Welcome to School
Produced by the KinderCorner 2nd Edition Plus Team

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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.

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Pitney Bowes  Macy’s
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Why Welcome to School?

During the first week of KinderCorner, students will become acquainted with the materials, curriculum components, schedule, behavioral expectations, and the people in their new classroom and school. But what’s more important is that they feel truly welcome. We want them to feel that this classroom is a place where they are embraced for who they are; with their varied interests, strengths, differences, and weaknesses, they all have the potential to succeed.

For some students this may be their first group experience. How can you help them to feel safe, comfortable, and independent as they separate from home for the first time? The goal is to build a partnership with the family and to work together to meet the unique needs of each child.

It is critical for students to feel that their needs are cared about and that they are loved and supported in their classroom. To grow into a cohesive, caring group of students, who are increasingly interdependent and who work out their differences in a climate of concern about feelings, they need to hear the following messages:

- Just as we expect other people in the classroom—adults and children—to speak to and treat you with respect, we expect you to treat others respectfully.
- The materials in our classroom are for you and everyone else to use, explore with, and learn from. Take care of these materials so you and others can use them throughout the year.
- This classroom belongs to all of us, so we all need to keep it clean and safe.
- Just as we won’t let anyone hurt you, we won’t let you hurt anyone else in our classroom.
- Everyone makes mistakes, including teachers. We are all always learning and helping one another to learn.

Welcome to School provides the foundation that students will need to develop skills across all the developmental domains—emotional/personal, language/literacy, interpersonal, cognitive, creative, mathematical, science, physical, and social studies—during future units.
Welcome to School

daily focus

• School is a fun place for me to learn and to meet friends.
• My classroom is near other important places in my school.
• Everything has a name and a place in our room.
• We are classmates who share.
• We will learn every day in KinderCorner.

Creative Domain

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

Cognitive Domain

Students will:
• classify objects by physical characteristics.
• begin to understand vocabulary related to positions in space.
• recall an item removed from a group.
• explore the environment with purpose.

Emotional/Personal Domain

Students will:
• begin to make transitions with ease.
• begin to follow classroom rules and routines.
• demonstrate an interest in classroom activities.
• respond to the Active‑Listening Signal.

Language/Literacy Domain

Students will:
• demonstrate an awareness of environmental sounds.
• demonstrate an awareness of the function of writing.
• demonstrate a curiosity about print.
• handle books with care.
• identify book conventions.
• use new theme‑related vocabulary.
• begin to identify sight words.
**Mathematical Domain**
Students will:
• make comparisons between objects based on mathematical attributes.
• begin to identify the days of the week in order.
• begin to identify the months of the year.

**Social Studies Domain**
Students will:
• demonstrate an awareness of the roles that people play in society.
• begin to participate as members of the school community.

**Science Domain**
Students will:
• explore science tools to discover what they do.
• begin to use the scientific method.

**Interpersonal Domain**
Students will:
• participate in group activities.
• use the active-listening posture to show attention while another person is speaking.
• take turns and share.

**Physical Domain**
Students will:
• begin to run with control.
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.
### Theme-Related Words

| classmates | listen |
| friend     | share  |
| label      | signal |
| learn      | tour   |

The theme-related vocabulary words are explicitly taught each day. Encourage your students to use them whenever possible throughout the theme.

### Math Words

| attributes | calendar | day | different | manipulatives | math | month | number | same | week |
|           |          |    |           |              |      |       |        |     |      |

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.

### STaR Words

- disappear
- island
- lonely
- practice
- quarrel
- supplies

STaR words help students to enrich their speaking vocabularies and increase their story comprehension.
### Peek at the Week

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>Welcome to school</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>Explain classroom routines. Introduce Gathering Circle. Introduce Think-Pair-Share.</td>
<td>Introduce pocket points. Introduce active-listening posture and Active-Listening Signal.</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>Introduce Theme Exploration and Daily Message.</td>
<td>Take a tour of the school.</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>Listen to and recite “Name Greeting Rhyme.” Following directions</td>
<td>Listen to and recite “Listen, Listen to the Sounds.” Identify sounds in the environment.</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>Look Out Kindergarten, Here I Come! Focus: Compare text to self.</td>
<td>Retell Look Out Kindergarten, Here I Come! by pantomiming.</td>
</tr>
<tr>
<td><strong>Dramatic Play Lab</strong></td>
<td></td>
<td>Housekeeping: Role-play in an imaginary home.</td>
</tr>
<tr>
<td><strong>Blocks Lab</strong></td>
<td>Build It!: Build freely with blocks.</td>
<td>Build It!</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Creation Station: Create with various art materials.</td>
<td>Creation Station</td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Free Reading: Read self-selected books.</td>
<td>Free Reading</td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Play School: Role-play in an imaginary school.</td>
<td>Play School</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Free Exploration: Explore manipulatives and materials.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Free Exploration: Use available media.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Sand/Water Lab</strong></td>
<td>Free Exploration: Explore properties of sand and water.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Scientist’s Station: Explore with materials and tools.</td>
<td>Scientist’s Station</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>Free-Choice Writing: Use available materials to write.</td>
<td>Free-Choice Writing</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>Introduce calendar, Days of School Tape, and Hundreds Chart.</td>
<td>Introduce days of the week.</td>
</tr>
<tr>
<td><strong>Snack • Outside • Gross-Motor Play</strong></td>
<td>Nutritious snack Learn Zero Noise Signal. Unstructured play</td>
<td>Nutritious snack Play Greet Your Friends.</td>
</tr>
<tr>
<td><strong>Stepping Stones</strong></td>
<td>Read Miss Bindergarten Gets Ready for Kindergarten. Recognize shape of own name</td>
<td>Read Old Black Fly. See shapes of letters in the alphabet.</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
<td>Listen to and recite “March to Math.” Explore manipulatives.</td>
<td>List attributes.</td>
</tr>
<tr>
<td><strong>Let’s Daydream</strong></td>
<td>“The Secret Place”</td>
<td>“My Name is…”</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>Write your name.</td>
<td>Write about what you saw on our tour of the school. Skill: Draw a picture.</td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
<td>Listen to and recite “Let’s Think About It.” Sing a good-bye song to review students’ names.</td>
<td>Make connections between Look Out Kindergarten, Here I Come! and own classroom.</td>
</tr>
</tbody>
</table>
## Setting the Scene | Unit 1: Welcome to School

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival Activities</strong></td>
<td><strong>Arrival Activities</strong></td>
<td><strong>Arrival Activities</strong></td>
</tr>
</tbody>
</table>
| Listen to and recite “I am Listening.”  
Active-listening posture  
Active-Listening Signal | Preview the Getting Along Together skill  
Stop and Stay Cool. | Preview the Getting Along Together skill the Peace Path. |
| Take a tour of the classroom. | Learn about sharing and being a good classmate. | Review first week of kindergarten. |
| “Listen, Listen to the Sounds”  
Introduce Say-It-Fast. | “Listen, Listen to the Sounds”  
Identify sounds in the environment. | “Name Clapping Game”  
Recognize that words are made of sounds. |
| **It’s Mine!**  
Focus: Ask questions about unknown words. | Dramatize the retell of It’s Mine! | Free Choice |
| **Housekeeping** | **Housekeeping** | **Housekeeping** |
| **Build It!** | **Build It!** | **Build It!** |
| **Creation Station** | **Creation Station** | **Creation Station** |
| **Free Reading** | **Free Reading** | **Free Reading** |
| **Play School** | **Play School** | **Play School** |
| **Free Exploration** | **Free Exploration** | **Free Exploration** |
| **Free Exploration** | **Free Exploration** | **Free Exploration** |
| **Scientist’s Station** | **Scientist’s Station** | **Scientist’s Station** |
| **Free-Choice Writing** | **Free-Choice Writing** | **Free-Choice Writing** |
| Continue counting and number-awareness activities. | Continue counting and number-awareness activities. | Continue counting and number-awareness activities. |
| Nutritious snack  
Play Greet Your Friends. | Nutritious snack  
Play Who Is My Friend? | Nutritious snack  
Play Who Is My Friend? |
| Begin to recognize and match the shapes of uppercase and lowercase letters. | Introduce the alphabet wall frieze.  
Read We Are the Kinderfriends.  
Begin to recognize book conventions. | Read We Are the Kinderfriends.  
Introduce partner reading. |
| Use attributes to compare if objects are the same or different. | Use attributes to compare like objects. | Match objects that have all the same attributes. |
| “Sidewalks” | “Afternoon on a Hill” | “And My Heart Soars” |
| Write about something you see in our classroom. | Write about something you shared today. | Write about what you like about kindergarten. |
Congratulate students on first week of kindergarten. |
## You Will Need

### Supplied by SFAF:

<table>
<thead>
<tr>
<th>Books</th>
<th>STaR</th>
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<tbody>
<tr>
<td></td>
<td><em>Look Out Kindergarten, Here I Come</em> by Nancy Carlson</td>
</tr>
<tr>
<td></td>
<td><em>It's Mine!</em> by Leo Lionni</td>
</tr>
</tbody>
</table>

| Concepts of Print          | We Are the Kinderfriends by Mary Alice Bond (SFAF) student copies |

| Other                     | Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate |
|                          | Old Black Fly by Jim Aylesworth                  |
|                          | The 20th Century Children's Poetry Treasury by Jack Prelutsky |

| Media                     | KinderCorner 2nd Edition Plus Media and Software flash drive |
|                          | *Language Play & Listening Fun for Everyone!* |
|                          | *Learning Basic Skills Through Music, Volume 1* |
|                          | Getting to Know Myself by Hap Palmer            |

| Cards/Card Sets           | KinderCorner Activity Cards |
|                          | Unit 1 Same and Different cards (only the crayons, pencils, scissors, school buses, boy and girl, glue, lunch boxes, and backpacks) |

| KinderCorner Rhyme Cards  | “I Am Listening” |
|                          | “Greet Your Friends” |
|                          | “March to Math” |

| Other                     | Key cards, wall set (for alphabet wall frieze) |
|                          | Letter-Blending deck                            |
|                          | Ear and mouth cards                             |

| Posters                   | Active‑Listening poster*                        |
|                          | Arrival Activities poster                      |
**Math Kit Items**

**Teacher's Note:** See the *KinderCorner 2nd Edition Plus Teacher's Manual* for information about preparing the 15-Minute Math board.

- Calendar Monthly Pocket Chart
- Calendar Cutouts
- Calendar Month Cards
- Hundreds Chart
- Bear counters
- Days of the Week pockets
- Days of the Week sheet with Yesterday, Today, and Tomorrow
- Date cards

**Other SFAF Items**

- KinderCorner Weekly Record Form for unit 1 (generate with online data tools)
- Puppets: KinderRoo, Joey, and Alex
- Transparent color counting chips (for pocket points)

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

Teacher’s Note: This list does not include supplies generally expected to be in a classroom such as crayons, writing paper, glue, etc. Refer to the *KinderCorner 2nd Edition Plus Teacher’s Manual* for a comprehensive list of basic equipment and supplies.

| Office/Craft Supplies                                      | General                                                                 | Optional Items                                                                 |
|------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------|                                                                                        |
| Adding-machine tape                                        | Pushpins                                                               | CDs with a variety of musical styles (for background music during Greetings, Readings, & Writings) |
| Construction paper                                         | Sentence strips                                                       | *Interactive-whiteboard users do not need to gather these items.*             |
| Index cards                                                | String                                                                 |                                                                              |
| Jar (for celebration jar—jam or salsa jar is ideal size)  | Writing journals (composition notebook or folder with paper for each student) |                                                                              |
| Markers (regular and dry erase)                            |                                                                        |                                                                              |
|                                                            |                                                                        |                                                                              |
|                                                            |                                                                        |                                                                              |
### To Be Prepared:

#### Day 1

<table>
<thead>
<tr>
<th>Action</th>
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<tbody>
<tr>
<td><strong>GRW</strong></td>
</tr>
<tr>
<td><strong>GC</strong></td>
</tr>
<tr>
<td><strong>TE</strong></td>
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<tr>
<td><strong>STaR</strong></td>
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<tr>
<td><strong>SS</strong></td>
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<tr>
<td><strong>MM</strong></td>
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<tr>
<td><strong>WA</strong></td>
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<tr>
<td><strong>LTAI</strong></td>
</tr>
<tr>
<td><strong>TE</strong></td>
</tr>
<tr>
<td><strong>15-MM</strong></td>
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</tbody>
</table>

#### Day 2

<table>
<thead>
<tr>
<th>Action</th>
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<tbody>
<tr>
<td><strong>GC</strong></td>
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<td><strong>15-MM</strong></td>
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<td><strong>MM</strong></td>
</tr>
<tr>
<td><strong>WA</strong></td>
</tr>
<tr>
<td><strong>TE</strong></td>
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</tbody>
</table>
Day 3

- **TE**
  - Make a mental note of where items that make noise (e.g., scissors, marker, stapler, musical instrument) are located in your classroom. You will lead students on an exploratory tour during Theme Exploration.
  - Make a word-wall word card for “we.”
  - Make theme vocabulary word cards for “label” and “signal.”*

- **STaR**
  - Number the pages of the STaR book *It’s Mine!*; page 2 begins, “In the middle of Rainbow Pond…”

- **SS**
  - Duplicate the Uppercase and Lowercase Letters page, and cut the cards apart (appendix). Place a set of each in a plastic bag for each partnership.
  - Write the uppercase and lowercase letters in sequence on a sentence strip (“Aa,” “Bb,” etc.).
  - Select two Letter-Blending Cards of each letter of the alphabet so you can display the lowercase and uppercase forms of each letter at the same time. Place the letters in a pocket chart. Do NOT place the uppercase and lowercase forms of the same letter together.

- **MM**
  - Cut a piece of bulletin board paper so it is approximately 36 by 60 inches. Fold the paper in half.
  - Duplicate the Attributes – Same and Different page, one per student (appendix).

Day 4

- **TE**
  - Make theme vocabulary word cards for “classmates” and “share.”*

- **SS**
  - Place all but one copy of *We Are the Kinderfriends* in the grocery bag.

- **RT**
  - Gather the items that were labeled during Theme Exploration on day 3, and place them in a box or bag.

- **MM**
  - Duplicate and cut apart the Attribute Shapes – Crayons page, one per student (appendix).

Day 5

- **LTAI**
  - Duplicate the Same/Different Math Home Activity page, one per student (appendix).

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

- **MM**
  - Fill plastic bags with ten buttons each (two of the ten buttons in each bag should be identical), one bag per student.
  - Duplicate the Which ones are the same? page, one per student (appendix).

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

Focus

School is a fun place for me to learn and meet new friends.

Materials

| Greetings, Readings, & Writings | • Reusable nametags for each student to wear for about a week; display on a table for students to see  
|                                 | • Books, paper and crayons, puzzles  
|                                 | • *Language Play & Listening Fun for Everyone!* CD (optional)  

| Gathering Circle                | • Ear and mouth cards  
|                                 | • *KinderCorner 2nd Edition Plus* Media and Software flash drive  
|                                 | • Sharing sticks  

| Theme Exploration               | • Daily Message board (or chalkboard, whiteboard, chart paper) or IWB access  
|                                 | • Marker or IWB access  
|                                 | • Theme vocabulary word cards for “listen” and “friend” or IWB access  

| Rhyme Time                      | None  

| STaR                            | • Trade book: *Look Out Kindergarten, Here I Come!*  

| 15-Minute Math                  | • Calendar Monthly Pocket Chart  
|                                 | • Calendar Cutouts  
|                                 | • Calendar Month Cards  
|                                 | • Hundreds Chart  
|                                 | • Markers (red, green, and black)  
|                                 | • Adding-machine tape  
|                                 | • Dry-erase markers (yellow and blue)  
|                                 | • String  
|                                 | • Push pins  

Snack/Outside/Gross-Motor Play  
• *Learning Basic Skills Through Music, Volume 1* CD (optional—recommended if outdoor play not possible)

Stepping Stones  
• Trade book: *Miss Bindergarten Gets Ready for Kindergarten*  
• *KinderRoo and Joey* puppets, each wearing a nametag written in title case  
• Small collection of easily recognized environmental print such as napkins from a popular restaurant, bags from a chain toy store and local food store, logo of a popular cereal, etc.
### Materials

**Math Mysteries**
- Plastic bags with a handful of one type of manipulative (e.g., one bag each of bear counters, cubes, bicolored counters, buttons, pattern blocks, and beads), one per student
- Workmats, such as sheets of construction paper (one per student)

**Let’s Daydream**
- “The Secret Place” on page 78 of *The 20th Century Children's Poetry Treasury*

**Write Away**
- Journals (composition notebooks or paper in folders)
- Pencils
- Crayons

**Let’s Think About It**
- Welcome to School letter to send home (appendix)
- First Day of Kindergarten certificates (appendix)

### Learning Labs

**Dramatic Play Lab | Housekeeping**
- Furniture such as kitchen appliances, a table, and chairs. (If you do not have these items, invite students to make them with large boxes.) Simple props such as dishes, toy food, a real telephone, dress-up clothes, baby dolls, doll beds, etc.

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

**Art Lab | Creation Station**
- Open-ended materials such as construction paper, wrapping paper, glue, scissors, paint, paintbrushes, easels, smocks, yarn, sequins, markers, crayons, etc. that students can use to create art pieces

**Classroom Library Lab | Free Reading**
- Books owned by the teacher or school, books provided with your KinderCorner materials, pamphlets, bus schedules, restaurant menus, travel brochures

**Literacy Lab | Let’s Play School**
- A chalkboard and chalk, a whiteboard and marker, or chart paper and a marker for the pretend teacher; and books, letter cards, magnetic letters, paper and pencils, letter stamps and ink pads, or any other items that students could use to play school

**Math Lab | Free Exploration**
- Math manipulatives:
  - Counting/patterning sortings: linking cubes, bear counters, buttons, beads, pattern blocks, etc.
  - Geometry/spatial: puzzles, small vehicles, interlocking construction blocks, etc.
<table>
<thead>
<tr>
<th>**Computer/Media Lab</th>
<th>Free Exploration**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers, tape recorders, digital tablets, or other electronic media that you may have; and software, applications, or CDs to accompany the media</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>**Science Lab</th>
<th>Scientist’s Station**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items to encourage exploration such as a balance scale and items to weigh (e.g., leaves, shells, rocks, scraps of material), magnets, magnetic and nonmagnetic items with which to experiment, and magnifying glasses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>**Sand/Water Lab</th>
<th>Free Exploration**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand and water play tools—measuring cups and spoons, funnels, buckets, scoops, and plastic jars and bottles in a variety of shapes and sizes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>**Writing Lab</th>
<th>Free-Choice Writing**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of writing instruments (pens, pencils, crayons, markers) and things to write on (various types of lined and unlined paper, drawing paper, mini chalkboards or whiteboards, journals, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
Day 1

Managing the First Day of School

- Welcome each student by name, and introduce yourself.
- Assist students in placing their personal belongings in the cubbies, bins, or hooks labeled with their names.
- Show each student the displayed nametags, and note which students recognize their own names. Give each student his or her nametag to wear.
- Show students where the bathroom is, and tell them the rules, if any, for when they may use it if it is not in your classroom.
- Introduce each student to another student in the class, and engage the two in an activity.
- Once all students are settled, move around the room, discussing the activities and materials that they are using.

Activities

- For the first day of school, the available activities should be somewhat simple and limited. We suggest placing storybooks, crayons and paper, and puzzles out on tables. Allow students to choose one of these activities.
- Provide each table or group with a two-minute warning before Gathering Circle. Tell them that when you start singing the song, they should come over to the rug with you and sit in a circle.

Sing a gathering song that you know, such as “The More We Get Together,” or play “Zip-a-Dee-Doo-Dah” from the Language Play & Listening Fun for Everyone! CD. Encourage students to sing along as they move to the gathering area.

Gathering Circle

- Welcome students to the Gathering Circle, and introduce yourself. Use the Arrival Activities poster to help explain the routines that they will follow for Greetings, Readings, & Writings each day.
  - Show them the homework basket. Explain that as they arrive, they will remove their coats, backpacks, etc., put them away, and turn in their homework.
  - Next, they will find their nametags and put them on. Someone will be there to help them if necessary.

If your students have difficulty sitting in a circle, have all students stand in a circle holding hands and then sit down.
– Explain how students will know which activities are available to do after they sign in.

– Explain that you will give them a warning when it’s time to clean up their activity materials and sing a gathering song when it’s time to move to the Gathering Circle. Sing the song that you have selected with students.

• Explain the purpose of the Gathering Circle.

  When we come together in our Gathering Circle, we will do some special things. First, we will find out who is here today and who is missing. Take attendance in the manner prescribed by your school. Next, we will talk about any homework that you may have had from the night before. We didn’t have homework last night because it’s the first day of school! After homework, we will find out who your partner will be for the week.

• Introduce the concept of partnerships.

  In our class this year, we will do lots of talking, listening, and practicing new things with another friend. That friend will be called your partner. Sometimes you will have one partner, and sometimes you will have two.

• Assign partners for the week. Students who are sitting next to each other can be partners. If you have an odd number of students, create one or more groups of three.

• Distribute an ear or mouth card to each student. Give two ear cards and one mouth card to groups of three.

  One thing that we will do as we learn in our class each day is answer questions. A question we will answer today is “What is your name?” Now you will talk about the answer with your partner. If you are holding the mouth card, it will be your turn to speak first. If you have an ear card, you will listen first. Let’s begin. If you are a speaker, tell your partner your name. Pause while students share. Now you can trade cards. If you were a listener before, now it is your turn to speak. Tell your partner your name. Pause. Now raise your hand if you would like to tell us your name. Select volunteers to share their names.

• Explain Think-Pair-Share.

  What you just did is something we call Think-Pair-Share. First, you thought about what you wanted to say. Then, you took turns sharing your answer with your partner. Last, a few of you shared your answers with the class. The ear and mouth cards helped you to remember to take turns speaking and listening.

  If students do not wish to speak at all, encourage them by saying something like, “Perhaps you don’t feel comfortable speaking in front of the class yet. Sometimes I feel a little shy when I don’t know anyone. When you do feel comfortable, you’ll have lots to say!”

  I would like to introduce you to two special friends, Alphie and Monster, who will be showing us all kinds of things this year. Let’s watch them as they do Think-Pair-Share. Show the Think-Pair-Share video.

• Introduce the Getting Along Together objective.

  As we are gathered together each morning, we will learn about ways to make our classroom a happy place where everyone gets along and can learn together. Today we will learn about being good listeners.
Invite students to close their eyes and listen for sounds in their environment. Pause for about twenty-five seconds.

What did you hear? Tell your partner something that you heard. Be sure to trade cards so each friend has a chance to share. Allow a moment for partners to share. Then use the sharing sticks to select someone to share.

- Introduce the sharing sticks and the Whole-Group-Response Signal as you continue to facilitate the conversation about listening for sounds.

I can use these sharing sticks to choose someone who will share his or her answer. Select a sharing stick. ________, what did you or your partner hear? Select a few more students to share.

Sometimes we will use Think-Pair-Share, and sometimes you can just say your answer aloud. Move your hands from yourself to students to signal whole-group response. When I make this signal, you can just say your answer. Now think about the sounds you heard. Why do you think you heard them now, but you didn’t hear them before? Give the Whole-Group-Response Signal with your hands. WGR: What were you doing? Listening.

We will learn how to be very good listeners in our Gathering Circle this week.

Theme Exploration

TIMING GOAL: 15 minutes

Daily Message

- Introduce the Daily Message.

Another thing we will do in our Gathering Circle is read a special message that will tell us what we will learn about today.

- Write today’s message in front of students. Read each word aloud as you write it. Write the word “Today” of the second sentence directly under that of the first sentence to reinforce the concept that words that are shaped the same are read the same.

Today is the first day of kindergarten.
Today we will meet some new friends.

- Point out that the first word of each sentence looks the same. Ask students to watch as you read the message to see if they can figure out what the word says.

This year in kindergarten, we’ll be looking at words that are written, we’ll be writing words, and we’ll be reading words too.
• Introduce the theme vocabulary words for the day.

The theme vocabulary words should be posted in the classroom. They will be displayed on the interactive whiteboard if you are using one. The purpose for posting the words is to remind you and other teachers to use and focus on the words throughout the day. Students are not expected to read the words.

We will also learn lots of new words. We will learn to understand the words when we hear them and practice saying the words in sentences. We learned one of our new words this morning already.

The word is “listen.” Say, “Listen.” Let’s clap while we say the word. Clap each syllable as you lead the class to repeat the word. Listen. We know that “listen” means to think about what you hear. I can make a sentence with the word “listen.” I listen to my partner.

Our other word for today is “friend.” Say, “Friend.” Let’s see how many claps are in “friend.” Say the word again, and clap. “Listen” has two claps, but “friend” has only one clap. A “friend” is someone you know and you like to play with. You probably already have friends who live close to you or whom you have met in other places. You will make lots of new friends in our class. I can make a sentence with the word “friend” too. My sentence is “I met a new friend at the playground.”

Finding out about our new words for the day is the last thing we’ll do as we are gathered in our circle each day. Next, we will learn fun rhymes that we can move to, sing, and dance. It’s called Rhyme Time!

Invite students to stand up, stretch, move around, and then sit in a circle.

Rhyme Time

TIMING GOAL: 10 minutes

Say the Rhyme

• Introduce the rhyme “Name Greeting Rhyme.”

Today we will begin to learn a new rhyme about our class. This rhyme will help us learn everyone’s name.

• Ask a student beside you his or her name. Then say the rhyme in a singsong rhythm, inserting that student’s name in the parentheses.

Name Greeting Rhyme

(Her/His) name is (student’s name).
That’s (her/his) name.
Good morning, (student’s name)!
We’re glad you came.
Develop Attentive Listening: Following Directions

- Invite students to stand and march around the circle as you say the rhyme.

  *Now we’ll stand and march around the circle as we say the rhyme. Then we’ll stop and let another friend introduce herself or himself, and we’ll march again while we say our rhyme with that friend’s name.*

- After a student has introduced herself or himself, encourage the rest of the students to join in saying the rhyme with you and inserting the name of the student who has just introduced herself or himself while they march around the circle.

- After everyone has been introduced, say:

  *We have many new names to learn, and it will take us a while to remember them, but we’ll practice each name.*

- Tell students that reading their nametags will help you remember their names. Have students point to the nametags that they are wearing.

Invite students to gather for STaR. Either move to a different gathering place for STaR, or stay in the gathering circle area.

**STaR Words:**

- supplies
- lonely
- practice

**STaR Interactive Story Reading**

**Look Out Kindergarten, Here I Come!**

*Written and illustrated by Nancy Carlson*

Henry has looked forward to his first day of kindergarten for a whole year! We see his excited preparations the morning of his first day and hear his questions on the way to school, as his mother tells him what activities await him and tries to calm his anxieties. Ms. Bradley, his teacher, knows just how to put Henry at ease when Henry balks at actually entering the classroom—she lets him see for himself the fun that awaits him.

**Interactive Story Reading**

**Before Reading**

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

  Point to the title as you show the cover. The name of our story is *Look Out Kindergarten, Here I Come!* Every book has a name, and we call the name of the book the title. The title tells what the book will be about.
Point to the author’s name on the bottom of the front cover. **These words tell the name of the person who wrote this book.** Read the author’s name. Nancy Carlson is the author of the story. She wrote the words for the story.

Nancy Carlson worked very hard to make this book. She did two very important jobs. She wrote the words, and she also made the pictures. The person who makes the pictures for a book is called the illustrator. Say that word with me. Illustrator. Nancy Carlson wrote the words and made the pictures, so she is the author and the illustrator.

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

Display the front of the book. **Today we’re going to read a book that will tell us about a boy named Henry. He is like you because he’s just beginning kindergarten. He’s excited, but a little bit scared. He wonders what kindergarten will be like and what he will do there.** T-P-S: **What do you notice in the picture on the front cover?** As students identify the blocks, books, and toys, ask them if they see similar items in their classroom.

T-P-S: **What did you think you would do in kindergarten before you came?** Restate and extend students’ responses. For example, “Jeremiah says he thought he would make friends. What is your favorite thing to do with a friend, Jeremiah?”

Before you came, I wondered if you would like our classroom. I was a little nervous. My stomach was somewhat jittery as I thought about not knowing anyone. But I was also very excited about meeting you and beginning the fun that we’ll have in kindergarten this year.

Display the front cover of the book. T-P-S: **Look at the picture, and tell your partner what you think Henry will do in kindergarten today.** Look at Henry in this illustration. T-P-S: **How do you think he feels?**

- Introduce the story vocabulary words.

Each time we read a story, we will learn new and interesting words. There are some new words that you will hear in **Look Out Kindergarten, Here I Come!** One new word is “supplies.” “Supplies” are things that you need to do something. T-P-S: **What supplies do you need to draw a picture?** If you want to draw a picture, you need paper and crayons, pencils, or markers. Paper and crayons, pencils, or markers are some supplies that you need to draw.

Another new word is “lonely.” “Lonely” means unhappy because you are alone. Henry, the boy in the story, takes a picture of his mother and father to kindergarten with him in case he feels lonely in school.

You will hear the word “practice” in our story today too. When you “practice” something, you do it many times so you will become good at it. I wonder what Henry will practice doing in school. T-P-S: **Tell your partner what you think Henry will practice in kindergarten.** What is something you would like to practice so you will be better when you do it?
• Introduce the good-reader skill for today.

  Reading stories at STaR time is fun. We can also learn what good readers do. Most of you will learn to read this year! Learning about what good readers do will help you to be the very best reader that you can be.

  One thing that good readers do is think about how they are the same as or different from the characters in the story. As I read the story today, think about the things that Henry does. Will you do the same thing or something different on your first day of school?

During Reading

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

  – As you read the story, engage students’ interest in the story and characters by creating different voices for Henry, his mother, and the teacher. Make sure that students are able to see the illustrations as you read. Give them plenty of time to look at the pictures.
  
  – Page 3: T-P-S: How does Henry feel about the first day of kindergarten? How can you tell?
  
  – Page 6: T-P-S: Why does Henry’s mom say, “Not so fast”?
  
  – Page 10: Henry packs his supplies, the things he will need for kindergarten. T-P-S: Tell your partner what supplies you brought to school. Were any of them the same as the supplies that Henry packs?
  
  
  – Page 25: When Henry wakes up and while he is getting ready, he is excited about going to kindergarten. T-P-S: Why does Henry change his mind about going to school?

After Reading

  WGR: Does Henry meet a friend to play with? Yes. RWE: Yes. Henry finds a friend to build with in the blocks area.

  T-P-S: How do you think Henry feels now that he has seen his classroom and met some other students he can play with?

  Sometimes you find a friend on the very first day of school like Henry did. Sometimes it takes you a few days to want to play with new friends. In our classroom, we’ll all learn to be friends and play with one another during this school year.

• Reinforce the STaR vocabulary. Guide students to make sentences with the words.

  When we learn new words in stories, we can use them in other places. We can work together to make sentences using our new words so we will be able to use them on our own. Let’s practice using our new words just like Henry practices counting in the story. One word that we learned in this story is “practice.” T-P-S: Talk to your partner about ideas you may have for using the word “practice” in a sentence.
Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it.

Repeat this process with the words “lonely” and “supplies.”

• Have students make personal connections to the experiences of the main character in the story. T-P-S: Think about your day so far. What have you done that Henry does in the story? What do you think we might do later today?

Introduce the 1-2-3 Move signal.

Sometimes in our class, we will all move from one place to another. We can do this in a fun way through something called 1-2-3 Move. In a moment, we are going to gather at the dramatic play lab. Point to the lab area. When I say “One,” you will stand up in your place. Don’t go anywhere yet! When I say “two,” you will walk to the dramatic play lab area. When I say “three,” you will sit down so I can explain what you will find there and what you can do. Do you remember the first step? Let’s try it.

Proceed to count from one to three to move students from the STaR area to the dramatic play lab. Do not say the next number until all students have followed the step correctly. You can alter what each step stands for as needed.

Learning Labs

First-Day-of-School Routine

1. Have a lab tour to introduce each lab that is open today.
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. Monitor students as they visit their selected labs.

A suggested lab-management plan is described in the KinderCorner 2nd Edition Plus Teacher’s Manual. Whether you use the suggested plan or another one of your own, you will need to teach students how they will select their labs for the day. You will also find information that will help you to determine whether to open all the labs on the first day or to stagger them throughout the week.

Dramatic Play Lab | Housekeeping

Description:

• The dramatic play area will be an imaginary home.
Purpose:
• Participation in this lab will help students to develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.

When You Tour:
• Explain that today the dramatic play area will be a home. (Students can decide whether it is a single-family home, an apartment, etc.)
• Use Think-Pair-Share to have students identify the different roles they could play in a home. *Family members, friends, other visitors, etc.*
• Point out the different props they will find in the area. Introduce the Wonder Box. Explain that the props and materials in the Wonder Box will change and that students should check it regularly. Invite students to share their ideas about how they could use the props in the lab or Wonder Box or make others.
• Encourage students to use their imagination, both in the roles that they play and the props/materials that they use or make.

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

  **Examples:**
  – Knock on the door, or ring a pretend doorbell when you arrive instead of just walking in. Announce who you are. **Hello, I just moved in next door. I wanted to introduce myself and bring you these cookies.**
  – **Surprise! Grandma is here to visit! I'm starving. May I come in and get something to eat?**

**Blocks Lab | Build It!**

Description:
• Students will build things with blocks.

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

When You Tour:
• Announce that the blocks lab is open today. Review any safety rules or procedures for putting away the blocks.
• Ask students to think about where they could pretend to be in the blocks lab. *A construction site, etc.*
Facilitate Learning:

- Ask questions, or make comments, that will encourage students to expand or move into imaginary scenarios. For best results, jump in, and join the play as you interact with students.
  - Excuse me, sir. I’m a new builder, and I want to help you. They told me you were the manager and that I should ask you which part to work on.

- Encourage students to think about what combinations make strong structures.
  - I noticed that you placed the smaller block on top of the larger block. Why?
  - What would happen if you placed the larger block on top of the smaller block?

### Art Lab | Creation Station

**Description:**

- Students will use open-ended materials to freely create.

**Purpose:**

- Participation in this lab provides the opportunity for students to choose what to make and which materials to use to stimulate creativity.

**When You Tour:**

- Review all rules and procedures for using the materials in the lab, especially paint, glue, glitter, etc.

- Encourage students to create whatever they want in the lab. **You get to decide which materials to use and how to use them because you are the artist!**

- Point out where students should leave their paintings and other works of art to dry.

- Explain that the artwork they create on paper can either stay at school to be displayed or be taken home to share with their families. Tell them that anything they make with playdough, however, will be recycled each lab time so everyone has the opportunity to work with it.

**Facilitate Learning:**

- Encourage students to be creative using whichever mediums they choose. When interacting with students about their creations, try to focus on the techniques or materials that each student has used as opposed to the product.

**Examples:**

- You used lots of different colors here.
- I can see that you were really thinking about different ways to paint with the sponge.
- You really took your time with this part.
- What I notice first about your painting is...
- Which part did you do first?
**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:**
- Participation in this lab provides practice with correct book handling and the opportunity to explore letters, words, and sentences in the context of a book. For some students, this lab provides practice with reading.

**When You Tour:**
- Point out the books or pamphlets that are in the lab. Tell students that they can come to the classroom library lab to read.
- Explain how to take care of books.
  
  **Books are a little bit fragile. What do you think I mean when I say books are fragile?** RWE: I mean books have to be treated gently because pages tear easily. **What would be some good rules for how we should treat books?** Don’t step on books; put them back on the shelves when you finish; read them with clean hands; and turn the pages gently. **You’ve thought of some good ways to take care of books. If a book does get torn, I would like you to give it to me (or put it in a special place that you have designated) so we can try to repair it. I like the rule about putting books back on shelves so we can each see which book we would like to choose next.**
- Explain the purpose of the ear and mouth cards.
  
  **We used these cards this morning to help us remember who the speaker was and who the listener was when we talked to our partners. You can use them for reading with a partner too.**

  **If you would like to explore a book with a friend, then the student with the mouth card will read first, and the student with the ear card will listen. If you are the reader but you don’t know how to read yet, then you can tell what you think the page might say by looking at the pictures. You will trade cards for the next page, so the other partner will get to read or pretend to read.**

  Use two volunteers to demonstrate the process.

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

**Literacy Lab | Play School**

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

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

When You Tour:

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

Facilitate Learning:

• So as not to interrupt the play, interactions with students in this lab should be done through role play. Announce who you are (a new student, the principal, a parent, a teacher next door), and join in.
• Encourage students to find or write the letters they know, or ask them to find the letters in their names.

Examples:

– What sound do you hear at the beginning of your name? Can you find the letter shape that begins your name?

• Explain how to care for materials such as letter stamps and inkpads.

Math Lab | Free Exploration

Description:

• Students will explore various manipulatives and materials to develop mathematical concepts.

Purpose:

• This lab provides students with an opportunity to develop math skills through the use of manipulatives and materials to explore concepts such as spatial relationships, patterns, counting, etc.

When You Tour:

• Point out the lab materials. Ask questions to help students think about how they could use the materials. Tell students that the small pieces are easily mixed up, so they need to remember to put each type back in its marked container before taking out another variety of manipulative.

Facilitate Learning:

• Talk with students about the different manipulatives. Ask questions such as, What can you tell me about the pattern blocks? How are they the same? How are they different? What kinds of things can you do with the pattern blocks? Ask students which manipulatives they would like to play with and why. Encourage students to work with one manipulative or tabletop activity at a time.
Computer/Media Lab | Free Exploration

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

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

When You Tour:
• Remind students of the software or websites that they may use on the computers, and identify the available music or stories on CDs that you have placed in the listening area.

Facilitate Learning:
• Encourage students to listen to CDs or use software that you have placed in the lab.
• Help students navigate the software or websites as needed. Some students may need instruction on how to use a computer mouse or keyboard. Pair them with another student who has these skills when possible.

Science Lab | Scientist’s Station

Description:
• Students will use various tools and materials to explore the world around them.

Purpose:
• Participation in this lab provides students with an opportunity to explore scientific concepts using a variety of materials and tools.

When You Tour:
• Ask students what a scientist is. Explain that scientists explore things to learn more about how the world works. In this lab, they can pretend that they are working in a scientists’ laboratory.

• Introduce the Science Steps poster. Explain to students that scientists often wonder why things are the way they are, such as “I wonder if all these rocks weigh the same,” or “I wonder if all the squares on the floor tiles in our classroom are the same size.” Then, scientists will guess the answer. After scientists Make a guess, they will Explore to find out all they can about the thing they are wondering about. Finally, scientists will Check the guess to see if it was right. If it was wrong, they start over again.
Facilitate Learning:

- Encourage students to explore the tools and materials.

- Ask students questions related to the Science Steps poster. For example, use steps from the poster to have students find out whether more of their classmates have long or short hair.
  - **I wonder if more students in this class have long or short hair.**
  - **What is your guess?**
  - **How can we explore to find out whether there are more students with long or short hair?** *Count.*
  - **Did you check your guess? Was it right?**

**Sand/Water Lab | Free Exploration**

Description:

- Students will learn about sand and/or water.

Purpose:

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

When You Tour:

- Tell students that the lab is open today. Go over any rules or guidelines for safety, use, and clean-up.

Facilitate Learning:

- Encourage students to explore the tools and materials.

**Writing Lab | Free-Choice Writing**

Description:

- Students will use the writing instruments and paper or journals to write about the topic of their choice.

Purpose:

- Participation in this lab provides students with an opportunity to express themselves freely in writing. As students become more aware of the purposes for print, they need many opportunities to communicate through creative writing, making labels and cards, writing notes, and copying the many writing activities that they see adults perform every day. Reading and writing skills codevelop, and each facilitates the development of the other.

When You Tour:

- Explain briefly that students can use whichever materials they want to write about whatever they would like.
Facilitate Learning:

- Ask students to read their writing to you or tell you about their stories if they are drawing or scribbling.

  **Examples:**
  
  - This picture that you drew helps me to remember what you wrote about.
  - You used some squiggly lines to represent the words for your story.

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

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15-Minute Math

**TIMING GOAL:** 15 minutes

- Introduce the 15-Minute Math component.

  **tps**

  After Learning Labs time, which we just had, we’ll usually have 15-Minute Math time. T-P-S: Would anyone like to tell me what sorts of things you think of when I say the word “math”?

  Math is numbers, counting, and measuring how heavy or big things are or how much time something takes. It is shapes and patterns and comparing and sorting things. So as you can see, math is always happening.

  We’ll talk about math every day. We’ll talk about it during 15-Minute Math, and later we’ll have a time called Math Mysteries. You will be able to explore and practice with many of the things we will use to learn in the math lab too.

**Calendar**

- Invite students to look at the board. Point to your head, and say, **Think of something to say about what you see on the board.** Select several students to share with the class. T-P-S: **What do you see?** Possible responses include: a calendar, picture cards with numbers on them, a big poster with lots of numbers on it, or a long sheet of paper.

- Point to the calendar, and say, **This is our classroom calendar.** Our calendar helps us keep track of what day it is. Our calendar will change every month.

- Point to the month cards, and say, **These are the names of all the months in a year.** The empty space shows us where (name of the current month) belongs in the year. Name the twelve months of the year, pointing to each month’s card as you name it.
• Point to the days of the week across the top of the calendar, and say, These are the names of the days of the week. Name the days of the week, pointing to each day as you name it.

• Say, Today is (day of the week). Add the calendar cutout for today’s date to the calendar, and say, while pointing to the appropriate day, Today is (day of the week), the (date) of (month).

Days of School Tape

• Point to the Days of School tape mounted above your bulletin board. Tell students that each school day you will write a number to show the number of days that they have been in school. Ask, How many days have we been in school? One day. That’s correct. We have been in school one day. I’m going to write the number 1 on the Days of School Tape.

• Use a black marker to record the number 1 at the beginning of the tape. Then ask, What number do you think I’ll write tomorrow? 2. How do you know? Answers will vary. Restate students’ responses. Two comes after 1. So tomorrow we’ll write 2.

Hundreds Chart

• Point to the Hundreds Chart, and ask, What do you notice about this chart? Possible responses include: it has a lot of numbers; it has boxes with numbers in them; and I recognize some of the numbers. This is the Hundreds Chart. It has the numbers 1–100 on it.

  We’re going to keep track of how many days there are until the 100th day of school on this chart. Every day we’re going to color in one square on the chart. The closer we get to the number 100, the closer we are to celebrating the 100th day of school.

  Today I’m going to color in the square with the number 1 in it because this is the first day of school. Use a blue marker to color in the square with the number 1 in it.

• Explain to students that every day they are at school, they will be doing activities on the 15‑Minute Math board.

  Explain to students the procedures for washing their hands for snack and for going outside.
Snack

• Engage students in socializing conversations as they enjoy a snack.

• Before students go outside to run and play, you’ll want to teach them a signal to get their attention.

Outside/Gross-Motor Play

Teach the Zero Noise Signal (one hand raised in the air). Tell students that when they see you make this signal, they are to stop their activity, imitate your signal, finish what they are saying, and look at you. You’ll then give them further verbal directions such as “Please line up.” Practice the signal with students before they begin playing. This signal gets students’ attention while respecting their current activity, unlike whistles or other intrusive signals. You may also wish to teach a freeze signal to indicate that students are to cease activity immediately, but this sort of intervention should be used for emergency situations only.

• Briefly tour the playground area and the equipment. When you introduce a piece of equipment, explain how to use it safely.

• Students should have unstructured play after you have gone over the safety rules for outside or inside gross-motor play.

Teacher’s Note: If the weather or your school’s schedule eliminates the playground as a choice at this time and you do not have a room for gross-motor equipment, you should lead students in games and stretching activities in the classroom.

• Follow the Leader, the Farmer in the Dell, the Hokey Pokey, or other noncompetitive favorites that are familiar to you and your students should be played throughout the year inside and outside when structured play is desired or necessary. Songs that foster movement and learning, such as “Colors,” “Put Your Hands Up in the Air,” “The Elephant,” “The Number March,” and “What Are You Wearing?” on Learning Basic Skills Through Music, Volume I, are also good choices.

While students use the bathroom and drink water, engage those who are waiting their turn in a simple game, such as Copy Me, in which you or one of the students, as the leader, make(s) motions with your body such as touching your right hand to your left ear; the rest of the students mimic that motion.

Then ask students to join you in the gathering circle area for Stepping Stones.
Now we are at a very exciting part of our day called Stepping Stones. We will learn about letters and the sounds they make, and then we’ll learn about making words that we find in books and on signs.

I want to start by reading a story about a teacher and her class getting ready for their first day of kindergarten.

You’ll notice lots of letters that are written in colors. Those letters begin the names of the teacher and the students in the kindergarten class. I’d like you to gather in closely so you can see the pictures.

• Read *Miss Bindergarten Gets Ready for Kindergarten* with a lively, rhythmical beat to enhance the enjoyment of the rhyming text. Slightly stress the rhyming words at the ends of the lines.

• Invite students to jump right in on the word “kindergarten” or the phrase “gets ready for kindergarten” after the phrase has been repeated several times in the book. Simply pause before the words “gets” or “kindergarten.”

  Somewhere in that story, there was a letter shape that begins the first name of each of you. Our names have letters in them, and you’ll learn about all the letters in your name.

• Bring out KinderRoo. I’d like to introduce you to someone who will be in our classroom this year and who will learn along with us. Her name is KinderRoo. Point to her nametag. WGR: Please say KinderRoo’s name. *KinderRoo.*

  Can you guess what kind of animal KinderRoo is? What can you tell me about this animal? RWE: KinderRoo is a kangaroo. Kangaroos come from a country called Australia. Kangaroos have large feet and tails that help them to jump. The female, or girl, kangaroos have a little pouch in front where baby kangaroos are kept. Pull out the Joey puppet. *This is Joey. He’s a baby kangaroo. Baby kangaroos are called joeys.* WGR: Let’s read Joey’s nametag. *Joey.*

One of the characters in the story we just read—in Miss Bindergarten’s kindergarten—is a kangaroo. Turn to the page with Kiki Wong. *Here is Kiki Wong. Her name begins with the same letter* (Point to the letter “K” highlighted on the page.) *as KinderRoo’s name.* Point to the letter “K” on KinderRoo’s nametag. Do not name the letter. *KinderRoo and Joey, please sit here, and listen as we read our nametags.* Place the puppets nearby, facing the students.

Let’s look at our nametags. Let’s take turns going around the circle reading our nametags. Begin by reading your own nametag aloud as you point to the words. Have students read along with you as they repeat your name. Continue to have students take turns reading their own nametags as they point to their tags. Encourage the other students to repeat each name as they reread each nametag.
You just read your own name and some of your new friends’ names. I know you can read some more words.

- Present each piece of environmental print, one at a time. As you display each piece of print, encourage students to read the words. Ask students to discuss where they have seen these words.

You can already read many important words now that you are in kindergarten. When words such as (name of some environmental print read by the students) are written, they are made of letters. When words are read or said, they are made of sounds. We’ll continue to learn about all the letters and sounds in the alphabet this year in school. The alphabet is all the letters there are.

After Stepping Stones, we will have a special math lesson. Let’s see how many of you can count to 10 with me. Invite students to march in a circle as they count to 10. They will sit in a circle for Math Mysteries.

**Math Mysteries**

**Introduction to Math Mysteries**

- Welcome students to Math Mysteries.

  Now it is time for Math Mysteries. Ask, in a mysterious voice, Does anyone know what a mystery is? A mystery is a sort of problem to solve. It is something to figure out, a fun challenge. We’ll have many things to figure out this year.

- Tell students that you will teach them a little chant that they will sing as they move into Math Mysteries time each day. Invite students to move around the room or to move to the math corner. As they move, introduce “March to Math.” Use My Turn, Your Turn to teach the song.

**March to Math**

*(To the tune of “The Ants Go Marching”)*

We’re marching to math one by one.

Hoorah...hoorah!

We’re marching to math one by one.

Hoorah...hoorah!

We’ll learn numbers, and adding, and patterns too.

We can all show how much we know to you,

As we all go marching, marching into math!
Show What You Know

• The first thing we’ll do in Math Mysteries each day is show what we know about math. Today I want to see if you know what a circle is. Encourage students to make circles using their bodies. Some may touch their index fingers to their thumbs; others may make big circles with their arms or draw circles with their fingers in the air or on the rug. Students will make a variety of choices.

• Select two or three students to show their circles. Encourage their appreciation of one another’s inventiveness as you describe the different ways their classmates chose to make circles.

Active Instruction

Today you will have a chance to explore some of the math materials that you’ll be using during the school year.

• Show a workmat and a bag of manipulatives. Discuss the proper ways to handle the manipulatives. Talk about keeping the materials on their workmats. Then say, When Math Mysteries time is over, you’ll need to make sure that all the materials are cleaned up and put away. Show students where to put the materials.

• Give each student a workmat and a plastic bag containing one type of manipulative. Some students will have bags of bears while others will have bags of cubes. Still others will have bags of bicolored counters, buttons, or beads.

Ask students to empty the contents of their bags onto their workmats. T-P-S: Ask, What can you do with the math manipulatives in your bag?

• Allow students seven to ten minutes to explore with the materials. Some will play with the manipulatives. Others will sort, count, or create patterns with them. As they explore, use the time to observe a few students.

Partner Practice

• Prompt students to pair with a friend sitting near them. Ask students to tell their partners about their manipulatives.

Find a friend sitting next to you. Tell your partner about your manipulatives and what kinds of things you can do with them. You may want to show your partner how you can use your manipulatives to count or make a picture.

• After a few minutes, ask students to return their manipulatives to their plastic bags and switch with their partners. Invite students to explore with their new manipulatives. Allow students five to eight minutes to do so.
Recap

- Show students where and how to put away their materials. Invite students to put away their manipulatives by calling them in groups. (For example, If you have the bear counters, stand up. Students with bear counters may now come put away their materials.) Show students what each manipulative looks like as you call their group to help students associate the names with the objects.

- Retain a sample of each type of manipulative for discussion purposes. Ask students questions such as “Which manipulatives did you enjoy working with?” Help students with the terms for the various manipulatives by letting them point to the types with which they worked. Then name the objects (“cubes,” “pattern blocks,” etc.).

- T‑P‑S: What sorts of things did you do with the manipulatives? Are there any manipulatives that you didn’t get a chance to explore? Explain that students will have many opportunities to explore the math materials at lab time and in the morning when they come in.

When students return to the gathering circle area, explain that now is a time to relax, think about words, and look at pictures in their minds. Give them directions appropriate to your setting for getting cots, sleeping bags, or whatever they need for a rest time. 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 Secret Place,” The 20th Century Children’s Poetry Treasury, page 78

**Introduce the Poem**

- Once students are settled, introduce the Let’s Daydream component.

Now we have the time of day we call Let’s Daydream. It is a time when you’ll lie down quietly. You may close your eyes and listen to the words someone else has written. You can see in your mind the pictures that the words make your mind see when you listen.
• Tell students that you’ll be reading a poem today. Speak with a soft, fairly slow poetic tone to help create the feeling that the words convey.

• You might play some gentle music quietly as you read and/or while students rest afterward. Some students may wish to look at books during this time.

You may wish to suggest that those students who are having a difficult time resting quietly get up and go to the table in the writing lab, or wherever you will have group Write Away time, until the end of rest time. You may work with them individually or engage them in an independent writing activity.

Gather students at tables or desks for Write Away.

**Write Away**

**TIMING GOAL:** 20 minutes

During this time, you will be learning how to write! You will write in your very own book called a writing journal.

I know that you may not have learned to write many words yet, but you’ll learn more letters and words as the school year goes on.

Today you’ll begin by writing your name on the first page of your journal. Just write it as well as you can. Demonstrate writing your name in large print in the center of the first page in a writing journal.

I’ll come around to help anyone who needs help. While you are waiting for me, you may draw on or decorate the first page using the pencils, crayons, or markers. Leave some space in the middle for your name.

• As you hand students their journals, send them to the table to write their names and decorate their first pages. If you are using composition notebooks, you may wish to also write each student’s name on the cover with a permanent marker.

You did a great job of getting your journals ready. Tomorrow we will have our very first writing lesson.

Use the 1-2-3 Move signal to move students from their writing tables to the gathering area for Let’s Think About It.

You may wish to make the first step for students to stand up and push in their chairs, the second step to walk to the gathering area, and the third step to sit down.
Let’s Think About It

Theme-Learning Recap

• Teach the following transition rhyme for Let’s Think About It time.

<table>
<thead>
<tr>
<th>Let’s Think About It</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Tune: “Frere Jacques”)</em></td>
</tr>
<tr>
<td>Let’s think about it.</td>
</tr>
<tr>
<td>Let’s think about it.</td>
</tr>
<tr>
<td>What shall we say?</td>
</tr>
<tr>
<td>What shall we say?</td>
</tr>
<tr>
<td>We have learned a lot today.</td>
</tr>
<tr>
<td>We now have a lot to say</td>
</tr>
<tr>
<td>About (school*).</td>
</tr>
<tr>
<td>About (school).</td>
</tr>
</tbody>
</table>

* Change the subject in the parentheses with each new theme.

• Prompt students to review what they have learned today. If students have difficulty coming up with ideas, make a few suggestions such as what they learned in a Learning Lab, some names of new friends, how to use playground equipment, new rhymes, stories, etc.

  Let’s think about what we have learned today. What did you learn today that was particularly interesting to you?

• Invite students to sing a good-bye song with you that will help them to remember the names of their classmates.

  One of the important things we learned today was your names. I’d like to play our name game again like we did this morning. Only this time, instead of saying “Good morning,” we’ll say, “Good-bye.”
• As in the morning, have each student say his or her name and the rest of the students in the circle say the rhyme as they march around. Stop and wait for the next student in line to say his or her name; then resume the march and rhyme using that student’s name. If you are short of time, you might pair students and have them say good-bye to two students each time you say the rhyme. For example, say, “Shaquan and Tamira are their names. Good-bye, Shaquan and Tamira! We’re glad you came.”

<table>
<thead>
<tr>
<th>Name Greeting Rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Verse 2)</td>
</tr>
<tr>
<td>(Her/His) name is (student’s name).</td>
</tr>
<tr>
<td>That’s (her/his) name.</td>
</tr>
<tr>
<td>Good-bye, (student’s name)!</td>
</tr>
<tr>
<td>We’re glad you came.</td>
</tr>
</tbody>
</table>

Vocabulary Review

• Introduce the vocabulary review portion of the day to students.

   Each day in kindergarten, we will learn new words. We will see these new words in the books we read, the songs we sing, and the games we play. We will try to use these new words whenever we can. Before we leave each day, we will talk about these words and practice saying them in sentences.

• 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 “listen.” When you listen, you think about what you hear. T-P-S: When did we see, hear, or use the word “listen” today?

   Another word we learned is “friend.” A friend is someone you know and like to play with. As we get to know one another this year, you will make many friends in our classroom. When did we see, hear, or use the word “friend” 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.
DAY 1 | Unit 1: Welcome to School

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 Promoting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made new friends.</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. We can say, I made new friends today.</td>
</tr>
<tr>
<td>I have friends.</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. Can you tell us about your friends? What are your friends’ names?</td>
</tr>
</tbody>
</table>

• Celebrate attempts at making sentences with a cheer.

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.).
• Collect the nametags. Plan to use them throughout the week.
• Distribute a First Day of Kindergarten certificate to each student.

You did a great job on your first day of kindergarten! I am excited to have you all in my class, and I look forward to seeing each of you tomorrow.

• Explain the homework assignment.
  – Distribute a Welcome to School letter to each student. Please give this important letter to your parents. It will tell them about all the exciting things we will do in our class!
  – Theme Exploration: Tonight when you’re getting ready for bed, see how many names of your new classmates you can remember. I look forward to seeing each of you tomorrow.

Theme Vocabulary:
listen
friend
Some teachers end the day with a good-bye song or a hug and a kind word for each student. It is reassuring to students to have an end-of-the-day custom of this sort.
## Day 2 | Ready, Set…

### Focus

My classroom is near other important places in my school.

### Additional Materials Needed Today

| Greetings, Readings, & Writings | • KinderCorner Weekly Record Form for unit 1  
• Background music of a variety of music styles  
• Classroom Library Lab: Trade books *Miss Bindergarten Gets Ready for Kindergarten* and *Look Out Kindergarten, Here I Come!* |
| --- | --- |
| Gathering Circle | • “I Am Listening” Rhyme Card (optional)  
• Pocket points chips  
• Celebration jar  
• KinderRoo puppet  
• Active‑Listening poster |
| Theme Exploration | • Theme vocabulary word card for “tour” or IWB access |
| Rhyme Time | • KinderCorner 2nd Edition Plus Media and Software flash drive |
| STaR | • Trade book: *Look Out Kindergarten, Here I Come!* |
| 15‑Minute Math | • Days of the Week pockets  
• Days of the Week sheet with Yesterday, Today, and Tomorrow  
• Date cards |
| Snack/Outside/ Gross‑Motor Play | • “Greet Your Friends” Rhyme Card (optional) |
| Stepping Stones | • Trade book: *Old Black Fly*  
• KinderRoo puppet |
| Math Mysteries | • Rhyme card for “March to Math” (optional)  
• Bear counters  
• Bear Attributes page (appendix)  
• Crayons |
| Let’s Daydream | • “My Name Is,” page 5 in *The 20th Century Children’s Poetry Treasury* |
| Write Away | • Journals  
• Pencils  
• Chart paper and marker or IWB access  
• Draw a Picture writing strategy icon duplicated from *KinderCorner 2nd Edition Plus Teacher’s Manual* (optional) or IWB access |
| Let’s Think About It | • Trade book: *Look Out Kindergarten, Here I Come!* |
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. Find and put on nametag.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Self-select activities.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td></td>
<td>4. Observe students for the demonstration of the skills listed on the weekly record form. Record any observations on the form.</td>
</tr>
</tbody>
</table>

Homework

- The homework for yesterday was oral (to remember the names of classmates). As you interact with students, encourage them to say each other's names.

Available Activities

Classroom Library Lab

- Display *Miss Bindergarten Gets Ready for Kindergarten* and *Look Out Kindergarten, Here I Come!* in a prominent place in the library. Invite students to explore the books.

Literacy Lab

- Same as day 1

Math Lab

- Same as day 1

Computer/Media Lab

- Same as day 1

Writing Lab

- Same as day 1

Other

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

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

Beginning Reading

- Observe to see whether your students hold books right side-up when they read or explore them.

- Also check to see whether they can identify the front and back covers. If a student is already exploring the inside of a book, ask the student, “Can you show the front cover of the book? Where is the back?” There are good opportunities to observe for this skill during Stepping Stones on days 4 and 5.

- Observe to see whether students can identify where a story begins (not the title page). Ask them to show you where the story begins if necessary.

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

Getting Along Together

- Observe students to see if they demonstrate active listening while listening to the teacher or their partners.

Math

- Show students a mixture of letters and numbers. Ask students if they can tell you which shapes are letters and which are numbers.

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

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

**Routine**

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment.
4. Make sure that students are sitting with their partners for the week. Assign each partner a Peanut Butter or Jelly assignment.

**On most nights in this unit, all the homework assignments will be oral. Students will begin to bring in a daily Read & Respond bookmark that you may check at this time beginning in unit 2.**

- **Introduce pocket points.** Bring out the KinderRoo puppet, some pocket point chips, and the celebration jar.

  You met KinderRoo yesterday. She will be helping us as we learn many new things this year, but she’s also going to help us celebrate what we are learning. When you are able to show us something that you have learned, we will put some of these chips into KinderRoo’s pouch. At the end of each day, we’ll pour the chips from her pouch into this jar. When the chips reach the line, we will have a celebration!

  You will have your first chance to earn pocket points for KinderRoo’s pouch in our Gathering Circle lesson.

- **Introduce the Getting Along Together objective.**

  Remember that as we are gathered together each morning, we will learn about ways to make our classroom a happy place where everyone gets along and can learn together. Today we will learn more about being good listeners.

  Yesterday we closed our eyes and listened for sounds all around us. Let’s see if you can hear different sounds today.

  Invite students to close their eyes and listen for sounds in their environment that they did not hear yesterday. Pause for about fifteen seconds.

- **Distribute the mouth and ear cards to each partnership.** The Peanut Butter partner will hold the mouth card first.

  What did you hear? Peanut Butters, tell your partners something you heard. Allow a moment for the Peanut Butters to share, and then ask students to trade cards so the Jellies can share what they heard. Use the sharing sticks to select someone to share his or her response with the whole group.

- **Display the Active‑Listening poster.**

  We talked yesterday about things you can do with your body to help you listen carefully. This poster tells us what those things are.
• Explain and model the three things that students can do with their bodies to show the active-listening posture. Encourage students to mimic your behavior as you name each one.

**Active-Listening Posture**

- Look at the speaker.
- Be quiet.
- Sit still with hands in lap.

Let’s see if some of you can demonstrate all three parts of the active-listening posture.

• Use the sharing sticks to select a student. Ask the other students to check whether the student does all three things as KinderRoo talks to him or her. Have KinderRoo say something to the student. Then review the steps. **Was he/she looking at KinderRoo? Was he/she quiet? Did he/she sit still with his/her hands in his/her lap?**

• Award pocket points if the student successfully demonstrates all three behaviors. Repeat with one or two other students.

**Listening carefully is important to help us work well with our friends in kindergarten. We will practice our listening skills every day so we can be a classroom of friends who listen to and help one another. Our poster will help us to remember what we should do when we are listening.**

• Introduce the Active-Listening Signal.

Hold up two fingers. **Sometimes, if I need to remind you to use active listening, I will show you this signal. It’s the Active-Listening Signal. When you see me do this, I need you to be quiet, put your hands in your lap, and look at me.**

---

**Theme Exploration**

**TIMING GOAL:** 5 minutes

Each day we will have a new Daily Message. Our Daily Message will tell us what we are going to learn about that day. Let’s read today’s Daily Message and see what it says.

**Daily Message**

We wonder what is around us.

We will take a **tour** of our school.

• Write the Daily Message in front of students, reading each word—not each letter—as you finish writing it. Write the word “We” of the second sentence directly under that of the first to reinforce the idea that words that are shaped the same are read the same. Then read the entire message again, touching each word as you read it.
Theme Learning

- Explain the content of the Daily Message.

  Our Daily Message tells us that we will take a tour of our school! A “tour” is a walk around to see things and places. Yesterday when we walked around to see what was in each lab, we took a tour of our Learning Labs.

- Prepare students to take a tour of the school.

  There are many interesting places in our school. You already know about one important place—our classroom. Today we’re going to take a walk around our school—a tour—and find out the names of the other places and what is done in them.

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

  Our new word for today is “tour.”

  A tour is a walk around a new place. I can make a sentence with the word “tour.”

  Today we will take a tour of our school.

  As part of our tour, we will play a game. As we go into each room, we’ll listen to the sounds around that room. We’ll say a little rhyme, and then we’ll listen. Let’s learn the rhyme.

Rhyme Time

TIMING GOAL: 20 minutes

Say the Rhyme

- Introduce the rhyme “Listen, Listen to the Sounds.”

- 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.

  **Listen, Listen to the Sounds**

  Listen, listen to the sounds.

  Listen to the sounds around.

  You can hear them; let’s all try it.

  You can hear them (lower voice) if you’re quiet.
Develop Attentive Listening—Identify Sounds in the Environment

- Have students tour the school, visiting places that will be important to them. Students might visit the cafeteria, assembly room, front office, bathrooms, playground, library, art room, music room, etc.

- When students enter each new room, invite them to chant the listening rhyme, “Listen, Listen to the Sounds.” Then ask students to listen to the sounds that they hear in that place. Have several describe the sounds they hear. For example, students might hear a phone ringing in the office.

- As students describe and name the sounds they hear, ask, What did you have to do to hear these sounds? Listen carefully. T-P-S: How does listening carefully help us? RWE: When we use active listening to listen carefully, it helps us to better remember and understand what we hear.

- After returning to the classroom, have students sit in a gathering circle. Ask them to recall the names of the rooms or places they visited and the sounds they heard in them.

Recite “I Am Listening.” Use body movements, and let your voice get quieter near the end to encourage students to become quieter and listen.

STaR

Story Retell

TIMING GOAL: 20 minutes

Review

- Review the title, author, and illustrator.

  We read this story yesterday. Do you remember the title? Look Out Kindergarten, Here I Come!

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

  WGR: The illustrator is Nancy Carlson. 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 “supplies.” What does “supplies” mean? Things you need to do something.

  T-P-S: Can you think of a sentence that uses the word “supplies”? 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 “lonely.” The word “lonely” means unhappy because you are alone.

• Repeat this process with the word “practice.” The word “practice” means doing something many times to get good at it.

Story Retell

• Explain to students that they will act out parts of the story as you read it. Today when I read this story, you will pretend to do the things that Henry does.

• Read the story, pausing to prepare students to pantomime as explained below.
  – Pages 4 and 5: Have students pantomime brushing their teeth, washing behind their ears, and getting dressed as you read these pages. Listen carefully as I read about the things that Henry does in this part of the story to get ready for school so you can do them too.
  – Page 7: Have students pantomime eating breakfast. Pretend that you’re Henry eating his breakfast while I read this part.
  – Page 9: Have students pantomime packing up their backpacks.
  – Page 13: Have students pantomime painting.
  – Page 15: Have students pantomime writing.
  – Page 25: Have students pantomime hugging mom.
  – Page 28: Have students pantomime building with blocks.
  – Page 30: Have students pantomime giving an excited arm pump.

• Close the activity by reminding students that they will have fun in kindergarten just like Henry. You will do many of the same things that Henry does in our class this year. T-P-S: Tell your partner which of the things that Henry does is your favorite thing to do.

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. Monitor students as they visit their selected labs.

If you are opening a lab for the first time today, see day 1 for tips on touring and interacting with students as they play in the lab.

All labs today are continuations of the previous day’s labs. Point out that each lab is open during your tour. Remind students of any rules, procedures, or guidelines based on the previous day’s experience.

As you implement your lab-management system, encourage students to try a new lab today. Make sure that different students get to select their labs first each day.

Remind students to use their active-listening skills when talking and listening with their classmates.

Dramatic Play Lab | Housekeeping

Description:
• Students will continue to use the dramatic play area as an imaginary home.

Blocks Lab | Build It!

• Students will continue to build things with blocks.

Art Lab | Creation Station

• Students will continue to use open-ended materials to freely create.

Classroom Library Lab | Free Reading

• Students will continue to explore books independently or with a friend.

Literacy Lab | Play School

• Students will continue to use materials commonly found in classrooms to play school.
**Math Lab | Free Exploration**

- Students will continue to use various manipulatives and materials to learn about math.

**Computer/Media Lab | Free Exploration**

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

**Sand/Water Lab | Free Exploration**

- Students will continue to learn about sand and water.

**Science Lab | Scientist’s Station**

- Students will continue to use various tools and materials to explore the world around them.

**Writing Lab | Free-Choice Writing**

- Students will continue to write about a topic of their choice.

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

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**15-Minute Math**

**Calendar**

- Gather students at the 15-Minute Math activity board. Point to the calendar, and ask, **Do you remember what we call this? Calendar. What does our calendar help us to do? Answers may vary. Calendars help us keep track of what day it is. Let's look at our calendar.**

- Point to the month card, and ask students what month it is. Confirm their responses, and state the current month. Ask students to join in with you as you point to and say the names of the months in order.

- Point to the days of the week on the calendar, and invite students to raise their hands if they remember what these are. Remind students that these are the days of the week. Point to the days as you say them in order.

- Tell students, **Today is** (day of the week). Add the calendar cutout for today’s date to the calendar, and say, **Today is** (day of the week, month and date).
The Days of the Week activities will reinforce students' skills in sequencing the days of the week: understanding the concepts of yesterday, today, and tomorrow; sequencing numbers; and stating the date.

Days of the Week

• Ask students if they notice anything new on the 15-Minute Math board. Draw students' attention to the Days of the Week pockets, and ask what they notice about them. Possible responses include: they have cards in them; some of the cards have numbers on them; the numbers are the same as the numbers on the calendar; the pockets have words on them; and the words are the days of the week. Restate students' responses.

• Point to the days of the week written on the bottom of the pockets, and say, These are the days of the week.

• Point out that the words on the pockets and the words on the top of the calendar are the same.

• Point to the card in the pocket for today's day of the week, and say, Today is (day of the week), so I'm going to turn the card in this pocket. Turn the card to reveal today's date. Place the Today card in the pocket holder behind the appropriate date card, and say, Today is (day of the week), the (date) of (month).

Days of School Tape

• Point to the Days of School Tape, and ask students what the tape is for. Confirm that it is for keeping track of how many days they've been in school.

• Review how to use the Days of School Tape with students.

Yesterday I wrote the number 1 because we had been in school one day. What number am I going to write today? 2. How do you know? Answers will vary. I’ll write a 2 because we’ve been in school two days.

• Use a black marker to record the number 2 on the tape. Point to the numbers on the tape as you say, 1, 2. We’ve been in school two days.

Hundreds Chart

• Point to the Hundreds Chart, and say, We are also keeping track of how many days we’ve been in school on the Hundreds Chart. The closer we get to the number 100 on the chart, the closer we are to celebrating the 100th day of school. What number do I need to color in today? 2. Yes. I need to color in the number 2. Use a yellow marker to color in the square with the number 2 on the Hundreds Chart. How many numbers have we colored? 2. 1, 2. What number do you think we’ll color tomorrow? 3.

Teacher's Note: When coloring in the squares on the Hundreds Chart, color the squares with even numbers yellow and the squares with odd numbers blue.

Remind students of the procedures for washing for snack and for going outside.
Snack

- Serve a nutritious snack, and engage students in conversation that will help them form friendships with one another.

Outside/Gross-Motor Play

- At the beginning of the Gross-Motor Play time, review the Zero Noise Signal that you'll use to get students' attention. Also, review the playground safety rules that you have presented.

- In addition to having students greet their new classmates, you might use the following structured activity to take note of students as they walk. Note whether students have difficulty with balance or with smooth, coordinated walking movements.

- Students may wish to play an organized game of Greet Your Friends while singing to the tune of “Here We Go ‘Round the Mulberry Bush.” Students stand in two circles (one circle within the other). Both groups of students sing the words to the first verse while holding hands and walking around in a circle. As they sing the second verse, students on the inner circle turn around and face those on the outer circle. Students on the outer circle walk around shaking the hand of each student they pass on the inner circle. If they wish to play the game again, students in the outer circle may stand still while those in the inner circle walk around to greet the outer circle classmates.

Greet Your Friends

*(Tune: “Here We Go ‘Round the Mulberry Bush”)*

This is the way to greet your friends, greet your friends, greet your friends.

This is the way to greet your friends so early in the morning.

How are you? And how are you? How are you? And how are you?

How are you? And how are you? It’s very nice to meet you.

- Ask students what happened when they listened carefully when they played the circle game.

- Use the five-minute reminder before the end of play time.
• When returning to the classroom, give students the opportunity to use the bathroom and water fountain. Establish a routine procedure that works best for the needs of your students so they will know how to proceed each day as they make the transition to Stepping Stones.

As students return to the classroom, have them join you in the gathering circle area for Stepping Stones.

Stepping Stones

TIMING GOAL: 30 minutes

Today we’re going to practice active listening again. Why did we say it was important to listen? To learn, to be polite, to listen to safety advice, etc. RWE: When we use active listening, we show others that we are polite and that we are ready to learn.

Today we’ll listen to another story that shows every letter in the alphabet in bright colors. Remember that the first letters of the students’ names were in bright colors in Miss Bindergarten Gets Ready for Kindergarten. We’re going to listen to more sounds that are in words and see all the letters of the alphabet again. See if you find the letter that begins your name as you watch what happens in this story.

Let’s look at the front cover of our book and see whom this story will be about. Hold up the book Old Black Fly. Point to the fly. WGR: What do you see on the cover? A fly. We see a big black fly.

The name, or title, of this book is Old Black Fly. In this story, the fly buzzes around, landing in places that he shouldn’t. I’m going to read this story to you, but after a few pages, I’m going to ask you to join me in saying some of the words and sounds in the story.

You’ll need to use the active-listening posture to help you hear and remember the words.

• Read Old Black Fly by Jim Aylesworth. As you read, emphasize the rhythm and repetition of the words. Point to the words as you read them smoothly so students see that you are reading from left to right.

• Invite students to join in the repetitive phrase “Shoo fly! Shoo fly! Shooo.” Add a hand motion to shoo the fly away as you chant the words.

• Finish reading the story. Let’s pretend that we are pesky flies, and let’s buzz around our gathering circle. When I say, “Shoo fly! Shoo fly! Shooo,” I want you to fly back to a space on the rug and sit quietly again, ready to listen.

• After students have flown around and finally landed back at their spots at the place where the story was read, write the title, saying the words as you write them.
• Have KinderRoo express interest in finding the letter that begins her name. Turn to
the page featuring the “K,” and have KinderRoo jump up and down for her letter.
Do not use the name for the letter “K.” KinderRoo, you found the letter that
matches the letter that begins your name on your nametag! Point to the “K”
in the book and on KinderRoo’s nametag.

Thank you for helping me read part of this book. Isn’t it interesting to
see that the letters that begin our names also begin other words?

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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know

• Ask students to find something in the classroom that is red. Use the sharing sticks
to select a student to point to his or her discovery. Repeat the activity with blue,
yellow, and green. This knowledge of red, blue, yellow, and green will serve them in
today’s math activity.

• Award pocket points if students are able to successfully locate objects of the
requested color in the classroom.

• Have students sit in a circle next to their partners. Let’s think about what
you learned during the last math time. See if you and your partner can
remember the names of some of the manipulatives that you used. Select
two or three students to share their and their partners’ answers with the rest
of the class. Cubes, pattern blocks, etc. Restate the responses in sentence form
(e.g., “We used blocks.”).

Active Instruction

• Make sure that all students can see the floor in front of you. Place an assortment of
bear counters where students can see them. Tell students to look at the counters
very carefully. Then ask, T-P-S: What can you tell me about these counters?
Some are big, some are little, some are red, and some are blue. Restate the
responses in sentence form.

• Guide students in describing the bear counters.

You just told me about these bears. The words that you used described
the bears. One of you said that some of the bears were big. Write “big” on
the chart paper. What is another word that describes, or tells about, the
size of some of the bears? “Small,” “little.” Write “small” or “little” on the chart
paper. Continue until all the words that were used to describe the bears’ sizes are
recorded on the chart paper. T-P-S: What are some color words that you used
to describe the bears? Continue until all the words that were used to describe
the bears’ colors are recorded on the chart paper.
• Give each student a plastic of bear counters. Ask partnerships to place the bears in front of them. Explain that you are going to describe a bear using some of the words on the chart paper. Tell students that they need to find a bear that matches the description.

  Say, **Hold up a bear that is small, or little.** Point to the words “small” and “little” on the chart. Each student should hold up one of the small bears (color doesn’t matter).

  Ask, **How do you know that is a small bear?** *It is smaller than this or that bear.* The word “small” describes some of the bears.

• Point to the word “green” on the chart, and say, **Now, will you and your partner please find a green bear?** After students respond, ask, **Which word told you which bear to hold up?** “Green.” *The word “green” describes some of the bears.* Continue to ask students to hold up bears based on the describing words listed, as you point to the words on the chart.

• Ask partners to put the bear counters into their plastic bags. Select one volunteer from each pair to place the bags where you designate.

**Partner Practice**

• Explain the activity.

  You will now color a picture of some bears. At your tables, you will find a copy of the worksheet. You will also find some crayons to share. You will color each bear a different color.

  Provide time for students to color the bears on their worksheets. Encourage students to color each bear with just one color.

• When students are done, ask them to tell their partners about their bears. Encourage students to use words that describe the sizes and colors of their bears; for example, “This bear is big, and it is green.”

**Recap**

• Invite a few pairs to share about their pictures.

  You have all colored your bears in different ways. While they are all very colorful, they all show different sizes and colors of bears.

• Award pocket points if several pairs were able to successfully describe the sizes and colors of some of the bears on their papers.

• Use Think-Pair-Share to review describing words with students. Explain to students that describing words are called attributes.

  **What are words like “big” and “small” or “red” and “green”?** They are words that tell about/describe our bears. Yes. We can call these words “attributes.” Attributes are things that we notice about an object. Attributes describe, or tell about, an object. We used the attributes “big,” “small,” “green,” and “red” to describe, or tell about, the bears.
Have students get their blankets, cots, etc. for Let’s Daydream. 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**

- “My Name is…,” *The 20th Century Children’s Poetry Treasury*, page 5

**Introduce the Poem**

This is our time to daydream. Remember that this is when you listen, but your eyes don’t need to look at me. They can be closed to help you listen carefully and to help you see the pictures in your mind that the words I read are making. You may lie down quietly, relax, close your eyes, and listen now.

Today I want to read you a silly rhyming poem. This one is called “My Name Is….” In her poem, the author had fun making up silly names for herself. Then she would think of other silly names to rhyme with them. See if you can hear the rhymes.

- Read the poem slowly and deliberately, grouping the words as they are written.

Gather students in a place where you will model during Write Away.
Introduce the Write Away Daily Routine

- Distribute the writing journals and pencils.

You did such a nice job yesterday of writing your names in your new writing journals and decorating them. Today we will have our first writing lesson! Each day we will write about something. I will show you what to do and teach you special things that you can use if you don't know how to write letters and words yet.

You will all learn to write letters and words in Stepping Stones this year. Right now, you all already have lots of ideas in your minds. Your partner will be there to help you think through those wonderful ideas and add to them so they are even better.

Let's start with our first topic. The topic is what we will write about.

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 will write about things we saw on the school tour this morning. Think back to the tour.

What are some things you saw on our tour of the school?

- Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write.

I think that I will write a sentence that says, “I saw books in the library.”

Some of you might already know how to write some of the words or sounds in my sentence just like grown-ups do, and some of you write in other ways that kindergartners use.

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

Some kindergartners are ready to use more grown-up writing. We will learn many things that we can do if we don’t know how to write words the grown-up way. The first one is called Draw a Picture. When you do not know how to write a word, one thing you can do is draw a picture that stands for the word.
Alphie can use Draw a Picture. Let’s watch.

- Show the Writing Strategies I video.

If you are not using an interactive whiteboard, label a piece of chart paper “Writing Strategies Bank,” and write the strategy Draw a Picture on the chart. Draw a simple picture, such as a stick person, next to the name of the strategy so students will remember it. Alternatively, you may duplicate and attach the suggested graphic found in the appendix of the teacher’s manual. Keep the Writing Strategies Bank in an area where students may refer to it throughout the day. Every time we learn a new thing that we can do, we will add it to this chart.

If you are using an interactive whiteboard, the strategy icon will appear on the Write Away page. You may also wish to create a chart on paper if you would like your students to have access to it throughout the day.

Let me show you how I can write my sentence, “I saw books in the library,” using just kindergarten writing and Draw a Picture.

- Use the writing strategy that you have just introduced to model writing your sentence.

**Example:**

I am ready to write my sentence. My sentence is, “I saw books in the library.”

- The first word is “I.” Write loops.
- “I saw books in the library.” The next word is “saw.” I can draw an eye for “saw.” Draw an eye.
- The next word is “books.” I’m going to draw a picture for that word too. Draw a book.
- The last part of my sentence is “in the library,” and I’m not sure how to write that, so I’ll just do it this way. Write loops.

- Reread your sentence, touching the loops and pictures as you do.

**Partner Planning**

- Ask students to share what they would like to write with their partners.
- 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 strategy that you have introduced as needed.
- Hold a writing conference with a few students as time permits. On the weekly record form, record the stage of writing that you observe for each of these students.
Sharing

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.

  We have been learning about our classroom and school today. You are learning more about our classroom and what it means to be a kindergartner.

- Remind students of how to use the active-listening posture.

  Something important we learned today is how to be good listeners. We learned how to use the active-listening posture when we talk to one another to help us become good listeners. Let’s practice using the active-listening posture right now. Refer to the Active-Listening Posture poster as you name each of the three parts. The first thing you do is look at the person who is speaking. Pause for students to turn their attention to you. Next, you stay still, with your hands in your lap. Pause while students settle themselves. Then, you are quiet. Pause while students follow this direction. Comment on how well students remember the active-listening posture. Let’s use our active-listening posture as we listen to a story.

- Reintroduce the book Look Out Kindergarten, Here I Come!

  I am going to reread our story called Look Out Kindergarten, Here I Come! today. As I read about Henry and his first day of school, I would like you to think about your first two days of kindergarten.

- Read pages 2–11 aloud.

  Henry does a good job of getting ready for school. He brushes his teeth, eats a good breakfast, and makes sure that his supplies are packed up. These are some good things to do each morning before we leave for school.
• Read pages 12 and 13 aloud.

Henry is looking forward to painting in school. Can you paint in our kindergarten class? Yes. Yes. Where can you paint? The art lab. Yes. When you visit the art lab, you can paint, color, and create works of art.

• Read pages 14 and 15 aloud.

Henry will learn the letters of the alphabet in kindergarten. WGR: Will you? Yes. Where have you seen letters and sounds in our classroom? Miss Bindergarten Gets Ready for Kindergarten, Write Away, etc.

• Read pages 16–21 aloud. WGR: After reading each page, have students confirm whether they will sing songs, play games, practice counting, read, and be read aloud to in kindergarten.

• Read the rest of the book aloud.

As Henry takes a tour of his classroom, he finds many fun things to play and learn with in his classroom. He also makes a new friend. Henry thinks kindergarten will be fun. I hope you do too!

Vocabulary Review

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

Our new word today is “tour.” A tour is a walk around to see things and places. T-P-S: When did we see, hear, or use the word “tour” today?

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

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

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence. Tour the school.</td>
</tr>
<tr>
<td>Teacher Prompt</td>
</tr>
<tr>
<td>Good answer. Can you say that in a complete sentence?</td>
</tr>
<tr>
<td>Further Prompting</td>
</tr>
<tr>
<td>If the student is unable to respond in a sentence, model a sentence for him or her. <em>We can say, I took a tour of the school.</em></td>
</tr>
</tbody>
</table>

| **Student Response**      |
| The student responds in a complete, but not very elaborate, sentence. I took a tour. |
| Teacher Prompt            |
| 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 ________? |
| Further Prompting         |
| If the student is unable to add details, prompt with a question about the sentence. *Where did you go on your tour? What did you see?* |

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

**Pocket Points for the Day**

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

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

• Remind students about their reward.

**Home Link/Departure**

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

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

• Collect students’ nametags.

• Explain the homework assignment.

  Theme Exploration: *Some of you may want to draw a picture or even make your own book about school at home tonight. You could show the rooms and some of the things in them that someone from your family might hear or see if he or she came to visit our school.*

• Reinforce your classroom’s positive learning environment.

  *I enjoyed working with all of you today.* Recall and comment on something that was important to students today (e.g., making a book, an outside game, touring the school, working together, learning more classmates’ names). *I am excited about seeing you tomorrow.*

  Some teachers end the day with a good-bye song or a hug and a kind word for each student. It is reassuring to students to have an end-of-the-day custom of this sort.
Day 3 | Ready, Set…

Focus

Everything has a name and a place in our room.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings, Readings, &amp; Writings</td>
<td>Place each nametag next to its corresponding name card as you display them before school begins.</td>
</tr>
<tr>
<td>Gathering Circle</td>
<td>KinderRoo puppet</td>
</tr>
<tr>
<td>Theme Exploration</td>
<td>Word wall word card “we”</td>
</tr>
<tr>
<td></td>
<td>Classroom items that make a sound</td>
</tr>
<tr>
<td></td>
<td>Index cards or sentence strips for labeling and marker</td>
</tr>
<tr>
<td></td>
<td>Theme vocabulary word cards for “label” and “signal” or IWB access</td>
</tr>
<tr>
<td>Rhyme Time</td>
<td>KinderCorner 2nd Edition Plus Media and Software flash drive</td>
</tr>
<tr>
<td></td>
<td>Joey puppet</td>
</tr>
<tr>
<td>STaR</td>
<td>Trade book: It's Mine!</td>
</tr>
<tr>
<td></td>
<td>Rock</td>
</tr>
<tr>
<td></td>
<td>Water</td>
</tr>
<tr>
<td></td>
<td>Plastic container—small, clear</td>
</tr>
<tr>
<td>15-Minute Math</td>
<td>No new materials</td>
</tr>
<tr>
<td>Snack/Outside/Gross-Motor Play</td>
<td>“Greet Your Friends” rhyme card (optional)</td>
</tr>
<tr>
<td>Stepping Stones</td>
<td>Trade book: Old Black Fly</td>
</tr>
<tr>
<td></td>
<td>Alphabet sentence strip</td>
</tr>
<tr>
<td></td>
<td>Letter-Blending Cards, two of each letter</td>
</tr>
<tr>
<td></td>
<td>Uppercase and Lowercase Letter Card sets (appendix)</td>
</tr>
<tr>
<td>Math Mysteries</td>
<td>KinderCorner Activity Cards: Unit 1 Same and Different Cards</td>
</tr>
<tr>
<td></td>
<td>Bulletin board paper (36” x 60”), folded in half</td>
</tr>
<tr>
<td></td>
<td>Marker</td>
</tr>
<tr>
<td></td>
<td>Tape</td>
</tr>
<tr>
<td></td>
<td>Attributes – Same and Different page (appendix)</td>
</tr>
<tr>
<td></td>
<td>Crayons</td>
</tr>
<tr>
<td>Let’s Daydream</td>
<td>“Sidewalks,” page 39 of The 20th Century Children’s Poetry Treasury</td>
</tr>
<tr>
<td>Write Away</td>
<td>Journals, pencils, place to write for teacher modeling</td>
</tr>
<tr>
<td></td>
<td>Writing Strategies Bank chart or IWB access</td>
</tr>
<tr>
<td>Let’s Think About It</td>
<td>The four items from your room that were labeled during Theme Exploration</td>
</tr>
<tr>
<td></td>
<td>Index cards or sentence strips for labeling and marker</td>
</tr>
</tbody>
</table>
**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. Find and put on nametag.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Self-select activities.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td></td>
<td>4. Observe students for the demonstration of the skills listed on the weekly record form. Record any observations on the form.</td>
</tr>
</tbody>
</table>

**Homework**

- If any students drew a picture or made a book about school, guide them to place their work in the homework basket.

**Sign In**

- Help students find and put on their nametags.

**Available Activities**

**Classroom Library Lab**

- Display *It's Mine!* in a prominent place in the library. Invite students to explore the book.

**Literacy Lab**

- Same as day 2

**Math Lab**

- Same as day 2

**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

TIMING GOAL: 20 minutes

<table>
<thead>
<tr>
<th>Routine</th>
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<tbody>
<tr>
<td>1. Welcome students to the Gathering Circle.</td>
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<tr>
<td>2. Check attendance.</td>
</tr>
<tr>
<td>3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.</td>
</tr>
<tr>
<td>4. Make sure that students are sitting with their partners for the week.</td>
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</tbody>
</table>

Active Instruction

Today we will learn a rhyme to help us remember what we do when we use the active-listening posture.

- Recite “I Am Listening” for students. Invite them to act out the rhyme as indicated.

  I Am Listening
  I am listening. Can you tell? (Point to ears.)
  I can listen very well.
  See my eyes? They look at you. (Point to eyes.)
  And my mouth gets quiet too. (Point to mouth.)
  I am listening. Can you tell? (Point to ears.)
  I can listen very well.

- Use a guessing game to review the three parts of the active-listening posture. (Refer to the chart that you posted on day 1 if necessary.)

  Let’s play a guessing game. I’ll give you clues about something, and you and your partner use the clues to help you guess what I’m thinking about.
• Give the following clues, pausing between each so partners can think about and discuss them.

I’m thinking of something that you use when you listen carefully to a speaker. You have two of them.
They are on the sides of your head.
They help you hear sounds.
WGR: What are they? Ears.
T-P-S: How do you use your ears for active listening?

I’m thinking of another part of your body that you use when you listen. There are two of them.
They are on the front of your face.
They help you see.
WGR: What are they? Eyes.
T-P-S: How do you use your eyes for active listening?

I’m thinking of something else that you use when you listen. There are two of these.
They are at the ends of my arms.
You can use them to clap.
WGR: What are they? Hands.
T-P-S: How do you use your hands for active listening?

I’m thinking of something else that is important for listening. I open these when I want to talk.
They are also on my face.
They rhyme with “hips.”
WGR: What are they? Lips.
T-P-S: How do you use your lips for active listening?

Partner Practice

• Guide partnerships to practice the skill.

Now you can practice what you do when you use active listening with your partner.

Point to “Look at the speaker” on the active-listening chart. Peanut Butters, tell your partners the first thing you do. Pause. Jellies, show your partners how to do this.

Point to “Stay still with hands in lap.” Peanut Butters, tell your partners what you do next. Pause. Jellies, show your partners what this looks like.

Finally, point to “Be quiet.” Peanut Butters, tell your partners the last thing they need to do for active listening. Pause. Jellies, show your partners how to be quiet.

• Have partners switch roles, and repeat this process.
• Introduce the Active-Listening Signal.

Sometimes, when I need to remind you to practice active listening during the day, I will raise my fingers like this. Hold up two fingers on one hand in a “v” formation. This is called the Active-Listening Signal. When you see this signal, it’s time to practice active listening.

Let’s see if you can practice active listening when you see this signal. Everyone, take your hands out of your laps, and look around the room. You can even say something.

• Show the Active-Listening Signal. Award pocket points if students begin to practice the active-listening posture when they see the signal.

Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day

• Introduce the partnership question of the day.

Each day in kindergarten, we learn more about our school, our classroom, and our friends.

Before we see our Daily Message, we will answer a question with our partners. Today’s question is “What do you like about kindergarten and why?”

Think about something you like in kindergarten. Then tell your partner what you like and why you like it.

• Use the sharing sticks to select a student to share his or her response with the class. Award pocket points for a reasonable response.

We have a new Daily Message today! Let’s read today’s Daily Message and see what it says.

Daily Message

We will take a tour of our classroom.

• Write the Daily Message in front of students, reading each word—not each letter—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:

  – We saw the first word yesterday. It says, “we.” Read the message aloud, pointing to and emphasizing the word “we.” “We” means you and me. “We” means all of us together. This is a word we will see a lot this year.
DAY 3 | Unit 1: Welcome to School

– Introduce the word wall. **We will keep a list of words that we see a lot so we can learn what they look like and how to read and write them. Our list will be right here on this wall. We will call it our word wall. The first word we will add to our word wall is “we.”** Add the word “we” to the word wall, and invite students to say the word aloud with you. **Now we know one of the words in our Daily Message: “we.”**

– I see many words in our message. I wonder how many words are in this message. **Point to each word as you count it. 1, 2, 3, 4, 5, 6, 7, 8. There are eight words in this message.**

– As I was counting, I noticed that there is one very short word in our message. Circle the word “a.” **A. This is a very short word. It has only one letter.**

– **There is also one very long word in our message.** Circle the word “classroom.” Classroom. Point to each letter in the word as you count it. 1, 2, 3, 4, 5, 6, 7, 8, 9. Nine letters! As we learn about words, we will see that some words, like “a,” (Point to “a.”) have only one letter, but other words, like “classroom,” (Point to “classroom.”) have many letters!

**Theme Learning**

• **Explain the content of the Daily Message.**

Point to the word “tour” in the message. **I see a word we know from yesterday: “tour.” We used this word a lot yesterday. Who remembers what the word “tour” means?** To walk around and look at things and places.

Yesterday we took a tour of our school. This morning we’re going to take a little tour of our room and look at and listen to some of the tools in our room that make noise when we use them.

• **Review the chant “Listen, Listen to the Sounds” with students.**

Do you remember the “Listen, Listen to the Sounds” rhyme that we recited when we took a tour of the school and listened to the sounds in each room? Let’s practice saying that rhyme. Recite the rhyme with students. We will say this rhyme again as we go on our classroom tour and listen carefully to the sounds that some of the tools make.

• **Walk around the room.** As you come to each object, name it, and then ask, **What do we call this object? How do we use this object?** Restate students’ responses in complete sentences. (For example, “Yes. This is a stapler, and we staple paper together with it.”)

• **Return to the gathering circle with the stapler, musical instrument, marker with top, and scissors with construction paper, or similar objects.**

Let’s try to remember the names of the objects that we saw on our tour. If you remember the name of something, raise your hand, and wait until I call on you to say the name of the object aloud.

• **As each object is named, create a label by writing the name in lowercase letters and drawing a simple picture of the object.**
• Show students how you can write and read the words that they say. For example, say, “You said that this is a marker. I’m going to write the word ‘marker’ on this label and draw a picture of a marker next to the word so you can read it.”

• Reinforce that a label is a tag that gives information about an object.

• Once the four labels are written, ask four students, or pairs of students, to tape one of each of the four labels to the shelves where their assigned items belong, but leave the items themselves at the gathering circle.

• When students join you back at the gathering circle, chant “Listen, Listen to the Sounds.”

• Invite students to play a listening game with you. Explain how to play.

  Let’s play a listening game. I’m going to use one of the tools in a way that we can all hear.

  Please close your eyes, and concentrate on listening to the sound that the tool makes. If you think you know which tool is being used, put your hands on your head (Demonstrate.), and wait quietly until I ask you to share your answer.

• After you have repeated the characteristic sound several times, invite students to share their guesses with a friend who is seated next to them. Remind them to use the active-listening posture when they talk to their partners. Invite one or two students to say aloud the name of the object that is making the sound.

  How did you know what this was? Answers will vary. You used active listening to help you thinking carefully about what you heard.

• Ask the other students to show whether they agree or disagree by giving a thumbs-up or thumbs-down signal. If you agree that the tool was making the sound that we heard, show me thumbs up, like this. Demonstrate. If you don’t think that was the tool making the noise, show me thumbs down, like this. Demonstrate. If some students disagree, ask them which tool they think they heard being used.

• Continue to play the listening game with the other objects, inviting students to identify the objects that they hear being used.

• Explain the concept of using a signal, such as thumbs up or thumbs down, to communicate a message to others.

  When you show thumbs up or thumbs down, you are showing a signal. A signal is a movement or thing that tells someone something. When you show the thumbs-up signal (Demonstrate.), you are showing me that something is good or that you agree. When you show the thumbs-down signal (Demonstrate.), you are showing me that something is bad or that you disagree.

  You might see other signals in our school. If you see someone with a finger raised to his or her lips (Demonstrate.), he or she is probably giving you the signal to be quiet or to lower your voice. When I see a student with his or her hand raised in the air (Demonstrate.), that is a signal to me that the student would like to share something with the class.
• Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard, as you discuss each one.

  One of our new words for today is “label.”

  A label is a tag on something. A label tells you information about that thing. We placed labels on our tools to help us know the words for those tools. I can make a sentence with the word “label.”

  I can use the labels in our classroom to help me find the tools I need.

  Our other new word for the day is “signal.” A signal is a movement or thing that tells information. We can give signals to tell people information without speaking. I can make a sentence with the word “signal.”

  I can give the thumbs-up signal to show that I like something.

Invite students to stand up, stretch, move around, and then to sit in a circle.

Rhyme Time

TIMING GOAL: 5 minutes

Say the Rhyme

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

• Read the words (see day 2), or play the video.

  Each day in Rhyme Time, we will listen to the sounds in words.

Develop Phonemic Awareness—Auditory Sound Blending

• Introduce students to the Say-It-Fast activity.

  We’ll be playing a fun game called Say-It-Fast each week. This game will help us put sounds together to make a word and say it fast. Alphie and his friends will show us how to play.

• Show the Sound and the Furry video for Say-It-Fast.

• Show students the Joey puppet. Explain how they will play Say-It-Fast with Joey.

  We met Joey earlier this week. Sometimes Joey speaks in a special language called Joey Talk. When he says a word, he says it very slowly so you can hear every sound in that word. Let’s listen to a word in Joey Talk and see if we can figure out what he is saying.

• Have Joey say his name in Joey Talk. /J-o-ey/. Each letter sound should be separate, with clear pauses between each sound. Ask Joey to repeat what he said.
• Model putting the sounds together to say it fast. Repeat “Joey” as Joey did a few times, shortening the length of time that you pause between sounds.

/J/…/o/…/ey/
/J/…/o/…/ey/
/J/-/o/-/ey/

Joey. The word Joey said was “Joey!” He was telling us his name.

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

Let’s see if you can understand Joey’s special language. When I say, “Say-It-Fast,” tell me the word all together. Ready?

/h-i/ hi  /n-o/ no  /b-y/ bye

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

Recite “I Am Listening.” Use the body movements, and let your voice get quieter near the end to encourage students to become quieter and listen. Give the Active-Listening Signal, and pause while students settle into the active-listening posture. Comment on how well students remember the signal and respond to it.

**STaR Words:**

- island
- quarrel
- disappear

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**STaR Interactive Story Reading**

**TIMING GOAL:** 20 minutes

**It’s Mine!**

Written and illustrated by Leo Lionni

Three selfish frogs live on a small island. The frogs constantly bicker over who owns the water, the earth, and the air that surrounds their pond. A sudden storm hits the island, but the frogs take comfort in being together. The storm and a large toad teach them the value of sharing.

**Interactive Story Reading**

**Before Reading**

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

Point to the title. T-P-S: What does the title of a book tell us? The name of the book. The title of this book is It’s Mine!
Point to and read the author’s name. The name of the author is Leo Lionni.

WGR: What job does the author of a book have? Writes the words.

Leo Lionni is also the illustrator of this book. WGR: What other job did he have? He drew or painted the pictures. Just like the book Look Out Kindergarten, Here I Come!, one person wrote the words and made the pictures.

- Introduce the title page.

Point to the title on the cover of the book. Look at the words in the title closely.

Open the book to the title page. Point to the title. T-P-S: What do you notice about the words on this page? They are the same as the words on the cover.

Many books have a page that tells us the name of the story, or the title, again! That page is called the title page.

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

Let’s look at the front cover of this book and see if it helps us know what the story will be about. Present the front cover of the book. WGR: What animals do you see in the picture? Restate the response in a complete sentence. We see frogs.

T-P-S: What are they doing? RWE: Restate students’ responses, extending as needed.

Let’s read the title of today’s story to see if it helps us understand what the story will be about. Point to the title, and read It’s Mine!

WGR: When someone says, “It’s mine!” does he or she usually want to share what he or she is holding? RWE: No. Usually when he or she stresses the word “mine,” he or she wants to let you know that he or she owns something and that he or she won’t share it.

T-P-S: Look at the picture. The frogs are all looking at the butterfly. Do you think they want to share it? Why (or why not)? RWE.

We can read our story by Leo Lionni to find out if they are going to share.

- Introduce the story vocabulary words.

There are some new words in our story today. One word is “island.” The three frogs in our story live together on an island. An island is land with water on all sides. Create a model island by placing a large rock into the bottom of a small, clear plastic container and pouring some water around it.

“Quarrel” is a new word we will hear. The frogs in our story quarrel about lots of things. That means the frogs argue. Sometimes children quarrel, or argue, over who made the mess with the toys or which television program to watch. T-P-S: Have you ever had an argument, or a quarrel, with someone? Tell your partner about a time that you quarreled with someone.
Another new word we will learn is “disappear.” When something disappears, we can no longer see it. I wonder what will disappear in this story. T-P-S: Share your ideas with your partner about what you think might disappear in the story.

- Introduce the good-reader skill for today.

Good readers think about the new words that they find in stories. They think about what the new words might mean.

While reading the story, after a page or two, ask, Did you hear a/any new word(s) on that page? What do you think that/those word(s) means? (Use an example or two if desired.)

**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.
  - Read the story as you have practiced, giving each character its own voice. In our story today, the three frogs live together on an island.
  - Page 5: Discuss the frogs’ behavior, reinforcing the word “quarrel.” Model a Think Aloud by saying, If the frogs quarrel and quibble from dawn to dusk, then they must argue from morning till night.
  - Page 12: T-P-S: How do you think the toad feels about the frogs arguing and bickering? How can you tell he feels this way?
  - Page 15: T-P-S: Do the frogs understand that the toad wants them to share? How can you tell?
  - Page 17: T-P-S: Is the the island really getting smaller and smaller and getting swallowed up? What do you think is happening? RWE: I think there is so much rain covering the island that it seems like it is disappearing.
    Pour more water into the container until the rock is almost covered. It looks like the island is getting swallowed up, but I know that the island is really still there, underneath the water.
  - Page 19: T-P-S: Why are the stones disappearing?
  - Page 21: There are some words in this part of the story that might be new to you. I heard the word “huddled.” T-P-S: See if your partner can help you figure out what the word “huddled” means. Reread the first sentence on page 21, and gather students close together to demonstrate the meaning of the word “huddled.”
    Use a calming voice as you continue to read the remainder of the page. T-P-S: If the rain falls gently and then stops, what do you think “subsided” means? Replies. “Subsided” means to slow down. Let me read that again. “Little by little the flood subsided....” The flood slowed down. Yes. That makes sense.
  - Page 26: T-P-S: Do you think the frogs learn to get along and share? How can you tell?
After Reading

In the beginning of the story, the frogs won’t share with one another. They each want things such as the water and land to belong to only to themselves. T-P-S: What happens in the story to help them learn to get along and share? RWE.

T-P-S: How do you feel when you share?

The frogs argue over everything in this story. That makes me think of the new word “quarrel.” Let’s make a sentence together using our new word “quarrel.” 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 “island” and “disappear.”
- Review the good-reader skill, asking questions about new words in stories. Invite students to share new words that they asked about in the story. Use Think-Pair-Share to have them explain what one of the words means.

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. Monitor students as they visit their selected labs.

- All the labs today are continuations of the previous day’s labs. Point out that each lab is open during your tour. Remind students of any rules, procedures, or guidelines based on the previous day’s experience.

Dramatic Play Lab | Housekeeping

- Students will continue to use the dramatic play area as an imaginary home.

Blocks Lab | Build It!

- Students will continue to build things with blocks.
Art Lab | Creation Station
• Students will continue to use open-ended materials to freely create.

Classroom Library Lab | Free Reading
• Students will continue to explore books independently or with a friend.

Literacy Lab | Play School
• Students will continue to use materials commonly found in classrooms to play school.

Math Lab | Free Exploration
• Students will continue to use various manipulatives and materials to learn about math.

Computer/Media Lab | Free Exploration
• Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

Sand/Water Lab | Free Exploration
• Students will continue to learn about sand and water.

Science Lab | Scientist’s Station
• Students will continue to use various tools and materials to explore the world around them.

Writing Lab | Free-Choice Writing
• Students will continue to write about a topic of their choice.

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

**Calendar**

- Gather students at the 15-Minute Math activity board. Ask, *What month is it? (Current month, if remembered).* Yes. It is (month). Please try to say all the months with me. Point to the month cards, and say the names of the months in order.

- Point to the days of the week on the calendar, and say, *Now, please say the days of the week with me—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. What day is today? (Day of the week, if remembered).* Today is (day of the week). Add the calendar cutout for today’s date to the calendar, and say, *Today is (day of the week), the (date) of (month).*

**Days of the Week**

- Point to the Days of the Week pockets, and remind students that there is one pocket for each day of the week. Ask, *What is the name for today? (Current day of the week).* Turn the card to reveal today’s date. Place the Today card in the pocket holder behind the appropriate date card, and say, *Today is (day of the week), the (date) of (month).*

**Days of School Tape**

- Point to the Days of School Tape, and ask, *How many days have we been in school? Three. What number do I need to write on the tape? 3. Why? Because we’ve been in school three days.* Use a marker to record the number on the tape. Point to the numbers on the tape as you read them. Then say, *We have been in school three days.*

**Hundreds Chart**

- Point to the Hundreds Chart, and say, *We are using our Hundreds Chart to keep track of how many days until the 100th day of school. What number am I going to color in today?*

- Restate the correct response. Use a blue marker to color in the square on the Hundreds Chart. Point to the numbers in the colored squares, and invite students to read these numbers with you. *How many numbers until we reach 5? Answers may vary. How do you know? I counted. We can count the numbers between today’s number and the number 5.*

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

- Share a nutritious snack with students. Engage them in conversation about what they like about kindergarten.

Outside/Gross-Motor Play

- Invite students who would like some structured activity to play the game Greet Your Friends that they learned yesterday. Help them to focus on learning how to give a friendly greeting to others.
- Facilitate the formation of friendships among students who are enjoying unstructured play.

As students return to the classroom, have them join you in the Gathering Circle area for Stepping Stones.

Stepping Stones

- Gather students into a circle, and then recite “I Am Listening.”

So far we have read two books that show all the letters of the alphabet in bright colors. We read Miss Bindergarten Gets Ready for Kindergarten and Old Black Fly. Let me show you all the letters in the alphabet together. Display the uppercase and lowercase alphabet letters in sequence on a sentence strip.

Every letter of the alphabet has two ways of writing it—a big way and a little way. Names begin with big letters. The big letter that begins everyone’s name is on this alphabet strip. Big letters are called uppercase letters. You may have heard them called capital letters. In kindergarten, we’ll call big letters uppercase letters and little letters lowercase letters.

When I point to the uppercase letter that begins your name, which is on your nametag, please stand up. Then you may sit down when I point to the next letter. Are you looking for your letter to be pointed to? Here we go.

- Be sure to have KinderRoo jump up when you point to the “K”!

How clever you all are for noticing your special name letters even though they are written in a different place!
I’m going to read *Old Black Fly* again today. Look carefully at each page, and when you see the letter that begins your name, you may stand up.

- Reread *Old Black Fly*. After reading the story, congratulate students on recognizing the first letters in their names.

- Place students in groups of four by combining partnerships. Distribute a bag of uppercase and lowercase letters to each group of students. Explain that they will match the cards so the uppercase and lowercase cards for each letter are together.

- Display the uppercase and lowercase Letter-Blending Cards so both the uppercase and lowercase sides of each letter are showing where all can see them. Do not place uppercase and lowercase versions of the same letter side by side. Model matching a pair of uppercase and lowercase letters using the Letter-Blending Cards to help students get started. Hold up the uppercase letter that begins your name. Modeling a Think Aloud, say, **Here is the uppercase letter that begins my name.** Display the uppercase letter. **Now I need to find the lowercase letter that goes with it.** Locate the corresponding lowercase letter. Place the lowercase letter to the right of the uppercase letter for your name.

- Have students place all the letters in their bags face up so all members of their group can see them. **Now you may work in your groups to match the uppercase and lowercase letters in your bag.**

- Circulate among groups to facilitate this activity as needed.

- When finished, tell students that the bags of uppercase and lowercase letters will be in the literacy lab for them to use during Learning Labs time or when they come in tomorrow morning.

**Note:** This activity is designed to introduce students to uppercase and lowercase versions of the letters of the alphabet. Students need not be able to match all the letters. It is, however, an opportunity for you to observe which students have knowledge of uppercase and lowercase letter mates.

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

**Math Mysteries**

**TIMING GOAL:** 25 minutes

**Show What You Know**

- Ask students to make a square with a part of their bodies or to find a square in the classroom. Remind students that a square has four corners and four sides and that all four sides are the same length (or size).

Students will make a variety of choices. Encourage their appreciation of one another’s inventiveness as you describe the different ways in which their classmates made a square or places they found one.

- Award pocket points if students are able to successfully create or locate squares.
• Have students sit in a circle next to their partners. Say, **Let’s think about what you learned during the last math time when you looked at the different kinds of bear counters.** Select two or three students to share with the rest of the class.

**Teacher’s Note:** You may need to give students a clue, possibly the beginning sound /aaaa/, to help them recall the term “attribute.” If they don’t recall the term, remind them.

• After students have shared, say, **Yes, we learned how to describe the bears by using attributes. “Big,” “small,” “red,” and “green” were some of the attribute words we used to describe the bear counters.**

**Active Instruction**

• Direct students’ attention to the folded bulletin board paper, and explain the activity to them.

  **Today I’m going to show you some picture cards. I’m going to tape some of the picture cards to one side of this bulletin board paper and some of the picture cards to the other side of the paper. I want you to think about the pictures and why you think I taped them where I did.**

• Show students the picture card of the pencils. Use Think-Pair-Share to have students tell you about the picture. Restate their responses, and emphasize that they should use attribute words when they describe the pencils. Tape the picture card to the left side of the bulletin board paper.

• Show the picture card of the boy and girl. Use Think-Pair-Share to have students tell you about this picture. Restate some of their responses. Tape the picture card to the right side of the bulletin board paper.

• Repeat this process with the remaining picture cards. Tape the pictures that show two identical things on the left side of the paper and the pictures that show two different things on the right side of the paper.

• Use Think-Pair-Share to prompt students to identify why you taped the picture cards to either side of the paper.

  **Please look at the picture cards, and think about where the picture cards are taped.** Point to the left side of the paper. **T-P-S: Why do you think I taped these pictures on this side of the paper?** Yes. **Those pictures show two things that are the same in every way.** Write “same” above the picture cards to the left, and read the word as you point to it. Point to the right side of the paper. **Why do you think I taped these pictures to this side of the paper?** Since this answer is obvious, call on someone who is usually reluctant to speak aloud. **Yes. Those pictures show two things that are different from each other.** Write “different” above the picture cards on the right, and read the word as you point to it.

• Remove the picture of the backpacks from the bulletin board paper, and use Think-Pair-Share to have students identify how the two backpacks are different. **One backpack has books coming out of it, and the other one does not.** Prompt students to identify how the two backpacks are the same. **They are the same size. They are the same color. They both have pockets on the front.**
The two backpacks are not exactly the same. There are some things about the two backpacks that are similar, or about the same, such as the size and color, but they are not exactly the same. They are different in some ways. Place the picture back on the “different” side of the bulletin board.

- Ask two students who have at least one thing in common, such as the color of their clothing or the kind of shoes, to come up to the front of the room. Use Think-Pair-Share to have the class tell if they notice anything that is the same about the two students. Restate their replies. Then say, **They are not exactly alike, but they have some things that are the same.**
- Prompt the class to identify the differences between the two students, and then say, **They are not exactly alike. They have some things that are different.**
- If time allows, repeat the activity with a new set of students.

**Partner Practice**

- Explain the activity.

  At your tables, you will find a paper with many different pictures of apples. Two of the apples are the same. First, you will work by yourself to find the matching apples. When you have found the matching apples, point to them with your fingers. Then, talk to your partner, and see if your partner agrees. If you both agree that the apples match, color the matching apples on your paper the same color. The Peanut Butter partner might color his or her matching apples red, but the Jelly partner might color his or her matching apples yellow.

  Provide time for students to find the matching apples, confirm with their partners, and color the matches.

- When students are done, ask them to look at their matching apples and their partners’ matching apples. Prompt students to find things that are the same and things that are different about their pairs of apples.

**Recap**

- Invite a few pairs to share about their apples. Prompt each pair to tell one way that their apples are either the same or different.

- Award pocket points if each pair is able to successfully tell one difference or one similarity about their apples.

- Use Think-Pair-Share to have students review today’s lesson.

  **What do we mean if we say two things are the same?** They are exactly alike. **What do we mean if we say that two things are different?** They are not exactly alike.

Have students get their blankets, cots, etc. for Let’s Daydream. 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

• “Sidewalks,” The 20th Century Children’s Poetry Treasury, page 39

Introduce the Poem

• Introduce the poem.

  The name of our poem today is “Sidewalks.” Think about what pictures you see in your minds as I read the words.

• After reading the poem, ask, Did you see pictures of different people, animals, and things on the sidewalk in your mind as I read those words? Isn’t it interesting that words can make pictures in our minds?

  Let’s lie quietly and daydream for a while.

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.

  Look around. You are going to write about something you see in our classroom.

  What are some things you see in our classroom?

• Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as described in the example below or in ways that you’ve seen your own students write.
I think that I will write a sentence that says, “There is a clock.”

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

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

• Review the previously introduced emergent-writing strategy.

What did we learn that I can do if I don’t know how to write some of the words in my sentence? Refer to the Writing Strategies Bank if needed. Draw a picture.

I will use Draw a Picture when I write my sentence. You can use it when you write your sentence too.

• Model writing your sentence with a combination of typical kindergarten writing, such as scribbles and/or loops, and pictures.

Example:

I am ready to write my sentence. My sentence is, “There is a clock.”
– The first word is “There.” Write loops.
– The next word is “is.” Write loops.
– “There is a clock.” The next word is “a.” Write loops.
– The next word is “clock.” I’ll draw a picture for that word. Draw a clock.

• Reread your sentence, touching the loops and pictures as you do.

Partner Planning

• Ask students to share what they would like to write with their partners.
• Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.

Writing

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

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.

Today we took a tour of our classroom. As we toured our classroom, we created labels for some of the items that we will use a lot this year.

- Review the items that were labeled during Theme Exploration.

- T-P-S: Ask students if there are other items in the room that they would like to have labeled. Have students retrieve those items, and create labels for them as needed. Limit this activity to four or five items.

- Introduce the game What Is Missing?

We are going to play a game called What Is Missing? I will place four tools that we used in our classroom on the floor. You try to remember what they are called. Then you’ll close your eyes while I remove one of them. When you open your eyes, think about what’s missing. Then whisper to your partner what you think is missing. When you agree about the missing item, hold hands with your partner, and raise your hands in the air. Your raised hands will be your signal to me that you are ready with your answer. I’ll call on you, and then you may share with the class.

- Place the four items that were labeled during Theme Exploration where everyone can see them. Have students say the name of each object and then close their eyes. Remove one object. Ask, What object is missing?

- Repeat this activity several times, increasing the number of objects if students have been very successful with four items.

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 “label.” A label is a tag that tells you more information about an object. T-P-S: When did we see, hear, or use the word “label” today?

Another word we learned is “signal.” When you give a signal, you tell someone something without using words. What signals did you give today?

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

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

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

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence.</td>
</tr>
<tr>
<td><strong>Made a label.</strong></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence.</td>
</tr>
<tr>
<td><strong>We made a label for markers.</strong></td>
</tr>
</tbody>
</table>

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

Theme Vocabulary:

- label
- signal
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.).
- Collect students’ nametags.
- Explain the homework assignment.

Today on your way home or at home, see how many places you can find the first letter of your name. I’ll look forward to hearing about some of the places where you found the letter that begins your name tomorrow morning.

Some teachers end the day with a good-bye song or a hug and a kind word for each student. It is reassuring to students to have an end-of-the-day custom of this sort.
Day 4 | Ready, Set...

Focus

We are classmates who share.

<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  
| | Book for Joey and Alex to share  
| | Books, puzzles, or other items that can easily be shared  
| | Theme vocabulary word cards for “classmates” and “share” or IWB access |
| **Rhyme Time** | KinderCorner 2nd Edition Plus Media and Software flash drive  
| | Items from day 3 Theme Exploration – scissors, marker, stapler, musical instrument, in a box or bag  
| | Blank shelf labels and tape for other room objects  
| | Marker |
| **STaR** | Trade book: *It's Mine!* |
| **15-Minute Math** | No new materials |
| **Snack/Outside/Gross-Motor Play** | No new materials |
| **Stepping Stones** | KinderCorner 2nd Edition Plus Media and Software flash drive  
| | Alphabet wall frieze  
| | Concepts-of-print book: *We Are the Kinderfriends* (student copies)  
| | Grocery sack or other opaque bag  
| | KinderRoo puppet |
| **Math Mysteries** | Picture cards from day 3  
| | Bear counters, one per student  
| | Attribute Shapes – Crayons page (appendix)  
| | Crayons |
| **Let’s Daydream** | “Afternoon on a Hill,” page 44 of *The 20th Century Children’s Poetry Treasury* |
| **Write Away** | No new materials |
| **Let’s Think About It** | No new materials |
Day 4

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

<table>
<thead>
<tr>
<th>Student Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
</table>
| 1. Remove coats and backpacks.  
2. Find and put on nametag.  
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 students for the demonstration of the skills listed on the weekly record form. Record any observations on the form. |

Homework

- Ask students if they saw the first letters that begin their names on something in their homes or on signs or billboards on the way home from school yesterday.

Available Activities

Classroom Library Lab

- Same as day 3

Literacy Lab

- Display the books *It's Mine!* and *Old Black Fly* in a prominent place in the library. Invite students to explore the books.
- Point out the baggies of uppercase and lowercase letters that were added yesterday before lab time. Invite students to work with friends to match the uppercase and lowercase letters.

Math Lab

- Same as day 3

Computer/Media Lab

- Same as day 3

Writing Lab

- Same as day 3
Other

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

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

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**Gathering Circle**

**TIMING GOAL: 15 minutes**

<table>
<thead>
<tr>
<th>Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome students to the Gathering Circle.</td>
</tr>
<tr>
<td>2. Check attendance.</td>
</tr>
<tr>
<td>3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.</td>
</tr>
<tr>
<td>4. Make sure that students are sitting with their partners for the week.</td>
</tr>
</tbody>
</table>

- Use the poster to review the active-listening posture.
- Provide a preview of the Getting Along Together skills that students will learn this year.

  We have already learned about things we can do to be good listeners. We will also be learning lots of other things this year that will help us make sure that our classroom is a happy place to be!

  One thing we will learn is what to do if we get mad. We will meet a penguin named Chilly who will teach us how to Stop and Stay Cool. Let’s watch a funny cartoon about Chilly the penguin.

- Show the Chilly the Penguin video “Stop and Stay Cool.”

  We will learn all about how to Stop and Stay Cool in a few weeks. Tomorrow we will watch another funny cartoon to see what we will learn this year.
Partnership Question of the Day

- Remind students of their homework to find the first letters of their names in various places in their environment.

  Yesterday before you went home, I asked you to look for the first letter of your name on your way home or at home. Tell your partner where you found your letter. If you did not find your letter, work with your partner to find the letter somewhere in our classroom. Answers will vary.

- Help students who struggle with the task to locate the initial letters of their names on their name cards and then to match the letter to environmental print such as the wall frieze.

  It’s time to read today’s Daily Message. Remember, the Daily Message tells us what we will learn about each day.

Daily Message

We are classmates who share with one another.

- Write the Daily Message in front of students, reading each word—not each letter—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:

  Yesterday we learned about uppercase and lowercase letters. Look at the first letter of the sentence. Point to the “W.” Is it an uppercase or a lowercase letter? Uppercase. Yes. The first letter of every sentence is always uppercase.

  The first word in the message is “we.” This is a word from our word wall! Circle the word “we.”

  Let’s look at the end of our sentence. Circle the period. This little dot tells us that the sentence is over. It is called a period. When you look at books, look for periods at the ends of sentences.

Theme Learning

- Explain the content of the Daily Message.

  Classmates are all the students in a classroom. You are students in this classroom. Our Daily Message says that we are classmates who share with one another.

  Sometimes we’ll need to help one another by sharing the books, puzzles, crayons, and other materials in our classroom.
• Introduce the Alex the Ape puppet.

We have a new friend joining us today. Show the Alex puppet. This is Alex. He is brand new to kindergarten, just like you. Let’s welcome him to our classroom. CR: Hello, Alex!

• Act out the following situation with the Alex and Joey puppets:

| Alex: Hello, boys and girls! I am glad to be a part of your class! I love to read! Have Alex look around the classroom until he spots the book that Joey is reading. What luck! I see my favorite book! Have Alex move toward Joey and take the book away from him. |
| Joey: Hey! That’s my book! |
| Alex: It’s my favorite book. I want to read it. |
| Joey: But I was reading it! |

• Use Think-Pair-Share to have students discuss how Alex and Joey can solve their problem.

Alex and Joey want to read the same book. Is Alex right to take the book away from Joey? No. What should they do now? Talk about it with your partner. Possible answers include: take turns reading the book, read the book together, or ask the teacher whose turn it is to read the book. Those are some great ideas.

Alex and Joey could take turns reading the book. Or they could share the book. What does it mean to share? Answers will vary.

• T-P-S: Distribute one book, puzzle, or other item that can easily be shared to each partnership. Ask students how they could share the item that you gave them. Answers will vary.

• Allow students a few minutes to practice sharing their items. Compliment students whom you see sharing their books or puzzles. For example, “Kelisha is sharing her puzzle with Sonya. Thank you for being a good classmate!”

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

One of our new words for today is “classmates.”

All the students in a classroom are classmates. I can make a sentence with the word “classmates.”

You are sitting with your classmates right now.

Our other new word for the day is “share.” When you share something, you use it with another person. I can make a sentence with the word “share.”

We all share the books in this classroom.

Invite students to stand in preparation for Rhyme Time.
Rhyme Time

TIMING GOAL: 10 minutes

Say the Rhyme

• Have students recite “Listen, Listen to the Sounds.” 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 Attentive Listening—Identify Sounds in the Environment

• Introduce the activity to students.

Today we’re going to play a listening game again to see how many classroom objects you can name by listening to their sounds.

We can use parts of the active-listening posture when we play this game. We have to close our eyes to play so we can’t see which object makes the noise. We won’t be able to look at the speaker. Which parts of the active-listening posture can we use? Stay still, with hands in lap, and be quiet. T-P-S: How will staying still and closing our lips help us play this game?

• Invite students to close their eyes and listen to the sounds of each object as you use it. When each item is named, have a student place that object back in its labeled space. Present the other items, one at a time, until each has been identified and placed in its appropriate space.

• Invite students to tour the classroom with two or three partners to locate a new object.

We’ve listened to lots of different sounds in and around our classroom this week. We’re going to work with some friends and find a different object in our room to share.

• Have students return to the circle with their objects. Invite each group to name its object.

• Ask each group, Does (class object) make noise? Have students demonstrate the sound if appropriate. Let’s write a label for (class object) so we know what it is called and where we should store it in our classroom.
  
  – Create a label with the word and picture. Invite students to read each label with you as you move your finger under the word from left to right. Have students place the label with the object in its original storage space.

Recite “I Am Listening.” Use the body movements, and let your voice get quieter near the end to encourage students to become quieter and listen.
STaR Story Retell

Review

- Review the title, author, and illustrator.

  **We read this story yesterday. Do you remember the title? It’s Mine!**

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

  **WGR:** The **illustrator** is Leo Lionni. 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 “island.” What does “island” mean? Land with water all around it.**

  **T-P-S:** Can you think of a sentence that uses the word “island”? 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 “quarrel.” The word “quarrel” means argue.

- Repeat this process with the word “disappear.” The word “disappear” means no longer seen.

Story Retell

- Explain to students that they will act out the story as you retell it. **Today when I read this story, you will pretend to be one of the animals in the story and do what it does.**

- Choose from one of the following options for dramatizing the story:
  - Place students in groups of four, and assign each student in a group to play one of the four characters: Milton, Rupert, Lydia, or the toad. As you reread, have students dramatize the story within their own groups.
  - Place students in four groups. Assign each group the part of one of the characters: Milton, Rupert, Lydia, or the toad. As you reread the story, have each group act out their character’s part.

- Read the story, prompting students to act out their parts.
  - **Page 5:** Have the three frogs pretend to quarrel.
  - **Page 7:** Have the Miltons assume an aggressive pose and repeat, “Stay out of my pond!”
  - **Page 9:** Invite the Ruperts to repeat the dialog, “Get off the island! The earth is mine!” in an angry voice.
- **Page 11**: Invite the Lydias to repeat the dialog, “The air is mine!” and leap for a butterfly.

- **Page 13**: Have the toads hop over to the three frogs and pantomime the dialog as you read it. Then have them turn and hop away.

- **Page 15**: The Miltons pretend to put worms in their mouths as they hop away from the other frogs.
  
  The Ruperts and Lydias repeat the dialog, “Worms are for everybody!” and follow the Miltons.
  
  The Miltons repeat, “Not this one. It’s mine!”

- **Page 17**: The frogs pretend to be scared.

- **Page 21**: The frogs huddle and tremble while resting on the toads.

- **Page 23**: Have the frogs repeat, “You saved us!”

- **Page 25**: All the characters pretend to swim in the pond.

- **Page 26**: The frogs leap for butterflies.

- **Page 29**: Have all the characters crouch like frogs and toads to listen as you read the final page of text.

- Close the activity by reminding students that the frogs got along better when they shared than when they quarreled over things. Use Think-Pair-Share to have students name something the frogs shared at the end of the story.

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

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**Learning Labs**

**TIMING GOAL**: 40 minutes

<table>
<thead>
<tr>
<th>Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have a lab tour to explain the activities or materials in any new labs.</td>
</tr>
<tr>
<td>2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.</td>
</tr>
<tr>
<td>3. Monitor students as they visit their selected labs.</td>
</tr>
</tbody>
</table>

- All labs today are continuations of the previous day’s labs. Point out that each lab is open during your tour. Remind students of any rules, procedures, or guidelines based on the previous day’s experience. Point out any new materials that you have added to the labs.

**Dramatic Play Lab | Housekeeping**

- Students will continue to use the dramatic play area as an imaginary home.
Blocks Lab | Build It!
• Students will continue to build things with blocks.

Art Lab | Creation Station
• Students will continue to use open-ended materials to freely create.

Classroom Library Lab | Free Reading
• Students will continue to explore books independently or with a friend.

Literacy Lab | Play School
• Students will continue to use materials commonly found in classrooms to play school.

Math Lab | Free Exploration
• Students will continue to use various manipulatives and materials to learn about math.

Computer/Media Lab | Free Exploration
• Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

Sand/Water Lab | Free Exploration
• Students will continue to learn about sand and water.

Science Lab | Scientist’s Station
• Students will continue to use various tools and materials to explore the world around them.

Writing Lab | Free-Choice Writing
• Students will continue to write about a topic of their choice.

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

• Gather students at the 15-Minute Math activity board. Point to the calendar, and say, **Let’s look at the calendar. Let’s say the months of the year together.** Point to the month cards as you say the months in order. **If you remember, please say what month it is now. Replies.** Restate the response in a complete sentence.

• Point to the days of the week on the calendar, and say, **Please say the days of the week with me.** Read the days of the week in order as you point to their names on the calendar. **What day is today? Replies. Today is (day of the week).** Add the calendar cutout for today’s date to the calendar, and say, **Today is (day of the week), the (date) of (month).**

Days of the Week

• Point to the Days of the Week pockets, and remind students that there is one pocket for each day of the week. Ask, **What is the name for today? (Current day of the week).** Restate the response. Turn the card to reveal today’s date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is (day of the week), the (date) of (month).**

Days of School Tape

• Point to the Days of School Tape, and ask, **How many days have we been in school? (Number of days). What number do I need to write on the tape? (Number of days). Why? Because we’ve been in school 4 days.** Use a marker to record the number on the tape. Point to the numbers on the tape as you read them. Then say, **We have been in school 4 days.**

Hundreds Chart

The Hundreds Chart activities reinforce the concepts of sequencing numbers and rote counting to 100. Additionally, they teach recognition of number patterns in groupings of 10 (32 is under 22, which is under 12, etc.); recognition of the pattern behind the way we write two-digit numerals (23 means two groups of 10 and 3 ones); counting up from a number to reach 10 (how many more days until we finish this row); how many more needed to get to 10 when starting at a given number (underlying concepts of addition and subtraction: 6 and 4 more = 10; 10 take away 6 = 4); and two-number combinations that equal 10.

• Point to the Hundreds Chart, and ask, **What are we using the Hundreds Chart for? To keep track of how many days until the 100th day of school. What number am I going to color in today? Replies.** Use a marker to color in the square on the Hundreds Chart, continuing the alternating color pattern. Invite students to read the numbers in the colored squares with you. Then ask, **What number will I color in tomorrow? Replies. How do you know? Because (tomorrow’s number) comes after (today’s number).**

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

TRANSITION
Snack

Talk with students about their interests as you enjoy a nutritious snack with them.

Outside/Gross-Motor Play

• You may wish to use the following structured activity to observe how students run. Note whether they have control with balance, starting, and stopping. How well are their movements coordinated?

Students may join in the game of Who Is My Friend?

Students stand on one side of the play area. You begin the game by being the leader, standing at some distance away. Say, Who is my friend? My friend is wearing (name a color) today. All students who fit the description then run to the leader and stand near him or her. The leader tags each student, and says, Please tell me your name.

In turn, each student says, “I’m (own name).” All students repeat the student’s name. Continue to play the game by having the last student who gave his or her name be the new leader. You may need to help the new leader choose a new category (another color, hair length, shoe type, etc.).

When it is time, give the five-minute reminder to all those playing the game and those who are having unstructured play. Then finish the current round of the game.

As students return to the classroom, have them join you in the gathering circle area for Stepping Stones.

Beginning Phonics

• Introduce the alphabet wall frieze.

Many of you have noticed that we have the letters of the alphabet with funny pictures on them hanging on the wall. These pictures will help us learn the sound that each letter makes. This week we will begin to learn the name of each picture.
• Point to each picture. Use My Turn, Your Turn to have students repeat the name of each picture card. Say only the name of the picture. Do not say the letter name or the sound that the letter makes.

| a- apple | j- jump | s- snake |
| b- bat and ball | k- kangaroo | t- tower |
| c- caterpillar | l- leg | u- umbrella |
| d- dinosaur | m- mountain | v- vulture |
| e- elephant | n- net | w- worm |
| f- flower | o- octopus | x- exercising fox |
| g- girl | p- parrot | y- yo-yo |
| h- horse | q- queen | z- zipper |
| i- insect | r - rabbit |

**Emergent Reading**

**Story Introduction**

• Bring out KinderRoo, her bag filled with student copies of *We Are the Kinderfriends*, and one copy of the book that you will use.

• Show the cover of *We Are the Kinderfriends*.

• Introduce the title and author.

We have a new kind of book to read in Stepping Stones today. KinderRoo is so excited, and she wants to tell us all about it.

To KinderRoo: **Right, KinderRoo? What do you want to tell us?**

As KinderRoo: **Nothing.**

As teacher: **Nothing?**

As KinderRoo: **It's a secret. I'll tell you later.**

As teacher: **What's in the bag, KinderRoo?**

As KinderRoo: **I can't tell you yet. That's part of the secret.**

Okay, well I'll go on then. The title, or name, of this story is *We Are the Kinderfriends*. T-P-S: What do you see in the picture on the cover of the book? Students. Since the title is *We Are the Kinderfriends*, students in the picture must be the Kinderfriends. The story is probably about them.
Who wrote this story? I can find the author's name right here. Point to the author's name. The author is Mary Alice Bond. She wrote the words for the story.

Who drew the pictures? I can find the illustrator's name right here. Point to the illustrator's name. Stephanie S. Rice is the illustrator, which means she drew the pictures.

• Read the story to students.
• Make KinderRoo jump up and down as if she's excited.

To KinderRoo: Wow, KinderRoo! You really liked that story, didn’t you? Were you excited to meet the Kinderfriends?

As KinderRoo: Well, yes, but that’s not why I’m excited. I’m excited because it’s time for the big surprise!

As teacher: We can look in the bag now?

As KinderRoo: Yes, we can. But I think it would be more fun if we let one of the boys or girls look inside.

• Select a volunteer to come up and look in the bag and help you take out the books.

As teacher: Look at all these books! There are enough books here so everyone will be able to read his or her own book, not just look at mine!

As KinderRoo: That's right, but that’s not all! In a couple of days, the boys and girls will get to take the books home to read to their families and friends and to keep for their very own!

As teacher: No wonder you’re so excited, Kinderoo! What a great surprise! Let’s read the story together.

Guided Group Reading

• Distribute a book to each student. Teach the Guided-Group-Reading process.

We are all going to read the story together at the same time. You can use the pictures to help you remember what to say for each page. You will know it's time to read because I will say, “Ready, read.”

The first thing we must always read when we read a book is the title. Everyone, point to the title. Look around to ensure that all students are pointing to the title on the covers of their books. Assist as needed. When they are ready, say, Ready, read. Read along with students, but with a soft enough voice so you can hear what they are saying. Good job!

Now what page do we read next? See if you can find the first page. Help students find page 1. When they have found the page, ask if they remember the name of the student in the picture. Then say, Okay, let’s read this page together. Ready, read.
• Use this process to read the rest of the book.

• Celebrate with a cheer. Explain to students that they will not get to take the books home until tomorrow, but you will place a few copies in the library lab and the literacy lab that they can explore during Learning Lab time or when they arrive in the morning.

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

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**Math Mysteries**

**TIMING GOAL:** 25 minutes

**Show What You Know**

• Ask students to make triangles with parts of their bodies or find triangle shapes in the classroom. Remind students that a triangle has three corners and three straight sides.

• Students will make a variety of choices. Encourage their appreciation of one another’s inventiveness as you describe the different ways their classmates made triangles or places they found one.

• Award pocket points if students are able to successfully create or locate triangles.

• Have students sit in a circle next to their partners, where they can see the bulletin board paper. Use Think-Pair-Share to have them recall the discussion on similarities and differences. Select two or three students to share what they recall with the rest of the class.

**What does it mean if two things are the same?** Pause for student responses. When two things are the same, they are exactly alike. What does it mean if two things are different? Pause for student responses. When two things are different, they are not exactly the same in every way. When we say that two things are the same, we mean they are like each other in every way. When we say that two things are different, we mean they have one or more things that are not the same about them.

**Active Instruction**

• Display the bulletin board paper with the picture cards attached from the previous day’s lesson. Point to the pictures on the left side of the paper.

  **WGR:** Why are these picture cards on this side of the paper? They are the same.

  **RWE:** Point to the word “same,” and say, All the pictures on this side of the paper show two things that are the same.

• Point to the pictures on the other side of the paper.

  **WGR:** Why are these picture cards on this side of the paper? They are different.
RWE: Point to the word “different,” and say, **All the pictures on this side of the paper show two things that are different in some way.** Discuss how the objects on the picture cards are different.

- Give two bear counters to each pair of students. Ask students to look carefully at their bears and decide with their partners how their bears are different. Use the sharing sticks to select a few partnerships to share. Possible responses include: *one bear is big, and the other bear is small; one bear is red, and the other bear is green.*
- Remind students that their bears might be different sizes or different colors or different sizes and different colors.
- Ask students to look at their bears again and consider how they are the same. Select a few partnerships to share. Possible responses include: *both are bears; both have two ears; and both are sitting.*
- Confirm by stating that although the bears are not exactly the same, they are the same in some ways.

**Partner Practice**

- Explain the activity.

  *Now each of you will decorate your own crayon. At your tables, you will find pictures of crayons (Hold up a crayon cutout.) and real crayons to share. You may color your crayons any way that you like. You might color your crayon with just one color, or you might color it with two or three colors. Some crayons are small, and some crayons are big. You can choose whichever size you like.*

Provide time for students to select a crayon and color it as they choose.

- When students are done, ask them to place their crayons next to their partners’ crayons. Prompt students to find things that are the same and things that are different about their crayons.

**Recap**

- Invite a few partnerships to share about their crayons. Prompt each pair to tell one way that their crayons are either the same or different.

  *You each have a crayon. Some crayons are small, and some crayons are big. Some crayons are only one color, but others have many colors.*

- Award pocket points if each pair is able to successfully tell one difference or one similarity about their crayons.
- Review today’s lesson with students.

  **T-P-S:** *What do we mean if we say that two things are the same? They are exactly alike. What do we mean if we say that two things are different? They are not exactly alike.*

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

Timing Goal: 25 minutes

Routine

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

Recommended Poetry Selection

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

Introduce the Poem

- Introduce the poem.

The author of today’s poem is imagining what it would be like to sit on a hill and look around all afternoon until it begins to get dark, when people are turning lights on in their homes down at the bottom of the high hill.

As I read the poem, imagine that you are where the author is and that you can see and feel what she is seeing and feeling.

After reading the poem, say, Now stay quiet, and say the answers to my questions in your mind. Don’t answer aloud. Quietly ask the following questions, pausing after each one:

- Could you see in your mind the hundreds of flowers on the hill?
- Could you feel the warm sun shining on you?
- Did you imagine the clouds and see the grass being blown by the wind?
- Could you even imagine hearing the wind blowing in the grass?
- Could you imagine feeling the warm breeze on your skin?

These are things that words can make you see and feel in your mind.

- Continue with a quiet rest time, reading to students, playing music, or having students quietly look at books.

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

TIMING GOAL: 20 minutes

Prewriting

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

Today you are going to write about something you shared.

What are some things you shared today?

• Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as described in the example below or in ways that you’ve seen your own students write.

I think that I will write a sentence that says, “I shared blocks.”

Some of you might already know how to write some of the words or sounds in my sentence like grown-ups do, and some of you write in other ways that kindergartners use.

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

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

• Review the previously introduced emergent-writing strategy.

What did we learn that I can do if I don’t know how to write some of the words in my sentence? Refer to the Writing Strategies Bank if needed. Draw a picture.

I will use Draw a Picture when I write my sentence. You can use it when you write your sentence too.

• Model writing your sentence with a combination of typical kindergarten writing, such as scribbles and/or loops, and pictures.

Example:

I am ready to write my sentence. My sentence is, “I shared blocks.”

– The first word is “I.” Write loops.
– The next word is “shared.” Write loops.
– “I shared blocks.” The last word is “blocks.” I’ll draw a picture for that word. Draw some blocks.

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

Writing

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

Sharing

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

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

Let’s Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

• Review the learning focus of the day.

You’ve had a busy day! You listened to tools in the classroom make sounds. You acted out a story with your classmates. You shared tools to make a picture with your classmates. You shared counters and talked with your classmates about how they were the same and different. You have done a lot with your classmates today!

• Introduce the game I Spy. Explain to students how to play the game.

This week, we have been learning about our classroom. We created labels to help us find tools in our room. Now we are going to play a game called I Spy. Some of you might already know this game. I am going to find an object in our classroom, but I will tell you only the color of that object. You will have to ask me questions to guess what the object is. As we play, I will give you hints to help you find my object.
DAY 4 | Unit 1: Welcome to School

- Use the Alex puppet to demonstrate playing the game. An example is provided.

| Teacher: | (Look around the room.) I spy...something green! |
| As teacher: | (Look around the room.) What could it be? Is it a chair? Our chairs are green! |
| Alex: | Hmmm...something green. Is it the green on (student's name)'s shirt? |
| Teacher: | No, it's not a chair. That was a good guess, though. Another good guess! The object I see is bigger than a chair and much bigger than a T-shirt. What is big and green in our classroom? |
| Alex: | Is it the chalkboard? |
| Teacher: | Yes! It is the chalkboard. The chalkboard is green, and it is big. Good job! |

- Spy a new object (one whose name students are familiar with), and invite students to join you in the game. If necessary, help students ask useful questions. If no one has guessed the object after about a minute, give a second clue such as the object's size or location.

- Invite the student who correctly guesses the object to spy the new object and begin a new game. Continue to play the game as time allows.

**Teacher's Note:** This game may be played in small groups to increase engagement and encourage student participation.

**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 “classmates.” Look around the classroom. The other students in the room are your classmates. T-P-S: When did we see, hear, or use the word “classmates” today?

  Another word we learned is “share.” When you share something with another person, you use that object with another person. What did you share with a classmate today?

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

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

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

#### Fostering Richer Language

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
</tr>
</thead>
</table>
| The student responds in an incomplete sentence. **Share puzzle.** | 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 share puzzles.** |
| The student responds in a complete, but not very elaborate, sentence. **I share puzzles.** | 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.  
**Who do you share puzzles with?** |

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

### 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.).
- Collect students’ nametags.
- Explain the homework assignment.

**When you go home tonight, look around your home, and think about the objects that you share with the other people who live with you. Tomorrow you can tell us what you share in your home.**
Day 5 | Ready, Set…

Focus
We will learn every day in KinderCorner.

Additional Materials Needed Today

| Greetings, Readings, & Writings | • Classroom Library Lab: Copies of the concepts-of-print book *We Are the Kinderfriends* |
| Gather Circle                  | • KinderCorner 2nd Edition Plus Media and Software flash drive |
| Theme Exploration              | • Theme vocabulary word card for “learn” or IWB access |
| Rhyme Time                     | • No new materials |
| STaR                           | • A storybook to read for free-choice day |
| 15-Minute Math                 | • No new materials |
| Snack/Outside/                  | • Nutritious snack |
| Gross-Motor Play               | • Concepts-of-print book: *We Are the Kinderfriends* (student copies) |
|                                | • Ear and mouth cards |
| Stepping Stones                | • Picture Cards from days 3 and 4 |
|                                | • Plastic bags containing ten buttons, two of which are identical |
|                                | • Workmats (sheets of construction paper are fine) |
|                                | • Which ones are the same? page (appendix) |
|                                | • Crayons |
|                                | • Same/Different Math Home Activity page (appendix) |
| Math Mysteries                 | • “And My Heart Soars” on page 44 of *The 20th Century Children’s Poetry Treasury* |
| Write Away                     | • Journals, pencils, place to write for teacher modeling |
|                                | • Writing Strategies Bank or IWB access |
| Let’s Think About It           | • “Be My Friend” on *Getting to Know Myself* CD |
|                                | • Copies of the theme-introduction letter for Unit 2 (see Unit 2 appendix) |
|                                | • Same/Different Math Home Activity page (appendix) |
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. Find and put on nametag.</td>
<td>2. Remind students to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Self-select activities.</td>
<td>3. Encourage students to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td></td>
<td>4. Observe students for the demonstration of the skills listed on the weekly record form. Record any observations on the form.</td>
</tr>
</tbody>
</table>

Homework

- Ask students if they found any objects in their homes that they share with other family members.

Available Activities

Classroom Library Lab

- Place a few copies of *We Are the Kinderfriends* in the lab. Encourage students to practice reading the books with a friend.

Literacy Lab

- Same as day 4

Math Lab

- Same as day 4

Computer/Media Lab

- Same as day 4

Writing Lab

- Same as day 4

Other

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

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

<table>
<thead>
<tr>
<th>Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome students to the Gathering Circle.</td>
</tr>
<tr>
<td>2. Check attendance.</td>
</tr>
<tr>
<td>3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.</td>
</tr>
<tr>
<td>4. Make sure that students are sitting with their partners for the week.</td>
</tr>
</tbody>
</table>

**Gathering Circle**

- Use the poster to review the active-listening posture.
- Provide a preview of the Getting Along Together skills that students will learn this year.

  We have already learned about things that we can do to be good listeners. We will also be learning lots of other things this year that will help us to make sure that our classroom is a happy place to be!

  Yesterday we watched a video about a silly penguin named Chilly who will help us learn what to do when we feel mad about something. I want to show you another video today that will show you something called the Peace Path. We will learn how to use the Peace Path to find a solution when we disagree with someone else. Let's watch.

- Show the Peace Path video.

  I can’t wait for us to learn all these special skills! Did you know that all the other students in our school are learning them too? This week we learned about using our active-listening posture to help us focus on what someone else is saying. Next week we will learn about some other things to help us with our listening.
Partnership Question of the Day

- Remind students of their homework to think about what they share with the people who live with them.

    Yesterday before you went home, I asked you to think about the things you share in your home with the people who live with you. Tell your partner about something you share with the people in your home. Answers will vary.

    It’s time to read today’s Daily Message. Remember, the Daily Message will tell us what we are going to learn about each day.

Daily Message

We will learn every day in KinderCorner.

- Write the Daily Message in front of students, reading each word—not each letter—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:

    We know that sentences start with uppercase letters. Underline the “W” in “We.” Is this an uppercase or a lowercase letter? Uppercase. Yes. This uppercase letter tells us that this is the start of our sentence. If students point out the uppercase letters in “KinderCorner,” acknowledge their recognition skills.

    We have seen the word “we” before. It’s on our word wall.

    What do we see at the end of our sentence? A period. Circle the period. Yes, there is a period at the end of our sentence. Remember, a period tells us that the sentence is over.

- You might discuss, or review, how long a week is. Contrast a full seven-day week with a full week in school. You might use the calendar from the 15-Minute Math bulletin board to illustrate this.

Theme Learning

- Explain the content of the Daily Message. Introduce the concept of learning.

    Think back to your first day of kindergarten. Pause.

    Some of us were a little bit worried and a little bit excited.

    We didn’t know one another’s names.
We didn’t know what things we could do in our classroom or where things were.

We have already learned so many things in just one week! T-P-S: What does it mean to learn something? Answers will vary. Those are some good ideas. “Learning” means finding out about new things. Sometimes we learn by teaching ourselves how to do something. Other times we learn when other people teach us how to do something.

T-P-S: Let’s each think of something that we learned this week. It can be something about writing, reading, making friends, or doing something in Learning Labs. After you think of something you learned, tell your partner about it.

• Invite those students who wish to share to tell the class about what they learned.

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

Our new word for the day is “learn.” When you learn, you find out something new. I can make a sentence with the word “learn.”

We will learn a lot this year in kindergarten.

Have students recite “Listen, Listen to the Sounds” in preparation for Rhyme Time.

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**Rhyme Time**

**Say the Rhyme**

• Introduce the rhyme “Name Clapping Game.”

   Today we will begin to learn a new rhyme about our class. This rhyme will help us learn everyone’s name.

• Ask a student beside you his or her name. Then say the rhyme, inserting that student’s name in the parentheses. After saying the student’s name, repeat it while clapping on each syllable. For example, “Sa-man-tha, Sa (Clap.)-man (Clap.)-tha (Clap.).” Then have the class repeat the name in syllables while clapping.

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

**Name Clapping Game**

Let’s all play a clapping game.

As we say a friend’s first name.
(student’s name). (Repeat name while clapping on each syllable.)

She’s (He’s) our new friend in our school.
She’s (He’s) a friend who is really cool.
Develop Phonological Awareness—Words are made of sounds.

- Tell students that some students may only have one clap for their names, but others may have several.
  
  Each of you has your own number of claps for your name! Some get one clap, like (Joe), and some get three claps, like (Ta-mi-ka)!

- Invite students to say their own names quietly, listening to the sounds in their names. Encourage students to clap softly as they say their own names.

- Invite students to sing the rhyme with you for each student in the class. Tell students they may stand when it is her or his turn to be recognized by the class. Avoid confusion by moving around the circle, inserting each student’s name when you arrive at him or her in the circle. Continue singing the rhyme, moving around the circle until every student has been introduced.

Recite “I Am Listening.” Use the body movements, and let your voice get quieter near the end to encourage students to become quieter and listen.

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

**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. Monitor students as they visit their selected labs.

- All labs today are continuations of the previous day’s labs. Point out that each lab is open during your tour. Remind students of any rules, procedures, or guidelines based on the previous day’s experience.
Dramatic Play Lab | Housekeeping
• Students will continue to use the dramatic play area as an imaginary home.

Blocks Lab | Build It!
• Students will continue to build things with blocks.

Art Lab | Creation Station
• Students will continue to use open-ended materials to freely create.

Classroom Library Lab | Free Reading
• Students will continue to explore books independently or with a friend.

Literacy Lab | Play School
• Students will continue to use materials commonly found in classrooms to play school.

Math Lab | Free Exploration
• Students will continue to use various manipulatives and materials to learn about math.

Computer/Media Lab | Free Exploration
• Students will continue to explore educational software or listen to music with computers, CD players, or other digital devices.

Sand/Water Lab | Free Exploration
• Students will continue to learn about sand and water.

Science Lab | Scientist’s Station
• Students will continue to use various tools and materials to explore the world around them.

Writing Lab | Free-Choice Writing
• Students will continue write about topics of their choice.

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

- Gather students at the 15-Minute Math activity board, and say, as you point to the month cards, **Let’s say the months of the year together**—January, February, March, April, May, June, July, August, September, October, November, and December. **What month is it now?** Replies. **It is** (name of the month).

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

- Ask students to look closely at the pictures on the calendar cards. **I wonder what picture will be on the card that I turn over today.** Whisper to your partner which picture you think will be on the card. Pause. **Let's turn the card over and see.** Add the calendar cutout for today’s date to the calendar, and say, **It is a picture of a crayon.**

- The first card we turned over was a picture of a crayon. Say the names of the pictures with me as I point to them—crayon, glue, crayon, glue, crayon. **What do you notice about the pictures?** Possible responses include: there are only pictures of crayons and glue; it goes crayon, glue, crayon, glue; or all the crayon pictures are the same, and all the glue pictures are the same. I’m beginning to see a pattern. **I wonder what the next card will be a picture of.**

Teacher’s Note: The cutouts referred to are the cutouts for the month of September. If you are a year-round school, you might be using the cutouts for July or August. Adjust your questioning as necessary.

Days of the Week

- Point to the Days of the Week pockets, and remind students that there is one pocket for each day of the week. Ask, **What is the name for today?** (Current day of the week). Restate the response. Turn the card to reveal today’s date. Place the Today card in the pocket holder behind the appropriate date card, and say, **Today is** (day of the week), the (date) of (month).

Days of School Tape

- Point to the Days of School Tape, and ask, **How many days have we been in school?** (Number of days). **What number do I need to write on the tape?** (Number of days). **Why?** Because we’ve been in school 5 days. Use a marker to record the number on the tape. Point to the numbers on the tape as you read them. Then say, **We have been in school 5 days.**
Teacher’s Note: If today is the fifth day of school, use a green marker to record the numeral 5 on the Days of School Tape, and explain to students that certain numbers on the Days of School Tape will be written in green. Say, Any number that ends in a 5 or a zero will be written in green.

- All multiples of 5 (i.e., 5, 10, 15, 20) will be written in green marker. Multiples of 10 (i.e., 10, 20, 30, 40) will also be circled in red.

Hundreds Chart

- Point to the Hundreds Chart, and ask, What are we using the Hundreds Chart for? To keep track of how many days until the 100th day of school. What number am I going to color in today? Replies. Use a marker to color in the square on the Hundreds Chart, continuing the alternating color pattern. Invite students to read the numbers in the colored squares with you. Then ask, What number will I color in tomorrow? Replies. How do you know? Because (tomorrow’s number) comes after (today’s number).

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

- Engage students in conversations to encourage the development of friendships as you share a nutritious snack.

Outside/Gross-Motor Play

- If students wish to play Who Is My Friend? again, you may play the game by having students repeat the names while clapping out the syllables, as they did during the syllable-awareness activity of Rhyme Time this morning.
- If there is enough time, students may wish also to play the game Greet Your Friends that they learned earlier in the week.
- Follow the procedures you have taught students for ending play time, getting a drink, using the bathroom, and making the transition to reading time.

As students return to the classroom, have them join you in the gathering circle area for Stepping Stones.
Beginning Phonics

• Use My Turn, Your Turn to have students repeat the name of each picture card.

Emergent Reading

Story Review

• Briefly review the concepts-of-print book We Are the Kinderfriends.

We will read our story about the Kinderfriends again today. Point to the title. The title, the name of our story, is We Are the Kinderfriends.

Point to the author’s name. The author’s name is Mary Alice Bond. What did Mary Alice Bond do? She wrote the words. Point to the illustrator’s name. The illustrator is Stephanie S. Rice. What did Stephanie S. Rice do? She drew the pictures.

• Distribute the student copies of the book.

• Review the focus skill(s).

Remember that with this book, we are practicing two important things. The first thing is to know where to begin reading. Open your books to the first page.

WGR: What do you see in the picture? A girl (Keisha) with her arms in the air. Look at each student’s book to make sure that they are in the correct place. Check your partner’s book to see if he or she found the right page.

WGR: Do you remember this girl’s name? Keisha. RWE: Yes, this page says, “I am Keisha.”

The other thing we will practice today is knowing which page to read next. Turn to the next page, and point to the words that we will read next. Check to ensure that all students are on page 2, pointing to the words “I am Ben.”

Guided Group Reading

Let’s read this whole story together again so you will remember the names of all the Kinderfriends.

• Ask students to close their books and point to the title on the cover. Let’s read the title together. Ready, read. We Are the Kinderfriends. Great. Now turn to the first page, and point to the words. Ready, read. I am Keisha.

• Continue in this manner, reading the remainder of the story in unison as a class. Invite students to read in unison with you as you read the entire story.
Partner Reading

- Teach the partner reading process.

Now we will start something new called partner reading! Some of you have already tried partner reading in the library lab. To do partner reading, we will use our ear and mouth cards. Distribute a card to each student. If you have a partnership of three students, give them two ear cards and one mouth card.

When we do partner reading, we will take turns reading the pages. Who do you think will get to read first, the friend with the ear card or the friend with the mouth card? Mouth. RWE: The friend with the mouth card will read the title. Let’s try that now. Friends with the mouth cards, read the title to your partners. Friends with the ear cards, it is your job to listen carefully and help your partners if they have a problem.

Let’s watch Alphie and Monster do partner reading. Play the Partner Reading for Concepts-of-Print video.

What happens next is that you will trade cards and turn the page. That means the other partner will read page 1. Let’s try that. Monitor students, and provide assistance as needed.

This is how we will read the entire story. Do I have a partnership that would like to come to the front and show us how to do partner reading? Invite a pair of volunteers to the front of the room. Guide them to use the partner reading process to read the entire book. Help students remember the characters’ names or the partner reading procedure as needed. Invite the class to give them a cheer when they are done.

Now it’s your turn! Have students read the story with their partners, alternating pages. The Jellies will read first. When they finish, they should read the story again. This time, Peanut Butters will go first.

- Award pocket points if most students followed the partner reading procedure successfully.

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

Math Mysteries

TIMING GOAL: 25 minutes

Show What You Know

- Ask students to make rectangles with parts of their bodies or to find rectangle shapes in the classroom. Remind students that a rectangle has four corners and four straight sides like a square, but two of the sides are usually longer than the other two sides.

Students will make a variety of choices. Encourage their appreciation of one another’s inventiveness as you describe the different ways their classmates made rectangles or the places they found one.
• Award pocket points if students are able to successfully create or locate rectangles.

• Have students sit in a circle next to their partners, where they can see the bulletin board paper. Use Think-Pair-Share to have them recall the discussion on similarities and differences. Select two or three students to share what they recall with the rest of the class.

  I’d like you to think about what you learned during the last math time. Do you remember our discussion about same and different? Talk with your partner about what “same” and “different” mean. Answers will vary. If things are the same, they are alike. If they are different, they are not alike.

Active Instruction

• Display the bulletin board paper with the picture cards attached from days 3 and 4. Use Whole-Group Response to review the pictures on the board.

  Point to the pictures on the right side of the paper, and ask, Why did I put these picture cards on this side of the paper? They are different. They are not the same. Point to the pictures on the left side of the paper, and ask, Why are these picture cards on this side of the paper? They are the same. Yes. The pictures on this side of the paper are exactly the same in every way.

• Introduce the concept of matching to students.

  When things are exactly the same in every way, we say that they match. Point to the picture of the pencils, and say, These two pencils are exactly the same. They are the same length. They are the same color. There is nothing that is different. These two pencils match.

• Ask students to look at the picture cards on the left side of the paper. T-P-S: Why do the pictures match?

• Give each pair of students a plastic bag of buttons and a workmat. Tell them to carefully spill the buttons onto their workmats. Give them a couple of minutes to examine the buttons.

• Ask each student to pick one button and describe it to his or her partner. Remind them that the words they use to describe the button are called attributes.

• Invite a few students to share their descriptions with the class. Record their descriptions on a piece of chart paper, using words and pictures. Point to the chart paper, and ask students what we call the words that describe something. Attributes.

• Tell students that they will look at the attributes of the buttons in their plastic bags very carefully. Tell students that in every bag of buttons, there should be two buttons that are exactly the same, or that match.

• Invite students to work with their partners to find the two buttons in their bag that match. While students are looking for their matching buttons, walk around, and observe which students can do this easily.
• When most pairs have found their two matching buttons, ask several pairs why they think their two buttons match. *They are the same color, same size, and same shape and have the same number of holes.* Confirm by saying, **Your buttons match if they are exactly the same in every way.**

**Partner Practice**

• Give each student a Which ones are the same? sheet. Ask students to point to the pictures on the first row. Ask what animal is pictured on the first row. **Cows.** Agree, and tell students that two of the cows in the first row are exactly the same.

• Prompt students to identify the matching cows by touching them with their fingers. Invite students to check their matches with their partners by discussing how the cows are alike.

• Once students are confident that they have found the matching cows, tell them to draw a circle around the two cows that are the same.

• Continue in this same manner until students have completed the handout.

• If some pairs finish quickly, invite them to color in the matching pairs of cows, butterflies, shoes, and leaves on their handouts.

**Recap**

• Invite a few pairs to share about the matches they found. Prompt each pair to tell one reason two of the images matched.

• Award pocket points if several pairs are able to successfully identify matching objects.

• Use Whole-Group Response to review today’s lesson with students.

  **How do we know when things match?** *They are exactly the same. Yes. When things match, they are exactly the same in every way.*  

• Introduce the homework. Show the Same/Different page.

  **Before you go home today, you will get one of these papers. On each paper, there are four rows of pictures. You will look at the first picture in each row. Point to the first picture in the first row. Then you will find the picture in each row that is the same as the first picture, and you will circle it.**

• Have students put the buttons away.

  Have students get their blankets, cots, etc. for Let’s Daydream. 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

• “And My Heart Soars,” from The 20th Century Children’s Poetry Treasury, page 44

Introduce the Poem

• Introduce the poem.

Today I’d like to read you a beautiful poem by an American Indian. American Indians are also called Native Americans. That name means that they were the first group of people to live in America. This poem was written by Chief Dan George. The words don’t rhyme, but it’s a poem because the words are like a song—they have a rhythm. It is about the beauty in the world.

So close your eyes, and let Chief Dan George’s words paint pictures in your mind. The poem is called “And My Heart Soars.” When something soars, it means it flies like a bird. When someone says that his or her heart soars, it means that the person feels so happy that he or she feels like flying.

There are some words in the poem that you might not know, but I think that when you hear the sounds of the words, you get the nice feeling that Chief George wanted you to have about the beautiful world.

• Continue with a quiet rest time, reading to students, playing music, or having students quietly look at books.

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

TIMING GOAL: 20 minutes

Prewriting

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

  Today you are going to write about what you like about kindergarten.

  What are some things you like about kindergarten?

• Share an example that applies to you. Acknowledge all developmental stages that are represented in your classroom by reviewing how kindergartners write as described in the example below or in ways you’ve seen your own students write.

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

  Some of you might already know how to write some of the words or sounds in my sentence just like grown-ups do, and some of you might write in other ways that kindergartners use.

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

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

• Review the previously introduced emergent-writing strategy.

  What did we learn that I can do if I don’t know how to write some of the words in my sentence? Refer to the Writing Strategies Bank if needed. Draw a picture.

  I will use Draw a Picture when I write my sentence. You can use it when you write your sentence too.

• Model writing your sentence with a combination of typical kindergarten writing, such as scribbles and/or loops, and pictures.

  Example:

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

  – The first word is “I.” Write loops.
  – The next word is “like.” Write loops.
  – “I like to paint.” The third word is “to.” Write loops.
  – The last word is “paint.” I’ll draw a picture for that word. Draw a paintbrush.

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

Writing

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

Sharing

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

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

Let’s Think About It

**Theme-Learning Recap**

- Review the learning focus of the day.

  What a busy week we have had our first week of kindergarten! I’m having a wonderful time getting to know you, and I think we’ll all have a great year of friendship and fun learning this year.

- Take some time to review what students have heard, seen, and done this week. Be sure to use the week’s theme-related vocabulary as you summarize the week’s learning.

  We spent a lot of time this week getting to know our classroom and our school. We took a tour of our classroom, and we labeled some of the tools that we will use. We also took a tour of our school. Everywhere we went, we listened carefully to the sounds there. We also learned to listen carefully to one another. We know that we can use the active-listening posture to help us listen to our classmates. Invite students to show the active-listening posture. The active-listening posture is a signal we use to tell our friends that we are ready to listen to what they have to say. What are some other signals we know? Thumbs up, thumbs down, etc.
• Congratulate students on learning their classmates’ names.

    Just think. We didn’t even know one another when we started, and now we know practically everyone’s name.

    Let’s play a game and sing a song to show that we’re all friends and to practice saying everyone’s name.

• Play “Be My Friend” on the *Getting to Know Myself* CD.

**Vocabulary Review**

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

    Our new word today is “**learn**.” Think about everything we have done in kindergarten this week. T-P-S: What did you **learn**?

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

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

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

**Theme Vocabulary:**

**learn**

<table>
<thead>
<tr>
<th>Student Response</th>
<th>Teacher Prompt</th>
<th>Further Prompting</th>
</tr>
</thead>
</table>
| **I learn.**     | Good answer. Can you say that in a complete sentence? | If the student is unable to respond in a sentence, model a sentence for him or her. 
*We can say, I like to learn.* |
| **I learn in school.** | 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 me more about what you learn in school?* |
• Award pocket points if the student is able to create a complete sentence.

**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.).

• Collect students’ nametags.

• Explain the homework assignment.

  **Math Mysteries:** Distribute the Same/Different Math Home Activity page. **Please put this paper in your backpack also. This is a math activity paper for you to work on. You will find things that match, or are the same.**
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Resource Corner

Children's Resources


**Teacher Resources**

Congratulations!

_________________________________________
has successfully completed
the very first day of kindergarten!

__________________________
Date

Congratulations!

_________________________________________
has successfully completed
the very first day of kindergarten!

__________________________
Date
Bear Attributes

Directions: Color the bears using three different colors. Use one color for each bear.

Name: _________________________________________________________
Uppercase and Lowercase Letters

Make one copy per group of four students. Cut the cards apart, and place each set in a resealable plastic bag. Laminate the cards (optional).
Uppercase and Lowercase Letters

Make one copy per group of four students. Cut the cards apart, and place each set in a resealable plastic bag. Laminate the cards (optional).
Attributes—Same and Different

Make one copy per student.

**Directions:** Find the two apples that are the **same**. Color them both the same color.

Name: ________________________________________________________
Attribute Shapes—Crayons

Make one copy for every two students. Cut the crayons apart.
Which ones are the same?

Directions: Circle the pictures on each row that are the same.

Name: ________________________________
Math Home Activity

Name: __________________________

Same/Different

Directions: Look at the first picture in each row. Circle the picture in each row that is the same as the first picture.
Helping Your Child with Same/Different

Your child has been exploring concepts in a problem-solving unit. You might like to encourage your child to identify objects in your home that are the same and objects that are different. This is a wonderful opportunity for your child to develop mathematical language skills. For example:

- Can you find two things in the house that are the same?
  - How are they the same?
- Can you find two things in the house that are different?
  - How are they different?

You might also show your child two objects and ask him or her how they are alike and how they are different. For example, show your child a fork and a spoon, and ask,

- How are the spoon and fork different?

We use them to eat.

The spoon is round, and the fork has teeth.

How are the fork and spoon alike?

How are the fork and spoon different?
Dear Family,

Welcome to KinderCorner!

In KinderCorner, we work with your child to develop important skills that will enable him or her to succeed in school and in life. KinderCorner students learn valuable social skills, such as sharing and taking turns, along with critical reading, math, oral-language, and reading skills. Most children who participate in KinderCorner learn to read and write by the end of the school year.

As we begin our school year together, we want children to feel truly welcome. We want them to feel that their classroom is a place where they are embraced for who they are. Every child has different interests, strengths, and weaknesses, but each one can succeed.

During the first few days of school, children will focus on learning about their new classroom, their new schedule, and the new people in their class and school.

While this is an exciting time, some children will feel shy or insecure as they begin kindergarten. We will work very hard to create a calm, warm classroom that enables all children to thrive.

The first KinderCorner unit is Welcome to School. This unit teaches children about each area of the classroom and establishes student routines.

In later units, your child will explore a variety of topics, such as nutrition, community helpers, and seasons of the year, to name a few. During each unit, your child will continue to develop his or her reading, math, vocabulary, and language skills.

How can you help support your child’s learning at home?

We are eager to hear any information you can give us on how to make your child feel comfortable and welcome as he or she begins this new journey. In addition, talking with your child daily about what he or she is learning at school is extremely valuable. When you talk with your child about the school day, it helps with his or her language development and reinforces the concepts that he or she is learning. It also emphasizes the importance of your child’s work at school.
Estimada familia:

Bienvenido a KinderCorner!

En KinderCorner, trabajamos con su hijo a desarrollar habilidades importantes que le permitan el para tener éxito en la escuela y en la vida. Estudiantes en KinderCorner aprenden valiosas habilidades sociales, tales como compartir y turnarse, además de la lectura crítica, de matemáticas, y de lengua oral. La mayoría de los niños que participan en KinderCorner aprenden a leer y escribir antes de que finalice el año escolar.

Al iniciar nuestro año escolar juntos, queremos que los niños se sientan realmente bienvenido. Queremos que su aula sea un lugar donde se abrazan por lo que son. Todos los niños tienen diferentes intereses, fortalezas, y debilidades, pero cada niño puede tener éxito.

Durante los primeros días de la escuela, los niños concentrarse en aprender sobre su aula nuevo, su horario nuevo, y las personas nuevas en su clase y la escuela.

Este es un momento emocionante, pero algunos niños se sienten tímidos o inseguros en el comienzo de jardín de infantes. Vamos a trabajar duro para crear un aula calmo, afectuoso que permita a todos los niños a prosperar.

La primera unidad KinderCorner es Welcome to School. Esta unidad enseña a los niños acerca de cada área del aula y establece rutinas de estudiantes.

En las unidades posteriores, su hijo explorará una variedad de temas, como la nutrición, ayudantes de la comunidad, y las estaciones del año, y muchos otros. Durante cada unidad, su hijo continuará a desarrollar sus habilidades de lectura, matemáticas, y habilidades lingüísticas.

¿Cómo puedes ayudar a apoyar el aprendizaje de su hijo en el hogar?

Estamos ansiosos de escuchar toda la información sobre cómo hacer que su hijo se sienta cómodo y bienvenido al comenzar este viaje nuevo. Además, es extremadamente valioso para hablar con su hijo cada día de lo que está aprendiendo en la escuela. Hablar con su hijo sobre el día escolar ayuda con su desarrollo del lenguaje y refuerza los conceptos que está aprendiendo. También hace hincapié en la importancia del trabajo de su hijo en la escuela.
## Weekly Record Form

**Unit 1: Welcome to School**

Teacher: __________________________  Date: __________________

<table>
<thead>
<tr>
<th>Students</th>
<th>Oral-Language Development</th>
<th>Beginning Reading</th>
<th>Emergent Writing</th>
<th>GAT</th>
<th>Math</th>
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<tbody>
<tr>
<td></td>
<td>Theme Vocabulary</td>
<td>Holds book</td>
<td>Identifies</td>
<td>Demonstrates</td>
<td>Compares if</td>
</tr>
<tr>
<td></td>
<td>Sentence (score 70, 80,</td>
<td>upright (D, ND)</td>
<td>front and back</td>
<td>active listening</td>
<td>two objects</td>
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<td></td>
<td>90, 100)</td>
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<td>(D, ND)</td>
<td>are exactly</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Identifies</td>
<td>(D, ND)</td>
<td>the same</td>
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<td></td>
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<td>where a story</td>
<td></td>
<td>or different</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>begins (D, ND)</td>
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<table>
<thead>
<tr>
<th>Stages Observed</th>
<th>Write Away</th>
<th>Conference</th>
<th>Completed</th>
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D = Demonstrated  ND = Not Demonstrated