips them.

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

Roo’s Request

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

Use KinderRoo to make this request: Look at page 5. Read the last sentence with your partner. Tell your partner in a complete sentence why the turtle nips.

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

• Show the Number, Dot-Set Recognition, and Ten-Frame Cards for the numbers 16–20. Select students to identify the cards.
• Award pocket points if students are able to identify the number represented by each card correctly.
• Review the numbers 16–20.
  

Active Instruction

• Tell students that they will practice making sets of 16–20 today. Write the number 17 on the board or on a piece of chart paper.

  What number did I write? 17. Can you help me make a set of 17 counters?
• Ask students to count with you as you count out 17 counters. Place the counters somewhere visible to students as you count. Stop when you get to 17.

How many counters do I have? 17.

• Ask for a student volunteer to come up and write the number 17. Hold up the Ten-Frame Card for 17. Point out that the first ten-frame is filled with dots. Explain that this complete ten-frame shows ten. Write “10” on the board or on chart paper.

How many dots are on the second ten-frame on the card for 17? 7.

Write “7” on the board next to the 10. We have ten plus seven more (point to the ten-frames on the card as you say this). Write “10 + 7 = 17.”

• Show the Ten-Frame Card for 20. Pass out a bag of manipulatives to each partnership.

What number is on the Ten-Frame Card? 20. Work with your partner to make a set of 20 using the counters. When you have 20 counters, count them again to make sure you have made a set of 20.

• Point out that both ten-frames are filled with dots on the card for 20. Explain that ten plus ten more is twenty. Write “10 + 10 = 20” on the board.

Partner Practice

• Show students the How Many? page. Explain the activity.

You and your partner are going to count how many faces are in each set. You can use the counters to help you. Then you will write the number on the line.

• Model the activity for the first set of faces on the How Many? page. Place a small counter on top of each happy face. Then count the counters to see how many you have. Another way to model is to write a number above each face (1, 2, 3, etc.).

• Give each student a How Many? page. Tell students to work with their partners to count the number of faces in each set. Remind students to write the number on the line for each set.

• Circulate and check that students are able to count each set and write the correct number.

Recap

• Review the answers for the How Many? page. Ask for student volunteers to show how they got their answers.

• Award pocket points if several students are able to show the number of faces in each set successfully.

• Play the “Parade of Math Numbers 16” video.

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**

- “Some People,” *The 20th Century Children’s Poetry Treasury*, page 65

**Introduce the Poem**

Today we talked about opposite feelings such as happy and sad. The poem that I’d like to share with you today is about people and how they can cause you to have different feelings depending on their mood or personalities. As you listen to this poem called “Some People” by Rachel Field, think about the different feelings that you have when you are around different people.

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 feelings. You are going to write about something that makes you feel cheerful or something that makes you feel angry.

**T-P-S:** What makes you feel cheerful?

- Share an example that applies to you.

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

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

• Use the previously introduced writing strategies to model writing your sentence. First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

Example:

I am ready to write my sentence. My sentence is, “Playing basketball makes me cheerful.”

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

– The next word is “basketball.” I think I’ll draw a basketball for that word. Draw a basketball.

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

– “Playing basketball makes me cheerful.” “Me” is the next word, and it’s on the word wall. Let’s use Say-Spell-Say to help us write and remember the word “me.” WGR: “Me,” “m,” “e,” “me.” Write “me.”

– The last word is “cheerful.” I hear a few sounds that we’ve learned in “cheerful.” I hear /ch/, /r/, /f/, /u/, and /l/. Write each letter as you say the sound.

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

Partner Planning

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

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

Writing

• Distribute pencils and either writing journals or paper.

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

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

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

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

Let’s Think About It

Theme-Learning Recap

- Review the learning focus of the week.

We are learning about opposites all week! This morning we saw that even our feelings and emotions have opposites. WGR: What is the opposite of happy? Sad. How about the opposite of excited? Bored, unexcited. What is the opposite of scared? Brave.

- Review the opposite emotions words that were added to the list this morning, and add any new pairs that students suggest.
- Invite students who created opposite puzzles in the writing lab today to share their puzzles. Add new opposite pairs to the class list if the occasion arises.
- Choose one of the games that was played during Let’s Think About It on days 6 or 7 (or a combination of the two) to play now. Be sure that students who did not get a chance to dramatize yesterday have a chance to present first today.

Vocabulary Review

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

Our new word today is “emotion.” “Emotion” is another word for feeling. T-P-S: When did we see, hear, or use the word “emotion” 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>
</tbody>
</table>
| The student responds in an incomplete sentence.  
**Sad emotion.**  | 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, Sad is an emotion.* |
| The student responds in a complete, but not very elaborate, sentence.  
**I have emotions.** | 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 some of the emotions you are feeling right now?* |

• 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 of the two conflict solvers that you can use when you and a friend can’t agree on a solution.

- Provide a moment for students to review what they said at snack time.
- Use the sharing sticks to select students to share with the class. Award pocket points when they name the conflict solvers new idea or get help.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements or give reminders (upcoming field trips, picture day, etc.).
- Remind students to watch tonight’s Home Link show. Tell students to click on the hippopotamus for today’s show.
- Read & Respond: Share a book with someone in your family. Ask him or her to sign your Read & Respond bookmark.
- Use the hippopotamus stamp to place an animal image on each student’s hand.
Day 9 | Ready, Set…

Focus

Two things can be similar in some ways and different in others.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings, Readings, &amp; Writings</td>
</tr>
<tr>
<td>• Math lab: Materials from Math Mysteries on days 7 and 8</td>
</tr>
<tr>
<td>Gathering Circle</td>
</tr>
<tr>
<td>• No new materials</td>
</tr>
<tr>
<td>Theme Exploration</td>
</tr>
<tr>
<td>• Opposites Puzzle Picture Cards</td>
</tr>
<tr>
<td>• List of opposites from previous days</td>
</tr>
<tr>
<td>• Theme vocabulary word card for “similar” or IWB access</td>
</tr>
<tr>
<td>Rhyme Time</td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>STaR</td>
</tr>
<tr>
<td>• Trade book: <em>The Empty Pot</em></td>
</tr>
<tr>
<td>15-Minute Math</td>
</tr>
<tr>
<td>• No new materials</td>
</tr>
<tr>
<td>Snack/Outside/ Gross-Motor Play</td>
</tr>
<tr>
<td>• Small paper cups, two per student</td>
</tr>
<tr>
<td>• Buckets or containers for sand</td>
</tr>
<tr>
<td>KinderRoots</td>
</tr>
<tr>
<td>• Shared Story (teacher and student copies): <em>Nan’s Pet</em></td>
</tr>
<tr>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>• Key cards: “a,” “s,” “t,” “i,” “n,” and “p” or IWB access</td>
</tr>
<tr>
<td>• Green Word cards: “can,” “jumps,” “naps,” “nips,” “pan,” “pet,” “taps,” “tips,” and “pats” or IWB access</td>
</tr>
<tr>
<td>• Red Word cards: “go,” “is,” “the,” and “no” or IWB access</td>
</tr>
<tr>
<td>• Letter Tiles page for “p” (appendix)</td>
</tr>
<tr>
<td>• All letter tiles from previous units</td>
</tr>
<tr>
<td>Math Mysteries</td>
</tr>
<tr>
<td>• Bear counters (20)</td>
</tr>
<tr>
<td>• Number Cards for 16–20</td>
</tr>
<tr>
<td>• Ten-Frame Cards for 16–20</td>
</tr>
<tr>
<td>• Bags with twenty manipulatives, one bag per student</td>
</tr>
<tr>
<td>• Show the Number page (appendix), one per student</td>
</tr>
<tr>
<td>Let’s Daydream</td>
</tr>
<tr>
<td>• “Elevator,” <em>The 20th Century Children’s Poetry Treasury</em>, page 42</td>
</tr>
<tr>
<td>Write Away</td>
</tr>
<tr>
<td>• Chart paper and marker or whiteboard for teacher modeling</td>
</tr>
<tr>
<td>• Pencils</td>
</tr>
<tr>
<td>• Paper or students’ writing journals</td>
</tr>
<tr>
<td>• <em>Writing Development Feedback Guide</em></td>
</tr>
</tbody>
</table>
### Additional Materials Needed Today

**Let’s Think About It**  
- SFA Big Book: *Opposites*  
- List of opposites  
- Marker  
- Music that demonstrates opposites such as fast and slow tempos, loud and soft dynamics, or high and low notes  
- Home Link animal hand stamp: elephant

### Learning Labs—Additional Materials

**Literacy Lab | Play School: Match and Tell**  
- Opposites Puzzle Picture Cards

**Sand/Water Lab | Wet or Dry?**  
- Container of water  
- Paper towel  
- Objects or materials that change when wet (e.g., fabric, sponges, paper, clay, etc.)
### Greetings, Readings, & Writings

**DAY 9 | Unit 9: Day & Night, Dark & Light**

**TIMING GOAL:** 15 minutes

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

**Homework**
- Read & Respond

**Available Activities**

**Classroom Library Lab**
- Display *The Empty Pot* in a prominent place in the library. Invite students to explore the book. Also place a few copies of *Nan’s Pet* in the lab. Encourage students to practice reading the books with a friend.

**Literacy Lab**
- Same as day 8

**Math Lab**
- Set out the Double Ten-Frame Workmats. Tell students that they can use the materials to show sets of 16–20 on the workmats.

**Computer/Media Lab**
- Same as day 8

**Writing Lab**
- Same as day 8

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

**Gathering Circle**

**TIMING GOAL:** 15 minutes

**Routine**

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

**Home Link Debrief**

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

  **T-P-S:** Last night’s show talked about emotions, or feelings. What are two types of emotions?

- 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.

  **Today you and your partner will think of a way to show one of our conflict solvers without telling what it is, and the rest of us will have to guess which conflict solver you are showing.**

- Provide a moment for students to think about this. Tell them they will have time at snack to talk with their partners to decide which conflict solvers they will show and how they will act them out.

- Tell students they will earn pocket points when they can guess which conflict solvers their classmates are acting out.

**Brain Game**

- Review this week’s Brain Game.
• Place students in groups to play Telephone. Give the Focus signal (hands held in front of your eyes as if using binoculars). T-P-S: How does Telephone help us exercise our mind muscles? It helps us focus.

• Play the game several times so several students have a turn to start the message. You may wish to give students a category from which they can make up messages. For example, you might tell them to give a message about opposites or about something they like to do in the winter.

**Theme Exploration**

**TPS**

**Partner Question of the Day**

• Place the picture cards for big and little on a ledge or somewhere where they can easily be seen by all students. Do not name the images.

  Look at these two pictures. T-P-S: What do you notice that is the same about these pictures? What do you notice that is different?

  Some of you mentioned that the pictures are the same because they both show animals that are gray. Some of you mentioned that the pictures are different because they each show a different kind of animal. Our Daily Message will tell us more about same and different.

**Daily Message**

Same and different are opposites.

**Teacher’s Note:** Write today’s Daily Message directly under the messages for days 6, 7, and 8. Today’s message will also provide an example of opposites.

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

• Reinforce literacy objectives by pointing out the following:

  – There are four Daily Messages on the board today. Let’s read the first three together. Read the messages. When you arrive at today’s message, say, Two of the words in today’s Daily Message are used in each of the sentences. WGR: Please read them as I point. “Are,” “opposites.”

  – We have four Daily Messages. WGR: How many messages are questions? One. How do you know? Only one message ends with a question mark. WGR: How many messages are not questions? Three. Point to the messages from days 7, 8, and 9. WGR: How do you know these messages are not questions? They end with periods, not question marks.

**Theme Learning**

• Explain the content of the Daily Message.
What are opposites? Today’s message gives us another example of opposites just as yesterday’s did. Examples help us to understand new ideas such as the idea of opposites.

- Show students several of the Opposites Puzzle Picture Cards.

   The Opposites Puzzle Picture Cards are all examples of opposites. We’re going to play a game again today, but it will be different from the games we’ve played before with these cards.

Teacher’s Note: Ensure that students are sitting with their partners before you begin this activity.

- As you distribute one puzzle piece randomly to each student, tell students to keep their puzzle pieces secret. Explain that they will figure out who is holding the puzzle piece that matches theirs, and then they will sit with that person.

- Choose a student to begin the game by telling the class what is shown on his or her card by saying, The opposite of (item shown on the card) is…. (For example, “The opposite of in is….”) The student who is holding the matching piece calls out, “Here I am!” and repeats the other student’s sentence starter with the item shown on the matching piece. (For example, “The opposite of in is out.”) The second student sits with the first student. The second student’s partner, who is left behind, begins the process over again by saying, “The opposite of (item shown on card) is…. This continues until all students have matched their puzzle pieces and are sitting with new partners.

- Invite students to get to know their new partners a little better.

   People can be the same in some ways and different in other ways. Look at and talk with your new partner to find something that is similar about both of you. “Similar” means almost the same. For example, Hannah and Kyra are similar because they both have long hair. Their hair is not exactly the same length, but it is similar in length. T-P-S: What is something you found that is the same or similar? Answers will vary.

- Use the sharing sticks to have several partnerships tell some of the ways that they are the same or similar. Encourage them to elaborate their answers by using descriptive words and complete sentences.

- Ask students to turn back to their new partners and find something different about each other. Encourage students to find opposites (e.g., “Latisha has long hair, and I have short hair.”).

- Use the sharing sticks to have several partnerships share in the same manner. Assist those who need help identifying opposites.

- Review the words on the list of opposites, and invite students to add new words.

- Play the digital dictionary video for “similar.”

- 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 “similar.”

   “Similar” means almost the same. I can make a sentence with the word “similar”:

   My hair is similar in color to Nathan’s, but it is a little bit darker.
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 “Opposite Game.” Encourage them to do the physical motions that accompany the rhyme.
• Start the video to hear the audio and see the hand motions, or read the words and model the motions.

Develop Phonemic Awareness—Phoneme Substitution

• Invite students to sing the song with you again. As you sing the song, pause before the last rhyming word in each couplet, inviting students to jump right in with the correct word needed to complete the rhyme.

  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.

• Say the words “white,” “night,” “right,” and “light” slowly, separating the onset from the rime in each word. Prompt students to identify that each of these words shares the same rime.

  Many of the words in this poem rhyme. Listen as I share a few with you: /wh/-ite, /n/-ight, /r/-ight, /l/-ight. T-P-S: What do you notice about the way these words end? Yes. “White,” “night,” “right,” and “light” each end with the “-ite” sound.

• Describe the phoneme-substitution activity to students.

  Many words end with “-ite.” Let’s put some different beginning sounds before “-ite” and see if you can make some new words. As I point to a letter, put that sound before “-ite,” and say the new word that you made.

• Point in succession to the letters on the wall frieze, beginning with “b” and skipping the vowels. Have students say the new words.

  Teacher’s Note: The new words may not be real words. Define the real words, as necessary, and point out the nonsense words.

  bite
cite – kite
dite
fight
gite
height – how tall someone is
jite
kite
light
might
night
pite
quite – almost
right
sight – the ability to see
tight
vite
white
xite
yite
zite

• Congratulate students on their efforts.

• Award pocket points if most students are able to successfully substitute initial phonemes for the given rime.

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

STaR
Story Retell

TIMING GOAL: 20 minutes

Review

• Review the title, author, and illustrator.

We read this story yesterday. Do you remember the title? The Empty Pot.

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

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

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

  T-P-S: Can you think of a sentence that uses the word “courage”? 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 “frowning.” The word “frowning” means making an unhappy face.

Story Retell

• Explain to students that they will act out what happens in the story The Empty Pot after they review the main parts of the story.

• Show the following pages, and use Think-Pair-Share to have students tell what’s happening in that part of the story.

  – Pages 1–3: Ping grows beautiful flowers. There are flowers everywhere in the kingdom.
  – Pages 4–7: The Emperor loves flowers and tends his own garden. He is getting old and needs to choose a successor. The child who can grow the best flower in a year will be the next emperor.
  – Pages 8–10: All the children go to the Emperor to get a seed.
  – Pages 11–17: A year passes, and Ping can’t get his seed to grow.
  – Pages 18–21: All the children take their flowers to the Emperor.
  – Pages 22 and 23: Ping takes his empty pot.
  – Pages 23–29: The Emperor looks at all the flowers. He makes Ping emperor because Ping is honest.

• Designate an area in the room to represent the Emperor’s palace home.

• Choose from one of the following options for dramatizing the story:

  – Create a group of approximately one-third of students. Assign one member of this group to play the role of Ping, one student to play the Emperor, and several other students to play the other children in the story. The remaining students will be the audience. After telling the story while the actors dramatize, select another group of actors, and repeat the dramatization. Do this with a third group so all students have a chance to dramatize and a chance to be in the audience.

  – Quickly create groups of six. Assign one member of each group to play Ping, another to play the Emperor, and the remaining students to play the other children in the story. Show the groups of pages above, and have each group of students act out the story based on their summaries from the beginning of the lesson.
• Conclude the activity by asking students if it is hard for Ping to show courage and why.

  T-P-S: Do you think it is hard for Ping to find the courage to take his empty pot to the Emperor? Why do you think that?

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>Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have a lab tour to explain the activities or materials in any new labs.</td>
</tr>
<tr>
<td>2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.</td>
</tr>
<tr>
<td>3. Students will complete their Learning Lab plan. 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 Writing Development Feedback Guide to provide feedback.</td>
</tr>
<tr>
<td>4. Monitor students as they visit their selected labs.</td>
</tr>
</tbody>
</table>

**Dramatic Play Lab | Dressed as Opposites**

**Description:**

• Students will continue to dress dolls in clothes of opposite textures, colors, sizes, etc.

**When You Tour:**

• Remind students that they can dress dolls, or themselves, in clothes of opposite textures, colors, sizes, etc. Ask students who have already visited the lab how clothes that have different textures, colors, and sizes are similar in other ways.
**Blocks Lab | Opposite Structures**

Description:
- Students will continue to build structures that are the opposites according to height, size, etc.

When You Tour:
- Remind students that they can build structures that are the opposite of each other. Ask students who have already visited the lab how structures that are opposite in some ways are similar in others.

**Art Lab | Opposite by Design**

Description:
- Students will create mirror-image designs that show opposites.

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

When You Tour:
- Tell students they can draw pictures or scenes of opposites. For instance, they could draw rainy and sunny days or a person who is hot and one who is cold.

Facilitate Learning:
- Ask questions to prompt students to think of opposites.

**Example:**
- What would be the opposite of a windy day?

- Encourage students to talk about their scenes or pictures using complete sentences.

**Examples:**
- Tell me more about...
- How will you show the opposite of...?

**Classroom Library Lab | Free Reading**

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

When You Tour:
- Remind students that they can explore books independently or with a friend.
Literacy Lab | Play School: Match and Tell

Description:
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will match puzzle pieces that show opposites.

Purpose:
- This lab reinforces thematic concepts and provides students with an opportunity to develop cognitive skills through role play and the creative use of props. It will also help to develop vocabulary, oral-language, and literacy skills.

When You Tour:
- Tell students they will match puzzle pieces that show opposites.
- Point out the Opposites Puzzle Picture Cards.
- Explain that students can match the puzzle pieces that show opposites and name the opposites.
- Tell students they can work independently, with a partner, or in small groups.
- Suggest that students might choose to act out the pictures.

Teacher’s Note: Limit the number of puzzle pieces to five or six pairs to begin.

Facilitate Learning:
- Join students as they match the puzzle pieces.
- Talk with students about the opposites pictured on the puzzle pieces. Ask them to tell you what is pictured on the pieces.

Math Lab | Big or Small?

Description:
- Students will fill various containers and sort them by opposites—big and small.

When You Tour:
- Prompt students to fill their containers, count the cubes, and then sort the containers by the opposite attributes big and small.
- Encourage students to look for containers that hold thirteen or fourteen cubes and to label the containers.

Computer/Media Lab | Can You Do the Opposite?

Description:
- Students can continue to listen to music and dance while following directions.

When You Tour:
- Remind students that they can listen to music and dance while following directions.
Sand/Water Lab | Wet or Dry?

Description:
- Students will observe and describe various materials and objects in a dry and wet state.

Purpose:
- This lab reinforces thematic concepts and vocabulary. It also provides students with an opportunity to investigate the natural world with a focus on water and sand.

When You Tour:
- Hold up a paper towel, and ask students whether it is wet or dry. When they answer, “Dry,” ask, What is the opposite of dry? RWE: The opposite of dry is wet.
- Tell students they are going to investigate how objects and materials are different when dry and when wet.

Facilitate Learning:
- Have students describe how sand changes when it gets wet.
- Encourage students to describe the materials/objects when they are dry. Then have students get the objects/materials wet and describe how they change and how they stay the same.

Examples:
- Tell me about __________ when it is dry.
- How did it change when it got wet? Was it stronger or weaker?
- What other changes did you see or feel?

Science Lab | Heavy or Light?

Description:
- Students will continue to weigh objects to determine whether they are heavy or light.

When You Tour:
- Remind students that they can weigh objects to determine whether they are heavy or light. Ask students who have already visited the lab how some objects that are different in weight are similar in other ways.
Writing Lab | Opposite Puzzles

Description:
• Students will continue to make opposite puzzles.

When You Tour:
• Remind students that they can continue to make opposite puzzles.

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

15-Minute Math

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

Days of the Week

Days of School Tape

Ten-Frames

Hundreds Chart

Paper Clip Weather Graph

• Ask the weather reporter, or another student, to come up and attach a paper clip to the appropriate picture. Then discuss how the graph changed today.

Number-Recognition Circle 16–20

• Move the clothespin to the section with the number 17 on it. Ask, What number is in this section? 17. Let's count to 17. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17. Ask students to stand up. Say, Let's clap seventeen times. Count as you clap. Count to 17 again while students clap. Then ask them to snap their fingers as they count to 17 again.

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

• Talk about the opposites empty and full. Have two cups for each student—one filled with a snack and one empty. Ask students which they would prefer—the cup that is full or the cup that is empty. After they have decided that they would like the cup that is full, pour whatever you have for them to drink into their empty cups, commenting about how the cup that was empty is now full.

    Today you and your partner will think of a way to show one of our conflict solvers without telling what it is, and the rest of us will have to guess which conflict solver you are showing. Allow students time to choose conflict solvers and how they will act out the conflict solvers that they chose.

Outside/Gross-Motor Play

• Play a game of Mother, May I? in which the student who is the mother tells the other students to take opposite steps (e.g., big/little, forward/backward, long/short).

• If you have a sandbox in your play area, talk with students as they play about the opposites empty and full. Ask them to show you a container that is empty and one that is full. They may want to pretend that they are like Ping in the story The Empty Pot and fill their buckets and containers with sand in which to plant a seed.

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

KinderRoots

Warm-Up

Alphabet Chant

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

Reading Rehearsal

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

Read sounds.
- Use the key cards to guide practice with /a/, /s/, /t/, /i/, /n/, and /p/.
- Show the Animated Alphabet video segment for /p/.

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:
  nap → tap → tan → man → map

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

Readles
- Review the readle 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 look at the steps for partner reading in KinderRoots again.
- Call two students to the front of the room to help you demonstrate as you review each step.
  The first partner will read a page, and the other follows along. Both partners point to the words as the first partner reads. After 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 practice partner reading. 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 each other. 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 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 pages 6 and 7. Use the words “chasing” and “tipping” to tell something about the story.

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

Writing

Partner Story Questions

• Have students locate the partner story questions on the inside back cover of their books. Closely guide them to respond to each question by following these steps:
  – Lead the class in reading the question in unison.
  – Give students time to answer the question with their partners.
  – Use the sharing sticks to select a student to share his or her partnership's answer.
  – Ask students to write the answers to all the partner story questions in their books.
  – Award pocket points for correct responses.

Stretch and Count/Stretch and Spell

• Distribute writing materials (chalkboards and chalk, paper and pencils, whiteboards and markers, etc.) or plastic bags filled with letter tiles to students.

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

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

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

  nip
  pet
  tap
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

• Show the Number, Dot-Set Recognition, and Ten-Frame Cards for the numbers 16–20. Select students to identify the cards.
• Award pocket points if students are able to identify the number represented by each card.
• Review the numbers 16–20.


Active Instruction

• Tell students that they will continue to work with the numbers 16–20 today. Hold up the Ten-Frame Card for 18.

What number is this? 18.

• Point out that on the Ten-Frame Card for 18, the first frame has 10 dots.

How many dots are on the second ten-frame on the card for 18? 8. Yes, because 10 ones plus 8 ones is 18. Write “10 + 8 = 18” on the board.

• Show ten bear counters.

How many bears do I have? Let’s count them together. I have 10 bears. Place 7 more bears next to the 10 bears. How many do I have now? Let’s count them together to find out. Now I have 17 bears.

• Continue with a few more examples of adding bears to the original set of 10. Point out the pattern when you add bears to the set of 10. For example, when you add 6, you get 16, when you add 9, you get 19, etc.

Partner Practice

• Explain the activity.

Today we are going to draw pictures to show a number. We will use ten-frames to help us. Hold up the Show the Number page. You will draw pictures to show each number. You can draw dots, stars, flowers, or whatever you like to show each number.
• Hand out a Show the Number page to each student. Encourage students to be creative in how they show each number. Tell students to check with their partners to make sure they have drawn the correct number of objects.

Recap

• Have some of the students show their pictures from the Show the Number page. Count the objects as a class to check the responses.
• Award pocket points if several students are able to correctly show the numbers.
• Play the “Rap Song: 19” video.

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

• “Elevator,” The 20th Century Children’s Poetry Treasury, page 42

Introduce the Poem

All week we’ve been talking about opposites and how opposites are two things that are related but also are very different from each other. Today we’re going to listen to a poem about an object that can move in opposite directions. The name of the poem is “Elevator” by Sylvia Cassedy. Before I read the poem to you, I want to show you how this poem was written.

• Show and point to the words in the poem as you explain.

The words in the left column (Point to the left column.) are written and read going down while the words in the right column (Point to the right column.) are written and read going up. The words were written in an up-and-down direction like the opposite directions of an elevator.

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

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

  Lots of times people in families are very much alike in some ways, but very different in other ways. You are going to write about a way that you are similar to or different from others in your family.

  T-P-S: What is a way that you are similar to or different from someone in your family?

- Share an example that applies to you.

  I think that I will write a sentence that says, “My mom and I love reading.”

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

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

- Use the previously introduced writing strategies to model writing your sentence. First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

  Example:

  I am ready to write my sentence. My sentence is, “My mom and I love reading.”

  - The first word is “My.” This word is on the word wall. Let’s use Say-Spell-Say to help us write and remember the word “my.” WGR: “My,” “m,” “y,” “my.” Remember, this is the first word in my sentence, so I will write an uppercase “m.” Write “My.”

  - The next word is “mom.” We can use Stretch and Spell to write “mom.” Prompt students to stretch and spell the word. Write any letters that students say.

  - “And.” Let’s use Stretch and Spell to write this word. Prompt students to stretch and spell the word. Write any letters that students say.

  - The next word is “I.” That word is on the word wall, so I’ll copy it. Write “I.”
– The next word is “love.” I’m going to draw a heart for “love.” Draw a heart.
– “My mom and I love reading.” The last word is “reading.” What sounds that you know do you hear in “reading”? Say the word slowly, emphasizing the individual sounds. Write any letters that students say.

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

**Partner Planning**

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

**Writing**

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

**Sharing**

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

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

Theme-Learning Recap

• Use the book *Opposites* to review the learning focus of the week.

  You have learned so much about opposites already! WGR: Are same and similar opposites? No. No, same and similar are related, but they are not opposites. “Similar” means almost the same. These words are very close to each other. WGR: What is the opposite of same? Different. Let's see what other opposite pairs you know. Show students *Opposites*. This book asks a lot of questions about opposites. Each time I read a question, I would like you to tell me the answer.

• Read page 1, and pause to allow students to give a whole-group response. Confirm their response by turning the page and reading page 2.

• Read page 3, and pause to allow students to give a whole-group response. Confirm their response by turning the page and reading page 4.

• Continue reading the book in this manner.

• Congratulate students on their knowledge of opposite pairs.

• Invite students to sing “Opposite Game,” and encourage them to do the physical motions that accompany the rhyme.

• Tell students that music is full of opposites. Sing and dance using music that is full of opposites such as fast and slow tempos, loud and soft dynamics, and high and low notes. Point out these instances to students. For example, “This song has a very fast tempo! What is the opposite of a fast tempo?” A slow tempo.

Vocabulary Review

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

  Our new word today is “similar.” “Similar” means almost the same. T-P-S: When did we see, hear, or use the word “similar” today?
• Ask partners to work together to think of a sentence that uses the word. Use the sharing sticks to select a student to share the sentence with the class. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

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

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

<table>
<thead>
<tr>
<th>Theme Vocabulary: similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fostering Richer Language</td>
</tr>
<tr>
<td>Student Response</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
</tbody>
</table>
| The student responds in an incomplete sentence. **Similar to Brian.** | 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 am similar to Brian.* |
| The student responds in a complete, but not very elaborate, sentence. **Linh and I are similar.** | You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _________? | If the student is unable to add details, prompt with a question about the sentence.  
*Can you tell us more about how you and Linh are similar?* |

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

- Review the Partner Challenge of the day.

  **We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Today you and your partner will think of a way to show one of our conflict solvers without telling what it is, and the rest of us will have to guess which conflict solver you are showing.** Provide time for students to work out how they will act out the conflict solvers that they chose if they didn’t do this at snack time.

- Use the sharing sticks to select partnerships to act out the conflict solver that they chose to dramatize. Award pocket points when students correctly guess the conflict solver that is being acted out.

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

**Pocket Points for the Day**

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

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

- Remind students about their reward.

**Home Link/Departure**

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

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

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

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

- Use the elephant stamp to place an animal image on each student’s hand.
Day 10 | Ready, Set…

Focus

Opposites can be used to compare or describe.

Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Greetings, Readings, &amp; Writings</th>
<th>• No new materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering Circle</td>
<td>• Conflict Solver Memory Cards for share, take turns, get help, and new idea, one set per group of four students</td>
</tr>
<tr>
<td>Theme Exploration</td>
<td>• List of opposites from previous days</td>
</tr>
<tr>
<td></td>
<td>• Chart paper with a written prompt for a story of opposites: “Once upon a time there were twin sisters named Mag and Meg. Even though they were twins, they looked and acted very differently. You might even say they were opposites. If Mag preferred salty food, Meg preferred sweets.”</td>
</tr>
<tr>
<td></td>
<td>• Marker</td>
</tr>
<tr>
<td></td>
<td>• Chart paper (two or three sheets) for recording students’ contributions to the story</td>
</tr>
<tr>
<td></td>
<td>• Theme vocabulary word card for “prefer” or IWB access</td>
</tr>
<tr>
<td>Rhyme Time</td>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td>STaR</td>
<td>• Storybook for free-choice day</td>
</tr>
<tr>
<td>15-Minute Math</td>
<td>• No new materials</td>
</tr>
<tr>
<td>Snack/Outside/ Gross-Motor Play</td>
<td>• Crunchy and soft foods (e.g., crackers and fresh soft bread)</td>
</tr>
<tr>
<td></td>
<td>• Warm and cool drinks (e.g., warm tea and cool water)</td>
</tr>
<tr>
<td>KinderRoots</td>
<td>• Shared Story (teacher and student copies): Nan’s Pet</td>
</tr>
<tr>
<td></td>
<td>• KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td></td>
<td>• Key cards: “a,” “s,” “t,” “i,” “n,” and “p” or IWB access</td>
</tr>
<tr>
<td></td>
<td>• Green Word cards: “can,” “jumps,” “naps,” “nips,” “pan,” “pet,” “taps,” “tips,” and “pats” or IWB access</td>
</tr>
<tr>
<td></td>
<td>• Red Word cards: “go,” “is,” “the,” and “no” or IWB access</td>
</tr>
<tr>
<td>Math Mysteries</td>
<td>• Bear counters and multicolored counters (20 of each) for concept demonstration</td>
</tr>
<tr>
<td></td>
<td>• Small plastic bags with twenty bear counters each, one bag per partnership</td>
</tr>
<tr>
<td></td>
<td>• Small plastic bags with twenty multicolored counters each, one bag per partnership</td>
</tr>
</tbody>
</table>
## Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s Daydream</td>
<td>• “What Is the Opposite of Hat?,” <em>The 20th Century Children’s Poetry Treasury</em>, page 8</td>
</tr>
<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>• Mag and Meg story from Theme Exploration</td>
</tr>
<tr>
<td></td>
<td>• Several sheets of chart paper</td>
</tr>
<tr>
<td></td>
<td>• Marker</td>
</tr>
<tr>
<td></td>
<td>• Cool Kid certificates</td>
</tr>
</tbody>
</table>

### Learning Labs—Additional Materials

- SOLO assessment for your current grading period
Day 10

Greetings, Readings, & Writings

**TIMING GOAL:** 15 minutes

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

**Homework**

- Read & Respond

**Available Activities**

**Classroom Library Lab**
- Same as day 9

**Literacy Lab**
- Same as day 9

**Math Lab**
- Same as day 9

**Computer/Media Lab**
- Same as day 9

**Writing Lab**
- Same as day 9

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

Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.
DAY 10 | Unit 9: Day & Night, Dark & Light

Gathering Circle

**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: How many of the numbers from 11 to 20 can you write? Show your partner how to write a number that is between 11 and 20.

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

**Class Council**

- Review conflict solvers.

  We’ve learned some good ways to find win-win solutions to our problems. We learned some conflict solvers to help us work and play well with others. T-P-S: What are the conflict solvers that we’ve learned? Share, take turns, get help, and new idea. T-P-S: When can we use sharing as a way to prevent a conflict? When can we use taking turns? What can we use to help decide who goes first when we take turns? Toss a coin, or draw straws. T-P-S: What can we do if we can’t agree on one win-win solution to try? Get help, or think of a new idea. Before long, we’ll be experts at using conflict solvers to help us find win-win solutions to problems.

- Use the Getting Along Together skills previously introduced to address any classroom concerns. If there are no current class problems you need to address at this time, you may use the following scenarios to have students determine which of the conflict solvers (take turns, share, get help, or new idea) to use in each situation.

- Place students in groups of four by combining partnerships. **You will work with your group to decide which of the conflict solvers you can use to solve the problem I give you.** Quickly visit each group to give them a situation and a set of conflict solvers cards that includes share, take turns, get help, and new idea to serve as a reminder of their choices. More than one group may have the same situation.
• Invite students to determine which conflict solver they think is best for the situation. When you choose which conflict solver to use, talk with your group about how this will help to solve the problem. Using active-listening skills will help you remember which conflict solver your group chose so you can tell the class. Allow time for students to come to a decision.

<table>
<thead>
<tr>
<th>Situations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two students both want to be the leader in a game. Take turns.</td>
</tr>
<tr>
<td>You and your sister are walking the dog, and you both want to hold the leash. Take turns or share.</td>
</tr>
<tr>
<td>You and your friend can’t agree on one idea when you both want to use the same toy. Get help or new idea.</td>
</tr>
<tr>
<td>You and a friend both want to use the only jump rope at playtime. Share or take turns.</td>
</tr>
<tr>
<td>You and your friend both want to use the same block to build a tower. You want to give each person the same number of blocks, and your friend wants to use all the blocks himself and then let you use them all when he finishes. Get help or new idea.</td>
</tr>
</tbody>
</table>

**Teacher’s Note:** Feel free to present other situations that reflect problems you’ve observed in your classroom.

• Select one group at a time to tell their problem and name the conflict solver they chose as a win-win way to solve it. Remind students that there can be more than one win-win way to solve a problem. The important thing is that the people involved agree about what they will try.

• Address other concerns, unrelated to the Partner Challenge, if necessary.

---

**Theme Exploration**

**Partnership Question of the Day**

T-P-S: What opposites did you find at home or on your way to school this morning?

We see opposites everywhere! I wonder what our Daily Message will tell us about opposites today.

**Daily Message**

Opposites are two things that are related and very different from each other.

**Teacher’s Note:** Write today’s Daily Message directly under the messages from earlier in the week.
• 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:
  – Our message on day 6 asked a question about opposites. Let’s read the question and today’s message to see if today’s message answers the question. Point to the words in the Daily Message from day 6 as you read each word. Then reread today’s message. WGR: Does today’s message answer the question? Yes.
  – Have students guess how many words are in today’s message. Then have students count the number of words with their partners as you read the message, enunciating each word.

Theme Learning

• Explain the content of the Daily Message.

  We have seen a lot of examples of opposites in the Daily Messages, in the books and stories we’ve read, and in the opposites puzzles.

• Review the words that have been added to the list of opposites throughout the week.

  Let’s see if we can use some of those opposites to write a story together.

• Read the beginning of the story that you have prewritten on chart paper. “Once upon a time there were twin sisters named Mag and Meg. Even though they were twins, they looked and acted very differently. You might even say that they were opposites. If Mag preferred salty food, Meg preferred sweets.

  If Mag was cheerful, Meg was... (Invite students to jump right in with suggestions.) Write the most prevalent response. Continue with a few more examples to get students warmed up to the activity. Examples might include honest, neat, shy, funny, or naughty.

• Direct partnerships to think about ways in which Mag and Meg looked and acted in opposite ways. If some partnerships are having a difficult time, provide them with suggestions such as differences in their artwork, voices, feelings, and personalities or differences in their preferences for clothes, food, music, books, activities, movies, colors, seasons, or weather.

• Give students time to think, and then use the sharing sticks to ask for contributions. Each partnership should contribute a sentence. Write students’ exact words on chart paper. Write each pair’s initials in another color at the end of their sentence.

• When every pair has contributed, end the story by writing, “Every night, Mag and Meg’s mother tucked them into bed, kissed them, and said, ‘I love you both! Good night!’ ‘We love you, too, Mom! Good night!’ answered Mag and Meg at the same time.”

• Read the finished story to students. You might direct students to echo read by inviting partnerships to read the sentences they contributed and then having the class repeat them.
• Play the digital dictionary video for “prefer.”

• 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 “prefer.”

  “Prefer” means to like better than something else. We use the word “prefer” when we are comparing two or more things and telling which we like the best. I can make a sentence with the word “prefer”:

  I like picture books, but I prefer books with lots of words.

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 “Opposite Game.” Encourage them to do the physical motions that accompany the rhyme.

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

**Develop Phonemic Awareness—Auditory Sound Segmentation**

• Introduce the activity to students.

  Today during Rhyme Time, you will break some words into sounds using your fingers just like we did last week with “Twinkle, Twinkle, Little Star.” So if I say “star,” you will hold up one finger for each sound as you say, “S...t...ar. ‘Star’ has three sounds.”

• Sing the rhyme “Opposite Game.” After singing the song, have students break down the sounds in the following words:

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>d-ay; “day” has two sounds.</td>
</tr>
<tr>
<td>night</td>
<td>n-igh-t; “night” has three sounds.</td>
</tr>
<tr>
<td>right</td>
<td>r-igh-t; “right” has three sounds.</td>
</tr>
<tr>
<td>light</td>
<td>l-igh-t; “light” has three sounds.</td>
</tr>
<tr>
<td>in</td>
<td>i-n; “in” has two sounds.</td>
</tr>
</tbody>
</table>
• If time allows, continue this activity with additional opposite words. Some suggestions follow:

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Number of Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>u-p</td>
<td>two</td>
</tr>
<tr>
<td>down</td>
<td>d-ow-n</td>
<td>three</td>
</tr>
<tr>
<td>thin</td>
<td>th-i-n</td>
<td>three</td>
</tr>
<tr>
<td>fat</td>
<td>f-a-t</td>
<td>three</td>
</tr>
<tr>
<td>happy</td>
<td>h-a-p-p-y</td>
<td>four</td>
</tr>
<tr>
<td>sad</td>
<td>s-a-d</td>
<td>three</td>
</tr>
</tbody>
</table>

• Award pocket points if students are able to successfully segment the sounds in the given words.

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

**STaR Free Choice**

**Free Choice**

• Reread a favorite STaR book or another book that you would like to share.

• Use Think-Pair-Share to have students share their favorite parts of the book.

• See the Resource Corner in the appendix for other great stories that support this theme. You may already have some of them in your classroom, school, or public library.

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

**Routine**

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

**Dramatic Play Lab | Dressed as Opposites**

Description:
- Students will continue to dress dolls in clothes of opposite textures, colors, sizes, etc.

When You Tour:
- Remind students that they can dress dolls, or themselves, in clothes of opposite textures, colors, sizes, etc.

**Blocks Lab | Opposite Structures**

Description:
- Students will continue to build structures that are the opposite of each other according to height, size, etc.

When You Tour:
- Remind students that they can build structures that are the opposite of one another.
Art Lab | Opposite by Design

Description:
• Students will create mirror-image designs that show opposites.

When You Tour:
• Remind students that they can draw pictures or scenes of opposites. Ask students who have already visited the lab to show their opposites art.

Classroom Library Lab | Free Reading

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

When You Tour:
• Remind students that they can explore books independently or with a friend.

Literacy Lab | Play School: Match and Tell

Description:
• Students will match puzzle pieces that show opposites.

When You Tour:
• Remind students that they can match the puzzle pieces that show opposites. Ask students who have already visited the lab to describe how some of the puzzle pieces are opposites.

Math Lab | Big or Small?

Description:
• Students will fill various containers and sort them by the opposite attributes big and small.

When You Tour:
• Prompt students to fill their containers, count the cubes, and then sort the containers by the opposite attributes big and small.
• Encourage students to look for containers that hold thirteen or fourteen cubes and to label the containers.
Computer/Media Lab | Can You Do the Opposite?

Description:
• Students can continue to listen to music and dance while following directions.

When You Tour:
• Remind students that they can listen to music and dance while following directions.

Sand/Water Lab | Wet or Dry?

Description:
• Students will observe and describe various materials and objects in dry and wet states.

When You Tour:
• Remind students that they can investigate how objects and materials are different when dry and when wet. Ask students who have already visited the lab to describe how some materials or objects are different when wet and when dry.

Science Lab | Heavy or Light?

Description:
• Students will continue to weigh objects to determine whether they are heavy or light.

When You Tour:
• Remind students that they can weigh objects to determine whether they are heavy or light.

Writing Lab | Opposite Puzzles

Description:
• Students will continue to make opposite puzzles.

When You Tour:
• Remind students that they can continue to make opposite puzzles.

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

TIMING GOAL: 15 minutes

Complete the following activities as described on day 1.

Calendar

• Before placing the calendar cutout on the calendar, ask students to look at the pictures on the cutouts. Point to the pictures as you name them. Ask students to think about which picture will be on the next cutout. Add the calendar cutout for today’s date to the calendar, and ask, Is this the picture you thought it would be? Replies. How did you know which picture would be next? The pictures make a pattern, and patterns repeat. Point to the calendar again, and say, Today is (day of the week), (month and date), (year).

Days of the Week

Days of School Tape

Hundreds Chart

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? How many cloudy days have we had this month? Have we had more sunny days or cloudy days? How do you know? How many rainy days have we had this month? What other kinds of weather have we had this month? Which kind of weather have we had more often than any other kind? How do you know?

Number-Recognition Circle 16–20

• Move the clothespin to the section with the number 18 on it. Ask, What number is in this section? 18. Let’s count to 18. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18. Ask students to stand up. Say, Let’s touch our toes eighteen times. Count as you touch your toes. Count to 18 again while students touch their toes. Then ask them to clap as they count to 18 again.

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

- Serve foods that are crunchy and soft, such as crackers and soft bread, and drinks that are warm and cool such as warm tea and cool water. Encourage students to describe how the foods and/or drinks are different.

Outside/Gross-Motor Play

- Continue playing the games that were introduced earlier in the unit.

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 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

Green Words:
can
jumps
naps
nips
pan
pet
pips
pats

Read Sounds

- Use the key cards to guide practice with /a/, /s/, /l/, /i/, /n/, and /p/.
- Show the Animated Alphabet video segment for /p/.

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.
DAY 10 | Unit 9: Day & Night, Dark & Light

Quick Erase

- Use the following word sequence:
  
  pat → pan → tan → tap → tip

Red Words:
- go
- is
- the
- no

Say-Spell-Say

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

Readle:
- turtle

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 what Nan and Tim could be saying to Sad Sam.**

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:
  
  nap
cap
tip
• 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.

The pet nips.

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 the Number, Dot-Set Recognition, and Ten-Frame Cards for the numbers 16–20. Select students to identify the cards.
• Award pocket points if students are able to identify the number represented by each card.
• Review the number of dots on each ten-frame on the cards for 16–20.


Active Instruction
• Tell students that today they will try problem solving.

Today you are going to solve mysteries. A mystery is a problem that you have to solve, but maybe you are not too sure of the answer right away. You might have to investigate to find clues that will help you solve the problem—like a detective would! Today you will solve mysteries with numbers.
• Explain that when we problem solve, the answer is not always clear. Tell students that it is important to keep trying to find a solution and that it is OK if you do not get the answer right away.

• Make sure that students are seated in such a fashion that they can see your demonstration. Tell them the problem-solving story.

One morning, there were 16 monkeys playing in some trees. The monkeys were hungry. Ten of the monkeys found bananas. How many more bananas do they need to find for each monkey to have a banana?

• Use a Think Aloud to explain your thinking about this problem.

I need to figure out what the problem is. Let’s see, there are 16 monkeys in the trees. Ten of the monkeys found bananas. The problem is that we need to figure out how many more bananas we need for each monkey to have one. Show students the bear counters and multicolored counters. I think I can figure this out if I use the bears and counters to act out the story. I’m going to pretend that these bears are the monkeys. Count out 16 bears. These multicolored counters can be the bananas. Count out 10 counters.

• Encourage students to think about how to use the materials to solve the problem.

T-P-S: I have 16 monkeys (Point to the bear counters.), and I have 10 bananas (Point to the multicolored counters.). How can I use these things to figure out how many more bananas they need for each monkey to have one?

RWE: I can put 1 banana (counter) in front of 10 of the monkeys (bear counters) to find out how many more bananas they need.

• Model putting 1 counter in front of 10 of the bear counters. Point to the monkeys (bear counters) that do not have a banana (counter). Count as you place a banana in front of the remaining monkeys.

There are 16 monkeys. Ten of them have bananas. Six monkeys don’t have a banana. They need 6 more bananas. Wow, we solved the mystery!

• Reflect on the process, strategy, and solution.

T-P-S: What was the problem in the story? The problem was finding out how many more bananas they needed for each monkey to have one. T-P-S: How did we solve the problem? We pretended that the bear counters are monkeys, and the multicolored counters are bananas. We placed a banana in front of 10 of the monkeys. There were 6 monkeys left that didn’t have bananas.
Partner Practice

- Tell students that they will solve another mystery with their partners. Give each partnership a plastic bag with bear counters and a plastic bag with multicolored counters to help partners solve the mystery. Share the problem-solving mystery with students.

At recess, there are 18 children on the playground. Ten of the children have a ball. How many more balls do they need for each child to have a ball?

- Prompt students to think about the problem.

  **T-P-S: What is the problem in the story?** The problem is that we need to know how many more balls are needed for each child to have a ball.

- Tell students to count out 18 bear counters that will act as the 18 children in the story. Encourage students to use the multicolored counters as the balls. Read the story again slowly, prompting students to place a ball (multicolored counter) in front of 10 of the children (bear counters).

- Prompt students to think about the answer.

  **T-P-S: How many more balls do they need for each child to have one? How do you know?** They need eight more balls. We counted the bears that are left without a counter.

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

Recap

- Use the sharing sticks to select several students to explain how they worked through and solved the problem-solving story. Award pocket points if students are able to explain their thinking.

- Review problem solving.

  **T-P-S: How did we solve the mysteries today?**

  **RWE:** We solved the mysteries today by using our manipulatives, bears and counters, to act out the problems.

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

**TIMING GOAL:** 25 minutes

### Routine

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

### Recommended Poetry Selection

- “What Is the Opposite of Hat?,” *The 20th Century Children’s Poetry Treasury*, page 8

### Introduce the Poem

We have read the poem that I’m going to share with you today before. It has a question for its title. The name of the poem is “What Is the Opposite of Hat?” I don’t think there is really an opposite of hat, but sometimes it’s fun to play word games about things that might be opposites. In this poem, the poet, Richard Wilbur, thinks shoes are the opposite of hat because shoes protect your feet at the bottom of your body, and a hat protects your head at the top of your body. Even though a hat and shoes are not really opposites, I think it’s kind of fun to think about making up your own opposites about things that are really different.

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

**Prewriting**

- Present the writing activity for the day.

  *Today instead of writing a new sentence, we will add a sentence to one that we wrote earlier this week. First, you will choose the sentence that you would like to add to. Then, you will tell us more about something you wrote about.*

- Share an example that applies to you. Review the four sentences that you wrote this week, and select one to elaborate on.

  *I think I will choose this sentence.* Read the selected sentence. *Now I will tell more about my sentence.* Share a new sentence that expands on the information provided in your first sentence.

- Model writing your second sentence using the strategies from the Writing Strategies Bank.

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

**Partner Planning**

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

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

**Writing**

- Distribute pencils and either writing journals or paper.

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

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

**Sharing**

- Ask students to share their sentences with their partners.

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

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

Timing Goal: 20 minutes

Theme-Learning Recap

• Review the learning focus of the week using the theme-related vocabulary.

  We have learned a lot about opposites this week! We know that opposites are things that are related, but are very different. Opposite words come in pairs, or sets of two. Some opposite words describe things and actions such as “easy” and “difficult” or “heavy” and “light.” Other opposite words tell about our emotions such as “happy” and “sad” or “serious” and “silly.” Sometimes we use opposite words when we tell about the things we prefer, or like best. You might say, “I prefer quiet music much more than loud music.”

• Point out the chart paper on which you wrote the story during Theme Exploration.

  We wrote a story today about two girls, Mag and Meg, who look alike and do the opposite of each other. Let’s read it again.

• Reread the story prompt. Ask each partnership to read the sentences that they dictated to you.

• Have students decide whether the story makes sense in the order that the responses have been read. For example, the sentences could be grouped by topic (preferences for food or clothing or by the way the girls look or act). If students want to change the sequence, come to a consensus, and write numbers on the chart paper to indicate the new order.

• If there is time, rewrite the story while you and students say the words as you write them. Otherwise, read the story in the new order, and plan to type it up for your library shelf. Be sure to bring it to students’ attention at that time.

• Sing and dance to a favorite song. Encourage students to sing loudly and then softly, dance with small movements and then large ones, and challenge one another in any other opposite ways that you and students can think of. Have fun!

Vocabulary Review

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

  Our new word today is “prefer.” “Prefer” means to like best or better than something else. T-P-S: When did we see, hear, or use the word “prefer” 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>Student Response</td>
</tr>
</tbody>
</table>
| The student responds in an incomplete sentence.  
  **Meg prefers.** | 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, Mag prefers sweets.* |
| The student responds in a complete, but not very elaborate, sentence.  
  **I prefer sweets.** | 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 you prefer sweets over other types of food?* |

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

• Award certificates to the two students who served as Cool Kids this week and successfully demonstrated the Getting Along Together skills.

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

Pocket Points for the Day

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

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

• Remind students about their reward.

Home Link/Departure

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

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

• Explain the homework assignment.

  Read & Respond: This weekend read a book to as many listeners as possible!
Appendix

What Else Can We Get Into? ................................................................. 273
Resource Corner .............................................................................. 274

Blackline Masters:

- Spin-a-Round Spinners ................................................................. 277
- Uppercase and Lowercase Letter Names 2 ............................... 278
- Double Ten-Frame Workmat ...................................................... 279
- Mini Picture Sequence Cards—*The Sun and the North Wind* ... 280
- Daytime/Nighttime Class Book .................................................. 281
- Make 15 ..................................................................................... 282
- Phases-of-the-Moon Workmat .................................................... 283
- Letter Tiles ................................................................................ 284
- Uppercase and Lowercase Letter Names 3 ............................... 285
- Bug Jar Workmat ...................................................................... 286
- Where Is the Mouse? Sorting Labels ........................................ 287
- *Harry the Dirty Dog* Retell Picture Cards .............................. 288
- 16 Through 20 .......................................................................... 289
- How Many? .............................................................................. 290
- *Opposites* Sentences .............................................................. 291
- Show the Number ..................................................................... 296

Theme-Introduction Letter ............................................................ 297

Weekly Record Form | Week 1 .......................................................... 299
Weekly Record Form | Week 2 ............................................................ 300
What Else Can We Get Into?

- Have students work in pairs or small groups to write opposite stories.
- Set up the water table for a sink or float activity. Students can predict which objects they think will sink or float and record their observations.
- Have students make a display of items in the classroom that are opposites.
- Have each student work with a partner using KinderRoo and Joey to demonstrate opposites.
- Reread any of the STaR books to an individual student or a small group of students, focusing the story on the aspect of opposites.
Resource Corner

Children’s Resources


**Teacher Resources**


Spin-a-Round Spinners
Duplicate. Cut and tape a transparent spinner to the center of each spinner.
Uppercase and Lowercase Letter Names 2

Duplication is not necessary.

g  O

c  k

K  C

o  G
Double Ten-Frame Workmat

Duplicate one per student.
Mini Picture Sequence Cards—
*The Sun and the North Wind*

Duplicate, and cut the cards apart.
Daytime/Nighttime Class Book
Duplicate one per student and one for the teacher.

Staple pages together here.
Make 15
Duplicate one per student.
Phases-of-the-Moon Workmat

Duplicate one per student. Cut apart.
Letter Tiles
Duplicate, and cut the letter tiles apart.

N  N  N  N  N  N
n  n  n  n  n  n
H  H  H  H  H  H
h  h  h  h  h  h
P  P  P  P  P  P
p  p  p  p  p  p
Uppercase and Lowercase Letter Names 3

Duplication is not necessary.

u R

f b

B F

r U
Bug Jar Workmat

Duplicate one per partnership.
Where Is the Mouse? Sorting Labels

Duplicate. Cut out each label, and attach it to an individual 8½" x 11" page.

- in
- out
- over
- under
- top
- bottom
**Harry the Dirty Dog Retell Picture Cards**

Duplicate, and cut the cards apart. Laminate the cards if possible.
16 Through 20
Duplicate one per partnership.
How Many?
Count and tell how many. Write the number on the line.

___

___

___
**Opposites Sentences**

Duplicate each page. Cut apart and color code each sentence set.

![What is the opposite of day?](image)

The opposite of day is night.

Cut the cards apart. Laminate them, and place each set in an envelope.

![What is the opposite of day?](image)

The opposite of day is night.

(1 of 5)
Opposites Sentences

What is the opposite of hot?
The opposite of hot is cold.

What is the opposite of goodbye?
The opposite of goodbye is hello.
Opposites Sentences

What is the opposite of happy?

The opposite of happy is sad.

What is the opposite of young?

The opposite of young is old.
Opposites Sentences

What is the opposite of closed?

The opposite of closed is open.

What is the opposite of loud?

The opposite of loud is quiet.

(4 of 5)
What is the opposite of go?

The opposite of go is stop.
Show the Number

Draw a picture to show the number on the line.

17

20
Dear Family,

During the next two weeks, your child will participate in classroom activities centered on the theme *Day & Night, Dark & Light*, which is designed to extend his or her knowledge of the earth, the sun, the moon, the stars, and their orbits. We will explore the differences between day and night, leading children to build vocabulary for the abstract concept of opposites.

During the first week, your child will learn about the sun and the fact that all life on Earth depends on solar energy. Your child will read about and observe the moon as it changes from full to crescent to half to full again. To understand how day and night occur, your child might play the role of Earth as it orbits around the sun. He or she will observe and write about sun-warmed objects, classify daytime and nighttime routines, and create masks to dramatize an African myth about the sun and the moon.

The second week will focus on categorizing and organizing objects and events by comparing them and identifying their similarities and differences. Classroom activities will allow your child to explore examples of opposites by weighing heavy and light objects, building large and small structures, and listening for opposites in familiar stories.

As always, your child will hear engaging stories that reinforce each day's learning focus. These include an African folktale called *Why the Sun and the Moon Live in the Sky* and *The Sun: Our Nearest Star*.

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:

Durante las próximas dos semanas, su hijo participará en las actividades de clase para el tema del *Day & Night, Dark & Light (Día y noche, oscuro y claro)*, que está diseñado para ampliar su conocimiento de la tierra, el sol, la luna, las estrellas, y sus órbitas. Vamos a explorar las diferencias entre el día y la noche, que construirán vocabulario para el concepto abstracto de los opuestos.

Durante la primera semana, su hijo aprenderá sobre el sol y que toda la vida en la Tierra depende de la energía solar. Su hijo leerá y observará la luna, ya que cambia de llena a la media luna a la crescent a la llena de nuevo. Para entender el día y la noche, su hijo podría desempeñar el papel de la Tierra en su órbita alrededor del sol. Él será observar y escribir sobre objetos calentados por el sol, clasificar rutinas diurnas y nocturnas, y crear máscaras para dramatizar un mito africano sobre el sol y la luna.

La segunda semana se centrará en la categorización y organización de objetos y eventos mediante la identificación de sus similitudes y diferencias. Las actividades de clase le permitirá a su hijo a explorar ejemplos de opuestos mediante pesada objetos pesados y ligeros, la creación de estructuras grandes y pequeñas, y la escucha de los opuestos en historias familiares.

Como siempre, su hijo escuchará historias atractivas que refuerzan el enfoque de aprendizaje de cada día. Estos incluyen un cuento tradicional africano llamado *Why the Sun and The Moon Live in the Sky (Por que el Sol y la Luna en vivo en el Ciel)* y *The Sun: Our Nearest Star (El Sol: Nuestra estrella más cercana)*.

¿Cómo puede ayudar?

Continuar a compartir un libro con su hijo todos los días. Firme y devuelva el marcador de Leer & responder. Participe en una conversación con su hijo, y vea el programa Home Link online para reforzar el enfoque para el día y las habilidades de lectura y matemáticas tempranas.
## Weekly Record Form

### Unit 9 | Week 1: Day & Night, Dark & Light

**Teacher:** _____________________________  **Date:** _______________

<table>
<thead>
<tr>
<th>Students</th>
<th>Names</th>
<th>G</th>
<th>g</th>
<th>o</th>
<th>a</th>
<th>C</th>
<th>c</th>
<th>K</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Oral-Language Development

<table>
<thead>
<tr>
<th>Graphemes</th>
<th>SOLO vocabulary (score 0–100)</th>
<th>SOLO oral expression (score 70, 80, 90, 100)</th>
<th>Theme Vocabulary (score 70, 80, 90, 100)</th>
<th>Auditory blending: &quot;bay,&quot; &quot;we&quot; (D, ND)</th>
<th>Begins reading: &quot;Nan puts a hat on Sad Sam.&quot; (D, ND)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Beginning Reading

<table>
<thead>
<tr>
<th>Stages Observed</th>
<th>Emergent Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write Away</td>
<td>Lab Plan</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Math

<table>
<thead>
<tr>
<th>Stages Observed</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Represents numbers 11–15 with objects (D, ND)</td>
</tr>
<tr>
<td></td>
<td>Writes numbers from 11–15 (D, ND)</td>
</tr>
</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th>Stages Observed</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read &amp; Respond</td>
</tr>
</tbody>
</table>

**D = Demonstrated**  **ND = Not Demonstrated**
# Weekly Record Form

## Unit 9 | Week 2: Day & Night, Dark & Light

### Students

<table>
<thead>
<tr>
<th>Graphemes</th>
<th>Oral-Language Development</th>
<th>Beginning Reading</th>
<th>Emergent Writing</th>
<th>GAT</th>
<th>Math</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>U r b f</td>
<td>SOLO vocabulary score (0–100)</td>
<td>SOLO oral expression score (70, 80, 90, 100)</td>
<td>Theme vocabulary Sentence score (70, 80, 90, 100)</td>
<td>PA</td>
<td>Stages Observed: Write Away, Lab Plan</td>
<td>Conference Completed</td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>D = Demonstrated</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D** = Demonstrated  **ND** = Not Demonstrated