Greetings & Readings
Focus: belonging, trusting others, listening, conversing, interacting socially, experiencing print.
What does it look like?
- Tabletop activities, tubs with manipulatives and books.
- Sign-In - children are encouraged to sign in beside their printed name on their sign-in sheet.
- Teachers interacting, conversing with children, taking opportunities to use thematic vocabulary and talk about the home link activity from the day before.
- Daily Message - a short whole group time that explores the function of writing and conventions of print. The message begins “Today is_____” - with a short sentence relevant to the theme.
- Focus on the letter of the week on Day 2.

Clues & Questions
Focus: predicting, analyzing, speaking in sentences and asking questions.
What does it look like?
- The puppet Curiosity Cat stimulates curiosity, involving children in guessing, predicting, exploring, and problem solving. Curiosity’s questions span the different cognitive levels and she encourages children to ask questions. Often Curiosity has hidden objects and children listen to clues to guess the object.

Rhyme Time
Focus: phonological and phonemic awareness, rhyming, moving, dancing.
What does it look like?
- Children act out finger plays, sing songs, and chant rhymes. The goal is not to memorize, but to build phonological awareness.
- Children learn to use vocabulary related to the theme.

Learning Labs
Focus: Child choice, exploring materials, observing details, problem solving.
What does it look like?
- Each classroom includes 8 Learning Labs – Library/Listening, Writing, Art, Sand/Water, Blocks, Science, Dramatic Play and Manipulatives.
- Literacy is emphasized in all labs. Each lab is to have books and writing materials.
- To encourage writing, an alphabet is visible, word cards with classmate’s names or familiar words are available. Labs also include templates to help form letters and a wide variety of paper and tools.
Learning Labs –continued.
- Teachers display children’s writing and teacher dictation that takes place during labs.
- Teachers engage in meaningful conversations, using weekly vocabulary words when appropriate.
- Teachers look for opportunities to model writing or help a child write, and engage in one-to-one or small group book reading.

Story Tree
Focus: learning vocabulary, learning print and pictures convey meaning, asking and answering questions, exploring theme concepts, experiencing books as enjoyable and meaningful.
What does it look like?
- Teachers engage children in the story tree experience by using before, during and after questions.
- Concepts of print are emphasized.
- Fostering oral language using Buddy Buzz. (Children partner up and talk about topic, then share their ideas. Children verbalize partner’s ideas to group.)
- A story tree leaf is added to the class story tree. This is to encourage children to recall favorite stories for rereading or telling.

Outside/Gross Motor
Focus: developing coordination, balance, locomotion, manipulation, and interpersonal skills.
What does it look like?
- Children are engaged in free choice and/or theme related, large motor activities. Some activities can be done inside.

Questions & Reflections
Focus: Reviewing thematic concepts, participating in discussions and summarizing.
What does it look like?
- Whole group discussion that brings closure for the day and possibly a sneak preview for tomorrow.

Home Link
Focus: generalizing classroom learning to one’s life, practicing skills, ending day on a positive note.
What does it look like?
- Weekly notes are sent home that gives an overview of the theme of the week, including some the concepts their child will be learning, and activities to do together.
- Children are verbally told the home link in hopes that the child will tell their parents about the topic, but written notes are included on the weekly Home Link.