

Teacher's Manual



KinderCorner 2nd Edition Plus Teacher's Manual

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Chapter 1 | Overview

KinderCorner is a full-day comprehensive kindergarten program that fosters students' language, cognitive, mathematical, emotional, interpersonal, creative, and physical development. The program includes a detailed, stimulating curriculum, with complete literacy and math programs, many of the materials necessary to implement the program, and rich thematic units to teach students basic science and social studies concepts. The program also provides support for students' families, teachers, and communities.

Philosophy

In KinderCorner, the principles of developmentally appropriate practice are interwoven through concrete, age-appropriate activities that target nine developmental domains. KinderCorner draws from various sources, including:

- the Success for All Foundation's experience in developing educational programs and research on child development and early childhood education;
- the guidelines of the joint International Reading Association and the National Association for the Education of Young Children (Bredekamp & Copple, 1997);
- the National Council of Teachers of Mathematics (NCTM) standards;
- the federal No Child Left Behind legislation and Reading First requirements;
- state curriculum standards;
- Common Core State Standards for kindergarten;
- the KinderCorner developers' experiences in early childhood education; and
- the recommendations of the National Research Council (2000, 2001).

The KinderCorner program's structure and instructional activities were developed in alignment with the following beliefs.

Students learn through doing.

KinderCorner is based on constructivist principles of developmentally appropriate practice—the understanding that students learn by constructing their own knowledge. By interacting with real, familiar objects and with the people around them, students build on and change their existing understandings.

Students learn from working cooperatively together.

Students in KinderCorner work cooperatively together with partners and in small groups as they explore new concepts and share information. Instructional strategies help to ensure that students are motivated to learn and also help their peers to learn. Students are frequently recognized for their efforts in working together to achieve goals, from associating letter shapes and sounds to sharing materials. Students are paired in a way that ensures that all students have an equal opportunity to succeed.

Kindergarten students arrive with different levels of readiness and learn at different rates.

KinderCorner is developed as a spiral curriculum. Students are introduced to math, literacy, and thematic concepts and engage in concrete activities related to those concepts. The concepts are then revisited and practiced in a variety of contexts throughout the year, allowing students the opportunity to master them at their own rate.

Program Objectives

Refer to the scope and sequence in the teacher's resources section at the end of this chapter for a comprehensive list of learning objectives addressed across each of the learning domains.

The overall goal of KinderCorner is to ensure that every student enters first grade with basic language, literacy, and numeracy concepts and skills; a basic knowledge of science and social studies; and the social and self-help skills and self-confidence necessary for success in the elementary grades. The KinderCorner curriculum is presented through sixteen thematic units, each supported with its own theme guide. In addition to detailed daily lesson plans for teachers, the front matter of each theme guide contains a visual map that outlines the specific objectives for that unit organized within a set of developmental domains. These developmental domains cover the development of the whole child, not just one particular aspect of a child's development.

The following section describes the nine domains addressed during the program activities of KinderCorner:

- Emotional/Personal
- Language/Literacy
- Interpersonal
- Cognitive
- Creative
- Mathematical
- Science
- Physical
- Social Studies

Emotional/Personal Domain

Young students need to learn to trust others, to gain autonomy, and to take initiative (Erikson, 1968). Only when students' basic needs for food, shelter, safety, love, and belonging are met can they focus on working toward meeting the higher-level needs of achievement and creativity.

To help students get started on the right foot, KinderCorner begins each day with a warm welcome for all students, helping them to feel that they belong to a caring community. They know that the day will offer opportunities to ask questions, explore new and interesting materials, and share exciting literature.

KinderCorner provides structure and routine, gives students a sense of security, and offers a predictable schedule so students know what will happen next during their day. Students work regularly with partners and small groups. They give one another

feedback about their learning throughout the day, which helps to build a sense of belonging and community.

Students need opportunities to make choices about how they spend their time, so KinderCorner provides a balance between student-initiated and teacher-directed activities. The self-directed play helps them to become self-regulated and motivated learners. Some students will need to develop competence with self-care routines so they will be able to keep themselves clean and care for their personal belongings. Their independence, gained through mastery of these routine tasks, means that you can spend more of your time focusing on higher-level learning.

Language/Literacy Domain

Research has found that by the time students from economically disadvantaged environments enter kindergarten, they score, on average, eighteen months behind more advantaged students in their oral-language abilities (Barnett, Tarr, & Frede, 1999). KinderCorner provides students with a wide array of literacy-enhancing experiences to promote their language and literacy development. Students in KinderCorner participate in listening, speaking, reading, and writing activities throughout their entire day. The following chart outlines some of the important desired outcomes for the language and literacy domain that correspond to the desired outcomes in the rest of the SFA program. For a comprehensive list of the literacy objectives addressed in KinderCorner, refer to the scope and sequence in the teacher's resources section at the end of this chapter.

KinderCorner Desired Language/Literacy Outcomes	
Oral Language Development (vocabulary)	• Speaks using several complete sentences to express thoughts • Uses thematic vocabulary in conversations
Phonemic Awareness	• Identifies phonemes in words • Demonstrates auditory blending • Demonstrates auditory segmenting
Phonics and Word Skills	• Identifies upper- and lowercase letters, sounds, and numbers • Blends sounds to read simple words • Recognizes some sight words
Concepts of Print and Tracking	• Understands concepts of print • Reads with one-to-one correspondence • Reads simple, phonetically controlled text accurately
Listening Comprehension	• Identifies story elements • Makes predictions • Retells stories
Writing	• Demonstrates an interest in writing to communicate • Demonstrates increasing facility with the process of writing • Writes letters • Writes words

KinderCorner classrooms reflect what we know about how young students learn to listen, speak, read, and write. During kindergarten, students need the following types of experiences and support to foster their language and literacy learning:

- warm, caring adults who talk with individual students;
- strategies to develop phonemic awareness;
- models of reading and writing;
- an active fostering of students' enjoyment of reading and writing;
- print-rich environments that let students see and use written language for a variety of purposes;
- specific instruction and practice with letter-sound correspondence, decoding, sound blending, and concepts-of-print skills;
- daily reading of high-quality books to students;
- time for students to talk about what is read and to focus on the sounds and parts of language in addition to meaning;
- play that includes literacy tools;
- systematic reading instruction with phonetically regular stories;
- encouragement to express themselves verbally in complete sentences;
- exploration of concrete materials that expand students' vocabulary; and
- games and activities geared to students' levels of functioning.

Listening

KinderCorner promotes students' listening abilities by creating opportunities for listening purposefully. Throughout the day, students are taught to listen actively to others and to paraphrase what others have said to them. Active-listening skills are also explicitly taught during the first few weeks of school during Gathering Circle, Theme Exploration, and Rhyme Time.

Speaking

Students' speaking abilities are enhanced in KinderCorner by providing meaningful reasons for communicating. Throughout the day, there are many opportunities for students in KinderCorner classes to express themselves verbally. Students work cooperatively with partners or small groups. Teachers provide feedback that encourages language development and helps students increase their speaking vocabularies. This helps students learn to speak in complete sentences and clearly enough to be understood by others. Adding new words to students' rapidly growing vocabularies is another focus in KinderCorner. Chapter 3 addresses oral-language and vocabulary development in KinderCorner in greater detail.

Reading

Students in KinderCorner are exposed to a wide array of literacy-enhancing experiences throughout their entire day, all presented within a print-rich environment. Almost every component invites students to take part in literacy through listening to and retelling stories, rhyming, and beginning-reading and writing activities.

Teachers model fluent reading and help students to develop listening-comprehension skills through Story Telling and Retelling (STaR) lessons. Each STaR book is read interactively with students on the first day and then retold with puppets or through dramatization on the second day.

During the first part of the year, students develop reading-readiness skills through Stepping Stones lessons. Each lesson is divided into two sections: Beginning Phonics and Emergent Reading. In the Beginning Phonics section, students learn to associate letter shapes and sounds and to blend sounds together to read simple phonetic words. Then, in Emergent Reading, students learn basic concepts-of-print skills such as reading from left to right and tracking text with one-to-one correspondence. Students work cooperatively throughout Stepping Stones lessons, reading the sounds and words in their Stepping Stones Partner Practice Booklets, practicing correct book handling, and reading easily memorized concepts-of-print books.

Students review the letter sounds and combine them with their concepts-of-print and sight word skills when they transition to KinderRoots in unit 7. Students read the KinderRoots Shared Stories—short books that contain simple, mostly decodable text. Students develop reading-comprehension and fluency skills as well.

Writing

In KinderCorner, students take part in many types of activities that promote their writing abilities and interests. Teachers arm students with a variety of writing strategies that students use during Write Away lessons when they are ready. Students plan what they will write with partners and use the strategies to communicate their thoughts.

Students have the opportunity to try out their developing writing skills within meaningful contexts as they sign in when they arrive at school, write in journals, construct signs, and write letters, invitations, thank-you notes, recipes, instructions, stories, poems, lists, and thoughts.

Students also use their writing skills daily to write about what they plan to do in the Learning Labs. Teachers confer with students before lab time or during Write Away to provide feedback about their writing progress and to provide tips and modeling that will help students progress from one stage to the next.

Chapter 3: Developing Oral Language explains how speaking skills are developed in KinderCorner and describes several teaching strategies that can be used within the program to facilitate language development. Chapter 4: Developing Literacy Skills provides more information about how phonological and phonemic awareness, phonics, reading, and writing are developed in KinderCorner.

Interpersonal Domain

In KinderCorner, students spend a great deal of time interacting with one another. In partnerships and small-group activities, students share, take turns, negotiate, and collaborate in their play. These natural opportunities to interact are supported with explicit lessons on prosocial behaviors and social problem solving during the Getting Along Together lessons that are taught during Gathering Circle each week.

In most kindergarten classes, students have opportunities to play together, but what often happens is that students who are more socially adept take advantage of those opportunities, while those students who are less adept play alone or engage in parallel play. In KinderCorner classes, many activities are structured to require cooperation, ensuring that all students enhance their interpersonal skills. By engaging in peer interaction, young students learn to take another's perspective and become more adept at displaying prosocial behaviors (Chambers, 1993). As students are exposed to others' points of view, they come to see that there are different ways of seeing things, approaching problems, and interacting with people. In the early stages of KinderCorner, students come to see teachers and peers as resources for solving interpersonal problems. They develop their abilities to resolve conflicts with peers using negotiation and discussion.

Cognitive Domain

In KinderCorner, as students interact with concrete objects and partners, they develop and expand their existing understandings. They learn to see relationships between objects, to classify, and to see patterns. In KinderCorner, students participate in engaging learning centers, called Learning Labs, and interactive lessons. Students have experiences manipulating concrete objects and solving problems that they encounter in their explorations. Students have opportunities to work together to answer questions, act out stories, graph preferences, create books, and draw conclusions. Students learn strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success.

The KinderCorner program emphasizes awareness of the thinking process. KinderCorner teachers use Think Alouds to teach students the process of making sense of what they read. Students also expand their abilities to use symbolic representation. They might begin the year by using a block to represent a telephone. Progressing within a few months, they might also use the letter "T" to represent a telephone.

Creative Domain

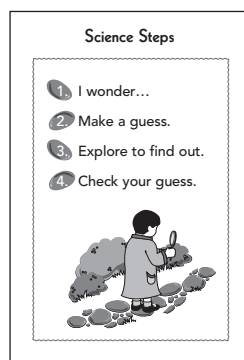
KinderCorner offers many opportunities for students to expand their creative abilities in visual arts, music, movement, and drama. Through theme-related activities, students observe works of art, explore materials, and experiment with various artistic techniques. They begin by taking pleasure in using a variety of art materials, such as paint, glue, and clay, and then gain skill in using these materials. Students explore music through the many songs that they learn to sing and the variety of music to which they are exposed. They experiment with various musical instruments and create their own musical interpretations. Creative drama is an excellent vehicle for learning, through both unstructured socio-dramatic play in the dramatic play lab and other labs and guided dramatization in activities such as acting out stories or situations.

Mathematical Domain

KinderCorner offers many opportunities in 15-Minute Math, Math Mysteries, and concrete experiences in the Learning Labs for students to learn mathematical concepts as they are connected to everyday life. The math and blocks labs are especially rich environments for experimenting with mathematical concepts. With repetition of activities, such as classifying, patterning, counting, graphing, and calendar activities, students develop the ability to do such things as demonstrate one-to-one correspondence. Students recite counting rhymes, graph their favorite ways to eat apples, sort attribute blocks, estimate the number of buttons in the estimation jar, match patterns on mittens, and participate in many other activities that further develop their skills.

It is through the distributed practice of these skills, over and over again throughout the program, that students begin to internalize them. By modeling and thinking aloud how to solve simple problems, students learn that there are different ways to solve problems.

Chapter 5: Developing Mathematical Skills provides more information about how math concepts and skills are developed in KinderCorner.



Science Domain

Many of the KinderCorner thematic concepts, including animals, seasons, nutrition, transportation, and growth, are based on scientific concepts. Through active engagement with concrete materials, students learn information and construct concepts more vividly than by merely hearing about them or seeing them.

Students have the opportunity to explore scientific concepts with equipment such as magnets, scales, and magnifying lenses. They are introduced to a set of science steps that introduce the scientific method as a way of conducting simple experiments to test hypothesis and discover concepts.

For example, students put drops of water on various materials and then observe and record which materials absorb or repel water. They observe and record what happens when plants are grown under various conditions. They use their senses to discriminate differences in materials, scents, textures, and sounds. They analyze collected data and draw conclusions to solve authentic problems.

Physical Domain

Students need daily opportunities to engage in gross-motor play. They need to practice their locomotor, balance, and manipulation skills. In KinderCorner's Outside/Gross-Motor Play activities, students move in different ways; balance, both in place and when moving; and manipulate balls, beanbags, hoops, etc. Sometimes your students will need unstructured time to run and jump around the playground. At other times, they will benefit from cooperative games and other guided activities related to the theme. The total physical response experienced in some gross-motor activities helps students to internalize the concepts introduced during the other components of the day. Students also need ample opportunities to practice their fine-motor skills. Activities such as cutting, folding, ripping, drawing, painting, writing, and gluing help to develop students' small muscles.

Social Studies Domain

KinderCorner begins by studying concepts that are in students' environment. These include families, friends, and common foods. As the year progresses, students explore concepts that are a bit removed from their immediate experiences, such as communicating via sign language and exploring new art techniques. Many of the KinderCorner units are based on social science themes such as community helpers and communication.

As students learn about their own culture and others, they also learn to appreciate the diversity in our society. The importance of community is stressed in most of the units so students feel that they belong and are valued members of their class, school, and neighborhoods.

Instructional Components

Skills within each of the domain areas are developed through a series of instructional components that are woven together within the context of thematic units. Each unit emphasizes language, literacy, and mathematical development.

Greetings, Readings, & Writings

Each day begins with Greetings, Readings, & Writings. Students are warmly welcomed into the inviting classroom and then become actively involved in meaningful activities. Teachers interact with parents and students and informally assess the demonstration of skills in each of the developmental domains. Teachers provide a five-minute warning near the end of this time, and students prepare to move to a central meeting location for Gathering Circle.

Gathering Circle

Gathering Circle begins with general housekeeping tasks such as assigning classroom jobs and partners for the week. Students then learn social problem solving and other social skills through Getting Along Together lessons. The skills are practiced, reinforced, and applied to real classroom situations throughout the school year.

Theme Exploration

Theme Exploration begins with the Partnership Question of the Day that elicits discussion to set the stage for the specific topic within the theme that will be explored for the day. The daily content focus is introduced through the Daily Message. Students explore thematic concepts through books, background videos, and other interactive activities. They also learn from one to three thematic vocabulary words that will be used throughout the unit.

Rhyme Time

Rhyme Time promotes phonemic awareness and increases theme-related vocabulary through rhymes, songs, and games. After chanting a rhyme or singing a song, students are engaged in an activity each day that aims to develop a specific phonological- or phonemic-awareness skill.

STaR

In Story Telling and Retelling, or STaR, teachers share quality literature as students make predictions, discuss what is happening in the story, and learn new vocabulary words. Students retell the story with puppets, dramatization, and other interactive activities in the subsequent lesson.

Learning Labs

The Learning Labs foster thematic exploration through concrete hands-on activities. Students engage in imaginative play, problem solving, exploring materials, experimenting, observing, and recording data. They interact together, enhancing their interpersonal and oral-language skills, and develop cognitive skills as they engage in imaginative play.

15-Minute Math

15-Minute Math is a brief daily routine of mathematics activities that are connected to everyday situations. All the activities center around an interactive bulletin board that includes both hands-on and visual materials. Students use a calendar, look at patterns, create graphs, count the number of days they have been in school, and do many other thinking tasks. The activities are often related to the theme or time of year.

Snack/Outside/Gross-Motor Play

Snack enhances interpersonal and self-help skills through peer and adult-student interactions. The focus at snack time is on teaching students the mealtime social conventions: making conversation, sharing, serving themselves, and using good manners. Outside/Gross-Motor Play promotes physical and social development through theme-related movement activities. Locomotor, balance, and manipulation activities provide opportunities for students to get exercise and to internalize thematic concepts through kinesthetic experiences.

Stepping Stones and KinderRoots

In units 1–6, students develop beginning-reading skills during the structured lessons of Stepping Stones and during KinderRoots in units 7–16.

Stepping Stones lessons help students to make letter-sound connections, blend sounds to read words, segment sounds to write words, and develop concepts of print. Students remain engaged with fast-paced lessons that include active instruction, partner practice, and entertaining videos.

Phonics, sight words, and concepts-of-print skills are all combined in unit 7 as students read simple books with phonetically regular text called KinderRoots Shared Stories.

Math Mysteries

Math Mysteries use a hands-on, language-based problem-solving approach to learning mathematics. The lessons consist of a series of clearly structured mathematical concepts and skills that emphasize concept development. Students are actively engaged in constructing their own understanding of mathematics.

Let's Daydream

During Let's Daydream, students listen to a poem or piece of beautiful prose filled with imagery as they rest or before napping.

Write Away

During Write Away, teachers provide structured writing instruction that teaches strategies that students can use to communicate in writing before they learn to spell conventionally. After watching the teacher model writing a response to a theme-related writing prompt, students discuss their own ideas with partners and write responses using the strategies that the teacher has introduced. Several students share their writing with the class, which is celebrated with cheers and pocket points. Write Away lessons focus on the topic of students' writing rather than on handwriting.

Let's Think About It

At the end of the day, there is a reflection time, Let's Think About It, which reinforces skills and concepts that students have learned during the day. It helps them to recall and summarize the day's events through discussion and closure activities, such as compiling a book of the day's activities or themes or graphing their experiences. Students also reflect on all the times and places where the thematic vocabulary words for the day were used or heard. They work with partners to create their own oral sentences using the vocabulary words. Just before they leave for home, students verbalize what they learned that day, and the teacher shares homework, and reminds students about watching the Home Link show and completing their Read & Respond bookmark.

Chapter 2: The KinderCorner Curriculum provides more in-depth information about each of the instructional components.

Linking the Instructional Components to the Developmental Domains

The web on the following pages illustrates how each of the instructional components that make up a unit encompasses objectives from various domains. While some components focus more on a particular domain area, each one provides additional instruction and practice with skills in various domains that help to support students' learning.

Web of Curriculum Components: KinderCorner 2nd Edition Plus



Theme Exploration

- Language/Literacy—sharing thoughts, developing print and alphabet awareness, learning vocabulary
- Cognitive—asking questions, predicting, problem solving, analyzing, understanding thematic concepts
- Interpersonal—taking turns, collaborating
- Personal—learning and feeling acceptance, feeling part of a community



Greetings, Readings, & Writings

- Emotional/Personal—learning trust, developing sense of belonging
- Interpersonal—greeting, sharing
- Language/Literacy—conversing, listening, asking questions, reading books, recalling and telling personal stories
- Cognitive—completing puzzles, using manipulatives
- Physical—taking off outerwear, assembling puzzles, holding crayons and markers



Rhyme Time

- Language/Literacy—developing phonemic awareness, learning thematic vocabulary, developing awareness of the rhythm of language and rhymes
- Physical—jumping, dancing, imitating fine motor and gross motor movements
- Interpersonal—cooperating to do actions together
- Cognitive—learning and applying thematic concepts



Learning Labs

- Emotional/Personal—self-regulating, decision making
- Cognitive—sorting, problem solving, analyzing, observing, experimenting
- Mathematical—comparing, counting, one-to-one correspondence
- Language/Literacy—reading, writing, listening
- Creative—moving to music, painting, creating with playdough, making collages
- Physical—holding paintbrushes, manipulating playdough, using sand/water table toys
- Interpersonal—sharing, negotiating, taking turns



STaR

- Language/Literacy—listening, speaking, narrative development, print awareness, vocabulary, enjoying literature, retelling stories
- Cognitive—predicting, comprehending, evaluating, recalling
- Interpersonal—taking turns
- Creative—imagining scenarios



15-Minute Math

- Mathematical—recognizing numbers, counting, one-to-one correspondence
- Cognitive—classifying, analyzing, recognizing patterns
- Language/Literacy—following directions, speaking

 Stepping Stones and **KinderRoots**

- Language/Literacy—understanding letter-sound correspondence, blending and segmenting words, reading simple text, learning concepts of print and vocabulary, developing reading comprehension
- Interpersonal—taking turns, cooperating with partners

 Math Mysteries

- Mathematical—recognizing numbers, counting, one-to-one correspondence
- Cognitive—classifying, problem solving, analyzing, recognizing patterns
- Language/Literacy—following directions, speaking

 Let's Daydream

- Language/Literacy—listening and understanding what is being read
- Creative—imagining about what they hear
- Interpersonal—respecting peers' need for rest
- Personal—resting

 Write Away

- Language/Literacy—writing letters and words, segmenting words, learning emergent writing strategies, using writing to communicate thoughts
- Interpersonal—sharing ideas, giving and receiving feedback

 Let's Think About It

- Cognitive—evaluating, synthesizing, applying
- Language/Literacy—summarizing, recalling, reviewing
- Science—applying concepts to new situations
- Social Studies—learning about thematic concepts
- Interpersonal—taking turns, negotiating
- Mathematical—graphing, comparing

 Gathering Circle

- Cognitive—self-regulation, remembering, focusing
- Interpersonal—listening, problem-solving, being a good friend
- Personal—identifying feelings, beginning to develop empathy

 Snack • Outside • Gross-Motor Play

- Physical—using fine motor and gross motor skills, practicing good nutrition, running, hopping, balancing, throwing
- Emotional/Interpersonal—making decisions, developing self-help skills, using manners, conversing, sharing, taking turns, negotiating, cooperating
- Cognitive—learning about thematic concepts
- Language/Literacy—speaking, listening, conversing, following directions

Other KinderCorner 2nd Edition Plus Program Features

The instructional components alone will not help all students reach their maximum potential. Other important features of the KinderCorner 2nd Edition Plus program work together to provide support to both students and teachers throughout the school year.

Media Support

Classroom media: Numerous videos produced either by Sesame Workshop (from the program *Sesame Street*), the Success for All Foundation, or Sirius Thinking support the curriculum throughout the day and at home.

Home Link Shows: Four nights per week, as a part of their homework, children will watch a Home Link show online that includes the following:

- many of the video segments that they viewed at school that day which can be watched for review and shared with families,
- some new videos that were NOT seen at school, but which address the same content learned that day or review content from previous days, and
- a digital storybook read to them (or that can be read by a family member).

Online Data Tools

Teachers monitor and track student progress as a regular part of their daily routine. Online data tools help to streamline the process and make it easy to access information about each student's growth and development. The information can be used for planning instruction that targets the needs of a whole class or small groups or for guiding coaching for individual students. The data is also compiled in a way that simplifies sharing information with parents and celebrating student success.

Chapter 2: The KinderCorner Curriculum provides information about the specific types of data collected through each instructional component. Chapter 7: Managing Assessment explains the data tools that are used to organize, track, and use this data.

Schoolwide Solutions

Teams of school leaders, teachers, parents, and support staff work together to create systems to support students, parents, and teachers and to engage in problem solving to meet the needs of individual students. Each team has an area of focus such as attendance, parental involvement, positive school culture, family needs, health issues, or individual student support. Teams develop quarterly plans, meet regularly to put them in place, and report progress each quarter to the entire school. Together they build a dynamic school culture that provides powerful instruction in every classroom to ensure that no student falls between the cracks.

Chapter 8: Establishing and Maintaining Connections with Families provides more information about built-in structures in the KinderCorner program that are designed to keep parents informed and involved.

Component Teams

KinderCorner teachers collaborate as a component team to support one another in their implementation of the program. They meet regularly to discuss curriculum, address common concerns, compare assessment data, etc.

Chapter 12: Professional Development and Support provides information about how to establish your component team and work as a team with school leaders and SFAF coaches to get the most from the Success for All program.

Teacher's Resources—Overview

- KinderCorner 2nd Edition Plus Scope and Sequence 16

KinderCorner 2nd Edition Plus Scope and Sequence

Cognitive																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Uses objects, actions, and words as symbols	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Observes and makes discoveries		P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Makes a plan when doing an activity		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Classifies objects by physical characteristics		P	✓	✓	✓	P	P	✓	✓	P	✓	✓	✓	P	✓	✓
Uses attention control (focus)		P			P		P	P	P		P	P			P	P
Uses response inhibition (stop and think)			P			P	P	P		P	P	P		P		P
Uses working memory (remembering)				P	P				P	P			P	P	P	
Draws conclusions based on graphs and charts		P		P	P					P		P	P	P		P
Begins to understand cause-and-effect relationships					P			P	P		P	P	P		P	P
Orders objects in a sequence related to height						P	+	+	+	+	+	+	+	+	+	+
Identifies opposites									P	+	+	+	+	+	+	+
Demonstrates early geographic thinking (mapping, direction)											P	+	+	+	+	P

P = Primary focus/Active instruction **✓** = Reviewed and/or practiced **+** = Optional skill

KinderCorner 2nd Edition Plus Scope and Sequence

Emotional/Personal																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Follows classroom rules and routines	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Completes assigned classroom chores	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Participates actively in classroom activities	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrates curiosity	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Stands up for self				P			P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expresses feelings appropriately with words				P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Asks for help when needed									P	+	+	+	+	+	+	+

Interpersonal																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Converses with adults	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pays attention while another is speaking	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cooperates with others on completing tasks	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Participates appropriately in cooperative activities	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Seeks help from peers when needed	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Makes friends with peers			P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Negotiates with peers							P	P	P	P	P	✓	✓	✓	✓	✓
Comes to consensus in conflict resolution							P	P	P	P	P	✓	✓	✓	✓	✓
Takes turns and shares								P	✓	✓	✓	✓	✓	✓	✓	✓
Takes the perspective of others													P	P	P	P

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KinderCorner 2nd Edition Plus Scope and Sequence

Book Conventions																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifies the front and back covers	P	✓	+	P	+	+	+	+	+	+	+	+	+	+	+	+
Holds a book upright to read	P	P	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identifies where the story begins	P	P	✓	P	P	P	P	P	P	P	P	P	P	P	P	P
Knows the title is the name of the book	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Recognizes that a book title begins with an uppercase letter			P	+	+	+	+	+	+	+	+	+	+	+	+	+
Understands that print conveys meaning	P	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knows the author writes the words in a book	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Knows the illustrator creates the pictures in a book	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Knows that pictures support the text, a moment in the story, or the information presented		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identifies the title page of a book	P	+	P	+	+	+	+	+	+	+	+	+	+	+	+	+
Turns pages from left to right	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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KinderCorner 2nd Edition Plus Scope and Sequence

Concepts of Print																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Understands that written words are made of letters	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understands that letters represent sounds in spoken words	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follows words left to right	P	P	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follows text from the top of the page to the bottom	P	P	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follows text from page to page	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognizes that spoken words are represented in writing by specific sequences of letters	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Understands that words are separated by spaces in print			P	+	P	+	+	+	+	+	+	+	+	+	+	+
Knows that letters make up the alphabet	P	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Matches uppercase and lowercase letters of the alphabet	P	P	P	P	P	P	+	+	+	+	+	+	+	+	+	+
Names uppercase and lowercase letters of the alphabet							P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Matches letters in different contexts or fonts	+	P	P	P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Matches words in different contexts			P	P	✓	✓	P	+	+	+	P	+	+	+	+	+
Knows when uppercase and lowercase letters are used				P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discriminates between words and sentences				P	P	P	P	P	P	P	P	P	P	P	P	P
Identifies question marks, periods, and exclamation points		P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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KinderCorner 2nd Edition Plus Scope and Sequence

Phonological and Phonemic Awareness																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Attentive listening: identifies sounds in the environment	P	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Attentive listening: follows oral instructions	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognizes rhymes	+	P	P	P	P	+	+	+	+	+	+	+	+	+	P	+
Produces rhymes		P	+	P	P	+	+	+	+	+	+	+	+	+	P	+
Understands that words can be put together to make a sentence			P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Segments sentences			P													
Counts syllables	P	+	+	+	+	P	+	+	+	+	+	+	+	+	+	+
Segments syllables	P	+	+	+	P	+	P	+	+	+	+	+	+	+	+	+
Blends syllables							P									
Understands that words are made of sounds	P	P	P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identifies initial sounds		P	+	P	P	P	+	P	+	P	P	P	P	P	+	+
Identifies medial sounds										P	P	P	+	+	+	+
Identifies ending sounds								P	P	+	P	P	+	P	P	+
Blends sounds auditorily (to create words)	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Segments sounds auditorily (in words)		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Substitutes phonemes in a given word							P	P	P	P	P	P	P	P	P	P
Deletes phonemes from a given word									P	P	+	+	+	+	+	+
Adds phonemes to a given word											P	P	P	P	P	P
Blends and segments onsets and rimes of single-syllable spoken words	P	P	+	P	P	P	+	+	+	+	+	+	+	+	+	+
Recognizes alliteration		P	P	P	P	P	P	P	+	+	+	+	+	+	+	+

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KinderCorner 2nd Edition Plus Scope and Sequence

Emergent-Reading Concepts and Skills																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Understands that words that are shaped the same are said (read) the same	P	✓	✓	P	✓	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reads own first name	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reads own last name	P	+	+	+	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reads classmates' first names										P	✓	✓	✓	✓	✓	✓
Understands that written words are made of letters	P	P	P	P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understands that letters represent sounds in spoken words		P	P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reads repetitive words in text	P	P	P	P	P	P	+	+	+	+	+	+	+	+	+	+
Reads picture words that represent text	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Reads emergent-reader texts with purpose and understanding								P	P	P	P	P	P	P	P	P
Compares and contrasts the adventures and experiences of characters in familiar stories								P	P	P	P	P	P	P	P	P
Actively engages in group reading activities with purpose and understanding								P	P	P	P	P	P	P	P	P
Identifies the reasons the author gives to support points in an informational text		+		+	+			+	+	+	+	+	+	+	+	+
Identifies basic similarities and differences between texts on the same topic				+	+			+	+	+	+	+	+		+	+

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KinderCorner 2nd Edition Plus Scope and Sequence

Early Reading Concepts and Skills																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Knows letter-sound correspondence for the primary or most frequent sounds for consonants	+	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Associates long and short sounds with the common spellings for the five major vowels	+	P	P	P	P	+	+	+	+	+	+	+	+	P	P	✓
Blends sounds to read words	+	+	+	P	P	P	P	P	P	P	P	P	P	P	P	P
Reads common high-frequency words by sight	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Understands that the first letter in a word helps the reader know what the word says	P	P	P	P	P	P	+	+	+	+	+	+	+	+	+	+
Distinguishes between similarly spelled words by identifying the sounds of the letters that differ			+	+	+	+	P	P	P	P	P	P	P	P	P	P
Predicts what will happen in a story based on the pictures	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Reads simple texts with accuracy	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Reads with expression	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

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KinderCorner 2nd Edition Plus Scope and Sequence

Listening Comprehension																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Listens attentively to stories	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Relates characters in a story to self or known people	P	P	+	+	+	+	+	+	+	+	P	+	+	P	+	+
Relates story plots to reality			P	P	P	P	+	+	P	P	+	P	+	P	+	+
Uses inferential thinking		P	P	P	✓	P	✓	✓	P	✓	✓	✓	P	✓	✓	P
Sequences story events		P	P	P	✓	P	P	✓	✓	P	✓	P	P	✓	✓	P
Identifies the purpose for reading			P	P		P		P								P
Makes predictions during a story		P	P	P	✓	P	✓	✓	P	✓	✓	✓	P	✓	✓	P
Compares stories					P		P	P				P	P	P		P
Discriminates between fantasy and reality			P	P		P			P	P				P		
Dramatizes a story	P	P	P		P	P	P	P	P			P		P	P	P
Asks and answers questions about key details in an expository text		P	P					P	P	P	✓		✓	✓	✓	✓
Retells familiar stories, including key details	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Identifies characters, settings, and major events in a story		P	✓	P	✓	✓	✓	P	✓	✓	✓	P	P	✓	✓	P
Identifies the main topic and retells the key ideas of an expository text		+		+	+			+	+	+	+	+	+	+	+	+
Asks and answers questions about unknown words in a text	P	✓	✓	✓	P	✓	P	✓	✓	✓	✓	P	✓	P	✓	✓
Recognizes common genres of text (storybooks, poems, informational)		P	P	P	P		P		P							
Describes the connection between two individuals, events, ideas, or pieces of information in a text		+		+	+			+	+	+	+	+	+	+	+	+

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KinderCorner 2nd Edition Plus Scope and Sequence

Oral Language and Vocabulary																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Speaks in complete sentences	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Recites learned rhymes and songs	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Uses new theme-related vocabulary	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Describes an object	+	+	+	P	✓	✓	P	✓	P	✓	✓	P	P	✓	P	P
Describes what is happening in a picture	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Participates in conversations with peers and adults in small and large groups	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Listens attentively as others speak	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Continues a conversation through multiple exchanges	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Confirms understanding of a text read aloud or information presented orally		+		+	+			+	+	+	+	+	+	+	+	+
Speaks audibly and expresses thoughts, feelings, and ideas clearly	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses prepositions appropriately	P	P	✓	✓	✓	✓	P	✓	P	✓	✓	✓	✓	✓	✓	✓
Uses appropriate pronouns							P	✓	P	P	✓	✓	✓	✓	✓	✓
Forms a question		P			P		P					P		P		
Uses frequently occurring verbs and nouns	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Forms regular plural nouns orally (/s/ or /es/)	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Produces and expands sentences in shared language activities	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

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KinderCorner 2nd Edition Plus Scope and Sequence

Oral Language and Vocabulary <i>continued</i>																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifies new meanings for familiar words and applies them accurately		P	P						P						P	
Uses the most frequently occurring inflections and affixes (e.g., “-ed,” “-s,” “re-,” “un-,” “pre-,” “-ful,” “-less”) as a clue to the meaning of an unknown word	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Sorts common objects into categories (e.g., shapes, foods)	P	+	+	+	+	P	P	+	P	+	+	+	+	P	+	P
Demonstrates an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	+	+	+	+	+	+	+	+	P	+	+	+	+	+	+	+
Identifies real-life connections between words and their uses	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Distinguishes shades of meaning among verbs that describe the same general action	P	P	+	+	+	+	+	+	+	+	+	P	+	+	+	P
Uses words and phrases acquired through conversations, reading and being read to, and responding to texts	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

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KinderCorner 2nd Edition Plus Scope and Sequence

Writing																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Draws a picture to illustrate a word or an idea	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Draws a line in place of a word or in place of parts of words		P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writes letters to represent known sounds in a word		P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Copies a word from a book or other resource				P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writes words from memory					P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses Say-Spell-Say for sight words								P	✓	✓	✓	✓	✓	✓	✓	✓
Uses emergent-writing forms to tell about a book									P	P	P	P	P	P	P	P
Uses emergent-writing forms to give his or her opinion about a book									P	P	P	P	P	P	P	P
Uses emergent-writing forms to give information about a topic	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Uses emergent-writing forms to narrate a single event or multiple events and to provide a reaction to what happened		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Responds to questions and suggestions from peers and adds details to strengthen writing as needed	+	+	+	+	+	+	+	+	+	+	+	+	P	P	P	P
Explores a variety of digital tools to produce and publish writing independently or in collaboration with peers									P	P	P	P	P	P	P	P
Participates in shared research and writing projects	+	+	+	+	+	+	+	+	P	+	P	+	P	+	+	+

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KinderCorner 2nd Edition Plus Scope and Sequence

Writing <i>continued</i>																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Recalls information from experiences or gathers information from provided sources to answer a question		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Prints uppercase and lowercase letters		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Capitalizes the first word in a sentence and the pronoun "I"		P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognizes and uses end punctuation		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognizes an apostrophe as a shortening of two words			P	+	+	+	+	+	+	+	+	+	+	+	+	+
Writes a letter or letters for consonant and short vowel sounds		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Uses letter-sound relationships to spell simple words phonetically		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Writes own first name	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writes own last name	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Makes labels/signs	+	+	+	+	+	+	+	+	+	P	+	+	P	+	+	+
Creates a picture dictionary													P			
Makes a list	+	+	+	+	+	P	+	P	+	+	+	+	+	+	+	+
Writes a letter	+	+	P	+	+	+	+	+	+	P	P	+	P	+	+	+
Writes recipes and menus	+	+	P	+	+	P	+	+	+	+	+	+	+	+	+	+
Records observations		+	+	+	P	P	+	P	+	+	P	P	+	+	P	+

P = Primary focus/Active instruction **✓** = Reviewed and/or practiced **+** = Optional skill

KinderCorner 2nd Edition Plus Scope and Sequence

Mathematics—Numeration/Number Sense																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Counts by ones, fives, and tens	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Groups and counts by ones, fives, and tens	P	✓	✓	✓	✓	✓	P	P	✓	✓	✓	✓	✓	✓	✓	✓
Identifies one-to-one correspondence		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explores one- and two-digit numbers with materials			P	P	P	P	P	P	P	P	P	P	✓	✓	✓	✓
Creates and names sets of one to twenty			P	P	P	P	P	P	P	P	P	P	✓	✓	✓	P
Identifies numbers 1–20			P	P	P	P	P	P	P	P	P	P	✓	✓	✓	✓
Writes numerals 1–20			P	P	P	P	P	P	P	P	P	P	✓	✓	✓	✓
Names and identifies objects with ordinal number names (first through twelfth)																P
Orders numbers															P	P
Names missing numbers on a number line (before, after, or between given numbers)															P	
Estimates quantity												p				

Mathematics—Problem Solving																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifies attributes	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Classifies and sorts	P	✓	✓	✓	✓	✓	P	✓	✓	✓	✓	✓	✓	P	✓	P
Analyzes and extends a pattern		P	P	P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creates and describes a pattern					P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Solves multistep problems using problem-solving strategies (act it out, etc.)									P	P	P	P	P	P	P	P

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KinderCorner 2nd Edition Plus Scope and Sequence

Mathematics—Comparison																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifies a set that is equal to a given set			P					P	P	P						
Constructs a set that is one more than a given set						P										
Constructs a set that is one less than a given set						P										
Represents a model for addition using manipulatives							P				✓	✓	P			✓
Represents a model for subtraction using manipulatives								P			✓	✓	P			✓
Solve addition and subtraction problems							P	P			P	P				✓
Counts on from a given number															P	
Counts back from a given number															P	
Mathematics—Statistics and Probability																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Reads and interprets data on a graph		P		P	P					P		P	P	P		P
Collects and records data on a graph over time					P							P	P			

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KinderCorner 2nd Edition Plus Scope and Sequence

Mathematics—Measurement																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Describes the size of materials and pictures (small, medium, large)	P	P							✓	P						
Compares objects (heavier than or lighter than a given object)						P			P	P						P
Measures length using nonstandard units						P										
Uses standard units of measure to explore the lengths of various objects						P										
Compares the capacity of a variety of containers						P										
Measures capacity using nonstandard units						P										

Mathematics—Time																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifies the days of the week in order		P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identifies the months of the year in order		P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses the terms “yesterday,” “today,” and “tomorrow”	P	P	✓	P	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Locates a given day on a calendar	P		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understands what a day is (morning, afternoon, night)														P		
Demonstrates the direction in which clock hands move														P		
Distinguishes between the hour and minute hands on an analog clock														P		
Determines time to the hour on an analog clock														P		
Relates time on an analog clock to digital time														P		

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KinderCorner 2nd Edition Plus Scope and Sequence

Mathematics—Money																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifies and names a penny, a nickel, and a dime and their values													P			
Finds the value of a set of coins													P			
Matches coin amounts to cents													P			
Identifies and uses the cent sign													P			
Mathematics—Geometry																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Names and describes a circle, a square, a rectangle, and a triangle				P			✓									✓
Names and identifies a ball, a box, and a cone				P												
Joins simple shapes to form larger shapes										P						
Mathematics—Fractions																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifies a whole														P		
Identifies parts of a whole (equal and unequal)														P		
Identifies halves														P		
Recognizes part-whole relationships														P		

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KinderCorner 2nd Edition Plus Scope and Sequence

Creative																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Explores creative art materials		P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Uses arts to represent and express experiences or feelings		P	+	+	+	+	P	+	+	+	+	+	+	+	+	+
Engages in a variety of creative arts	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Identifies similarities and differences among artistic representations		P					P									
Experiments with a variety of art materials	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Pretends with objects	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Takes on dramatic roles	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Participates in singing and chanting activities	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Experiments with musical instruments	+	+	+	+	+	+	P	+	+	+	+	+	+	+	+	+

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KinderCorner 2nd Edition Plus Scope and Sequence

Science—Scientific Methods																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Asks science-oriented questions		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Predicts outcomes		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Observes using all five senses		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conducts organized experiments		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Records observed data		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Draws conclusions		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science—Life Sciences																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Builds basic knowledge and understanding of human body systems and senses				P												
Identifies selected plants and animals by known characteristics					P	P		P				P	P	P	P	
Describes the basic life cycles of selected plants and animals					P	P		P				P	P	P	P	
Expands knowledge of basic environmental and nutritional needs of selected plants and animals					P			P				P	P	P	P	
Science—Physical Sciences																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Explains basic knowledge of light, heat, electricity, and magnetism								P								
Begins to develop a basic understanding of the properties of objects and materials (e.g., solids, liquids, gases)															P	P

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KinderCorner 2nd Edition Plus Scope and Sequence

Science—Earth Sciences																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Builds a basic understanding of changes in Earth and the sky (e.g., changes of the seasons)					P			P				P				
Expands knowledge of the objects in the sky								P								
Develops a basic understanding of the properties of Earth materials (e.g., rocks and minerals, land formations)															P	P
Science—Science and Technology																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Develops a basic awareness of and the need for science and technology										P						
Distinguishes between natural objects and objects made by humans																P
Science—Science in Personal and Social Perspectives																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Describes basic food groups						P										
Understands basics of personal safety											P					
Begins to understand issues of how society causes environmental changes (e.g., pollution, conservation, recycling)																P

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KinderCorner 2nd Edition Plus Scope and Sequence

Social Studies—Family, Home, and Community																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifies family members, relationships, and roles		P	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	P	✓	✓	✓
Demonstrates an awareness of the school community	P	P	✓	✓	✓	+	✓	P	✓	✓	P	✓	✓	✓	✓	✓
Demonstrates an awareness of the roles people play in society						P	P	P	+	+	P	+	P	P		P
Demonstrates an awareness of the local neighborhood and community								P	+	+	P	+	+	+	+	+

Social Studies—Transportation																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Becomes familiar with various forms of transportation					P	P				P						
Demonstrates a knowledge of the various purposes of transportation					P	P				P						

Social Studies—Communication																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Demonstrates an understanding of the need to communicate	+	+	+	+	+	+	+	+	+	P	+	+	+	+	+	+
Demonstrates various methods of communication	+	+	+	+	+	+	+	+	+	P	+	+	+	+	+	+

Social Studies—Economic Processes and Consumerism																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Dramatizes buying, selling, and manufacturing					P	P	+	+	+	+	P	+	P	+	P	+
Dramatizes knowledge and use of currency in society					P	P	+	+	+	+	P	+	P	+	P	+

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KinderCorner 2nd Edition Plus Scope and Sequence

Physical																
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Coordinates eye-hand movements		P	✓	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Catches a ball or beanbag	+	+	+	P	+	P	+	+	+	+	+	+	+	+	+	+
Throws, kicks, or rolls a ball in intended direction	+	+	+	+	+	P	P	P	+	+	+	+	✓	+	+	+
Jumps forward, backward, and sideways with control and coordination	+	+	+	+	+	+	P	P	✓	+	+	+	+	+	✓	✓
Jumps rope when assisted by others who are swinging the rope	+	+	+	+	+	+	P	+	+	+	+	+	+	+	+	+
Balances objects on body parts	+	+	+	+	+	+	+	P	+	+	+	+	+	+	+	+
Manipulates small objects with precision	+	+	+	+	+	+	+	+	+	+	+	P	+	+	+	+
Walks with balance and coordination	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Runs with control	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Hops using either foot	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Climbs equipment with agility	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Gallops and skips with ease	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

P = Primary focus/Active instruction **✓** = Reviewed and/or practiced **+** = Optional skill

Chapter 2 | The KinderCorner Curriculum

Thematic Units

Students learn best when there is a core concept with a variety of activities to reinforce that concept, so the instructional components of KinderCorner are embedded within the context of thematic units. Because most activities are theme-related, students do not have to refocus on many different concepts throughout the day. Depending on the theme, students count pets or fish, measure flour or potting soil, and find patterns in flowers or on tools. The KinderCorner thematic units expose students to a wide array of concepts in a cohesive format. These themes form a basis of general knowledge that students will need to succeed in school and in life.

There is an introductory one-week unit followed by fifteen two-week units that flow logically throughout the year. Many of the themes are determined by the season or the time of the school year, and most relate to science or social studies topics.

A theme-based curriculum is appropriate for young students because:

- they are motivated by themes that target what they are curious about and ready to learn, and
- the skills and content knowledge that young students need to learn are integrated through the themes.

KinderCorner Thematic Units

1. *Welcome to School*
2. *I Am Amazing! I Feel Fine!* (self-esteem and feelings)
3. *Those Nearest & Dearest* (friends and families)
4. *Head to Toe* (body awareness and senses)
5. *Cornucopia* (harvest and autumn)
6. *What's on the Menu?* (nutrition and markets)
7. *Sing a Song—Paint a Picture* (art, artists, music, and musicians)
8. *Winter Weatherland* (winter and weather)
9. *Day & Night, Dark & Light* (opposites, night and day)
10. *Words & Roads Take Us Places* (communication and transportation)
11. *Safe & Sound* (community helpers and safety)
12. *Buggy About Spring* (spring and insects)
13. *City Gardens & Country Farms* (growing things and farms)
14. *Fur & Feathers* (pets and zoo)
15. *Water Wonders* (water and fish)
16. *Earth Day Is Every Day* (environment and ecology)

Each unit introduces many concepts through problems that students can solve by exploration, experimentation, observation, and discussion.

Monitoring and Tracking Student Progress

Individualized objectives include those either not yet demonstrated by the student or not observed due to time constraints or absenteeism. Only the earliest objective in each skill strand is listed.

Students develop skills in each of the developmental domains as they progress through each of the thematic units. Teachers monitor and track this growth on a daily basis throughout the day. Information about student progress is easily managed with a tool called the weekly record form. Using the online data tools, teachers generate a weekly record form each week that identifies specific skills to look for to track students’ development with oral language, phonological and phonemic awareness, phonics, concepts of print, beginning reading, social problem solving, and math. The form is printed out and placed on a clipboard for use throughout the week.

Sample Weekly Record Form for Unit 3, Week 2



Weekly Record Form

Unit 3 | Week 2: Those Nearest & Dearest

Teacher: _____ Date: _____

Students	Graphemes		Oral-Language Development		PA	Beginning Reading		Emergent Writing	GAT	Math	Homework		
	Reads and writes	s d	SOLO vocabulary (score 0–100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Produces words that rhyme with “sad,” “me” (D, ND)	Identifies and explains the purpose of a title (D, ND)	Sounds out the word “sad” (D, ND)	Stages Observed • Write Away • Lab Plan ☒ Conference Completed	Identifies steps for making a friend (D, ND)	Represents numbers 4 and 5 with objects (D, ND)	Writes numbers 4 and 5 (D, ND)	Read & Respond
Elizabeth	R								☐				
	W								☐				
	R								☐				

Students		Graphemes not mastered	Individual Objectives (from previous lesson)
Elizabeth	R	a, m	☐ Follows print from page to page ☐ Counts by rote to 10
	W		
	N		

Skills and strategies are also identified for other domain areas, such as creativity, science, and social studies, and collected on Observing Across the Domains checklists. Chapter 7: Managing Assessment provides detailed information about how to use the data tools. In the teacher’s resource section of chapter 7, you will find sample weekly record forms and the Observing Across the Domains checklists.

The Instructional Components

See chapter 10: **Getting Started** for more detailed information and advice about setting your schedule.

The daily lessons in each thematic unit are presented through a series of instructional components. The following sections provide information about each of the instructional components of KinderCorner, including a description, purpose, implementation information or teaching tips, and how student progress is tracked and monitored. Beside each component title is a suggested time to allot to that component in a full-day program. These times will need to be increased or decreased depending on the time available for your particular situation.



Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Description

Each day begins with Greetings, Readings, & Writings. Students are welcomed into the classroom and then become actively involved in meaningful activities. As they enter, they follow a set of routines that include turning in homework, removing and storing coats and jackets, signing in, discussing last night's Home Link show, and self-selecting activities. Each unit provides a list of suggested activities that can be experienced at this time in the classroom library, literacy, math, computer/media, or writing labs. Teachers may also make any other theme-related puzzles or games available.

Teachers engage with parents and students during this time to build the classroom community and to encourage oral-language development. They also use this time to assess for demonstration of mastery of skills from the weekly record form or to provide instruction for objectives not previously mastered by individuals or small groups of students.

Purpose

Students develop self-regulation skills as they follow the routine and make choices about their activities.

Students' language and social abilities are enhanced through informal conversation with adults. The sign-in activity provides practice with writing. General literacy and math skills might be developed depending on the activity the student chooses each day.

This component helps students ease into the day by engaging in a conversation with an adult, looking at a book, writing in their journals, or playing with some puzzles or playdough while everyone gets ready to begin another fun-filled, learning-rich day.

Implementation Information and Tips

We recommend that an adult sit or stand near the entrance to the classroom to welcome students and those who bring them to school with a smile and a personal greeting so they feel recognized and a part of the class. Try to greet each student

individually, and make a positive connection between the students' homes and school by asking questions such as how students slept the night before, how they are feeling, or whether anything special has happened since they were last in school. Ask students what they remember from last night's Home Link show, and collect Read & Respond bookmarks. Success in school and in life means more than just succeeding academically. It also means feeling good about yourself and feeling capable. Students should experience school as a safe, comfortable, and supportive place where they feel that they belong and can achieve and where they feel confident enough to take risks and try out new activities.

The development of self-help skills is enhanced by encouraging students, as much as they are able, to perform tasks such as taking off their outerwear by themselves and locating their own hooks or cubbies for storing backpacks or other personal items. Acknowledge their attempts at these self-help skills.

The sign-in process is scaffolded in the beginning units. Students move from finding their nametags or placing name cards in a basket to copying their names from the sheet to writing their names on a blank sign-in sheet that only contains lines. Although the sign-in method for each unit is suggested in the theme guide, feel free to accelerate, or decelerate, the process as needed by your students.

For students to become self-regulated learners, they need to decide for themselves which activities they want to explore and in which order. If your students usually distribute themselves fairly evenly throughout the open Learning Labs and table-top activities, do not impose an artificial method of assigning students to activities. Provide guidance, if needed, in helping students to select alternate activities when their first choices are full. Keeping consistent activities available throughout the week can help to ensure that everyone has a turn at popular destinations.

Show excitement about exploring information about the current theme as you interact with students. This will also develop their excitement about the theme.

Monitoring and Tracking Student Progress

Greeting, Readings, & Writings is the perfect time to observe a myriad of skills in a natural setting depending on the types of activities that students have selected. You may be able to observe whether students demonstrate mastery with phonological- and phonemic-awareness, beginning-reading, Getting Along Together, or math objectives listed on the weekly record form. If they choose an activity that involves writing at this time, you may also be able to document the writing stage that they demonstrate. Greetings, Readings, & Writings is an excellent time to provide coaching for or observe for skills that students have not mastered from previous weeks. When data is entered into the online data-tools system each week, the individualized objectives for each student print in the second section of the weekly record form.

Recommended skills to observe for each week are listed on the weekly record form and described in more detail in the Greetings, Readings, & Writings portion of the theme guides on days 2 and 6. (Day 1 is reserved for getting students acquainted with the materials for the new unit.)



Gathering Circle

TIMING GOAL: 15–20 minutes

Description

After Greetings, Readings, & Writings, the class meets in one place for a whole-group time called Gathering Circle. This component begins with general housekeeping tasks such as assigning classroom tasks and partners for the week. Students then have Getting Along Together lessons that help students to develop social problem-solving skills.

The Getting Along Together skills are practiced and reviewed at some level every day. On some days, lessons provide instruction in new skills, and on other days, students practice and review previously introduced skills. In a Class Council meeting at the end of the week, the class is able to apply all the skills they have learned to solve a real classroom problem.

More time is provided for Gathering Circle on days 2, 3, 7, and 8 due to the additional time needed for the Getting Along Together skill lessons. Rhyme Time lessons are shorter on these days.

The Weekly Getting Along Together Sequence				
Days 1 and 6 15 minutes	Days 2 and 7 20 minutes	Days 3 and 8 20 minutes	Days 4 and 9 15 minutes	Days 5 and 10 15 minutes
- Select Cool Kid #1. - Partner Challenge - Brain Game	- Getting Along Together skill lesson - Partner Challenge	- Select Cool Kid #2. - Getting Along Together skill lesson - Partner Challenge	- Partner Challenge - Brain Game	- Class Council - At the end of the day, students demonstrate mastery of the Partner Challenge.

Skill Lessons

Students learn specific skills that will help them to listen actively when someone is speaking to them, make new friends, and resolve conflicts. Each lesson is highly interactive and often involves modeling through puppet skits and partner-practice scenarios.

Cool Kids

Everyone likes to feel special. Two Cool Kids are also selected each week. This is a chance for students to be special and get positive feedback from teachers and their peers about how they are valuable classroom members. The Cool Kid is announced during Gathering Circle, and the class is directed to notice all the positive behaviors the Cool Kid does during the day that are helpful to the class and his or her partnership, particularly focusing on the skills introduced in Getting Along Together lessons. At the end of each day, the teacher and students give the Cool Kid positive feedback and/or compliments about his or her behavior. At the end of the week, the two Cool Kids are awarded Cool Kid certificates.

Partner Challenge

The Partner Challenge is a quick review for partners to exhibit the skills they have learned during the lessons. Partners may be required to tell how they used a particular Getting Along Together skill during the day or to demonstrate a skill. Students earn pocket points when they respond to the challenge or exhibit the identified skill. The challenge is explained during Gathering Circle and then practiced throughout the day. During snack, a brief amount of time is provided for discussion to ensure that all students have an opportunity to engage in the challenge. During Let's Think About It, at the end of the day, a few partnerships will have the opportunity to demonstrate the skill and earn pocket points for KinderRoo's pouch.

Brain Games

Brain Games are fun and often familiar games that help students to practice skills in focus, memory, and self-control. Examples include Simon Says and Freeze.

Class Council

At the end of each week, students participate in a Class Council meeting. During this time, the teacher facilitates a discussion around an interpersonal issue that might be interfering with the smooth functioning of the class such as problems with sharing lab materials or taking turns on the playground. The teacher helps students apply their Getting Along Together skills and strategies to approach the problem in a way that does not blame individuals, but helps to build a more positive and orderly classroom community. Theme guides include suggestions for additional practice or application of the Getting Along Together skills for times when there are no class issues that need to be resolved. A sample is included in the teacher's resources section at the end of this chapter.

Purpose

Gathering Circle helps to build a peaceful classroom community by establishing a sense of routine. It also equips students with Getting Along Together skills and strategies to help them focus their thinking, manage their behavior, build positive relationships, and understand and deal with their feelings. Starting the day with Gathering Circle sets the stage for positive learning experiences for the remainder of the day.

Implementation Information and Tips

Checking Attendance

The sign-in sheet can be a helpful tool in taking attendance each morning. You most likely have procedures in place at your school for reporting attendance each day. Try to take attendance in a meaningful way so learning time is not wasted.

Homework and Debriefing the Home Link

Each night students will have homework assignments. Some assignments, such as Read & Respond bookmarks, are supported by physical paper items. Others are tasks that students will be able to describe to you, such as finding out what a parent's favorite game was when he or she was a child. Questions are provided

that are specific to the previous night's Home Link show to spark class discussion. Celebrate what students have done at home as a part of Gathering Circle by awarding pocket points if at least half of the students have completed their homework. As the year progresses, your expectations for the percentage of the class that should have completed their homework should increase.

Assigning Classroom Jobs

At the beginning of the week, quickly assign weekly jobs to all students. Although you may assign one job to one student, some teachers assign jobs to partnerships to provide students practice in helping each other and to foster a community spirit. Jobs can be assigned in a variety of ways. Most teachers create a job chart to track which students are in charge of which tasks. Students keep the same jobs for one week.

Some popular jobs include:

- line leader,
- caboose,
- lunch count,
- table cleaner,
- fish feeder (or other classroom pet care), and
- writing-journal collector (for after Write Away).

Assigning Partnerships

Partnerships should be assigned by the teacher, not selected by students. Try to mix genders, ethnicities, and personalities so students will learn to work with all other students in the class. This will help to build a classroom community. If you have an odd number of students, assign some students to a group of three. Partnerships should remain consistent for at least a week. Initially, some students may need even more time to establish trust and to begin to feel comfortable with their partners. If, on day 1 or 6, you feel that your students are not ready to change partners, keep the partnerships the same for that week.

You will want to think about how you will remember the partnership assignments. Some teachers post partner names or photographs on a bulletin board; others maintain a list. The online data tools will allow you to print students' names grouped in partnerships.

Keep in mind that the more hesitant speakers don't have an opportunity to express their thoughts often when paired with very assertive students, so you might pair them with other reluctant speakers or students who are slightly less shy. It usually benefits all students optimally if the more capable students are paired with slightly less capable ones, and the moderately capable students are paired with those who struggle the most. Of course, in every area throughout the day, every student will find his or her areas of strength.

Selecting the Cool Kid

Randomly select the first Cool Kid at the start of the week and the second Cool Kid on the third day. Make sure to select different Cool Kids until all students have had a chance to participate. As you announce who the Cool Kid will be, identify any special jobs or privileges that he or she might have, and tell the class they should look for

examples from the Cool Kid of great behavior, especially behaviors that demonstrate Getting Along Together skills or strategies. At the end of each day, students will have the opportunity to provide some specific compliments about positive behavior to the Cool Kid. Write these compliments in the space provided on the Cool Kid's certificate that will be awarded to the two Cool Kids of the week on days 5 and 10.

The Partner Challenge

Be sure to award pocket points throughout the day when you see students practicing the Partner Challenge or exhibiting the skills addressed in the challenge. Although practice time is suggested during snack, partners can practice the Partner Challenge at any point in the day. Be vigilant in awarding pocket points and in offering praise as students demonstrate the challenge at the end of the day. This will help students to internalize the Getting Along Together skills and will increase the chance that they will use them in real-life situations.

Brain Games

When introducing the Brain Games, be sure to identify the skill that students are working on, and emphasize how getting better at these skills can help them to learn. Brain Games are introduced at the beginning of the week, but you can play them anytime you have a minute during the day such as while waiting for recess or lunch, as a sponge activity between subjects, or at the end of the day. Keep these activities quick and fun, but let students play them as often as you can.

Getting Along Together Skill Lessons

Many of the skill lessons include puppet skits or other activities that actively engage students. Read the lesson prior to teaching so you are familiar with the puppet skits in particular. This will expedite the skill portion of the lesson and maximize time for student practice. Monitor practice periods closely to support students' efforts with the new skills.

Class Council Meetings

Once you have established the habit of holding regular Class Council meetings, you will be able to refer to them when problems arise. For example, you could say, "Many friends are pushing others when waiting in line at the water fountain. Is this something we could talk about in our Class Council meeting this week?" Be sure to always address problems in a general way and not to name specific student names. If necessary, use puppets instead of students to act out these scenarios.

Monitoring and Tracking Student Progress

The Getting Along Together skills are practiced by students during skill lessons on days 2, 3, 7, and 8 and during Partner Challenge and even Class Council meetings. You may observe for demonstration of mastery of the Getting Along Together skills as students work with partners or in more natural settings at other times of the day. The weekly record form lists the skills that you will observe for each week. For some weeks, a skill is not listed on the form. Use these weeks to continue to coach and monitor Getting Along Together skills that any students may have listed as a part of their individualized objectives.

See the teacher's resources section at the end of chapter 6 for a list of the Getting Along Together skills, Partner Challenge topics, and Brain Games addressed in each unit. You will also find a sample Class Council meeting from unit 4, day 5.



Theme Exploration

TIMING GOAL: 15 minutes

Description

Theme Exploration begins with the Partnership Question of the Day that prompts partners to discuss their homework from the night before or their responses to a question that will set the stage for the remainder of the lesson. The teacher uses Think-Pair-Share and the sharing sticks to ensure that all students have a chance to communicate their ideas and an equal opportunity to share their partnerships' responses with the whole class.

The discussion question is followed by the Daily Message, which introduces the thematic concept for the day. The teacher writes the Daily Message in front of students, modeling writing and spelling each word in its conventional form. After focusing on a few aspects of writing, phonics, or concepts-of-print skills that are illustrated in the message, the teacher uses the message to introduce the daily focus for the day.

See the teacher's resources section at the end of this chapter for a list of daily focus statements and thematic vocabulary for each unit.

Students are then engaged in a short, interactive theme-learning lesson that teaches background information about the theme focus. The lesson format varies. Students may explore parts of a book, watch a background video, or interact with theme-related objects. The puppet mascots KinderRoo, Joey, and Alex often serve as teacher's helpers in these activities. Digital dictionary videos provide engaging illustrations of thematic vocabulary.

The thematic vocabulary is introduced in a natural way as a part of the Theme Exploration lesson. The teacher highlights the words at the end of the lesson by defining them and modeling their use in a sentence. The words are referred to throughout the day in different components.

Purpose

The Theme Exploration lessons teach information and vocabulary words associated with the themes, most of which revolve around social studies or science content. Students are actively engaged in each lesson, providing opportunities for them to use the new vocabulary in a natural setting.

Implementation Information and Tips

Review the lessons before teaching them. The format and types of materials used in the Theme Learning portion of the lessons varies from day to day.

Post the thematic vocabulary words in a place where you can see them as a reminder to refer to them as often as possible throughout the day. If you are using the interactive whiteboard, the words will accumulate each week in the upper right-hand corner of the screen. Replay digital dictionary videos as needed to support learning of the thematic vocabulary words.

Monitoring and Tracking Student Progress

Theme Exploration lessons will provide a time during which you may discover misconceptions that your students have about scientific or social studies topics. Make a note of these, and clarify information when possible.

Refer to the Observing Across the Domains checklists in the teacher's resources section at the end of chapter 7: Managing Assessment to see the science and social studies objectives.

Rhyme Time

TIMING GOAL: 5–10 minutes

Description

Students love the sounds and rhythms of the music and rhymes they chant during Rhyme Time. They will learn many of the poems along with the KinderKids, who demonstrate the words and motions in videos. After reciting a rhyme and doing the accompanying motions, students are engaged in a game or fun instructional activity that helps to develop phonological- and phonemic-awareness skills.

The Weekly Rhyme Time Sequence				
Days 1 and 6 10 minutes	Days 2 and 7 5 minutes	Days 3 and 8 5 minutes	Days 4 and 9 10 minutes	Days 5 and 10 10 minutes
- Recite the rhyme. - Phonemic- or phonological-awareness lesson	- Recite the rhyme. - Say-It-Fast with words from the rhyme	- Recite the rhyme. - Break-It-Down with words from the rhyme	- Recite the rhyme. - Phonemic- or phonological-awareness lesson	- Recite the rhyme. - Phonemic- or phonological-awareness lesson

Purpose

The chants, poems, songs, and rhymes used in Rhyme Time reinforce and build on thematic concepts and vocabulary. They also provide practice and experience with the rhythmic cadence of language, which helps to build speaking fluency.

Another goal of this component is to build students' phonological and phonemic awareness, which teaches them that words are made up of sounds and allows them to recognize similar sounds in words. Phonemic awareness is an essential skill that students must acquire on their way to learning how to read.

Refer to the teacher's resources section at the end of chapter 4: Developing Literacy Skills for a list of the rhymes and phonological- and phonemic-awareness lessons for each unit.

Implementation Information and Tips

Have students get up and move as they recite the rhymes and poems or sing songs. Encourage them to do the motions also. This will not only appeal to kinesthetic learners, but will also provide a needed stretch.

When introducing a rhyme, sing/chant it all the way through once, or play the video if one is available. Teach your students the My Turn, Your Turn strategy to learn rhymes. Point to yourself, and say, “My turn,” and then say a line. Point to the group, and say, “Your turn,” and then have them repeat the line. After doing this routine several times, you should be able to simply use the hand signals to indicate when it is your turn and when it is their turn. Then you and students sing/chant the rhyme together. Repeat it three or four times until it is familiar unless they are losing interest, in which case, leave it until a later time. Note which sounds students have trouble articulating so you can focus on those sounds in future rhymes.

Remember that memorization skills come easier to some students than to others, and that some of the rhymes are longer than others. It is not necessary for students to memorize the rhymes, although some may be able to. Each of the rhymes is printed on a Rhyme Time card so you can bring it along for reference when leaving the classroom for specials or outdoor play. Rhyme Time rhymes are excellent for use as transitions or to keep students engaged as they wait for others to use the restroom, drink water, etc.

Monitoring and Tracking Student Progress

There are phonological- and phonemic-awareness skills assessed each week as guided by the weekly record form. Students may demonstrate mastery of these skills during the Rhyme Time lessons or at other times using the prompts described in the Observe Student Progress section of Greetings, Readings, & Writings on days 2 and 6 in each theme guide.



TIMING GOAL: 20 minutes

Description

Story Telling and Retelling, or STaR, helps to develop vocabulary and comprehension skills through wonderful children’s literature.

The STaR lesson unfolds over two days. The first day is divided into Before Reading, During Reading, and After Reading sections. In the Before Reading section, the teacher enthusiastically introduces the story, author, and illustrator and has students make predictions about what will happen in the story. The teacher also introduces two or three vocabulary words that students will hear in the story and a specific skill that good readers exhibit to model metacognitive strategies, comprehension skills, or fluency.

The During Reading section contains suggested questions and Think Aloud dialogue that will enhance students’ understanding of the text. The teacher asks questions from

various levels of Bloom's taxonomy that promote higher-level thinking skills. Students discuss the answers to these question with partners.

In the After Reading section, students answer summary questions about the story, revisit the good-reader skill, and work with their partners to create sentences with the vocabulary words.

The next day students review the STaR vocabulary words and retell the story in an interactive way. They may act out the story, use puppets, sequence story events with pictures, or relate different parts of the story to objects. Some retell activities are done as a whole group, and others are completed in partnerships or small groups.

On days 5 and 10 of each unit, the teacher has the opportunity to reread favorite stories simply for enjoyment. He or she may read STaR stories or other books from his or her personal library. Occasionally, optional extension activities are also suggested for these days.

The Weekly Story Telling and Retelling (STaR) Sequence				
Days 1 or 6 Interactive Story Reading	Days 2 or 7 Story Retell	Days 3 or 8 Interactive Story Reading	Days 4 or 9 Story Retell	Days 5 or 10 Free Choice or Extension
Book #1	Book #1	Book #2	Book #2	

A list of the title, vocabulary words, and good-reader skill for each STaR story may be found in the teacher's resources section at the end of chapter 4: Developing Literacy Skills. You will also find a list of questions stems that are written at different levels according to Bloom's taxonomy.

Purpose

STaR helps to develop oral language and expand vocabulary. It also introduces students to several wonderful works of literature that help them to develop a love for reading. Students develop listening-comprehension skills and benefit from the model of expert reading that the teacher provides. Their sense of story structure is developed through the retell activity on the subsequent day. Frequently rereading favorite stories on days 5 and 10 promotes students' oral-language and literacy development.

Implementation Information and Tips

If possible, we recommend that you read STaR stories in a separate space than the whole-group instruction area. Aim to create an intimate atmosphere where students can sit close to you to mimic the lap-time reading experience that many students may not have at home. Retell activities may work better in the whole-group area. Preview the lessons in advance to determine what will work best for each retell activity.

Posting the title, author, and vocabulary words is not required, but it does provide good exposure to print and helps students to focus their attention on the lesson. If you choose to do so, writing the information on sentence strips is a great way to minimize work in future years. Store the strips and/or word cards with the STaR book.

Some teachers write the discussion questions from the lesson plan on sticky notes and place them right into the STaR book to avoid juggling the book and the theme guide while reading the story. Once the notes are in the book, they can remain for the

next time the lesson is taught. Be sure to let your students know that they should not remove the notes when exploring the book in the classroom library.

We recommend that when preparing for the unit, you preread the STaR stories and lesson plans and practice reading the text to yourself before reading it to students. You may even want to become familiar with each character in the story and practice reading each character's lines with a different voice.

Students enjoy celebrating the number of books they have read or heard. Some visual ways to share the growing number of books that the class has enjoyed include:

- Make a story tree by putting a tree trunk and branches on a bulletin board or by creating a three-dimensional tree with twisted paper. Any time you read a story to students, write the title and author on a leaf, and attach the leaf to the tree. You may include only STaR titles or expand the activity to include other stories heard during Theme Exploration and at other times of the day.
- Place each story title on a star cutout, and post or suspend the stars to create a starry-night look.
- Create a Storybook Hall of Fame bulletin board, and post the titles of class favorites.

The objectives included in the Observing Across the Domains checklists may be found in the teacher's resources section of chapter 7: Managing Assessment.

Monitoring and Tracking Student Progress

STaR lessons provide an opportunity to observe for the literature objectives listed on the Observing Across the Domains checklists for each grading period. You can also observe for the use of Getting Along Together strategies in an authentic setting.



Learning Labs

TIMING GOAL: 40 minutes

Description

Learning Labs are stations, or centers, where students engage in learning by participating in play scenarios and by exploring and manipulating objects, all within the context of the current theme. Students choose from a broad selection of labs, including dramatic play, blocks, art, classroom library, literacy, math, computer/media, sand/water, science, and writing. Each lab is set up as a play scenario or exploratory activity designed to maximize opportunities for students to use their imaginations and creativity.

At the beginning of the Learning Labs period, the teacher provides a quick tour of each of the labs that are open that day. The goal is to explain the materials, motivate students, provide any safety or clean-up information, and help students begin to think about the various things they could do in the labs or to plan for roles they could play.

After the tour, students select the labs they will play in that day and write about the roles they will play and/or what they plan to do. The teacher conferences briefly with as many students as possible, helping them to verbalize their plans and providing feedback on their writing skills.

Except in classes with an exceptionally long time allotted for labs, students play in one lab for an extended period of time. This helps them to reach deeper levels of

mature play. Students who play at mature levels are able to use imaginary objects as props and place themselves in imaginary roles and pretend scenarios. The teacher helps students to extend their play by joining in and asking questions, or making statements, that help students enrich the scenarios. The teacher also models and encourages the use of thematic vocabulary.

Students play in a lab for an extended amount of time to allow them to get into more advanced levels of play. The teacher provides a five-minute warning and then prompts students to put things away with a clean-up song.

Purpose

Learning through play serves as a springboard to advanced stages of cognitive growth and development. As students engage with one another in a social environment, they begin to develop self-regulation skills, or the ability to monitor and control their own behavior. Imaginary or symbolic play at mature levels helps students to develop mental processes more quickly and increases their ability to perform academic tasks later.

Students learn from one another and cooperate as they see how others take on roles and then respond to them in those roles. They also try out ideas for problem solving. They build concentration to maintain the same play themes for sustained periods. They can gain control over their fears as they act out scenarios, taking on roles of being in charge and roles that make them, or that they anticipate might make them, uncomfortable. They can anticipate and role-play how they will feel and act in a multitude of real-life situations and exercise their imaginations by escaping into fantasy.

The labs provide natural reasons to use reading, writing, math, and art skills and the scientific method. Even fine muscles are strengthened as zippers and buttons on dress-up clothes are managed.

Dramatic play lab: The dramatic play lab is an excellent place for language and social development to occur. In each unit, the housekeeping area of the classroom becomes a different place where new imaginary scenarios can take place. Whether in the context of a bakery, grocery store, or fishing pond, students use their imaginations to act out new situations and practice using theme-related vocabulary.

Blocks lab: In the blocks lab, students develop socially through dramatic play and through working in groups. They develop physically as they use large and small muscles and practice eye-hand coordination. Students also benefit cognitively through unit-block play. A sense of spatial relationships, concepts of length and area, sorting by size, shape, and function, and recognizing equivalent lengths using blocks of different sizes (four short blocks = one long block, etc.) are just some of the math skills built during block play.

Art lab: The art lab provides students with an opportunity to explore the many ways that they can express themselves through creative experience and learn how to find art in their environment. Fine-motor skills are developed as students use a variety of mediums, including paint, construction paper, crayons, glue, and glitter to create art.

Classroom library lab: The classroom library lab promotes students' language and literacy development by encouraging students to explore books, pamphlets, and other written materials. Books read in class during STaR, Theme Exploration, and other components are made available in the lab to allow for up-close exploration.

Literacy lab: The literacy lab consists of materials and activities that promote letter awareness and emergent literacy in a creative and fun manner. Students can enjoy a wide array of experiences with letters such as manipulating magnetic letters, rubbing beaded letters, and sorting objects that begin with different letters. Tactile letter activities, such as gluing green glitter on the letter “g” pattern, help students to internalize the letter shapes.

Math lab: The math lab fosters increased fine-motor control (puzzles, stringing beads, etc.), eye-hand coordination (lacing cards), visual discrimination (sorting by attributes), and cognitive development (experimenting with open-ended toys, matching, sorting, sequencing, seriating, patterning, classifying, directionality, figure-ground discrimination). Many times, the lab provides practice with these skills in the context of an imaginary scenario, such as a pizza parlor or a restaurant.

Computer/Media lab: The computer/media lab provides time for students to explore electronic media. They may explore computer programs or games, listen to stories or music with a media player and headphones, or even enjoy electronic books on digital tablets. Students develop technological skills and comfort with different types of media as literacy, language, and math skills are reinforced.

Science lab: In the science lab, students use the steps of the scientific method, presented as a series of science steps written in age-appropriate language, as they experiment with objects such as ice cubes, magnets, seeds, yeast, and other natural, concrete materials. Language, literacy, and math skills are reinforced as students conduct explorations to answer questions about their environment.

Sand/Water lab: The sand/water lab activities provide a wealth of development opportunities for students in the social, emotional, physical, and cognitive areas. Students share tools and work together cooperatively as they explore mathematical and scientific concepts such as conservation of liquid and mass, gravity, and the states and density of matter.

Writing lab: The writing lab provides an opportunity to use the strategies and skills developed during Stepping Stones and Write Away in authentic and creative ways in a stimulating, risk-free environment.

Implementation Information and Tips

Lab tours: Lab tours should be meaningful, but as brief as possible. Your students will be anxious to play in the labs. Tours for labs that are repeated from previous days may be as short as a statement such as, “You can still pretend to be firemen in the dramatic play lab today.”

The theme guides provide information and suggested questions that you can ask on the tour that will help to motivate students and spark their imaginations. They also provide tips about granting permission in certain labs to visit other labs as a part of students’ play. For example, students playing in a pretend grocery store in the dramatic play lab may need to go to the art or writing labs to make signs, products, or play money for their store.

Once you determine the method you will use to help students select labs, think about ways that you can use the method to ensure that different students get to choose labs first on different days. You may wish to devise a sign-in system for each lab to track who has been there throughout the week.

See chapter 10:
Getting Started for
suggested systems
to manage students’
lab selections.

See chapter 4: *Developing Literacy Skills* for more detailed information about how to use the *Writing Development Feedback Guide* to support writing development through conferencing.

Lab plans and writing conferences: Students may use any of the emergent-writing strategies that you have presented to write their plans. At first, this will include drawing a picture or making scribble marks. Encourage students to tell or show what they would like to do in the lab. What role would they like to play? What would they like to pretend is happening?

Briefly visit each student while he or she writes, and have him or her read the sentence about the plan to you. Provide feedback to help students develop their writing. Note each student's writing level using the code provided in the theme guide, and record it in the space provided on the weekly record form. In large classes, you may not be able to confer with every student every day. Try to at least ask each student to orally tell you what he or she plans to do before dismissing the class to the labs.

As students become more comfortable with writing lab plans, the process will move more quickly. If you are fortunate enough to have another adult in the room, have him or her listen to some students tell about their lab plans orally to allow students to move to the labs as soon as they are ready.

Facilitate learning: Promote imaginary play as much as possible within each lab. Academic tasks, such as matching letters to objects or counting objects, are much more fun and yield greater cognitive benefits when done in an imaginary classroom or store. For example, the classroom library lab can be staged as a real library, as opposed to only a place to read and explore books. Students can take turns being the librarian. The librarian can check for damaged books and put them in the repair box that you place in or near the lab.

To promote oral-language development, encourage interaction among students as they play at the various labs. Model elaborated language—that is, speaking in complete, rich sentences. One way of doing this is to thoroughly describe what you are seeing and doing when you interact with students in the labs. Ask students open-ended questions, and encourage them to speak in complete sentences. Promote side-by-side conversation or running commentary. For example, while sitting at the playdough table, manipulate the playdough as you say something like, “My dough is very squishy; is yours? I’m going to roll mine into a ball. Oh! You’re patting yours. I think I’ll pat mine too. Now I’m going to cut it and put the pieces in a pan.” Then leave students to carry on their play and the conversation on their own. Use the thematic vocabulary words whenever you can while interacting with students.

You can also promote problem solving by modeling your thought processes by thinking aloud as you read and solve problems. For example, if the playdough is too sticky, you might say, “I wonder what we could add to the playdough to make it less sticky. I remember seeing my mother sprinkle flour on the counter when she was making pies so the pastry wouldn’t stick to the counter. Let’s try adding some flour to the playdough to see if that makes it less sticky.”

Refer to the Facilitate Learning section of the lab instructions in the theme guides for suggestions about specific things you can say, or questions you can ask, to promote oral-language and concept development for each lab.

Although theme-related materials and activities are provided for the labs in each theme guide, feel free to supplement your own materials and activities as well. When considering new lab materials, think about the following:

- Is there a way to link the materials or activity to imaginative play?
- Does the lab activity support the theme’s learning objectives?

See the Setting Up Your Classroom section of chapter 10: Getting Started for more information about the materials for and organization of each lab.

Many teachers and students want to offer the opportunity to make specific crafts in the art lab. This is especially true for crafts related to holidays, such as a turkey made from a pine cone and construction paper before Thanksgiving. As a general rule, the art lab should be reserved for free and open creation with a wide range of materials to choose from. Occasional crafts, however, can introduce new techniques for using materials and can also provide enjoyment. They may be placed in the lab or made during a whole-class activity during Let's Think About It or during recess on a rainy day.

Give students a signal, such as shaking a tambourine, to alert them that Learning Labs time will finish in about five minutes. When they have two minutes left, remind them again to wind up their play. If they are engrossed in their play, give this signal to small groups of students in particular labs. This will give them time to bring closure to their activities. Sing a clean-up song with a catchy tune to indicate that Learning Labs time is over. Soon your students will chime in to sing the song as well.

Monitoring and Tracking Student Progress

Learning Labs provide the perfect opportunity to observe students in a natural setting. Watching students as they play school can reveal a lot about their development of literacy and math skills. Keep the weekly record form with you as you interact with students. Look for occasions to ask guiding questions or to engage students in play that will provide opportunities to assess or coach as guided by the individualized objectives for each student.

Beginning in unit 4, Learning Lab time on days 5 and 10 is reserved for you to administer Structured Oral-Language Observations, or SOLOs, to some of your students. Once the class is engaged in play, pull students aside, one at a time, for this assessment. Specific information about the content and administration procedures for this assessment are described in chapter 7: Managing Assessment.



15-Minute Math

TIMING GOAL: 15 minutes

Description

15-Minute Math centers around the calendar and routines associated with it in addition to other basic skills practice. 15-Minute Math is a fifteen-minute routine of mathematics activities that are connected to everyday-life situations. All the activities are done with an interactive bulletin board that includes both hands-on and visual materials. Students use a calendar, look at patterns, create graphs, count the number of days they have been in school, and do many other thinking tasks.

Purpose

The 15-Minute Math component of KinderCorner provides distributed practice of real-world math skills so students master them and develop fluency. Distributing practice over many short sessions is more effective for developing fluency than clumping practice into longer, but fewer, sessions.

It takes time for students to construct an understanding of mathematics concepts and to internalize the skills they need to know. The daily exposure and frequent repetition offered in 15-Minute Math help your students achieve this. Every day you will repeat many of the same questions and activities in 15-Minute Math. Young students feel a sense of security in knowing what questions will be asked and your expectations.

The 15-Minute Math routine includes meaningful activities that also reinforce your regular mathematics instruction. It also includes activities that introduce skills informally so students have prior knowledge to build upon when you teach a mathematics lesson. This ensures stronger concept development. See the teacher's resources section at the end of chapter 5: Developing Mathematics Skills for a list of concepts developed through 15-Minute Math activities.

As students answer questions, review skills and procedures, and learn from one another, they will develop into confident mathematicians. The additional time spent on mathematics will also help your students to develop mastery and maintain fluency in concepts and skills necessary to be successful in kindergarten.

Implementation Information and Tips

Strengthen the impact of the daily activities by varying the questions that you ask as you lead each one. Select questions from the 15-Minute Math Questions Bank found in the teacher's resources section at the end of this chapter.

Many teachers recognize the 100th day of school with a special celebration. It may even be a schoolwide event. Several of the 15-Minute Math activities connect well with this occasion. Typically, the 100th day of school falls in February. A collection of ideas to celebrate the 100th day of school can be found in the teacher's resources section at the end of chapter 5: Developing Mathematical Skills.

Monitoring and Tracking Student Progress

Although many of the math skills included on the weekly record form are primarily developed during Math Mysteries, the 15-Minute Math activities provide another time to reteach or reinforce skills that have not yet been mastered by your students.



TIMING GOAL: 30 minutes

Description

During snack time, students and adults relax and can enjoy a healthy snack as they enjoy social conversation. Sometimes the snack food might help to reinforce theme learning or other concepts taught in the unit. Students may notice, for example, that their graham crackers are a rectangular shape or that each cracker has four corners and four sides. Teachers also help students to discuss the Getting Along Together Partner Challenge for the day during this time.

In Outside/Gross-Motor Play, students are engaged in a variety of physical activities. This may include unstructured play with playground equipment, balls, and jump ropes or structured games such as Duck, Duck, Goose.

Purpose

Snack time offers an ideal opportunity for students to apply the interpersonal, language, and math skills that they have been taught. It also provides an opportunity to learn about nutrition, hygiene, and polite social conventions. When adults sit with students, language skills are fostered through students' conversations with one another and with the adults.

Snack time provides many experiences that reinforce math concepts such as one-to-one correspondence (one napkin per student), counting (Everyone takes five grapes.), more or fewer ("Do you have more crackers or more pieces of cheese?"), and subtraction ("If you have three graham crackers and you eat one, how many do you have left?").

Outdoor play helps students to develop gross-motor muscle control. This improves their skills and fitness and helps them to feel successful and develop positive attitudes toward an active lifestyle.

Skills Developed Through Outside/Gross-Motor Play		
Locomotor Control	Balance	Manipulative Activities
running	standing on one foot	throwing and catching
galloping	walking on a low	beanbags, balloons, balls
jumping	balance beam	batting balls
crawling	balancing on different	dancing with scarves
hopping	body parts	and streamers
skipping	walking on taped lines	
	on the floor	
	balancing beanbags	
	on different body parts	

Students not only develop their physical abilities through gross-motor play, but they also develop their interpersonal skills through the sharing, turn taking, and negotiating that is involved in most of the activities. Students' cognitive abilities are strengthened through the thematic concepts that many of the activities reinforce. Outside/Gross-Motor Play is also a good time for promoting students' language development, especially when playground problems can be viewed as opportunities to verbalize solutions to difficulties that are encountered when playing. The suggested activities help students to develop a variety of skills.

Implementation Information and Tips

Use snack time as an opportunity to foster students' interpersonal development by modeling and reinforcing the use of polite social conventions. Teaching students to say "please" and "thank you" and to use simple table manners is an important part of their early education.

Encourage students to pour their own water, milk, or juice and to help serve themselves as much as possible. Treat spills and mishaps matter-of-factly without getting upset or critical. Help students learn to clean up the spills.

Often young students are not aware of the potential dangers of playground equipment. For this reason, it is important for adults to stand near them to observe and assist them during Outside/Gross-Motor Play.

Be sensitive to the needs of your students. On some days, some students will need unstructured physical activity during the outside playtime rather than participation in a structured activity.

If you are able to play outside or in a gym, give students a five-minute reminder before finishing this playtime. When students come back into the classroom, they should have an opportunity to use the bathroom and water fountain.

If possible, read a story in the gathering area to some students, or engage them in a discussion as the others are using the bathroom or getting a drink. If all students must wait in a line to use the water fountain or bathroom, use this time to chat with and get to know them. Ask them what they did or enjoyed doing during Outside/Gross-Motor Play. You might engage students in a Brain Game or other quiet activity as they wait their turn.

Monitoring and Tracking Student Progress

Snack and outdoor play provide the perfect opportunity to observe students' developing interpersonal skills in action. You will likely find numerous opportunities to note the demonstration of skills from the Getting Along Together column of the weekly record form or from the personal/emotional, interpersonal, and physical skills listed on the Observing Across the Domains checklist for each grading period.



Stepping Stones



KinderRoots

TIMING GOAL: 30 minutes

Description

Stepping Stones (units 1–6) and KinderRoots (units 7–16) provide formal reading instruction for beginning readers. Lessons are presented in a whole-group setting to students of all developmental levels. Extensive partner practice is included in each lesson to help students progress from one stage of reading to the next. Puppets and videos keep students excited and engaged.

Stepping Stones lessons are divided into two primary sections: beginning phonics and emergent reading. During the beginning-phonics section, students are introduced to the twenty-six letters of the alphabet plus a few letter groups such as “ch” and “sh.” Students learn to associate the letter shapes with sounds and to blend those sounds to read phonetic words. They also learn to write the lowercase form of the letter shapes and then to use those shapes for sound spelling. Beginning-phonics skills are practiced with partners throughout the week in the Stepping Stones Partner Practice Booklets. In emergent-reading lessons, students develop basic concepts about print and an understanding of book conventions through teacher modeling and instruction plus hands-on practice with concepts-of-print books. Students also learn to recognize

several sight words. Students practice turning pages and tracking text with two new concepts-of-print books each week, books that they are able to bring home to add to their personal libraries.

By unit 7, students are ready to combine their concepts-of-print, phonics, and sight word skills to read KinderRoots Shared Stories. During this time, they apply these newly learned skills and begin to develop their reading comprehension and fluency.

Chapter 3: Developing Literacy Skills provides more information about Stepping Stones and KinderRoots lessons and how these components help to develop students' reading and writing skills. The scope and sequence of skills taught and a list of the concepts-of-print books and KinderRoots Shared Story titles are also in chapter 3.

Purpose

Stepping Stones and KinderRoots provide instruction, practice, and exposure to beginning-reading skills in a way that allows students with higher levels of readiness to develop to their full potential and gives those with a lower level of readiness a positive and fun experience that will provide a solid foundation for reading instruction in first grade.

Monitoring and Tracking Student Progress

The weekly record forms will guide you to monitor for the demonstration of mastery of phonics, concepts-of-print, and beginning-reading skills taught during Stepping Stones and KinderRoots.

Graphemes: In units 3–7, the weekly record forms include a place to record whether students can tell the sounds for (“read”) and form (“write”) letters and letters groups in the Graphemes column. Beginning in unit 8, teachers will check to see whether students can name the letters in both their uppercase and lowercase forms.

See chapter 7: Managing Assessment for more information about how to record mastery of reading, writing, and naming graphemes.

Unit 3, Week 1



Weekly Record Form

Unit 3 | Week 1: *Those Nearest & Dearest* Teacher: _____ Date: _____

Students	Graphemes			Oral-Language Development			PA	Beginning Reading		Emergent Writing	Math	Homework		
	Reads and writes	m	a	SOLO vocabulary (score 0–100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Recognizes rhymes: No: “jump”/“hop” Yes: “clap”/“snap” (D, ND)	Recognizes name in print (D, ND)	Sounds out the word “am” (D, ND)	Stages Observed • Write Away • Lab Plan ☒ Conference Completed				
Elizabeth	R									☐	GAT	Represents numbers 1–3 with objects (D, ND)	Writes numbers 1–3 (D, ND)	Read & Respond
	W									☐				
	R									☐				

Unit 8, Week 2



KinderCorner
2nd Edition
Plus

Weekly Record Form

Unit 8 | Week 2: Winter Weatherland Teacher: _____ Date: _____

Students	Graphemes							Oral-Language Development		PA	Beginning Reading		Emergent Writing	GAT	Math	Homework			
	Names	T	t	I	i	N	n	P	p	SOLO vocabulary (score 0–100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Identifies ending sounds for “hat,” “dog” (D, ND)	Sounds out the words “it,” “sit” (D, ND)	Reads the sentence, “Miss Sid sat.” (D, ND)	Stages Observed • Write Away • Lab Plan ☒ Conference Completed	Names a conflict solver (D, ND)	Solves addition and subtraction stories (within 10) using objects. (D, ND)	Read & Respond
Elizabeth	N																		
	N																		

Beginning Reading: In early units, the skills included in this section encompass basic concepts-of-print skills such as holding a book right side up to read. Once students have had extensive practice with blending sounds to read simple two- and three-letter words, teachers also check to see whether students can read specific words. In unit 7, after students transition to KinderRoots, the beginning-reading skills strand on the weekly record form will always include two phonetic words and two sentences from the inside front cover of the KinderRoots Shared Story read that week.

As with other skill strands, the graphemes and beginning-reading skills that students are unable to demonstrate are included on the individualized-objectives report so you can continue to review and monitor for demonstration of mastery in future units. The teacher’s resources section of chapter 7: Managing Assessment includes a chart that outlines all the skills included on each weekly record form.



Math Mysteries

TIMING GOAL: 25 minutes

Description

During Math Mysteries, mathematical concepts are introduced in structured lessons with concrete manipulatives.

The lessons begin with a start-up routine called Show What You Know. In Show What You Know, students reflect and demonstrate previously learned concepts and skills. They earn pocket points for answering review questions accurately. The teacher leads students in a review of the previous day’s lesson.

The Active Instruction portion of the lesson follows the review. Active Instruction provides a springboard for new ideas, concepts, terminology, etc. It is the part of the lesson that invites students to draw from their background knowledge while discussing new ideas and concepts. The teacher shares any new information about the day’s concept(s). Then the whole class works together (usually on the floor, in a

circle). Active Instruction may include a new piece of literature or poem, hands-on manipulative exploration, brainstorming ideas, creating a web, making a list, making observations about something, predicting outcomes, or estimating.

Partner Practice provides students with an opportunity to test their ideas, practice what they have discussed in Active Instruction, generate ideas, organize data, and communicate about mathematics. In most lessons, students work with manipulatives. The teacher monitors and provides support as students work with partners to complete the mathematics activity.

The final part of the Math Mysteries lesson is called Recap. During Recap, students share the results of their Partner Practice activity, discuss what they have learned, and review any new terms that have been introduced. The teacher clarifies any misunderstandings and asks specific questions so the mathematics concepts in the lesson become clear to students. The whole class works together (usually on the floor) during Recap. A video to reinforce the concept is often shown during Recap.

Beginning in unit 9, the final Math Mysteries lesson in each unit will revolve around problem solving. Students are presented with situations with which they may be unfamiliar to help them begin to think through new or different problems and to arrive at a solution. Students are asked to use the concepts learned in the unit during these problem-solving activities.

The goal of the problem-solving lessons developed for Math Mysteries is not to teach a formal problem-solving process. However, the hope is that students will begin to identify the problem and important information that may help them to solve it, think about how they can represent and solve the problem, and reflect on their solutions.

Each lesson is designed so the teacher first models the process of thinking through a problem-solving situation. Then partners work together to solve a similar problem, with prompting from the teacher, to identify important information, plan a strategy to solve the problem, and reflect on the problem-solving process.

The content of the problem-solving activities in each of these lessons is linked to the math concepts and skills taught in each unit.

Purpose

The Math Mysteries component provides instruction and experiences for students that will help them to develop mathematical concepts and number sense. Students also learn to solve problems and reflect on their solutions in a natural setting.

Implementation Information and Tips

It is recommended that students sit next to their partners in a circle during the Math Mysteries lesson. You will frequently demonstrate concepts with manipulatives and other materials. The circle enables all students to see well.

Prior to using these manipulatives during Partner Practice, students can be given time to explore them. Remind your students to keep their materials on their workmats at all times, even during exploration. Many teachers agree that this time is needed and ensures that students will be ready to use the materials when the mathematics activity is introduced.

Monitoring and Tracking Student Progress

The demonstration of mastery of specific math skills is collected and recorded on the weekly record form each week. Skills may be observed during the lesson or at other times of the day such as during Greetings, Readings, & Writings. Skills not mastered or not observed go into the bank of individualized objectives for each student.



TIMING GOAL: 25 minutes

Description

Let's Daydream provides time for students to rest and recuperate after a busy morning so they can function well for the rest of the day. The teacher reads a soothing and relaxing poem or other selection that encourages students to rest and restore their energy while their imaginations take them to wonderful places.

Purpose

The Let's Daydream component provides rest time that young students need during the day. It also provides exposure to poetry and rhythmic prose.

Implementation Information and Tips

The theme guides include suggested readings, some of which are related to each unit's theme.

You may, however, have favorite poems or prose that you would like to share with students at this time instead.

Many teachers play soft music to set a restful mood. Some students will sleep while others will simply rest. You may permit the nonsleepers to look at a book or engage in another quiet activity at this time.

If your schedule or school policy does not allow for an official nap time, consider finding a five- or ten-minute period when you can read poetry to students as they listen quietly. This provides great exposure to alternate forms of literature and is a great way to help students wind down after a busy period such as recess or Learning Labs.



TIMING GOAL: 20 minutes

Description

During Write Away lessons, students use emergent-writing strategies to respond to a theme-related writing prompt. The teacher begins the lesson by explaining what students will write about that day. The teacher shares his or her own ideas and models writing a sentence using the previously introduced emergent-writing strategies. The emergent-writing strategies are introduced throughout the early units. As each strategy is introduced, it is added to a chart that students may refer to throughout the day.

Students then discuss their responses to the prompt with their partners and help one another to create sentences that expresses their ideas. Each partner tells the other what he or she is planning to write. The listening partners demonstrate their attention by using the Getting Along Strategy Say-It-Back to paraphrase what their partners have said. They offer feedback to help expand the ideas.

During the writing time, the teacher conducts writing conferences with one or two students each day to help them advance to higher stages of writing development. The *Writing Development Feedback Guide*, used also during Learning Lab planning time, helps to guide these conferences.

After students have written their sentences, the teacher uses the sharing sticks to select students to share their writing with the class. No matter what stage of development each student is in, all attempts to communicate through writing are celebrated.

Purpose

Write Away lessons provide structured guidance with developing writing skills. Students learn to develop their ideas through partner discussion before writing them down. They are armed with emergent-writing strategies that provide students at all skill levels with a means to communicate their thoughts. The teacher provides feedback that helps students use more sophisticated writing strategies and advance to higher developmental levels. Sharing time offers a celebration of each student's development in writing.

Implementation Information and Tips

Although sample model sentences are included in each theme guide, it is best to write a response that reflects your own answer to the writing prompt. Try to model writing strategies that you would like your students to attempt. For example, if many students are still drawing lines or only writing initial letter sounds to represent words, use Stretch and Spell frequently, even with words that contain letters you have not yet introduced.

If you are using the interactive whiteboard, the writing strategies are listed on the Write Away page as a reference. However, we recommend that you also create and post a paper chart so students can refer to it at any time throughout the day. Include only the strategies that you have introduced, or cover those that have not yet been presented. An icon for each strategy is included in the teacher's resources section of this chapter. These may be reproduced, cut out, and pasted to your paper chart.

You may need to spend more time on partner planning in early lessons to ensure that students are taking turns listening to their partners' ideas and providing feedback effectively. Use tools such as the ear and mouth cards to slowly walk students through the process until they can comfortably plan on their own. The following sample steps could be used for teaching the partner-planning process.

Helping Students with Partner Planning in Write Away

Step 1: Explain the task.

You have all had a moment to think about what you would like to write. Now you will share your ideas with your partners.

Step 2: Guide the first partner to share his or her ideas.

Peanut Butters, raise your hands. You will be the listener first. Jellies, raise your hands. You will tell your ideas. Jellies, go ahead, and tell your ideas to the Peanut Butter partners. Provide a moment for Jellies to share. Peanut Butters, use Say-It-Back to tell the Jellies what you heard them say. Provide a moment for Peanut Butters to repeat what they heard. Now, Peanut Butters, tell the Jellies what you like about their ideas.

Step 3: The next partner shares his or her ideas.

Now it's the Peanut Butter partners' turn to share. Peanut Butters, tell your partners what you are planning to write. Provide a moment for Peanut Butters to share. Jellies, use Say-It-Back to tell the Peanut Butters what you heard them say. Provide a moment for Jellies to repeat what they heard. Now, Jellies, tell the Peanut Butters what you like about their ideas.

Once students get comfortable with sharing their ideas, encourage them to also give feedback to one another about ways that they can expand their ideas. This becomes a regular part of the partner-planning process beginning in unit 13, but it can be implemented anytime students are ready. Invite students to add new ideas to their writing or to draw pictures to illustrate their thoughts in the writing lab during Greetings, Readings, & Writings or Learning Labs.

The sharing portion of the lesson should be a time of great celebration. Be sure to offer support and encouragement to all students as they attempt to use the writing strategies and express their thoughts. Give specific praise about the use of complete sentences and sentences that give details beyond the basic response to the prompt. Acknowledge any emergent-writing strategies that students have used. Many teachers make a special place for sharing writing such as an author's chair. Sharing is a great

time to use the cheers found in the teacher's resource section of chapter 9: Building a Classroom Environment Conducive to Learning.

Monitoring and Tracking Student Progress

We recommend that Write Away responses be written in a bound notebook so progress can be observed throughout the year. This may or may not be the same composition book that is used as a writing journal in which each student writes about his or her experiences or the topic of his or her choice during Greetings, Readings, & Writings or Learning Labs. Consider using a date stamp to track growth. Occasionally, add dated writing samples to a portfolio for each student.

See chapter 4: Developing Literacy Skills for more information about how to use the *Writing Development Feedback Guide* to conduct a writing conference.

The writing conference provides an excellent opportunity to truly understand each student's ability to express his or her thoughts through writing and to provide feedback that will encourage the student to try new strategies. As a part of the conference, you will record the highest writing stage observed on the weekly record form. As you do so over time, you will see each student progress from one stage to the next.



Let's Think About It

TIMING GOAL: 20 minutes

Description

At the end of class each day, students come together for a time of review and reflection about their learning. Thematic concepts and other skills are reviewed with a game, story, or other engaging activity. Students are also able to share products they have made, such as an art piece or something they have written, or to describe something they did. Students recall the meanings of the thematic vocabulary words and all the places that each word was encountered during the day. They work in partnerships to create sentences with the words. The teacher rates the sentences with a rubric and awards pocket points for good efforts.

Students have one last opportunity to earn pocket points for the day as they demonstrate mastery of the Partner Challenge. The teacher uses the sharing sticks to select partnerships to demonstrate or explain the Getting Along Together skills for the day.

Pocket points for the day are transferred from KinderRoo's pouch to the celebration jar. Once the chips reach the line on the jar, students celebrate with the Celebration Rhyme or other reward.

After several students verbalize what they have learned that day, the teacher reviews any homework assignments before dismissing students with a song or a hug.

Home Link: Beginning in Unit 2, students will watch Home Link shows online at home. Use the animal hand stamps to remind students to watch the show that matches that animal when they get home. The shows review thematic vocabulary, literacy activities, math, and a story is read to the children.

Read & Respond: Beginning in unit 2, students will bring home a Read & Respond bookmark each evening. Family members are asked to explore books with their children for twenty minutes and to sign the bookmark. In early units, students will read their concepts-of-print books. Information provided on the inside back cover of each book helps parents to focus on the same skills taught during class. In unit 7, students will begin to bring home KinderRoots Shared Stories.

Other activities: Some units include other activities such as sharing a poem learned in school or demonstrating a Getting Along Together strategy with family members.

Purpose

Let's Think About It exposes students to thematic content in a new context. The interactive activities and vocabulary review help to develop oral language. Getting Along Together skills are reinforced and pocket points for the day are counted to measure class success in working together cooperatively. This component helps students to more successfully answer the question "What did you learn at school today?"

Implementation Information and Tips

Be sure to use this time to allow students to share or celebrate something they've done that day. Ask students to show something they created in the art lab or to describe a game they played outside.

The suggested activities will help to reinforce content or skills from the day. Feel free, however, to make this section your own by altering the activities, bringing in your own ideas, rereading a favorite book, or playing a favorite game. The goal is to reinforce theme learning or literacy and math skills. Always, however, include the thematic vocabulary review and sentence creation, student demonstration of the Partner Challenge, and the transfer of pocket points chips from KinderRoo's pouch to the celebration jar.

As students gather their things, dress for home, and choose books to take home to read, some teachers end the day with a departure song and a kind word for each student. It is reassuring to young students to have a goodbye custom. If you don't already have a goodbye song, you might try the following one.

I'll Miss You

(Tune: "This Old Man")

I'll miss you

You'll miss me

We sure learned a lot you see.

We had clues and questioned lots of things.

We want to see what tomorrow brings!

It is important that your students leave the classroom with a positive feeling. You want them to return the next day full of enthusiasm for the wonderful experiences that they will have in your class.

See chapter 3: Developing Oral Language for more information about helping students with sentence construction for the theme vocabulary sentence and about using the scoring rubric.

Monitoring and Tracking Student Progress

During Let's Think About It, teachers use a special facilitation process to help students first express their thoughts in complete sentences and then to elaborate on those sentences. The resulting sentence is rated with a rubric. The rating is recoded on the weekly record form. Teachers use this process with two to four students each day. Over time, the rubric scores collected for each student will show his or her rate of sentence-construction development.

What Else Can We Get Into?

In the appendix of each theme guide, there is a section of additional activities that you might want to implement if you have extra time.

Generally, these suggestions include:

- ideas for extension activities,
- rereading some of the books that you read earlier in the unit or from other units,
- reading some of the books from the Resource Corner at the end of each unit,
- opening up some of the Learning Labs for more exploration, and
- taking theme-related field trips.

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Daily Focus and Theme-Related Vocabulary

Daily Focus and Theme-Related Vocabulary			
Unit	Day	Daily Focus	Theme-Related Vocabulary
1	1	School is a fun place for me to learn and meet friends.	listen, friend
	2	My classroom is near other important places in my school.	tour
	3	Everything has a name and a place in our room.	signal, label
	4	We are classmates who share.	classmates, share
	5	We will learn every day in KinderCorner.	learn
2	1	People have similarities, but no one looks exactly like me.	same, different
	2	Everyone is special. People are good at different things.	special, talent
	3	Our names are unique.	unique
	4	I am special because of the things I enjoy doing.	favorite, hobby
	5	I am becoming more independent as I grow.	grow
	6	Everybody has feelings.	happy, sad
	7	Sometimes we can look at a person and know how he or she feels.	excited, grumpy
	8	Our feelings change.	surprised, frightened
	9	We respect everyone's feelings.	proud, shy
	10	Feelings words help others to know how we feel.	curious, confused
3	1	Friends are people who like to play with one another.	friend, introduce
	2	Friends don't always agree, but they still care for one another.	agree, argument
	3	Friends help one another and work together.	cooperate
	4	Friends share and care about one another.	care
	5	We are a classroom of friends.	kind
	6	What is a family?	family, member
	7	Children are important members of a family.	sibling, son, daughter
	8	Family members help one another.	help, parents
	9	Family members teach one another.	grandparents
	10	Family members celebrate together.	celebrate, holiday

Daily Focus and Theme-Related Vocabulary			
Unit	Day	Daily Focus	Theme-Related Vocabulary
4	1	My body is marvelous. My brain controls my body.	brain, control
	2	My body moves in many ways.	skeleton, muscles
	3	My stomach is inside my body. It digests my food.	digest, stomach
	4	My lungs are inside my body. I breathe air into and out of my lungs.	breathe, lungs
	5	My heart is inside my chest. It moves blood to all the parts of my body.	stethoscope
	6	I have five senses that help me learn about my world. My ears can hear.	hear, noise
	7	My eyes can see.	sight
	8	My nose can smell.	smell, nostrils
	9	My tongue can taste.	taste buds, saliva
	10	My skin can feel.	touch, skin
5	1	There are four seasons in a year. They are fall, winter, spring, and summer.	season, gradually
	2	The weather changes in the fall.	fall, autumn
	3	Plants change in the fall.	harvest
	4	Animals make changes in the fall.	fur, hibernate
	5	People make changes in the fall.	dress
	6	Food comes from a variety of sources before it gets to stores.	variety
	7	Some eggs come from chickens and ducks.	dozen, scrambled
	8	Bread comes from grains.	grains, yeast
	9	Fruit grows on bushes, vines, and trees.	bush, vine
	10	Vegetables come from plants. Different vegetables are harvested at different times of the year.	vegetables
6	1	Our bodies need healthy food for energy, to make us grow, and to keep us well.	healthy, energy
	2	Grains are needed for nutrition.	nutrition, ingredients
	3	Fruits and vegetables are needed for nutrition.	seeds
	4	Dairy and protein are needed for nutrition.	dairy, protein
	5	Eating too many fats, sweets, and oils is unhealthy.	unhealthy
	6	Food is sold at markets.	aisle, checkout
	7	Foods are sorted by categories at the market.	customer, department
	8	Markets are in every country in the world.	country
	9	There are many jobs to do in a market.	job, stock person
	10	There are many different kinds of places where people can buy food.	store, stand

Daily Focus and Theme-Related Vocabulary			
Unit	Day	Daily Focus	Theme-Related Vocabulary
7	1	Music is arranged sounds played on instruments.	band, musician
	2	There are four instrument families: brass, percussion, string, and woodwind.	instruments, orchestra
	3	Music can tell stories through rhythm, tempo, and dynamics.	tempo, dynamics
	4	People around the world create and enjoy music.	language
	5	We can all make music and be musicians.	practice
	6	Art is the arrangement of color and form created by artists.	artist, create
	7	Artists choose from a wide variety of materials to create artwork.	artwork, materials
	8	There are many ways to express ideas and feelings through art.	express
	9	People all over the world create and enjoy art.	style
	10	We can all create artwork and be artists.	beautiful
8	1	The weather affects our world and us.	meteorologist
	2	The weather is different around the world on the same day.	weather
	3	The sun can turn water into clouds.	sun, cloud
	4	Wind is moving air.	wind, breeze
	5	Sometimes the weather is rainy. Rain is part of the water cycle.	gloomy, flood
	6	It is winter. Snow is one of the signs of winter in some places.	freeze, snowflake
	7	Low temperatures and plant changes are other signs of winter.	deciduous, evergreen
	8	Wild animals change their behavior in winter.	behavior
	9	People change their behavior in winter.	ski, sled
	10	Water changes its state depending on its temperature.	liquid, ice

Daily Focus and Theme-Related Vocabulary			
Unit	Day	Daily Focus	Theme-Related Vocabulary
9	1	The sun provides light and heat for Earth.	provide
	2	All living things need solar energy to grow.	energy, solar
	3	The moon reflects light from the sun.	crater, astronaut
	4	Each day our planet Earth spins, creating nighttime and daytime.	daytime, nighttime
	5	The moon revolves around Earth while Earth revolves around the sun.	travel
	6	Opposites are things that are related and are very different from one another.	opposites, related
	7	Easy and difficult are opposite experiences.	easy, difficult
	8	People can feel opposite emotions.	emotion
	9	Two things can be similar in some ways and different in others.	similar
	10	Opposites can be used to compare and describe.	prefer
10	1	Communication is sharing information through writing or speaking.	communicate
	2	Pictures communicate messages.	picture, photograph
	3	Signing and lip reading are two forms of communication used by people who are deaf.	deaf, sign language
	4	Writing is a form of communication. A writer sends a message, and the reader receives a message.	write, read
	5	There are many ways to communicate feelings and ideas.	greet
	6	There are many modes of transportation that help us get from one place to another.	transportation
	7	Transportation helps us communicate by carrying messages to people.	letter, mailbox
	8	There are different ways to travel to the same place.	travel
	9	Vehicles travel in different ways.	vehicle, transport
	10	Review modes and kinds of transportation.	survey
11	1	There are many people in my neighborhood. There are many places in my neighborhood.	neighborhood, community
	2	A postal worker delivers mail in my neighborhood and far away.	postal worker, address
	3	A barber is a person in my neighborhood who cuts and styles hair.	barber, barbershop
	4	A dentist is a person in my neighborhood who helps me take care of my teeth.	dentist, patient
	5	Many people in my community work together and help one another.	neighbor
	6	A firefighter helps to keep my community safe.	protect, safe
	7	A police officer helps to keep my community safe.	emergency
	8	We need to be safe when crossing the street.	guard
	9	We need to be safe on our bikes and riding toys.	helmet
	10	We need to be safe in a park or playground.	tip

Daily Focus and Theme-Related Vocabulary			
Unit	Day	Daily Focus	Theme-Related Vocabulary
12	1	Insects and other small creatures are part of our world.	characteristic, insect
	2	Ants are insects that live and work together in a community.	ant
	3	Insects have three body parts and six legs.	abdomen, thorax
	4	Insects communicate with their bodies.	lightning bug
	5	A spider cannot be classified as an insect.	spider, web
	6	Spring is the season that follows winter.	spring
	7	Many changes occur during the spring season.	bud
	8	Animal behaviors change in the spring.	migrate
	9	Plants and trees change in the spring.	sprout, blossom
	10	Spring differs regionally.	warm, cool
13	1	Some plants grow from seeds. Each part of a plant has a name.	plant, roots
	2	Plants need soil, sun, water, and care to grow.	soil
	3	There are different types of gardens.	garden, flowers
	4	Gardens can be planted anywhere there is soil, sunlight, and water.	city, suburb , country
	5	Many people enjoy the fruits of gardens.	fruit
	6	Crops from gardens or farms are sources of food for people and animals.	crop, farm
	7	People work on farms.	farmer
	8	Animals are found on farms.	livestock, barn
	9	Some food products come from farm animals.	meat
	10	Everyone depends on farmers.	depend
14	1	Some animals make good pets.	pet
	2	Pets need special care.	veterinarian, groom
	3	Pets and people have special feelings for one another.	care
	4	Some animals do not make good pets and need to live in the wild.	dangerous, growl
	5	Animals from all over the world can live in zoos.	zoo, zookeeper
	6	Mammals give birth to and nurse their young.	mammals
	7	Mammals have backbones and hair, and they breathe air.	fur
	8	Birds and mammals have different characteristics.	birds, hatch
	9	For each animal species, there is a habitat that best suits its needs.	habitat, wild
	10	There are many animal species in the world.	species

Daily Focus and Theme-Related Vocabulary			
Unit	Day	Daily Focus	Theme-Related Vocabulary
15	1	Fish owners need to be knowledgeable about fish to properly care for them.	fish, aquarium
	2	Specialized anatomy allows fish to live in water.	fins, gills
	3	There are a variety of sizes, shapes, and colors among fish species.	camouflaged
	4	Fish and other creatures live in bodies of water all over the world.	fresh water, salt water
	5	Fish are a vital link in the food chain.	seafood
	6	All living things need water.	absorb, repel
	7	Water is used in many ways to sustain life and to do tasks.	bathe
	8	Water is found in one of three states: liquid, solid, or vapor.	boil, evaporate
	9	Water cycles naturally from Earth's surface to the atmosphere as vapor and then falls back to Earth again as precipitation.	cycle
	10	We have the ability and the important responsibility to care for water.	pollute
16	1	Earth has a wide variety of landforms and environments.	environment, planet
	2	Plants, animals, and people live together on Earth.	Earth
	3	There are natural resources on and below Earth's surface.	natural, resource
	4	Trees are vital to a healthy environment and are an important natural resource.	oxygen
	5	We use many products made from natural resources in our homes and schools.	product
	6	To stay healthy, all people, plants, and animals need clean environments.	litter
	7	Reusing products helps to conserve natural resources and to reduce trash volume.	reuse, reduce
	8	Recycling used products helps to conserve natural resources and to reduce trash volume.	recycle
	9	Composting biodegradable material reduces garbage and produces fertile soil.	compost, biodegradable
	10	Everyone can help to keep Earth's environment clean and healthy.	trash

15-Minute Math Questions Bank

1. Month Cards

- What month comes before this month?
- What month comes after this month?
- What is the first (second, third, etc.) month?
- What month was it 2 months ago? How do you know?
- Let's say the number of the months as I point to them (first, second, third, etc.).

2. Monthly Calendar

- Look at the calendar. Tell me what you see.
- What is the number for today's date?
- What number came before today's date?
- What will be the number after today's date?
- What will the date be in 3 more days? How do you know?
- Does anyone notice a pattern? What helped you to know that?
- After looking at the pattern on our calendar, can someone predict what the picture in tomorrow's box will be?
- What pictures will be in the next 3 boxes? How do you know?
- How would you describe the pattern using letters?

3. Days of the Week

- What is the name for today?
- What day comes after Monday (Tuesday, Wednesday, etc.)?
- How many days until Saturday? How do you know?
- What day was it 2 (3, 4, etc.) days ago?
- What day will it be 2 (3, 4, etc.) days from now? How do you know?
- What day was it yesterday?
- What day will it be tomorrow?

4. Ten-Frame Date

- What number comes before (say the number shown on the Ten-Frame)?
- What number comes after (say the number shown on the Ten-Frame)?
- How many full Ten-Frames are there for today's date? How many extra dots?

5. Our Birthday Graph

- Tell me something you know from looking at the birthday graph.

6. Days of School Tape

- Tell me something you know from looking at our Days of School Tape.
- How many days have we been in school?
- Let's look at the tape and count to 10.
- What number will come after today's number on the Days of School Tape?
- What day of school will be in 2 more days? How do you know?
- What would be a number greater than today's number? Less than the number?

7. Hundreds Chart

- Tell me something you know from looking at our Hundreds Chart.
- How many numbers have we colored?
- How many boxes until we reach (name a particular number on the chart)?
- What will be the color for tomorrow's box? How do you know?
- What color will we use on day ____? How do you know?

8. Neighborhood to School Graph

- How many boys are in school today?
- How many girls are in school today?
- Which do we have more of in class today, boys or girls?
- How many students are at home today?
- How many students are in our class today?

9. Number Recognition Circles

- Show me with your fingers the number that comes after today's number.
- What number comes before today's number?
- Can you make the same number of hops as the number you see on the circle?
- Can you make 1 less (or 1 more) hop than the number you see on the circle?
- Show me today's number with cubes or beans.

10. Our Favorite...Graph Questions (general)

- How many students picked (name a particular category)?
- Which did more students pick, ____ or ____?
- Which did fewer students pick, ____ or ____?
- Which ice cream flavor (animal, activity, etc.) do you think will be the favorite?

11. Shapes Around Us

- Where have you seen squares (circles, rectangles, etc.) around you?
- How is a ____ different from a ____?
- How many sides does a ____ have?

12. Shorter/Longer Than a Foot

- Which item is shorter than the foot?
- Which item is longer than the foot?
- What do you notice about the items that are shorter than the foot?
- What do you notice about the items that are longer than the foot?

13. Paper Clip Weather Graph

- What kind of weather have we had the most this month?
- How many days have been sunny this month? How do you know?
- What kind of weather have we had more than ____ days?
- Have we had fewer cloudy or rainy days this month?
- What 2 kinds of weather have we had about the same number of days?

14. What Holds More?

- Predict which of these containers will hold the most cubes and which will hold the fewest cubes.
- Which container holds more cubes?
- Which container holds fewer cubes?

15. One More and One Less

- Can you make the same number of claps as the number you see on the circle?
- Can you make 1 less clap than the number you see on the circle?
- Can you make 1 more clap than the number you see on the circle?

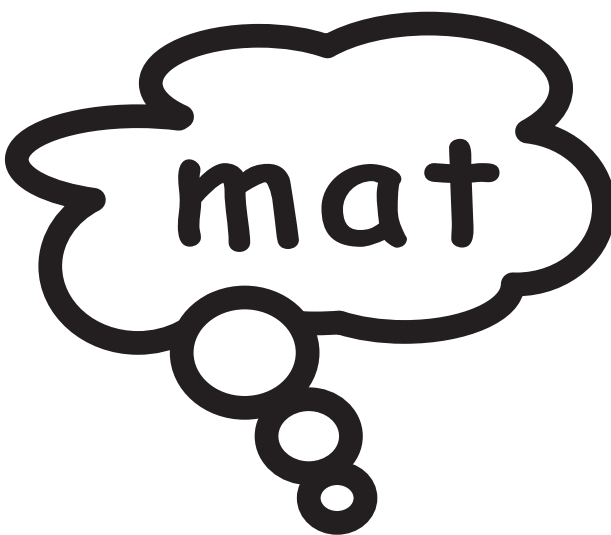
Emergent-Writing Strategies Bank Icons



Draw a Picture



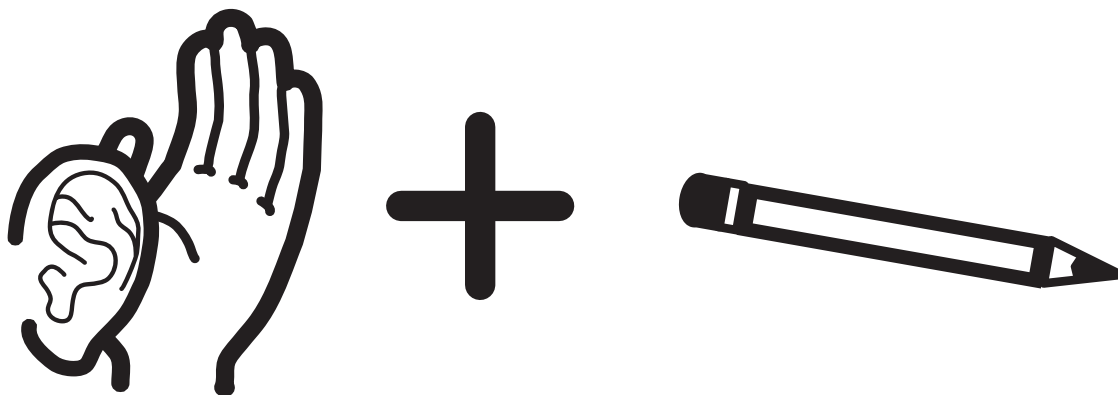
Draw a Line



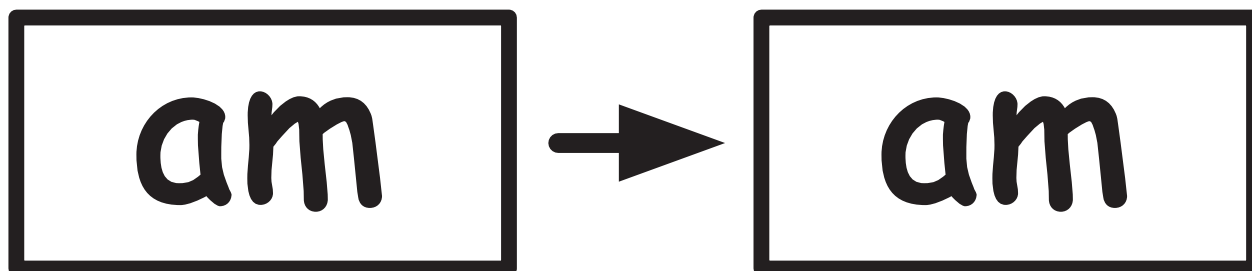
Remember a Word



Say-Spell-Say



Stretch and Spell



Find and Copy a Word



Write Sounds That You Know

Read & Respond Bookmarks



Read & Respond

Week 1

Read it once, read it twice, reading books is very nice!

Find one here, find one there, we can find books everywhere!

Read to me, I'll read to you, and we can talk about it too!

Please sign and return this form each day.

Child's Name: _____

Week of: _____



☐ Watched the Home Link show | Day 1

Date

Book Title

Signature

My child's favorite part of the book: _____



☐ Watched the Home Link show | Day 2

Date

Book Title

Signature

My child's favorite part of the book: _____



Read & Respond

Week 2

Read it once, read it twice, reading books is very nice!

Find one here, find one there, we can find books everywhere!

Read to me, I'll read to you, and we can talk about it too!

Please sign and return this form each day.

Child's Name: _____

Week of: _____



☐ Watched the Home Link show | Day 6

Date

Book Title

Signature

My child's favorite part of the book: _____



☐ Watched the Home Link show | Day 7

Date

Book Title

Signature

My child's favorite part of the book: _____

A Sample Day: Unit 4, Day 1

Day 1 | Ready, Set...

Focus

My body is marvelous. My brain controls my body.

Materials	
Greetings, Readings, & Writings	• Sign-in sheets that include students' first and last names for them to copy • Classroom Library Lab: STaR books and other books provided for unit 4, theme-related books about how the human body works, ear and mouth cards • Literacy Lab: Materials for tactile letter activities, such as zipper-closure baggies filled with hair gel, cookie sheets covered in a thin layer of sand, etc., and key cards for "p," "g," and "o" • Math Lab: Linking cubes or counters for making sets of 1–5 • Writing Lab: A variety of writing instruments and paper, students' writing journals • Theme-related puzzles and games • KinderCorner Weekly Record Form for unit 4, week 1
Gathering Circle	• Feelings Thermometer poster or IWB access
Theme Exploration	• Trade book: <i>I Wonder Why I Sleep</i> • Thematic vocabulary word cards for "brain" and "control" or IWB access
Rhyme Time	• KinderCorner 2nd Edition Plus Media and Software flash drive
STaR	• Trade book: <i>Mabela the Clever</i> • Feelings Thermometer poster
15-Minute Math	• No new materials
Snack/Outside/Gross-Motor Play	• Graham crackers, two large (not broken down) crackers per student • Feelings Thermometer poster
Stepping Stones	• Concepts-of-print book (teacher and student copies): <i>My Brain</i> • KinderCorner 2nd Edition Plus Media and Software flash drive
Math Mysteries	• 6 on a Stick page (appendix), one per student • Crayons • Scissors • Glue • Plastic bags with twelve to fifteen buttons in each bag, one bag per pair

Materials	
Let's Daydream	• “A Circle of Sun,” page 4 of <i>The 20th Century Children's Poetry Treasury</i>
Write Away	• Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i> • Writing Strategies Bank •  → 
Let's Think About It	• Trade book: <i>From Head to Toe</i> • Feelings Thermometer poster • Read & Respond forms for the week • Home Link animal hand stamp: parrot

Learning Labs

General
• Writing journals or paper and pencils for lab plans • <i>Writing Development Feedback Guide</i>
Dramatic Play Lab Doctor's Office
• Books depicting health care workers • Props to suggest a medical office—e.g., white shirts and/or jackets, scrub suits and caps (or shower caps), empty eyeglass frames, adhesive bandages, cloth bandages, fabric for slings, cotton balls, small crutches, clipboard(s), notepads, pens, pencils, telephone(s), a growth chart, an eye chart, posters on health and nutrition, chairs for a waiting area, empty medicine containers, etc. • A box containing materials for students to make their own props
Blocks Lab Me Tower
• Blocks • Writing materials (on a clipboard or in a file folder if possible) • A bathroom scale (or other item that students can stand on to serve as a pretend scale)
Art Lab Creation Station
• Open-ended materials, such as construction paper, wrapping paper, glue, scissors, paint, paint brushes, an easel, smocks, yarn, sequins, markers, crayons, etc., that students can use to create art pieces

Classroom Library Lab | Free Reading

- Books that support the theme (including STaR books that have not yet been introduced)
- Pamphlets from a doctor's office or medical clinic (preview content for acceptability)
- Ear and mouth cards

Literacy Lab | Play School: Playdough Letters

- Playdough
- /p/, /g/, and /o/ outline pages (appendix)

Math Lab | Puzzle Time

- Puzzles that depict body parts, health care workers, and other theme-related concepts

Computer/Media Lab | Free Exploration

- CD: Hap Palmer's *Getting to Know Myself*, cued to the song "Touch"

Sand/Water Lab | Back in Circulation

- Water table: a meat baster, pumps—e.g., recycled from large detergent or hand cream bottles (appropriate size and level of difficulty for your group)
- Sand table: cups, sifters, shovels

Science Lab | Looking Closely

- Magnifying glasses
- Paper and pencil, tape recorder and blank audiotapes or a digital recording device (optional)

Writing Lab | Free-Choice Writing

- A variety of writing instruments and paper
- Students' writing journals

Day 1

Greetings, Readings,
& Writings

TIMING GOAL: 15 minutes

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

Homework

- Read & Respond

Sign In

- Provide sign-in sheets this week that include students' first and last names for them to copy.

Available Activities

Classroom Library Lab

- Include new theme-related books about how the human body works.
- Have the ear and mouth cards available. Encourage pairs of students to use the partner reading routine as they explore the books.

Literacy Lab

- Place the key cards for "p," "g," and "o" in the lab so students will be encouraged to use the tactile letter-formation materials to practice their letter formation.

Math Lab

- Have linking cubes or counters available for students to practice making sets of 1–5.

Computer/Media Lab

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

Writing Lab

- Let students know that the writing lab is open. Students may continue writing about their family portraits from last week, or they may freely write whatever they want.
- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Students' writing journals should also be easily accessible.
- Allow students to freely write whatever they want.

Other

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



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



Gathering Circle

TIMING GOAL: 15 minutes

Routine

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

Partner Challenge

Award pocket points throughout the day as you observe students successfully demonstrating Getting Along Together skills.

Now it's time to work on our Getting Along Together skills. These skills help us to be good friends and to solve problems. We'll start today with our Partner Challenge.

- Display the Feelings Thermometer poster, or refer to the Feelings Thermometer on the interactive whiteboard. Explain the challenge.

Our Partner Challenge this week is to share where we would mark on the Feelings Thermometer to show how strongly we feel about different things.

Today you and your partner will tell where you would mark on the Feelings Thermometer to show how excited you would feel if you found out that you had a tuna sandwich to eat for lunch.

- Provide a moment for students to share their initial reactions to the question with their partners. Remind students that they will talk about the Partner Challenge with their partners during snack time and at other times throughout the day.
- Remind students that the Cool Kid will be helping us to use the Feelings Thermometer and other things that we have learned such as practicing active listening, using Say-It-Back, and asking questions.

Brain Game

- Explain the game.

We've been playing brain games each day to help us exercise our mind muscles. Today we will learn a new game called Five Questions. The game Five Questions helps with remembering. Demonstrate the Remember signal. (Massage your temples with your fingers.) **In today's game, we will ask questions about things that one of our classmates feels happy about.**



- Use the sharing sticks to select a student to stand in front of the class. Ask the student to think of something that makes him or her feel happy, but not to say it aloud.
- Use Think-Pair-Share to have partners think of questions that they could ask to help them guess the answer. Use the sharing sticks to select students to ask their questions. Award pocket points if the class is able to guess the answer before they've asked more than five questions.



Theme Exploration

TIMING GOAL: 15 minutes

Partnership Question of the Day



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

We are starting a new theme today. Many of you noticed some new books, games, or other things in our classroom. What do you think we will talk about for the next two weeks?

Our new theme is called Head to Toe. We will learn lots of things about how our bodies work. Each day we will focus on a different part of the body. Watch as I write our Daily Message, which will tell us what we will learn about our bodies today.



Unless you have a very small group, do not have individual students come up to the message to circle letters, etc. while the others watch. The goal is to keep all students actively engaged for as much of the lesson as possible.



Daily Message

My body is marvelous. My brain controls what my body does, how I feel, and what I think.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
 - The word “my” is a word from the word wall. It occurs twice in the sentence. Underline both words.
 - Why is “My” written with an uppercase “m”? *Because it is the first word in each sentence.*
 - T-P-S: Have students identify the other words that begin with the /m/ sound. Circle the “m”s in these words. Repeat this activity with the /b/ sound.
 - Read each sentence slowly, and have students count after you say each word.

Let’s count the words in each sentence. I’ll point to each word as I read it. You count each time you hear me say a word. Ready? Listen: “My [one] body [two] is [three] marvelous [four].” How many words are in the first sentence? [Four:] Yes. There are four words in the first sentence. Now let’s count the words in the second sentence. Repeat with the second sentence.

Theme Learning

- Explain the content of the Daily Message.

Let’s talk about what our message means. When we talked about ourselves, we recited a rhyme that began, “Me! Let me tell you about me! /Magical, marvelous, magnificent me!” We are marvelous (Circle the word “marvelous.”) and magnificent! Our bodies—yours, mine, and everyone’s—are marvelous and magnificent, and our brains are amazing too.

Our brains make all the other parts of our bodies work. That’s what the word “control” means—to make something happen. Brains control bodies. Our brains make our bodies work. They control the things our bodies do and even how we feel and what we think. It’s your brain that makes you feel happy or unhappy about being at school today.

T-P-S: Where is your brain—in what part of your body?

- Use page 6 of the book *I Wonder Why I Sleep* to show where the brain is located inside the body.

We will use this book over the next two weeks to help us learn lots of things about our marvelous bodies. On this page, we can see what the brain looks like. Your brain is inside your head.

Read the section under the question “What is inside my head?” on page 6. Explain to students that you will read other parts of the book over the next two weeks, but it will be in the classroom library for them to look at in the morning or during Learning Labs each day.

T-P-S: What things do you think your brain helps your body do?

Share the following ideas if students do not name them as they share:

- Your brain makes your heart beat all the time.
- Your brain makes your arms and legs move when you want them to.
- Your brain is where your thoughts, ideas, feelings, and imagination come from.
- Your brain helps your eyes to see and your ears to hear.
- Your brain helps you speak and learn.
- Your brain makes you breathe, even when you are asleep.



- Play the digital dictionary videos for “brain” and “control.”
- Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard as you discuss each one.

Our two new words for today are “brain” and “control.”

The brain is the part inside your head that makes your body think, feel, and do things. I can make a sentence with the word “brain.”

My brain tells my legs to run.

The word “control” means to make something happen. I can make a sentence with the word “control.” I am thinking about how the crossing guard in front of the school makes the cars stop so students can cross the street. My sentence will be:

The crossing guard can control the traffic.



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

Rhyme Time

TIMING GOAL: 10 minutes

Say the Rhyme

- Introduce the rhyme title.

Today we will begin to learn a new rhyme about all the amazing things our bodies can do. The first time we hear the rhyme, I’d like you to listen carefully for rhyming words.



- 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.

Head to Toes

My body is amazing from my head (Point.) to my toes. (Touch toes.)

My head (Point.) holds my brain, eyes (Point.), mouth (Point.), ears (Point.), and nose. (Point.)

My arms (Hold up.) have elbows (Point.), wrists (Point.), and hands. (Hold up and shake.)

My fingers spread wide (Spread apart.) to do some handstands. (Spread hands flat on the floor.)

My legs (Point.) have knees (Point.), ankles (Point.), and feet. (Point.)

My feet have toes that tap to keep a beat! (Tap toes as if tapping a beat.)

My trunk (Point to whole torso.) holds my stomach (Point.), lungs (Point with both hands to upper chest.), and my heart. (Put hand over upper center part of chest.)

My skin keeps my body from coming apart! (Sweep hands over entire body.)

My bones and muscles help me dance around. (Dance around.)

My body is amazing from my head to the ground! (Touch head and then ground.)

My body is amazing from my head to the ground! (Touch head and then ground.)

Develop Phonological Awareness—Identify Rhyming Words

- Review the concept of rhyming words.

We've been learning about rhyming words. Rhyming words are words that sound the same at the end. Today we will use the rhyme to help us find rhyming words.

- Reread the poem, two lines at a time.
- Ask students to say the rhyming words, or words that have rhyming parts at the end, in each set of lines.
- Help students make the connection between saying the rhyming words and the movements in their mouths.

Now turn to face your partner. We're going to say the rhyming words. As we say them, look at your partner's mouth to see that it looks the same when he or she says both words.





We'll use My Turn, Your Turn. Ready?

Teacher: toes nose **Students:** *toes* *nose*

What did you see? Was your partner's mouth open both times? Did your partner's mouth open or close the same way at the end of both words?

What did you see? Was your partner's mouth open both times? Did your partner's mouth open or close the same way at the end of both words?

- Continue in this manner with the remaining words.

hands	hand <u>stands</u>
feet	beat
heart	ap <u>art</u>
around	ground



- Celebrate success by adding pocket point chips to KinderRoo's pouch.



Sing the song "Let's Read Together" with students.



STaR
Interactive Story Reading

TIMING GOAL: 20 minutes

STaR Words:

clever
foolish

Mabela the Clever

Retold by Margaret Read MacDonald

Illustrated by Tim Coffey

The Cat invites all the mice in the village to join the secret Cat Society to learn all the secrets of the Cat. As the mice march innocently into the forest, they sing the secret song that tells them to never look back. The Cat follows the mice, scooping them one by one into a bag. Mabela, the smallest mouse, remembers her father's advice and uses her senses and her wit to foil the Cat's plan.

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. **The title of this book is *Mabela the Clever*. What does the title tell us about a book?** *The title tells the name of the story. It helps us know what the story will be about.*

Point to the words “Retold by.” This story is special because instead of telling us who the author is, it says that it was retold by Margaret Read MacDonald. That means that this story has been told over and over by different people for many years. Margaret Read MacDonald is the person who wrote the words down to make this book.

The illustrator is Tim Coffey. WGR: What does the illustrator do?

The illustrator draws or paints the pictures.

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



I see a cat and a mouse on the cover. What do you know about cats and mice? Are they usually friends?

Do you think the cat and mouse in the cover illustration will be friends in this story? Why or why not?

- Introduce the story vocabulary words.

You will hear some new words in our story today. One word is in our title. The word is “clever.” Our title tells us that Mabela is clever. That means she is a good thinker. She is good at using her brain to make decisions.

T-P-S: Which of the animals on the cover of our book do you think looks clever? Why did you choose that animal?

Another new word that we will learn in this story is foolish. Foolish is the opposite of clever. It describes someone who does not use his or her brain to make good decisions.



Purpose for reading

- Introduce the good-reader skill for today.

Good readers have a purpose for reading. They know why they want to read something. Maybe it’s to learn something, or maybe it’s just to relax and have fun. Why do you think we are going to read this book today?

During Reading



- Use Think-Pair-Share or Whole Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.
 - **Page 2: T-P-S: What advice did Mabela’s father give her that will help her to use her brain to make good decisions? *Always use her ears to listen, always use her eyes to look around, pay attention to what she says when she speaks, and move fast if necessary.***
 - **Page 4: T-P-S: Why do the mice go to the Cat’s house on Monday morning? *They have been invited to join the secret Cat Society.* How could we show on the Feelings Thermometer how excited the mice feel about being invited to join the secret cat club?**
 - **Page 15: T-P-S: What does Mabela hear when she stops and listens? *That there is not a long line of mice behind her and that the Cat’s voice is getting closer each time they sing “Fo Feng!”* WGR: Is Mabela being clever or foolish when she stops to listen? *Clever.***
 - **Page 16: T-P-S: What does Mabela see when she turns her head just a little? *A short line of mice; the Cat is very close.* WGR: Is Mabela being clever or foolish when she stops to look? *Clever.***

- **Page 20: WGR: How do you think Mabela feels when she sees that the Cat is right behind her? T-P-S: If you were Mabela, where on the Feelings Thermometer would you mark to show how (feeling that students named) you were feeling?**
- **Page 22: WGR: Mabela remembers that her father said, “If you have to move, move fast.” How does Mabela move fast to get away from the Cat? She dives into the thorns. Show me how you would move if you were Mabela.**
- **Page 28: WGR: Why do you think Limba parents are still telling this story to their children? To keep them safe.**

After Reading

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

It’s a good thing that Mabela used her father’s advice, or she and all of her friends would have been eaten by the Cat!

T-P-S: That makes me think of our new word “clever.” Let’s make a sentence together using the word “clever.” Talk to your partner about ideas that you have for our sentence.

- Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process with the word “foolish.”
- Review students’ responses about their purpose for reading this story. Ask them if the purpose was met.



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



Learning Labs

TIMING GOAL: 40 minutes

Routine

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

Dramatic Play Lab | Doctor's Office

Description:

- The dramatic play area will be a doctor's office.

Purpose:

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

When You Tour:



- Explain that today the dramatic play area will be a doctor's office. Use Think-Pair-Share to have students identify the different roles they could play in a doctor's office [*doctor, nurse, receptionist, patient, patient's family members, etc.*]. Remind students to specify which role they would like to play as they write their lab plans.
- Point out the different props they will find in the area. Invite students to share their ideas about how they could use the props provided or make others.

Facilitate Learning:

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

Examples:

- **I need to see a doctor. I think my arm is broken. Who should I talk to, or where should I go?**
- **Excuse me, are you a nurse here? I'm a new nurse, and I don't know where to find a thermometer. We don't have one? Maybe I can make one.**

Blocks Lab | Me Tower

Description:

- The blocks lab today serves as an extension of the doctor's office that will be used in the dramatic play lab. In the blocks area, patients will have their height measured. Nurses will build block towers to determine the height of each patient and then record the block height of the patient on an information sheet.

Purpose:

- Participation in this lab will help students develop fine-motor skills and cognitive skills through role-playing, and it will help to develop oral language. It will also provide opportunities to practice measuring with nonstandard units and to use writing to record data.

When You Tour:

- **T-P-S: What are some of the things that happen when you go to the doctor? What do the nurses do before you see the doctor?** *Guide students' responses to identify being weighed and measured as two things that happen.*

- Explain that today students will weigh and measure one another as a part of their doctor's appointments. For weighing, they can stand on the scale (or a pretend scale). For measuring height, they can use the blocks to build a tower that is the same size as the patient. Then they can count the blocks and write the number next to the patient's name.
- Ask students to identify the roles that would be played in this lab. *One role will be the person who records the heights and weights; another could build the block towers, etc.*

Facilitate Learning:

- Ask questions that will help to reinforce measurement and counting objectives, reinforce theme-related vocabulary, and facilitate general oral-language development.

Examples:

- If students are using different sizes of blocks for different patients, ask, **“How can James be twenty-five blocks tall and Maria only ten blocks tall? Maria is taller than James.”**
- **How did you know that using the larger blocks on the bottom would make your tower stronger?**
- Allow students to create a tower to measure your height. Make comments to reinforce the theme-related vocabulary as they work. **You used your brain to place the blocks in a good order so they wouldn't fall down.**

Art Lab | Creation Station

Description:

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

Purpose:

- This lab will provide the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:

- Point out any new materials that you have added to the lab.

Facilitate Learning:

- When interacting with students about their creations, try to focus on the techniques or materials that students have used rather than on the products.

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:

- 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. The lab also provides an opportunity for students to learn more about their bodies.

When You Tour:

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

Facilitate Learning:

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

Literacy Lab | Play School: Playdough Letters

Description:

- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will have the opportunity to practice making letter shapes for the letters introduced in unit 3 (“p,” “g,” and “o”) with playdough.

Purpose:

- This lab provides students with an opportunity to develop cognitive skills through role-playing and the creative use of props. It will also help to develop oral language and literacy skills. The playdough activity will also help students to develop fine-motor skills and will reinforce letter shapes.

When You Tour:

- Briefly explain that students can use the playdough to practice making the letter shapes that are displayed as they play school today.

Facilitate Learning:

- To refrain from interrupting the play, interact with students in this lab through role-playing. Announce who you are (a new student, the principal, a parent, the teacher next door), and then join in. In this character, ask students questions such as:
 - **How did you shape this letter? Can you help me make the letter “p”/“g”/“o”?**
 - **How do you know what the letter should look like?**

Math Lab | Puzzle Time

Description:

- Students will have the opportunity to put together puzzles that depict body parts, health care workers, etc.

Purpose:

- This lab helps students develop fine-motor skills and spatial skills.

When You Tour:

- Highlight the puzzles that you have added.

Facilitate Learning:

- Use the following prompts to facilitate oral-language development.
 - **Tell me how you knew that these two pieces would fit together.**
 - **What do you like about this puzzle?**
 - **Why did you choose to work on this part of the puzzle first?**

Computer/Media Lab | Free Exploration

Description:

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

Purpose:

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

When You Tour:

- Remind students of the software or websites that they may use on the computers, and identify the available music CDs or stories on tape that you have placed in the listening area.

Facilitate Learning:

- Encourage students to listen to the song “Touch” from Hap Palmer’s *Getting to Know Myself* CD, and do the actions that are described.

Sand/Water Lab | Back in Circulation

Description:

- Students will use pumps, basters, cups, and other equipment to experiment with various ways to move water or sand.

Purpose:

- This lab will help students become familiar with the physical properties of water and sand. This will help to build background knowledge in preparation for day 5's focus, the circulatory system.

When You Tour:

- Identify the tools available, and explain that the purpose is to explore ways to make the water or sand move.

Facilitate Learning:

- Use the following prompts to facilitate oral-language development:
 - **Show me one of the ways that you can move the water/sand.**
 - **With which tools were you able to move more water/sand?**

Science Lab | Looking Closely

Description:

- Students will use magnifying glasses to explore their fingernails, skin, hair, and other exposed parts of their bodies.

Purpose:

- This lab provides students with opportunities to explore the human body closely.

When You Tour:

- When you explain the use of the magnifying glasses, point out the writing materials and/or the audio recording device, and encourage students to write about or record their findings.

Facilitate Learning:

- Use the following prompts to reinforce scientific concepts and to facilitate oral-language development.
 - **When you use the magnifying glass, what do you notice about your fingernails (hair, skin) that you didn't notice without it?**
 - **Look at a knuckle on your hand when you move your finger. What do you notice about the skin?**
 - **Choose a hair on your arm to examine. Find the base of the hair, where it comes out of your skin. What do you notice?**

Writing Lab | Free-Choice Writing

Description:

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

Purpose:

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

When You Tour:

- Briefly explain that students can use whichever materials they want to write about whatever they would like.

Facilitate Learning:

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

Examples:

- **I really love the part at the end! That's a funny story.**
- **You used a lot of the letters that we have learned in your story! I see an "s" right here and an "m" to stand for "marshmallow."**



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

**15-Minute Math**

TIMING GOAL: 15 minutes

Complete the following activities:

Calendar

- Have students recite the months of the year, name the current month, recite the days of the week, and state today's day, month, and date.

Days of the Week

- Reveal today's date card; place the Today card behind it.

What day is it today? *Today is (day), the (date) of (month).*

- Place the Yesterday card in the pocket holder behind the appropriate date, and say, **Yesterday was** (day of the week).

Days-of-School Tape

- Determine which number to write and why, write the number, read the number, and state how many days you have been in school.



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

Hundreds Chart

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

Ten-Frames

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

Number-Recognition Circle 1–5

- Remove the clothespin. Tell students that you are going to clip the clothespin to one of the sections and that they are going to clap the same number of times as is shown in that section. For example, if the clothespin were clipped to the section of the circle with the number 4, students would clap four times.
- Move the clothespin to the section of the circle with the number 3. **How many times should you clap?** *Three times.* Ask students to clap three times. Continue in the same manner with the numbers 1, 2, and 4.



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



Snack • Outside • Gross-Motor Play

TIMING GOAL: 30 minutes

Snack

- Serve two large graham crackers to each student.
- Use the snack to reinforce thematic concepts.

Since each cracker breaks evenly into four rectangles, you could use them to make boxy body shapes. If one half of a cracker serves as the body's trunk, how could the other cracker pieces be broken so they could represent the arms, legs, and head?

As students make and eat the shapes, ask what their brains are telling their bodies to do. Lead them to some of the following responses. *Replies: Think about body shapes, chew, taste, swallow, talk, breathe, keep the heart beating, move the hand muscles, listen and hear, etc.*

- Review the Partner Challenge of the day.

Our Partner Challenge today is to tell where you would mark on the Feelings Thermometer to show how excited you would feel if you had a tuna sandwich to eat for lunch.



What are some of the things we can do to show our partners that we are listening to them when they share their ideas with us? *Use the active-listening posture, use Say-It-Back, and ask questions. When you talk to each other and use active listening, that will help you remember what your partner tells you so you can tell us at the end of the day.*

- Invite students to talk with a partner about the Partner Challenge. Monitor students' conversations, providing guidance with the Feelings Thermometer as needed. When students indicate where on the Feelings Thermometer they would mark, distribute pocket point chips for them to place in KinderRoo's pouch.

Outside/Gross-Motor Play

- Lead a game of Strut Miss Mary.

Students may form a circle or two lines that face each other. The adult leader struts around the inside of the circle or down the center of the lines as he or she sings or chants with an upbeat rhythm.

Strut, Miss Mary

(Tune: "Mama's Little Baby Loves Shortnin' Bread")

Strut, Miss Mary, strut, Miss Mary

Strut, Miss Mary, all day long.

Strut, Miss Mary, strut, Miss Mary

Strut, Miss Mary, all day long.

- Ask volunteers to demonstrate what they think the word "strut" means. Encourage many kinds of imaginative strutting. Once various leg movements have been tried, suggest that students add arm, hand, and head variations.
- Change "Miss" to "Mister," and vary the names used in the chant to include students' names. Encourage students to choose partners and strut together.
- Invite additional students to imitate movements as they follow a leading strutter down the line or around the circle. Change the chant to:

Here comes another one—just like the other one

Here comes another one—all day long.



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



TIMING GOAL: 30 minutes

Beginning Phonics

- Point to each mnemonic picture on the wall frieze, and ask students to name each picture.
- Show the Animated Alphabet segments for /t/, /i/, and /n/.

Emergent Reading

Story Introduction

- Show the cover of *My Brain*. Because of the lesson activity, do not introduce the title, author, or illustrator at this time.

We've been learning about our brains today. Now we are going to read a book about our brains. It tells about things that our brains tell our bodies to do, or how our brains control our bodies.

- Introduce a game that will review many of the concepts of print and book conventions that have been introduced so far.

Today we are going to play the What's Wrong? game. I will read the story to you, and I want you to watch for things that I am doing wrong. If you see something, raise your hand! When I ask, "What's wrong?" you can tell me, all together aloud.

- Begin the game. Hold up the book with the back cover facing the class. **OK, I am ready to start reading.** Hopefully they will notice that you are showing the back cover. When you see hands raised, ask, **"What's wrong?"** and correct your behavior. Repeat this procedure with the following steps:
 - Show the front cover of the book, but hold it upside down.
 - Point to the author's name. Introduce the author as the title. **The title of our story is Sally Francis Anderson.**
 - Open the book to the last page to begin reading.
 - Track the text of the first page from right to left, but read the words correctly, as they are written (e.g., **"Here comes the ball!"**).
 - Track the picture as you read the correct words on page 2.
 - Say the wrong noun when you read page 3 (e.g., **"Here comes a car!"**).

Guided Group Reading

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.
- Remind students that they will remember what the page says by looking at the picture.



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 count to 5 with their partners.
- Use the sharing sticks to select a student to count to 5 for the class. Award pocket points if the student is able to count to 5 successfully.
- Remind students that they have been learning about the numbers 1, 2, 3, 4, and 5.
What do you remember about the numbers 1, 2, 3, 4, and 5?
- Acknowledge what they have learned. **We know how to count to 5, make sets of 1, 2, 3, 4, and 5, and write the numbers 1, 2, 3, 4, and 5.**

Active Instruction



- Introduce the concept of the number 6. Help students reflect on what they know about the number.

Today we are going to talk about numbers as we learn about the number 6. Write the numeral 6 in the middle of a piece of chart paper, or point to it on the interactive whiteboard. T-P-S: **What do you know about the number 6?** *I am six years old; an insect has six legs; 6 comes after 5.* Generate a written list with your students. Then read the list to them.

- Invite students to look around the room to see if they can see the number 6. Select a few students to point to where they found the number 6. *On the calendar; on the clock; on the door.*

T-P-S: **What does the number 6 look like?**

- Invite students to draw a number 6 in the air. Model how to draw the numeral in the air. Remind them to start at the top. Say, **Down, around, and in.**
- Ask students to practice writing the numeral 6 in the air, on one another's backs, and on the rug.
- Guide partners to make sets of six buttons.

I am going to give you and your partner a bag of buttons to share. I'd like each of you to please take six buttons from the bag and place them in front of you.

Give each pair of students a bag of buttons. When each student has six buttons in front of him or her, ask, **How many buttons do you have? How do you know?**

- Ask students to touch and count the buttons as you count them aloud together. Have them count the buttons aloud again as they put them back into the bag.



Partner Practice

- Explain the activity. Show the 6 on a Stick page.
Today we are going to make pictures of ants on a tree branch. Six ants belong on the tree. WGR: Are there only six ants at the bottom of the page? No. No, there are more than six ants at the bottom of the page. First, you will need to color six ants. Then, you will cut those six ants from the bottom of the page and place them where you would like them on the tree branch. Do not glue them down yet.
- Provide time for students to color, cut, and place the ants on their papers without glue. Then ask students to count the ants on their trees.
- When students are done, ask them to count the ants on their partners' trees. Once students are confident that there are six ants on each tree, they may glue the ants to the paper.
- Encourage students to write the numeral 6 on the tree. They may also use crayons to decorate their trees.

Recap

- Show a few examples of different ways to represent the number 6.
You have shown many ways that we can make six. While all our pictures look very different, they all show six ants in some way.
- Award pocket points if several students are able to successfully represent the number 6 on their papers.
- Play the "Step Street 6" video to reinforce the concept of 6.
- Review today's lesson by asking students to find the number 6 in the classroom.
WGR: What number comes after 5? 6.



TRANSITION

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



Let's Daydream

TIMING GOAL: 25 minutes

Routine

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

Recommended Poetry Selection

- “A Circle of Sun,” *The 20th Century Children’s Poetry Treasury*, page 4

Introduce the Poem

Today I’m going to read a poem called “A Circle of Sun.” The author has written a poem that lets you know that she feels just great about herself and her body and all that it can do. Listen to how she feels that she is an important part of the world. We are each an important part of the world. As you listen to her happy poem, think about all the things she is doing that her brain is helping her to do.



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



Write Away

Copy a Word

TIMING GOAL: 20 minutes

Prewriting

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

Today we’ve been talking about things our brains can do. One thing our brains can do is tell our bodies to do things. You are going to write about something that your brain can tell your body to do. First let’s talk about some ideas that you may have.



What are some things that your brain can tell your body to do?

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

I think that I will write a sentence that says, “My brain tells my body to sleep.”

Let's think about how kindergartners write. Some kindergartners write like this. Draw some scribble marks on the board or on chart paper. Say, "**My brain** tells my body to sleep," as you scribble. **Other kindergartners do this.** Say your sentence again as you draw a line of loops.



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

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

Today I will tell you about another thing that I can do. If I know where to find a word on the word wall, on the whiteboard, or in a book, I can copy that word.

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

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

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

Example:

I am ready to write my sentence. My sentence is, "My brain tells my body to sleep."

- **The first word is "My."** That's a word from the word wall, so I can copy it! Walk to the word wall, if necessary, to illustrate that you are copying the word. **Because it's the first word in my sentence, I will write it with an uppercase letter.** Write the word on the first line.
- **"My brain tells my body to sleep."** The next word is "**brain**." I can copy that word too! Where could I find it? *In the theme-related vocabulary word list.* Copy the word.
- **The next word is "tells."** Hmm...I think I know some of the sounds in that word, don't you? WGR: **What sounds do you hear?** Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.
- Touch each word that you have written so far, and read it aloud. **"My brain tells my...."** I know how to write the word "my" now, but this time it is in the middle of my sentence, so I will write it with a lowercase letter.
- **The next word is "body."** I think I will just draw a picture for that word. Draw a stick figure to represent the word "body."



- “My brain tells my body to....” “To.” /t/. I know how to write /t/. It’s like the tall tower. I’m not sure about the other part, so I will write /t/ to stand for “to.”
- “Sleep.” I hear some sounds that we have learned in *Stepping Stones*.
WGR: **What sounds do you hear?** Repeat the word slowly if necessary. Write any letters that students say.



- Reread your sentence, touching each word, or word representation, as you do.
- **Let’s watch Alphie use some strategies to write a sentence.**
- Play the Alphie Models Writing video segment.

Partner Planning

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



Offer unlined paper for students who have not yet developed the fine-motor skills required for writing in confined spaces.

Writing

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

Sharing

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



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



Let's Think About It

TIMING GOAL: 20 minutes

Theme-Learning Recap

- Review the learning focus of the day.
We have been talking about our amazing brains today and all the wonderful things our brains can do. Our brains control the way we move, feel, and think.
- Introduce the book *From Head to Toe*.
I am going to read this story, called *From Head to Toe* by Eric Carle today. But you will need to stand up because in this story, the characters use their brains to tell their bodies to move in different ways. We will see if you can move your body in the same way! Go ahead and stand up.
- Read the story to students, encouraging them to mimic the movement described on each page after you read "Can you do it?" After they perform the motion, have them say, "I can do it!"
- After reading the story, reinforce the theme-related vocabulary words that have been introduced.

You did a great job of using your brain to control your bodies!

Vocabulary Review

My Turn
Your Turn

tps

ix

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

One of our new words today is "brain." Your brain is the part of your body that controls the way you move, feel, and think. T-P-S: When did we see, hear, or use the word "brain" today?

Another word we learned was "control." When you control something, you make something happen. Our brains control our bodies. T-P-S: When did we see, hear, or use the word "control" 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

70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

Theme Vocabulary:

brain
control

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

Fostering Richer Language		
Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Brain help think.	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. <i>We can say, My brain helps me think.</i>
The student responds in a complete, but not very elaborate, sentence. My brain thinks.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us what your brain thinks about?



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

Partner Challenge

- Review the Partner Challenge of the day.

We have one more opportunity to earn pocket points today! Let's review our Partner Challenge. Your Partner Challenge today was to talk about where you would mark on the Feelings Thermometer to show how excited you would feel if you had a tuna sandwich for lunch. Would someone like to share his or her response with the class?

- Allow one or two volunteers to come up and show where on the Feelings Thermometer they would mark. Encourage them to tell how they feel and why.
- Award pocket points if students are able to successfully show where on the Feelings Thermometer they would mark.
- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

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



Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.
- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Distribute a theme-introduction letter for unit 4 to each student. Tell students they will find today's Home Link show online when they click on the parrot.
- Read & Respond: **Share one of your KinderCorner books, such as *Families Together* or *Getting Dressed*, with someone in your family. Ask him or her to sign your Read & Respond bookmark.**
- Use the parrot stamp to place an animal image on each student's hand to serve as a reminder to watch today's Home Link show.

Unit 4, Day 2: STaR Retell and Stepping Stones



TIMING GOAL: 20 minutes

Review

- Review the title, author, and illustrator.

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

Mabela the Clever.

The author is Margaret Read MacDonald. What does the author do?

The author thinks of the story, writes the words.



The illustrator is Tim Coffey. 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 “clever.” What does “clever” mean? *Good thinker, using your brain to make good decisions.*

T-P-S: Can you think of a sentence that uses the word “clever”? 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 “foolish.” *The word “foolish” means doing things without thinking about what might happen first.*

Story Retell

- Assign roles for the dramatization. Choose one place in the classroom (such as on a rug, etc.) as the inside of the cat’s bag and another to represent the thorn bushes.

Characters:

Mabela

Mabela’s father

The cat

The remaining students will play the other mice.

- Read the story, and prompt students to say or repeat the dialogue as explained in the following suggestions.
 - **Page 2:** Have Mabela and her father stand in front of the class. Help the father to give Mabela advice.
 - **Page 4:** Have the cat announce to all the mice that they will get to be in the secret Cat Society.
 - **Page 6:** Help the cat to teach the “Fo Feng” song to all the mice.
 - **Pages 8–18:** Have all the mice walk around the room in a line. As you read the sections about the cat taking the mice, have the cat put the last student in the line in his bag (the place you designated as the bag). After the line gets down to just Mabela, have her run to the thorn bushes. Then have the cat pretend to be stuck in the thorns.
- Close the activity by reminding students that the cat tries to control the mice by giving them instructions. Mabela is able to save herself and all the other mice by using her brain to make good decisions about how to move her muscles. That’s why she’s called Mabela the clever.



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.



Stepping Stones

TIMING GOAL: 30 minutes



Beginning Phonics: /c/ – a bounced sound

Review

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

Introduce the New Sound

Silly Sentence

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

The curly caterpillar crawls.



- Use Think-Pair-Share to ask, **What sound do you hear at the beginning of “curly,” “caterpillar,” and “crawls”?**
- Explain that the /c/ is a bounced sound. When we say it, we want to be careful to say it softly and quickly, like the motion of a bouncing ball. We have to be careful not to say /cuh/.
- Use My Turn, Your Turn to have students repeat each of the words that begin with /c/, softly bouncing the /c/ sound at the beginning of each word.



Let's practice that sound.

Teacher: /c/ urly	Students: /c/ <i>urly</i>
Teacher: /c/ aterpillar	Students: /c/ <i>aterpillar</i>
Teacher: /c/ rawls	Students: /c/ <i>rawls</i>

Mnemonic Picture

- Show the picture side of the key card for “c.” Explain that the picture we have to help us remember the sound /c/ is a caterpillar.



Let's watch our funny cartoon about /c/. It will help us to remember the sound.

- Play the Animated Alphabet segment for /c/. Point out that the caterpillar makes the /c/ sound as it chews the leaf.

People, Pictures, and Objects

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

cake

car

cup

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

Making the Sound



- Ask students to think about what is happening in their mouths as they make the /c/ sound. Have them face their partners and make the sound several times as you ask the following questions:

- **Is your mouth open or closed when you make the sound?**
- **What is your tongue doing when you make the sound?**
- **Gently touch your throat. Can you feel a vibration when you make the sound?**

Compare Uppercase and Lowercase

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



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

Partner Practice

Reading Sounds

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

Stretch and Read

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

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



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

- Show the Sound and the Furry video segments.

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

- Have students work with their partners, using Stretch and Read, to read the words from their Partner Practice Booklets.
- Use the sharing sticks to select a student to read the sounds for the class. Select another student to read the words. Provide assistance as needed. Award pocket points if they attempt to read all the sounds or words.



Forming the Letter

Introduce the Shape of /c/

- Explain that now you will show students how to write the letter that makes the /c/ sound. Trace the letter with your finger as you say the letter-writing cue “Curl left around the caterpillar.” Ask students to say the cue with you two or three times as you trace the letter again.
- Show the letter-only side of the key card. Make a connection to the letter shape and the mnemonic picture.

Example:

What picture does this letter look like? *Caterpillar*. Yes, this letter looks like a curly caterpillar.

Write /c/

- Demonstrate writing the letter in front of students several times on a writing board or chart paper. Ask students to say the writing cue with you as you form the letter.
- Hold the picture side of the key card next to the letters you have written. Ask students whether your letters look like the caterpillar. Place the key card in a pocket chart with the letter side facing outward.
- Guide students to practice forming the letter shape using their fingers as pencils several times in different ways (in the air, on the carpet, on their legs, etc.). Encourage them to say the cue as they write the letter.

- Distribute individual whiteboards and dry-erase markers, chalkboards and chalk, or paper and pencils or crayons. You may also use the space provided in the Partner Practice Booklet for writing. Ask students to write /c/ several times, reciting the cue with them each time.
- Ask students to examine their partners' letters for /c/ and circle the best one. Encourage them to tell their partners why they think it's the best.
- Have students write other letters that they have learned. Encourage them to say the cue as they write each letter.
 - /o/ **Left around the octopus.**
 - /g/ **Left around the girl, down her braid (plait), and curl.**
- Include other review letters as needed by your students.

Stretch and Count/Stretch and Spell

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

cap

got

- Collect the Partner Practice Booklets.

Emergent Reading

Story Review

- Briefly review the concepts-of-print book *My Brain*.

Yesterday we read this story, and we played the What's Wrong? game to help us remember lots of important things about books. The title of the story is *My Brain*, and the author is Sally Francis Anderson.

- Review the focus skill.



Open the big book to reveal a few of the pictures. T-P-S: **What is something we can do to help us remember what each page says if we can't read the words yet? Look at the pictures. Yes, when we read, the pictures can give us clues about what the words say. Good readers always look at the pictures when they read a book.**

Partner Reading

Today you will get to read the book with your partner.

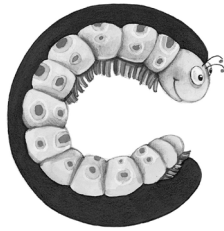
- Distribute a book to each student.
- Have students read the story with their partners, alternating pages. When they finish, they should switch parts and read the story again.



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

Stepping Stones Partner Practice Booklet Pages for Unit 4, Day 2

DAY 2 | Unit 4: *Head to Toe*



Write /c/.

A large, empty rectangular box for writing practice.

Write other sounds.

A large, empty rectangular box for writing practice.

a c g i
• • • •
o k t m
• • • •
p n s
• • •
kiss top

Partner Initials



Unit 4, Day 5: Gathering Circle (sample Class Council meeting)

Gathering Circle

TIMING GOAL: 15 minutes

Routine

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

Home Link Debrief

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

T-P-S: Last night's story was *My Wish*. What sport did the main character in *My Wish* play? Soccer.

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

Class Council

- Review the Partner Challenge for the week: creating "I" Messages.
- Use "I" Messages and the Getting Along Together skills previously introduced to address any classroom concerns.
- Present students with conflicts that you observed during the past week (e.g., one student taking materials from another, pushing to get a place in line, hitting, etc.). Have students work with their partners to give "I" Messages about the first situation that you observed. **This week I noticed that some students had a conflict with** (name the conflict). **Let's use our Getting Along Together skill, give an "I" Message, to show what we can do if that happens to us. Give your partner an "I" Message that tells how you feel about** (name of conflict) **and why you feel that way.** Monitor the exchanges to ensure that both partners have a chance to give an "I" Message about the situation.

- Use the sharing sticks to select students and their partners to present their "I" Messages to the class. Point out to students that they can use these "I" Messages in the future if they are in that same situation.

- Award pocket points for "I" Messages that include both how students feel and why.
- Address other concerns, unrelated to the Partner Challenge, if necessary.

Chapter 3 | Developing Oral Language

The Elements of Oral Language

One of the most important goals of KinderCorner is to help students develop their oral language and vocabulary. Strong oral-language skills help students to feel confident in their ability to communicate their ideas and also provide a solid foundation for reading.

Oral language is made up of two primary parts: vocabulary words—the building blocks of language—and sentence construction—the combination of vocabulary words to communicate complete ideas. Students learn vocabulary words and use them to construct sentences in two ways:

- **Direct teaching:** Teachers explicitly present and explain words and word meanings and make connections to objects, other words, or concepts that students already understand.
- **Language acquisition:** Students learn by noticing things in their environment. They might hear a vocabulary word or notice the way that certain words are strung together. They try out the word or word pattern and then revise their assumptions about what the word means or how words should be arranged based on the results of their attempts to use them. Experiences that make students change their initial assumptions could include negative feedback, such as funny stares, laughter, or a lack of understanding, or positive feedback, such as the listener understanding what they are trying to communicate.

Generally, new words or word patterns initially become part of a student's receptive vocabulary. They understand the word or word pattern when they hear it, but aren't yet able to produce it on their own. This can apply to word meanings, syntax, or even grammar.

Receptive Vocabulary	
The child understands...	The child says...
cat	kitty
We went to the park.	We goed to the park.
This plant has prickly leaves.	This plant has leaves prickly.

Eventually, children are able to produce (or express) the words and word patterns. At this point, the words or word patterns have become a part of their expressive vocabulary.

An important goal of KinderCorner is to provide a vocabulary-rich environment where students are encouraged to communicate in a variety of ways. Vocabulary is directly taught and explicit help is provided with constructing language. Therefore, both learning and natural acquisition are supported, and students quickly build their receptive and expressive language.

Curriculum Structures That Support Oral-Language Development

Supporting Language Acquisition

The general structure of the KinderCorner curriculum provides a supportive environment that is conducive to helping students develop their oral language.

- Thematic instruction provides a context for a given set of interrelated vocabulary words and topics that help students to make connections and build understanding and meaning. Students encounter the vocabulary words in videos, books, poems, and songs and have the chance to use them in formal lesson settings and when interacting with peers during games, Learning Labs, and unstructured play.
- The use of cooperative learning throughout every instructional component ensures that students have ample opportunities to use oral language to communicate in both formal instructional settings and in casual conversation in the context of play.
- The variety of instructional components allows for the natural need to use vocabulary in various subject areas, contexts, and situations. There are opportunities within each instructional component for interactions among students and between adults and students.
- The teacher frequently engages in conversations with students throughout the day about their activities and experiences. Students learn strategies to resolve conflicts through language such as telling how they feel and why and suggesting solutions.
- Home Link shows encourage dialogue between students and their family members on theme-related topics, which provides even more reasons and opportunities to use the new vocabulary.

Supporting Language Learning

Explicit vocabulary instruction occurs with theme-related words, vocabulary that students need to know to improve their comprehension of the STaR stories, and with math words.

Theme-Related Words

Theme-related words are introduced within context of a content lesson each day during Theme Exploration. The teacher reviews the words at the end of the lesson and models their use in a sentence. The words are then used by the teacher in all the lesson components throughout the day whenever possible. Students are encouraged to use the words as well. For example, suggestions are provided for how the teacher can incorporate the words as he or she facilitates the Learning Labs.

Example:

In Math Mysteries in unit 2, students explore attributes of items; in the lesson, they sort socks. The theme-related words for the day are “same” and “different.” The math lab for that day is explained as follows:

Math Lab: The Sock Store**Description:**

- Students will sort and organize socks for a sales display in a store.

Purpose:

- This lab provides the opportunity for students to practice sorting objects by different attributes. Participation in this lab will help students develop cognitive skills through role play and the creative use of props. It will also help to develop oral language.

When You Tour:

- Explain that the math lab is a store that sells only socks, but the socks are a big mess! The store employees will need to sort the socks and organize them neatly, or the customers will not buy them. Remind students that sorting is putting objects together that are the same in some way.
- Ask students to identify some of the roles they could play in the store to help them begin thinking about their lab plans. As a part of the discussion, introduce the idea of switching roles. For example, perhaps in the beginning, all students are playing the role of store employees, organizing the socks for sale. Then, once they are done, some of them can become customers and cashiers.

Facilitate Learning:

- Encourage students to use their imaginations, and reinforce the theme-related vocabulary by joining in on the play. Ask questions, or make statements, that will communicate your role.

Examples:

As customer:

I just can't decide which socks to buy. Please explain. How are all the socks in each group the same? How are they different? Which ones do you recommend?

As a fellow employee:

The customers don't seem to be buying very many socks. I think it's the way we've sorted them. Can you think of a different way to sort them?

At the end of the day, in Let's Think About It, students review the meanings of the theme-related words and recall all the instances that day where they encountered the theme-related words. Partners work together to create a sentence using each word. The teacher uses a specific structure to provide feedback and support about the sentence to first meet the goal of helping the student create a complete sentence. Then, once he or she can, the teacher works with the student to elaborate his or her sentences. At this time, student sentences are rated with a rubric.

Oral-Language Scoring Rubric	
70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

Words for the theme are posted collectively throughout the week to remind the teacher to use them and to encourage students to use them whenever they can.

Story Telling and Retelling (STaR) Words

STaR words may or may not fall into the category of the theme. They are selected because they are important words for students to add to their vocabularies, and they help students develop deeper levels of story comprehension.

The words are introduced as a part of the introduction to the story. They are pointed out when encountered as the story is read. After the story has ended, students work with partners to create sentences with the words. This provides students the opportunity to try out the words for practice. The sentences are not rated. The STaR words are reviewed at the beginning of the retell activity the next day. The teacher encourages students to use the words as they retell the story whenever possible.

Math Words

Vocabulary words are also taught in math during 15-Minute Math and Math Mysteries. These words are further practiced and reinforced, when appropriate, during the day. Math vocabulary includes words such as “sort,” “classify,” “attribute,” “shape,” “rectangle,” “greater than,” etc.

Background Words

Background words are identified for each thematic unit. These words are included in the unit and can be learned through participation in the instructional components. They are more basic in nature and are likely already in the vocabularies of most kindergarten students. Classes that contain students who are more limited in their standard English-language proficiency, however, will benefit from increased focus on these words.

All the categories of vocabulary words are listed in the front matter of each unit.

Vocabulary

Background Words			
Body Parts and Sensory Words		Health-Related Words	Animals and Insects
bitter	mouth	doctor	butterfly
body	nose	nurse	cat
bone	ribs	patient	caterpillar
bumpy	rough	General	dog
chest	salty	balloon	egg
ears	see	cake	fly
eyes	shoulders	cup	frog
feel	smooth	fan	mouse
finger	soft	feather	wolf
flavor	sour	fork	Transportation
hand	sweet	key	bike
hard	taste	king	bus
head	toes	ribbon	car
heart	tongue	rope	
knees		rug	
		teddy bear	
		umbrella	
		undershirt	
		up	

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	
brain	saliva
breathe	sight
control	skeleton
digest	skin
hear	smell
lungs	stethoscope
muscles	stomach
noise	taste buds
nostrils	touch
pair	

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

Math Words
eight (8)
nine (9)
seven (7)
six (6)
ten (10)

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
clever
cocoon
delicious
foolish
hungry
ill
noise
quiet
stomachache
village
wise

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

Strategies for Teachers

There are definite practices and strategies that teachers can use to optimize oral-language development for their students in the KinderCorner classroom.

Model rich language.

It is important to intentionally model the use of complete sentences and standard grammar during active instruction and even in casual conversation with students or other adults. For some students, you may be the only good English-language model they have. You can help students improve their grammar through modeling as well.

Example:		
Teacher asks a question.	Student responds with correct content, but incorrect grammar.	Acknowledge the correct content, and rephrase the response. (Praise, and rephrase.)
Why wouldn't the boy go into the yard?	<i>He scared of them dogs.</i>	Yes, the boy was scared of the dogs in the yard.

Extend students' answers.



In addition to providing a good language model with your own thoughts and ideas, you can also help students by extending their answers. Often when young students answer questions, they provide one- or two-word responses. One way to expand their expressive oral-language skills is to restate their answers in longer, more elaborated ways. Sometimes you can ask students to repeat these elaborated responses. Hearing and/or saying their own ideas in an expanded form keeps students more actively engaged in the discussion. Good opportunities to use this strategy are included in the KinderCorner 2nd Edition Plus Theme Guides, indicated by the restate-with-elaboration icon. This technique, however, should be used at any appropriate time throughout the day.

Teacher: **Mary, what is your favorite drink?**

Student: *Hot cocoa.*

Teacher: **And what ingredients are in your favorite drink?**

Student: *Chocolate and milk.*

Teacher: **So the ingredients in hot cocoa are chocolate and milk. Can you repeat that?**

Student: *The ingredients in hot cocoa are chocolate and milk.*

Prompt an oral response.

Less verbal students may respond with hand gestures or by nodding their heads. You may encourage an oral response by saying, “Tell me in words,” “Use your words,” or “Can you tell me in a sentence?” It is normal and expected for English language learners to go through a silent period before they attempt to verbalize words in English. Continue to model and gently encourage them to try to speak. Fostering an environment where all students’ contributions are valued will help all hesitant speakers to feel more safe about attempting oral language.

Prompt the use of complete or more elaborate sentences.

Two goals for helping students with oral expression are helping them to create complete sentences and expanding their sentences beyond the most basic information. By asking students to state their ideas in complete sentences and then modeling a sentence if they are unable to do so, teachers increase the likelihood that students will pay closer attention and benefit from the model sentence than they would if the teacher simply rephrased their responses.

Example:		
Teacher asks a question.	Student responds with the correct answer, but not a complete sentence.	Teacher prompts a complete sentence; if student is unable to produce a complete sentence, the teacher models one.
Why wouldn't the boy go into the yard?	<i>Scared</i>	That's right. Can you say that in a sentence? No. We can say, "The boy felt scared."
Teacher asks a question.	Student responds with a complete, but very simple, sentence.	Respond with elaboration. Ask a question about the sentence to help the student elaborate.
Why wouldn't the boy go into the yard?	<i>He was scared.</i>	Yes, he was scared. Why was he scared?

Ask open-ended questions.

Open-ended questions must be answered with a phrase or sentence instead of simply “yes” or “no.” By asking open-ended question, teachers can increase the amount of practice that students have to produce language to communicate their thoughts.

Provide sentence starters.

Students at beginning levels of language acquisition benefit from the support of a sentence starter. This is also a great way to model using the words from a question in a response.

Teacher: **Why did the ball roll faster this time?**

Student: *(No response.)*

Teacher: **The ball rolled faster because...**

Student: *Because the hill was taller.*

Teacher: **Yes, we can say, “The ball rolled faster this time because the hill was taller.”**

Provide direct feedback.

If, after modeling correct usage several times, the student continues to make errors, you may provide direct feedback. Of course, this should be done in a very supportive, nonthreatening tone. It is best to focus on only one error at a time. If feedback does not help, wait a while before making the same correction. The student may simply not be ready for the level of language that you are trying to teach.

Example:	
Student makes two grammatical errors in a sentence about a girl.	First response: Rephrase with modeling.
<i>He eated the cake.</i>	Oh, she ate the cake.
Student makes the same grammatical errors even after hearing the corrected sentence.	Correct by modeling, with a simple explanation.
<i>He eated the cake.</i>	Note: Focus on only one of the two errors made at a time. (Focus on pronoun.) Carrie is a girl, so we say <u>she</u> ate the cake. (Focus on verb.) Yes, this happened already, so we say she <u>ate</u> the cake.

Increase student engagement.

Learning language is no different than learning to play basketball or to do a new dance. The learner must practice, make mistakes, and practice again. Teaching strategies that can increase student engagement during active instruction help maximize opportunities for practice.



My Turn/Your Turn

Use My Turn/Your Turn when you want to model an aspect of language such as the correct pronunciation of a vocabulary word or intonation of a question. Students are prompted, either orally or with a hand signal, to repeat after the teacher.

Example with oral prompt:

Teacher: **Ingredients are things we put into the mixing bowl to make cookies.**
My turn: ingredients. Your turn:

Students: *Ingredients*.

Example with hand signals:

Teacher: **Ingredients are things we put into the mixing bowl to make cookies.**
 The teacher motions toward himself or herself with his or her hand toward the chest. **Ingredients**. The teacher motions toward students by extending his or her hand outward.

Students: *Ingredients*.



Jump Right In

Jump Right In is an auditory cloze procedure in which the teacher leaves out a part of a sentence or poem, and students jump in with the rest. This is particularly effective with predictable text such as that in the Success for All concepts-of-print books or many popular big books. It is also useful for teaching rhyming with poetry.

Whole-Group Response



At the teacher's signal, generally either one or two hands extended outward toward students, all students respond together with either a one-word or a short-phrase answer. This differs from My Turn/Your Turn in that the teacher does not model saying the response first.

Everybody Now!

If the teacher intends for students to jump right in or respond as a whole group and they do not, he or she can prompt students with the phrase “Everybody now!”

Teacher: **When the cookies have been mixed and spooned onto the pan, we put them into the oven to...** (Pause.)

Students: *Bake.* (The response is only given by some or a few students.)

Teacher: **Everybody now! We put the cookies in the oven to...** (Pause.)

Students: *Bake.*

Teacher: **Right! We put the cookies into the oven to bake.**

Buddy Buzz

Buddy Buzz is a very informal method for partners to share their ideas with each other. When you say, “Buddy Buzz,” students know to quietly share their ideas or their responses with their partners.

Think-Pair-Share

Think-Pair-Share is an instructional strategy that provides students with the think time necessary to formulate answers and the opportunity for all students to verbalize the answers in a time-efficient manner. After asking a question, the teacher prompts students to think about their answers. After five to ten seconds of silent thinking, students share their answers with their assigned partners. When both partners have shared their ideas with each other, they can raise their hands. Some teachers have them create a partner pyramid by holding their raised hands together. The teacher selects a student to share his or her idea.



Teacher: **We want to use the word “ingredients” in a sentence. What ingredients are in one of your favorite foods or drinks? Think....**

Teacher: **Now tell your partner about your sentence that uses the word “ingredients.”**

Students: Students take turns sharing sentences with their partners.

Teacher: The teacher uses a sharing stick to select a student. **Harry, it’s your turn to share. Tell everyone how your partner used the word “ingredients.”**

Student: *Mary said that chocolate and milk are ingredients for her favorite drink.*

Scaffolding Support for Think-Pair-Share

Think-Pair-Share is one of the most widely used strategies for engaging students in all levels of Success for All. It can also be a bit sophisticated, at first, for kindergarten-aged students. To get the most from this strategy, use the following scaffolds as your students perfect each step of the process.



- **Use the ear and mouth cards.** Each partner can hold the ear or mouth card to remind him or her that it is his or her turn to talk or listen. At the teacher's signal, partners can trade cards and switch roles.
- **Use signals.** Some teachers use hand signals to guide students through the steps.
 1. The teacher gives the Think signal by placing the pointer finger on the temple of the forehead. Students spend about ten seconds thinking about a question or statement that is given to them. During this time, they are not to talk, raise their hands, or make any sound at all. They are only to think.
 2. The teacher gives the Pair signal by crossing the middle finger over the pointer. Students whisper to their partners what they were thinking about.
 3. Once all students have had time to share with their partners, the teacher uses the Zero Noise Signal to end the Pair step.
 4. The teacher signals that it is time to share by giving the Share signal by extending an outstretched palm. The teacher may ask a question such as, **Who would like to share something that you heard or something that you were thinking about?**
- **Use the sharing sticks.** By using the sharing sticks, which are students' names written on craft sticks, teachers are not only able to randomly select a student for sharing, but they also establish an expectation that all students should be ready to share, which helps to encourage dominant partners to allow their peers to talk.

- Have students say it like a secret. This is a cue that you can give students that helps them to develop their own thoughts during the think portion of the Think-Pair-Share process before talking to their partners, instead of simply sitting quietly.

Teacher: **Think about how you can use the word “ingredients” in a sentence. What else do you like to eat that has ingredients? Think....**

Teacher: **My turn: Say it like a secret into your hand. Demonstrate. Now it’s your turn. How can you use the word “ingredients” in a sentence? Say it like a secret into your hand.**

Students: Students whisper sentences into their hands.

Teacher: **Now tell your partner about your sentence that uses the word “ingredients.”** Continue with Think-Pair-Share, or proceed with whole-group response.

Talking Chips

Talking chips is another strategy you can use occasionally to ensure that all students participate in team discussions. For talking chips, counting devices, such as chips, beans, cubes, etc., are given to students. The number of chips that each student receives depends on the number of ideas, suggestions, or contributions that you have time for each student to make. Students are given the order in which they are to speak. Often teachers assign numbers to students, and they speak in the sequence of their numbers.

Students sit around a table or in a group with a cup or bag in the middle. They place their chips in the cup when it is their turn to speak. The first student to speak shares his or her idea or answer and puts one of his or her chips into the cup. All the other students listen while this student speaks. Then it is the second student’s turn. This continues until all the chips are in the cup.

To make sure that all students have something to contribute to the discussion, it is helpful to have them brainstorm the answer(s) to the question as a team prior to using talking chips. This may help reluctant speakers remember what they can contribute to the discussion. In this way, students will likely have something to share when it is their turn. If it is a student’s turn to speak, but he or she has nothing to share, he or she may pass. However, the student needs to think of what he or she can contribute when it is his or her turn again. All of a student’s chips must be used up for this activity to end.

Assessing Oral-Language Development

In addition to what you will notice simply by observing your students’ speech as you interact with them daily or listen to them converse with others, there are two more formalized ways that oral-language development is assessed in KinderCorner.

Theme Vocabulary Sentence

Description

Each day as a part of Let’s Think About It, the teacher reviews the meanings of the thematic vocabulary words and prompts students to reflect on where the words were seen, heard, or used. Students then work with their partners to create sentences that use the words. The sharing sticks are used to select a few students to share their sentences.

The teacher works with each selected student to help him or her make the best sentence. The first goal is to help the student create a complete sentence; once he or she is able to do so, the teacher works with the student to elaborate his or her sentence. A chart is provided in each lesson to support this process. The final sentence is rated with a scoring rubric.

Implementation Tips

Instead of sharing the actual rubric score with the student, use the content from the rubric rating to provide specific praise for what the student was able to say.

Examples:	
Rubric Rating Descriptions	Specific Praise
The student does not respond, or the response does not make sense.	That was a good effort. We’ll keep working on that. Thank you for thinking about that word.
The student responds with a word or phrase that makes sense.	You really understand the meaning of the new word.
The student responds in a complete sentence that makes sense.	You made a complete sentence.
The student responds in a complete sentence(s) that makes sense and includes details.	Your sentence made sense, and you told us a lot of information.

A sample vocabulary-review section from unit 4, day 3 follows.

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 “stomach.” Your stomach is the part of your body that mashes up the food you eat. T-P-S: When did we see, hear, or use the word “stomach” today?

Another word we learned is “digest.” When you digest food, you break it down in your body.

- 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

70	The student does not respond, or the response does not make sense.
80	The student responds with a word or phrase that makes sense.
90	The student responds in a complete sentence that makes sense.
100	The student responds in a complete sentence(s) that makes sense and includes details.

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

Theme Vocabulary:

stomach

digest

Fostering Richer Language

Student Response	Teacher Prompt	Further Prompting
The student responds in an incomplete sentence. Food goes stomach.	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, Food goes into my stomach.
The student responds in a complete, but not very elaborate, sentence. Food goes into my stomach.	You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the _____?	If the student is unable to add details, prompt with a question about the sentence. Can you tell us what happens to food after you eat it?



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

The KinderCorner 2nd Edition

Structured Oral-Language Observation

Structure and Content

The Structured Oral-Language Observation, or SOLO, is a formal observation of each student's oral-language development. The SOLO has two primary goals. The first goal is to determine whether the student is able to express his or her thoughts in complete, detailed sentences. The second goal is to determine whether the student can produce or understand a set of vocabulary words.

This assessment is conducted in a one-to-one setting. There are four different SOLOs that you will administer throughout the year, each corresponding to the content from a group of four KinderCorner 2nd Edition thematic units. SOLO scores are collected for each student in each of four grading periods.

The vocabulary words are samples drawn from across the four units, primarily from the lists of background words and math words found at the beginning of each theme guide. The group of words selected for each SOLO is simply a sample and should not be emphasized in class any more than any other words from these lists.

The following chart outlines the source of the vocabulary words and when each SOLO should be administered. Most KinderCorner teachers are already teaching unit 5 or even unit 6 by the end of the first grading period. Therefore, you should have plenty of time to administer the assessment before the grading period ends.

Assessment	Source for Receptive- and Expressive-Vocabulary Words	When the SOLO Should Be Administered
SOLO #1	Units 1–4	During grading period 1
SOLO #2	Units 5–8	During grading period 2
SOLO #3	Units 9–12	During grading period 3
SOLO #4	Units 13–16	During grading period 4

Although time is allotted for administering the SOLO during Learning Labs on days 5 and 10 (beginning in unit 3), you can assess students at other times also if your schedule allows.

Familiar materials used in class, such as concepts-of-print books and cards from the KinderCorner Phonics Picture Cards box, are used to prompt discussion or to find out whether students have particular words in their receptive or expressive vocabularies.

Section 1: Oral Expression and Receptive Vocabulary

Each SOLO is organized into two sections. In the first part, the assessor uses some of the pictures in a familiar book and/or some pictures from a picture page to engage the student in short conversations. A rubric is applied, generally, to each conversation to rate the complexity of the student's responses. The goal is to assess, generally, whether the student is able to express his or her thoughts in complete sentences that have details.

Oral-Expression Rubric

- 70** The student does not respond, or the responses do not make sense.
- 80** The student responds with single words or short phrases that make sense.
- 90** The student mostly responds in complete sentences that make sense.
- 100** The student mostly responds in complete sentences that make sense and include details (descriptive language or information that tells how, when, where, or why).

The teacher also asks questions about other pages in the book to determine whether the student understands a given set of vocabulary words. The student may be asked to point to a part of the picture or to answer a question that demonstrates his or her understanding of the word at the receptive level. You will assess four receptive-vocabulary words in each SOLO.

Section 2: Expressive Vocabulary

In the second part, the assessor shows pictures and asks questions to determine whether the student can produce particular vocabulary words. There are a total of sixteen expressive-vocabulary words from across the four units included in each SOLO.

Administering the SOLO

1. Gather the appropriate materials. You will need:
 - the book and/or receptive-vocabulary picture pages,
 - the expressive-vocabulary picture pages,
 - a student record form for each student,
 - the vocabulary class record form, and
 - your current weekly record form.
2. Pull the student aside to an area where he or she will not be distracted.
3. Present the book. Ask the student about his or her favorite part of the book as a warm-up, if needed.
4. Introduce the book as guided by the student record form.
5. Follow the instructions on the student record form to guide the student through the book.

Conversation starters: On some pages, you will use questions called conversation starters to engage the student in a discussion related to the picture on the page. You may use all the questions provided or ask your own follow-up questions based on the student's responses, as needed, to encourage more language production. Write the student's responses on the student record form or on other notepaper to help with scoring later. If the student answers the first question about the page with a complete and detailed sentence, move on to the next page of the book. If the student answers with only single words or short phrases, ask the student if he or she can say his or her answer in a complete sentence. Unless you need to carefully think about the student's responses later, you may circle 70, 80, 90, or 100 on the student record form next to each set of conversation prompts as you assess.

Receptive vocabulary: For SOLOs 1–3, you will use other pages of the same book that was used to assess oral expression to see if the student understands a particular word. In SOLO #4, a page of pictures is used. Sometimes you will ask the student to point to a part of the picture that illustrates the word. For other words, you may ask a question that, if answered correctly, allows the student to demonstrate an understanding of the word. There is a space on the student record form to check off words that the student understood as you move from page to page.

6. **Expressive vocabulary:** Get out the SOLO vocabulary class record form, and display the first expressive-vocabulary picture page where the student can see it. Use the question prompts found underneath each picture to determine whether the student can produce the target word. The target words are not printed on the picture pages in case the student can read them. You will find the words on the SOLO vocabulary class record form. The words on the form and the pictures on the picture pages are numbered so you can correlate the two. Keep in mind that the goal is to see whether the student can say the target word. Use your own questions or other examples, if necessary, to supplement those provided. Count the word correct if the student provides the word but mispronounces it, or if the student uses a different form of the word (a different verb tense, plural instead of singular, etc.) Place a check mark on the SOLO vocabulary class record form under each word that is correctly produced.
7. Dismiss the student. Calculate the scores for SOLO vocabulary and SOLO oral expression in the appropriate columns on the weekly record form for the unit and week that you are currently teaching. You will most likely only be able to assess a part of your class each week.

Materials

SOLO #	Oral Expression	Receptive Vocabulary	Expressive Vocabulary
1	Teacher version of the concepts-of-print book <i>In Kindergarten</i>	<i>In Kindergarten</i>	Expressive-vocabulary picture pages*
2	Teacher version of the concepts-of-print book <i>At the Market</i>	<i>At the Market</i>	Expressive-vocabulary picture pages*
3	Teacher version of the concepts-of-print book <i>Who Keeps Me Safe?</i>	<i>Who Keeps Me Safe?</i>	Expressive-vocabulary picture pages*
4	Teacher version of the concepts-of-print book <i>Hello, My Name Is Henry</i>	Receptive-vocabulary picture pages*	Expressive-vocabulary picture pages*

*The picture pages used for receptive and expressive vocabulary are printed in this booklet.

Scoring

SOLO Vocabulary

1. Place a check mark on the SOLO class record form for vocabulary under each word that the student understood (receptive words) or produced (expressive words). If you recorded correct responses for the receptive words on the student record form, also add check marks to the SOLO vocabulary class record form so you can identify words that are problematic for several students in your class.
2. Count the total number of receptive- and expressive-vocabulary words correct. There are four possible correct receptive words and sixteen possible correct expressive words, for a total of twenty possible correct vocabulary words.
3. Each word is worth 5 points. Multiply the total number correct by five.
4. Record the score in the SOLO vocabulary column on the weekly record form.

SOLO Oral Expression

1. Use the Oral-Expression Rubric to determine a score that is most representative of the student's ability to communicate orally in English for each conversation. See the following section for help with using the rubric.
2. Add the two rubric scores together, and assign a total score based on the table below.

Sum of the Two Rubric Scores	Oral-Expression Score
140	70
150	75
160	80
170	85
180	90
190	95
200	100

3. Record the score in the SOLO oral expression column on the weekly record form.

Using the Oral-Expression Rubric

The Oral-Expression Rubric is not applied to each individual response that the student utters during the course of the conversation. It is applied generally to the entire conversation. The goal is to determine whether the student can create sentences that are complete and contain details such as descriptive language or information that tells how, when, where, or why.

70	The student does not respond, or the responses do not make sense.	Understanding the Rating A response that does not make sense may be spoken in another language, is incomprehensible due to severe pronunciation problems, or simply does not relate to the question asked. (If the answer is correct but spoken in another language, ask, “Can you say that in English?”) Example: Teacher: What do you like to eat for lunch? Student: <i>Cars.</i> Teacher: You eat cars? Is that a kind of food? Student: <i>No response.</i>
80	The student responds with single words or short phrases that make sense.	Understanding the Rating The answer makes sense but is not expressed in a complete sentence. Examples: Teacher: What do you see in this picture? Student: <i>Dogs.</i> Teacher: What do you like to do when you play at the park? Student: <i>On the slide.</i> Teacher: Tell me about a time you went on the slide. Student: <i>Go fast.</i> Prompting for a Higher-Level Response Check to see whether the student is able to respond in a complete sentence by asking him or her to say the answer in a complete sentence. Examples: Teacher: What do you like to eat for lunch? Student: <i>Sandwich.</i> Teacher: That sounds delicious. Can you tell me in a complete sentence what you like to eat for lunch? Student: <i>I like to eat sandwiches.</i> (This response would rate a 90.) Teacher: What are the children in this picture doing? Student: <i>Building.</i> Teacher: They are building. Student: <i>With some blocks.</i> Teacher: Yes, they are. Can you tell me that information in a complete sentence? Student: <i>Building blocks.</i> (This response would rate an 80.)

90	The student mostly responds in complete sentences that make sense.*	Understanding the Rating If the student answers in a complete sentence with no descriptive language or other details, ask follow-up questions to see if he or she can provide details. If the student can only provide details when prompted, assign a score of 90. If a student sometimes answers in short phrases but demonstrates that he or she can also create complete sentences, assign a score of 90. Example: Teacher: What is something that we should do before we eat? Student: <i>We wash our hands.</i> Teacher: Tell me about how you wash your hands. Student: <i>You put some soap.</i> Teacher: That's right. You put soap on your hands. What comes next? Student: <i>Then some water.</i>
100	The student mostly responds in complete sentences that make sense and include details (descriptive language or information that tells how, when, where, or why.)*	Understanding the Rating Conversations that score 100 would include some sentences that have details such as descriptive language or information that tells how, when, where, or why. (The conversation may be rated 100 even if every single sentence in the conversation does not.) Examples: Teacher: What are some of your favorite toys to play with? Student: <i>Legos. I have some at my house in my room.</i> (Prepositional phrases tell where.) Teacher: That sounds like fun. Student: <i>Yeah, except I have to keep them away from my little sister because she puts everything in her mouth, and she can choke on little stuff, and they're little, so she can choke.</i> (Even though this is a run-on sentence, it contains lots of details.) Teacher: What kind of building do you think this is? Student: <i>I think it's a house 'cause I see a chimney.</i> (supports answer by telling why) Teacher: What else do you like to do when you go to the playground? Student: <i>We like to play Scary Monsters.</i> Teacher: Scary Monsters? Student: <i>It's a game. There's monsters in the game, and they want to eat you all up. You have to run really, really, really fast.</i> (The student provides additional details in multiple short sentences without prompting from the teacher.)

*Students may receive a score of 90 or 100 even if they make errors in usage, grammar, or word pronunciation.

Example for SOLO #1 using *In Kindergarten*, page 2:

Matthew | score: 100

Even though Matthew makes a few grammatical errors, he regularly expresses his thoughts in complete sentences and adds some details.

I wonder what these children are writing about. What do you think they are writing about?

I think she's writing her name, or maybe it's a story.

What are they using to write with?

Well, he got a yellow crayon, and this girl have a marker. It's blue or maybe black.

What do you like to use when you write or draw?

I like to use mostly markers, but sometimes my sister let me use her pen. It clicks, and you open it.

Millie | score: 90

Although the last question is answered with a two-word phrase, Millie has already established that she can construct simple complete sentences.

I wonder what these children are writing about. What do you think they are writing about?

They are writing their names.

What are they using to write with?

They are writing with crayons.

What do you like to use when you write or draw?

A pencil.

David | score: 80

I wonder what these children are writing about. What do you think they are writing about?

Their names.

What are they using to write with?

Ummm...a crayon.

That's right. I see some crayons. Can you say that in a complete sentence?

A crayon.

What do you like to use when you write or draw?

Markers.

See the Teacher's Resources section at the end of this chapter for a sample SOLO.

Teacher's Resources—Developing Oral Language

1. SOLO #1 – Student Record Form. 140
2. SOLO #1 – Picture Pages for Expressive Vocabulary 141
3. SOLO #1 – Vocabulary Class Record Form 143

SOLO #1 – Student Record Form



SOLO #1 | Student Record Form

Student Name: _____ Date: _____

Section 1: Oral Expression and Receptive Vocabulary

Use the questions for the following pages of the book *In Kindergarten* to engage the student in a conversation or to assess receptive vocabulary. Ask follow-up questions based on the student's responses, as needed, to encourage more language production. If the student answers with only single words or short phrases, ask the student if he or she can say his or her answer in a complete sentence.

Cover	Introduction	Introduction: We are going to spend some time together talking about some of the pictures in our book <i>In Kindergarten</i> that we read together in class.
page 1	Receptive vocabulary ☐ "teacher"	Say, These kindergartners are reading a story together. Which person in this picture is the teacher? Point to the teacher.
page 2	Oral expression 70 80 90 100	Conversation starters: Say, These kindergartners are writing something. • I wonder what these children are writing about. What do you think they are writing about? • What are they using to write with? What do you like to use when you write or draw? Why?
page 3	Receptive vocabulary ☐ "guess"	Say, These kindergartners are painting, but we can't really see their pictures. Can you guess what they might be painting pictures of? (An answer that makes sense will indicate that the student understands the meaning of the word "guess.")
page 4	Receptive vocabulary ☐ "shoulders"	Say, These kindergartners are eating lunch. Let's think about the names of some of the body parts we've talked about. Point to the boy's ears and nose as you say, This is the boy's ear, and this is his nose. Where are his shoulders?
page 5	Receptive vocabulary ☐ "same"	Say, These children are building towers with different sizes of blocks. Can you show me two blocks that are the same?
page 6	Oral expression 70 80 90 100	Conversation starters: Say, These kindergartners are playing on a slide. • Tell me about a time that you went to a playground. • Whom do you like to go to the playground with? What do you like to do there?

Oral-Expression Rubric

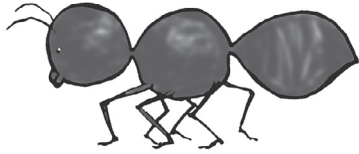
- 70** The student does not respond, or the responses do not make sense.
- 80** The student responds with single words or short phrases that make sense.
- 90** The student mostly responds in complete sentences that make sense.
- 100** The student mostly responds in complete sentences that make sense and include details (descriptive language or information that tells how, when, where, or why).

SOLO #1 – Picture Pages for Expressive Vocabulary

Section 2: Expressive Vocabulary

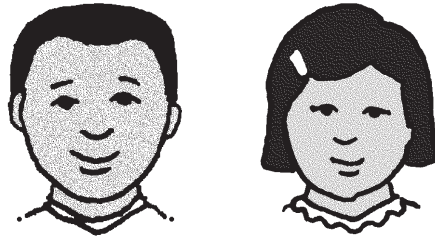
Say, **I want to see what words you know. I will ask you some questions about these pictures.** If the student gives a synonym for the target word, ask, **Do you know another word that means the same thing as (word student said)?**

1



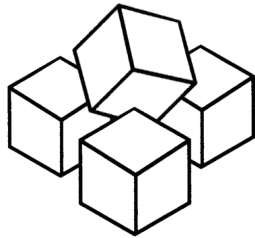
What kind of insect (or bug) is this?

2



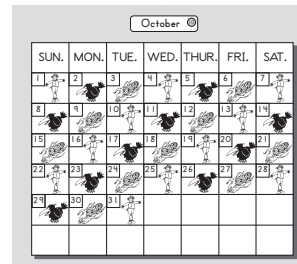
These children are in the same family. Point to the girl. She is the sister, and he is the _____.

3



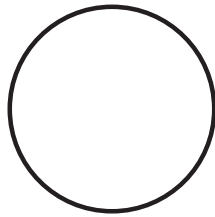
What can you do with these blocks?

4



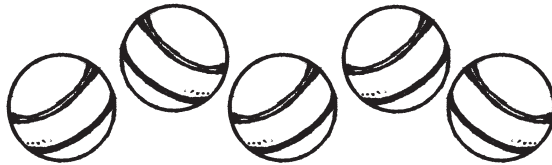
This tells us all the days in a month. What is it called?

5



What is this shape called?

6



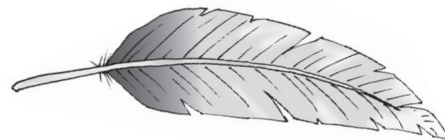
If we want to know how many balls there are, what do we have to do?

7



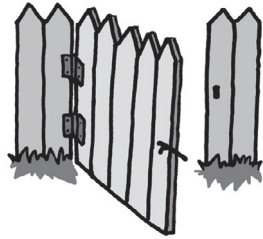
This is something you can color a picture with. What is it called?

8



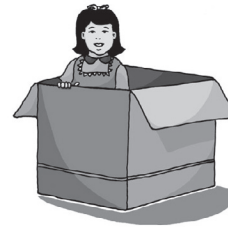
This is what birds have to cover their bodies instead of fur or skin. What is it called?

9



This is a part of a fence where we can go into the yard. What is it called?

10



Where is the girl? If the student says, "In the box," say, "She's not outside the box; she's ____."

11



Point to the girl's knees. These are a part of the girl's legs. What are they called?

12



What are these called? They are not numbers; they are ____.

13



What do you write on your paper so everyone will know whose it is? This boy wrote "Jimmy" on his picture. Jimmy is his ____.

14



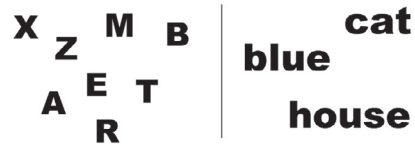
What do we do with a book? What are we learning how to do in Stepping Stones?

15



If you and your friend are outside, and it starts to rain, what will you have to do with this umbrella if you only have one?

16



Point to the letters. These are letters. Point to the words. But these are ____.

SOLO #1 – Vocabulary Class Record Form

SOLO #1 | Vocabulary Class Record Form

Place a check mark underneath each word that is identified (receptive) or produced (expressive).

[illegible]

Chapter 4 | Developing Literacy Skills

Literacy is developed through various components and daily activities within KinderCorner. Concepts are presented both directly and through natural experiences. Students then practice and explore skills and concepts independently and with peers. Repeated exposure and practice allow each student to develop the skills at his or her own pace within the context of the larger group.

Consider the letter “m.” Our goal is for students to associate the sound /m/ with the letter shape “m” and to be able to read and write /m/ in the context of words. The following description shows where both natural exposure and active instruction about the letter “m” occur in the first few units of the curriculum. To prevent confusion between letter names and sounds, letter names are introduced in unit 7 after all the sounds have been introduced.

Unit 1

- The first two Daily Messages include words that begin with the letter “m.” The teacher writes the message in front of students and points to each word as he or she reads it.
- In *Stepping Stones*, popular books that emphasize the letters of the alphabet are read. Attention is drawn to the initial letter in each student’s first name, including students whose name begins with “m.”
- Students work with peers to match uppercase and lowercase forms of each letter, including “m,” in both *Stepping Stones* and *Learning Labs*.
- Students learn the names for mnemonic pictures that represent each of the twenty-six letters of the alphabet that are posted on a wall frieze. This includes “m,” “mountains.”
- Students read their first concepts-of-print book, which contains a sentence on each page that begins with the phrase “I am...” Although they may have memorized it, students point to the word “am” in their books as they read each page.

Unit 2

- The Daily Message on day 1 contains the word “me.”
- The sound-letter connection for /m/ is introduced in *Stepping Stones*. Students are taught to associate the shape of “m” with a mnemonic picture that shows a man and two mountains. They learn to say, “The man marches on mountains,” when they see the picture and “From the man go down, climb one mountain and another,” as they write the letter shape. They also watch a funny *Animated Alphabet* video that reinforces the mnemonic picture. The sound and shape of /m/ is introduced during *Stepping Stones* over two days.
- During subsequent beginning-phonics lessons in *Stepping Stones*, students review the *Animated Alphabet* video for /m/ and practice writing “m,” along with other new letters they are learning.

Unit 2, continued

- The teacher includes words that begin with the letter “m” in the model sentences during Write Away on several days throughout the unit.
- Students are encouraged to engage in tactile letter-formation activities that provide additional practice with forming the letter “m” during Greetings, Readings, & Writings and/or Learning Labs. They may write the letter shape in shaving cream or sand or glue macaroni noodles to an “m” shape.
- Students watch a video of Alphie writing his plan for Learning Labs. Alphie writes “m ____” for “match.”
- Two concepts-of-print books that are read daily as a part of the Stepping Stones lesson include words that begin with the letter “m.”

Unit 3

- The sight word “me,” which has been seen in several Daily Messages and read in concepts-of-print books up to this point, is added to the word wall.
- Stepping Stones lessons introduce sound blending to read phonetic words in this unit. The teacher models reading and writing the words “mad,” “Matt,” and “am” during the unit.
- Stepping Stones lessons now include Partner Practice Booklets. The letter “m” is read in isolation with a partner on days 2, 3, 4, 5, and 7 and in the context of words on days 2 and 5.
- One of the thematic vocabulary words on day 6 is “member.”
- The teacher is guided by the weekly record form to assess each student’s ability to give the sound and write the letter shape associated with “m” and also to read the word “am.” Demonstration of mastery of reading and writing the sound is recorded for each student. When this data is entered into the online-tools database, future weekly record forms will indicate which students have not yet mastered the sound or the word. This information helps the teacher to know where to focus instruction when working with each student.

Developing Reading-Readiness Skills

Phonological and Phonemic Awareness

See the teacher’s resources section at the end of this chapter for a list of rhymes used and the skills taught or practiced in each unit.

Phonological awareness is the ability to identify and discuss the sounds of language. The four primary areas of phonological awareness, in order of complexity and difficulty, are rhyming, chunks of language, onsets and rimes, and phonemic awareness. The ultimate goal of all phonological-awareness activities is to develop phonemic awareness, which helps students learn to read. Instructional activities that help to develop these skills are done daily as a part of the Rhyme Time lesson. Many are also reviewed and practiced as a part of the Daily Message routine. The skills that are addressed during these instructional components include the following:

Phonological Awareness

There are a variety of games and activities that help to develop each of the phonological skills.

- **Rhyme recognition and production:** Students identify words that sound the same at the end such as “funny” and “honey.” They also develop the ability to produce words that rhyme with a given word.
- **Concept of a sentence:** Students learn that a sentence is a group of words that represent a complete thought.
- **Sentence segmentation:** Students learn to separate a sentence into separate words. This helps them to develop their concept of words.
- **Syllable segmenting and counting:** Students learn to divide words into syllables and count the number of syllables in a word.
- **Syllable blending:** Students learn to combine syllables to make words.
- **Blend and segment onsets and rimes of single-syllable spoken words:** Students learn to separate the part of the word that precedes the vowel. It may be a single letter sound or a blend. (Examples: /c/ is the onset of “car,” but “spl” is the onset of “splash.”)
- **Recognize alliteration:** Students learn to recognize all the words in a sentence, poem, or rhyme that begin with the same sound.
- **Words are made of sounds:** Students learn that words are collections of different sounds.
- **Identify initial, medial, and ending sounds:** Students learn to isolate and produce sounds at the beginning, in the middle, and at the end of words.

Phonemic Awareness

- **Auditory sound blending:** Students learn to blend a given set of sounds into a word. This oral-only activity provides the foundation to sounding out written words. It is done in Rhyme Time on days 2 and 7 of every unit through a fun game called Say-It-Fast. Because the mascot puppet KinderRoo’s baby, Joey, is young, he only speaks in segmented language, or Joey Talk. That means he says each sound in a word separately and does not blend them together to pronounce the word smoothly. Students need to blend the sounds together to make the words that Joey is trying to say.
- **Auditory sound segmentation:** Students also learn to break words into their separate sounds. This skill is developed through a game called Break-It-Down, which is done in Rhyme Time on days 3 and 7 in every unit. Being able to hear the distinct sounds in words helps students learn how to spell them.
- **Phoneme substitution, addition, and deletion:** Further manipulation of the sounds in words occurs through various games and activities during Rhyme Time lessons throughout the year. Students change the sounds in a word, add new sounds to the word, or remove sounds from it.

Phonics

Letter-Sound Correspondence

An important reading strategy is decoding text. To learn the code, we must learn to make the letter-sound connections. There are about forty-four sounds that are heard in English words, but there are only twenty-six letters. How can this be? Some sounds are represented by individual letters, and some are represented by combinations of letters (e.g., “sh,” and “ng”). Also, there are about sixty ways to write those forty-four sounds. Sometimes the same sound can be written with different combinations of letters. For example, the long /o/ sound can be written “oa” as in “boat,” “o_e” as in “bone,” “ow” as in “show,” or “oe” as in “toe.” This makes English a challenging, interesting language to learn.

Stepping Stones lessons in units 2–6 introduce the twenty-six letters of the alphabet plus “sh” and “ch.” In unit 2, each sound is introduced over a two-day period to help students adjust to the lesson structure. Then in units 3–6, three new letters are introduced each week with a review lesson on days 5 and 10. Letters that appear more frequently in words are introduced first so students will be able to read and write words that contain them more quickly. Once introduced, the letters are practiced in several contexts throughout the year. Some students will remember the sound-letter connections right away, and others will need more exposure and practice before automatic recall is developed.

More extensive concepts-of-print lessons are taught during the Stepping Stones component on days 1 and 6. In the shorter beginning-phonics portion of the lesson on those days, students review the mnemonic picture names and letter-sound connections through Animated Alphabet video clips.

Letter-Sound Introduction in Stepping Stones					
Day	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1	Short review	Short review	Short review	Short review	Short review
2	m	t	c	e	ch
3	m	i	k	l	j
4	a	n	u	h	v
5	a	Review t, i, and n.	Review c, k, and u.	Review e, l, and h.	
6	Short review	Short review	Short review	Short review	Short review
7	s	p	r	sh	y
8	s	g	b	z	q
9	d	o	f	w	x
10	d	Review p, g, and o.	Review r, b, and f.	Review sh, z, and w.	Review y, q, and x.

Letter Names

Many students will begin kindergarten already knowing some letter names. For those who do not, it can be confusing to try to learn both the names and sounds at the same time. For example, the name for “c” does not sound like the sound /c/ in the word “cat,” so it may mislead students to try to read it as “sat.” Knowledge of the letter sounds is necessary to begin decoding, so we begin by focusing only on the letter sounds. After the letter sounds have been learned, the letter names are explicitly taught in unit 7 when “The Alphabet Chant” is introduced during a special transition-to-KinderRoots week. We also teach students to recognize both uppercase and lowercase letters, although we begin with the lowercase letters since students will encounter those most often while reading text. It is critical that students see that these new skills are usable and useful in reading meaningful literature. Letter names are needed for spelling sight words when the letters do not make their regular sounds.

Sound Blending

Blending is the process of combining the separate sounds of the letters in a word so the word can be read. Students need to be able to recognize and verbalize the sounds automatically so the words can be read fluently.

Beginning in unit 3, after students have learned /m/, /a/, /s/, and /d/, we practice blending those sounds so students see how the sounds come together to make words. The teacher helps students to see the progression from letters to words by placing letter cards spaced apart, pointing to each letter, and making the sound for each. As the cards are moved more closely together, the spaces between each sound are reduced until, eventually, a word is read. Students are taught to say the sound for each letter or letter group in a word as they run their finger underneath it, slowly at first, then faster and faster until they can blend the sounds together to produce a recognizable word. This process, called Stretch and Read, is modeled by the teacher daily using sounds that have been introduced.

Alphie and his pals also model the process daily through engaging video segments from the Sound and the Furry series. Students practice sounding out words with their partners with Stepping Stones Partner Practice Booklets.

Concepts of Print

See the teacher’s resources section at the end of this chapter for a list of concepts-of-print book titles and focus skills.

Stepping Stones lessons teach more than letter sounds, sound blending, and phonetic spelling. Students also learn about book conventions and concepts of print, including turning pages from left to right, understanding that the marks on the page are words and sentences that tell you what to say, and tracking text from left to right, to name a few.

Students will learn many of these skills through the teacher modeling that occurs when the teacher reads books to them during STaR, Theme Exploration, and Let’s Think About It. They are also, however, explicitly taught as a part of each Stepping Stones lesson. On days 1 and 6 of each theme, most of the lesson time is spent on teaching one or more concepts-of-print skills. Many lessons are taught using a large format of the book for the teacher. Students remain actively engaged with their own copies of thematic concepts-of-print books that they get to take home and add to their personal

libraries. Many lessons also include other materials for text matching or sentence building. On subsequent days, students either partner read the book that was introduced the day before or read a new book that is presented with a short skill lesson.

The Stepping Stones Lesson Structure		
Day	Beginning Phonics	Emergent Reading
1	- Review of mnemonic picture card names - Animated Alphabet videos	Extended concepts-of-print lesson. Students read their first book of the theme in unison as a class through guided group reading.
2	Introduction to the sound and shape of a new letter or letter group	Short review of the skills introduced on day 1. Students read the book with their partners, alternating pages and helping each other (partner reading).
3	Introduction to the sound and shape of a new letter or letter group	Short concepts-of-print lesson followed by guided group reading with the second book of the theme
4	Introduction to the sound and shape of a new letter or letter group	Brief review of the skill followed by partner reading
5	Review lesson based on the three sounds introduced on days 2, 3, and 4	- Free-choice day: Students read a concepts-of-print book of their choice in unison or with partners. - Teachers can focus on skills not yet demonstrated as indicated on the weekly record form.
Days 6–10 mirror days 1–5 with two new concepts-of-print books and three new letter sounds.		

Students are encouraged to explore concepts-of-print books at home each evening. Parents are asked to sign a Read & Respond bookmark to document this practice. The specific skills addressed in each lesson, along with other tips, are printed on the inside back cover of the books for parents.

Sight Words

Words that students will encounter frequently, but cannot be sounded out due to their phonetic irregularity, are presented as word wall words. The teacher introduces sight words during either the Daily Message or as a part of the Stepping Stones concepts-of-print lessons. The words are pronounced, defined, and posted to a word wall that students have visual access to throughout the day. The words on the wall are periodically reviewed, especially as new words are added.

Listening Comprehension and Fluency

To lay the foundation for reading comprehension and fluent reading later, students in KinderCorner begin to develop listening-comprehension skills and hear models of fluent reading during Story Telling and Retelling (STaR) lessons from the very first unit.

Each STaR lesson addresses a good-reader skill. The teacher presents the skill as a part of the story preview and then addresses the skill throughout the reading of the story, or at the end of the story, as appropriate for the given skill. For example, the teacher may tell students that one thing good readers do is to think about whether the events in a story could happen in real life. The class may stop at various points in the story and discuss whether a section could really happen or not.

In addition to the good-reader skill highlighted in each lesson, students also develop listening-comprehension skills as they answer questions from the various levels of Bloom's taxonomy throughout the reading of the story. Comprehension of the story is solidified as students retell the STaR story through dramatization, puppets, or other interactive retell activities on the following day.

See the teacher's resource section at the end of this chapter for a complete list of STaR book titles and the accompanying good-reader skills and story-retell formats.

Introducing Formal Reading Instruction Through KinderRoots

Beginning in unit 7, students transition from Stepping Stones to KinderRoots. KinderRoots lessons reinforce and build on the introductory-reading instruction of earlier units, expanding to include the reading of connected, mostly decodable text in the KinderRoots Shared Stories. These short stories contain small-font text for the teacher to read and larger phonetically regular text for students to read. The goal of each lesson is to help students use sound blending, pictures, and context strategies to successfully read the story that is the focus of the lesson.

KinderRoots lessons are structured and fast paced, with activities that enable students to learn the sounds and words introduced in each story thoroughly and quickly. Students are introduced to some of the new routines during a special transition week during which they receive instruction and practice with reading sentences and other preparatory activities called Transition to KinderRoots.

During the transition week, students will:

- learn the names of the letters of the alphabet through “The Alphabet Chant.”
- explore sample KinderRoots Shared Stories that the KinderRoo puppet brings in her special bag.
- view a motivational video in which Alphie and Monster explain to students that they will begin reading KinderRoots Shared Stories during the next week.
- continue to hone concepts-of-print skills with the last concepts-of-print book.
- watch Animated Alphabet videos to review the letters sounds that will be included in their first KinderRoots Shared Story.

See the teacher's resources section at the end of the chapter for the KinderRoots Shared Stories titles, focus sounds, and word lists.

- learn to play Quick Erase, a fun game that helps students explore word patterns and generalize from known words to new words. The teacher changes one letter of a word at a time to create a new word. “Tad” becomes “mad,” “mad” becomes “dad,” and so forth.
- learn to play Say-Spell-Say, a game that helps students to memorize sight words.
- learn the color-coding system for words: Green Words are phonetic. We teach students that “Green” means go. Go ahead, and sound it out. Red words are sight words. We say, “If you don’t remember a Red Word, ask someone.”
- learn about how sight words and phonetic words can be strung together to create sentences.
- read sentences with partners in the Partner Practice Booklets.

KinderRoots lessons begin in week 2 of unit 7. KinderRoots Shared Stories allow students to read engaging and interesting stories even if they only know a few letter sounds. The first KinderRoots story, *The Wet Dog*, begins with text that uses very few sounds and only a couple of sight words. Each story adds a focus sound and contains numerous words that begin with or contain that sound.

Stories are introduced with discussion that helps students to tap into their background knowledge about the topics addressed in the story. These concepts are further developed with video support in the form of Word Plays. The Word Plays are particularly beneficial for English language learners. Students use the title, cover illustration, and interior illustrations to make predictions about what the story will be about.

Each page in a KinderRoots Shared Story has both a teacher section that provides a context for the story and a large-font student section. The student section uses only words with letter sounds that students have already been taught, a few key sight words, and readles (words represented by pictures). Through the teacher section and the student section, the entire story unfolds—thus the name, Shared Stories.

Instruction for each Shared Story occurs over five days. The teacher support for reading the stories gradually decreases as students move through the week.

Guided Group Reading: The teacher and students read the story for the first time together in unison.



Guided Partner Reading: The teacher guides the class from page to page and stops after each page to clarify difficult words or story content, but students work to read the text with their partners.



Partner Reading: Students read the story with their partners. Partners alternate pages, help each other as needed, and reread the page together for fluency practice.

The teacher's version of the book includes predictive questions and suggestions for explaining vocabulary to students with limited English skills who might have difficulty understanding the story words.

KinderRoots Five-Day Structure				
Day 1	Day 2	Day 3	Day 4	Day 5
Warm-Up - Wall frieze sound review - Reading rehearsal (Reread a familiar story in unison or with partners.) Story Introduction - Previewing - Word Play video - Predictions Word Presentation - Read sounds. - Animated Alphabet - Sound It Out video - Stretch and Read - Quick Erase - Say-Spell-Say - Readles Partner Word and Sentence Reading - Roo's Request - Students read words for partners. Celebration - Student performance - Word wall review	Warm-Up "The Alphabet Chant" - Reading rehearsal Word Presentation - Read sounds. - Animated Alphabet - Sound It Out video - Stretch and Read - Quick Erase - Say-Spell-Say - Readles Partner Word and Sentence Reading - Students read words for partners. Guided Group Reading - Word Play video - Review predictions. - Story reading in unison - Discussion questions (oral) - Roo's Request Celebration - Student performance	Warm-Up - Wall frieze sound review - Reading rehearsal Word Presentation - Read sounds. - Animated Alphabet - Sound It Out video - Stretch and Read - Quick Erase - Say-Spell-Say - Readles Partner Word and Sentence Reading - Students read words for partners. - A student reads for pocket points. Guided Partner Reading - Review questions. - Students read the story with partners; teacher guides from page to page. - Roo's Request Celebration - Student performance	Warm-Up "The Alphabet Chant" - Reading rehearsal Word Presentation - Read sounds. - Animated Alphabet - Sound It Out video - Stretch and Read - Quick Erase - Say-Spell-Say - Readles Partner Word and Sentence Reading - Students read words for partners. - A student reads for pocket points. Partner Reading - Partners read the story, alternating pages, retelling, and rereading for fluency. - Roo's Request Writing - Partner story questions - Stretch and Count/Stretch and Spell Celebration - Student performance	Warm-Up - Wall frieze sounds review - Reading rehearsal Word Presentation - Read sounds. - Animated Alphabet - Sound It Out video (other sound in story vocabulary) - Stretch and Read - Quick Erase - Say-Spell-Say - Readles Partner Word and Sentence Reading - Students read words for partners. - A student reads for pocket points. Partner Reading - Partners read the story, alternating pages, retelling, and rereading for fluency. - Roo's Request Writing - Stretch and Count/Stretch and Spell - Sentence dictation All Together Now - Class reads the story in unison. Celebration - Student performance

Instructing Mixed-Ability Groups

Many students will be able to unlock the reading code and join the wacky world of Matt and his dog Sad Sam, the world's most phonetically regular basset hound; Miss Sid, the pesky parrot; Pam and her cat Pit-Pat; and many other engaging characters. As they learn systematic strategies for finding the meaning of words, sentences, and stories, students take increasing responsibility for their reading.

Some students who have caught on to the blending process will sail through the stories. Others, who might not have picked up these skills in the beginning-phonics instruction, may catch on to the letter-sound correspondence, sound blending, and other strategies as the words are presented again in the KinderRoots Shared Stories. Still others will enjoy the activities and stories, but they will show no evidence of mastering the content presented and will read primarily from memory.

During instruction, you will use techniques such as Think Alouds to model the use of context and picture clues to unlock word and text meaning and to enhance students' knowledge of the purposes for reading, previewing, and making predictions. Thus, students can become independent, thinking readers who experience the joy of reading.

Because of the instruction and practice provided through Stepping Stones and KinderRoots, many students in most classes take off in their reading, and a small number do not catch on right away. Should the early readers be separated for instruction? One danger of this approach is that the nonreaders may feel as if they are failing. No kindergarten student should feel like a failure because he or she is not reading yet.

No matter what strategies students use to read the stories, their attempts are to be encouraged and celebrated. It is important to accept whatever response kindergarten students have to the materials. Make sure that all students are exposed to the lessons and have a positive experience with the initial reading whether they master it at this point or not. Students who need another opportunity at the beginning of first grade will start at the beginning of Reading Roots at that time. Students who have gained mastery of the strategies during kindergarten will start at more advanced levels of Reading Roots.

If your state or district guidelines require you to group students, then we recommend the following:

- Teachers need to know where each and every student is in terms of his or her language and skills development. Monitor students' partner and individual work consistently to keep systematic record of how they are performing. Expedient use of the data tools can help meet this need.
- Consider the following solutions, listed in order of preference.

Solution 1: If there are multiple kindergarten classes in a school, you can regroup students across the classes for the KinderRoots lessons. We suggest waiting until after you have started KinderRoots before doing this regrouping to give a chance to students who might take some time to feel confident and get some letter sounds solidly under their belts. Teachers need to monitor students' progress continually because their performance can vary greatly when they are young and just catching on to a decoding process. This works best if students who have to move are in classrooms close to where they need to go.

Solution 2: When there are not multiple classrooms or it is not possible to regroup across classes and if there are two or more adults who can effectively teach a reading class, then you might consider regrouping students within the classroom for the KinderRoots lessons. Again, you should wait until KinderRoots has begun and be very careful to assess continually and change groups based on students' developing skills.

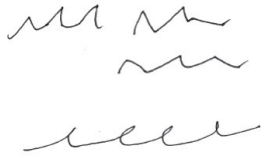
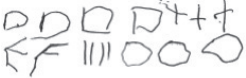
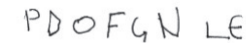
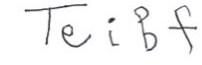
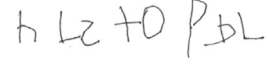
We do not advise taking students out of the kindergarten class and placing them in Reading Roots classes except under very rare circumstances, such as when there are one or two students who are reading very far above the rest of the class and the teacher just cannot accommodate their needs. It is not usually advised because the student will miss valuable instruction while not in the kindergarten class. There might be thematic concepts taught that will make it difficult for the student to participate successfully in other activities. It is better to try to meet the advanced student's needs in the kindergarten classroom.

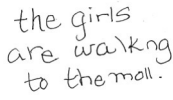
Developing Writing Skills

The first step in learning to write is to understand that writing is a form of communication that can be used for a variety of purposes. 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 they see adults perform every day. Reading and writing skills codevelop, and each facilitates the development of the other.

Developmental Stages of Writing

In KinderCorner, students will receive both active instruction and support with letter formation and the use of emergent-writing strategies in addition to numerous opportunities to use their developing writing skills in a variety of situations. As they engage in the various activities, they will naturally progress through a series of stages on their way to becoming effective writers. Students move through the stages at different rates, and some may skip stages altogether. The following chart outlines the typical developmental stages of students' writing.

Random Scribbles		The student makes random marks on the page, generally not with the intention to create a particular drawing nor communicate a message. This is most common in young students, ages two to four, who have not yet developed the fine-motor or cognitive skills to draw pictures.
Drawing		Children use drawings to represent writing. At this stage, the young student is working out the relationship between drawing and writing, not confusing the two. Often students will read their drawings as if there were writing on the page.
Linear Scribbles		Linear scribbles may appear as wavy lines or loops and are an attempt to mimic conventional print. Sometimes students who are able to write letters but find the task a bit laborious will use linear scribbles to pretend to write in the context of play such as when they are taking someone's order in an imaginary restaurant.
Letterlike Shapes		Letterlike shapes are more successful attempts to mimic print before the student has learned to form specific letter shapes or to associate sounds with shapes. They are generally, but not always, written in a linear fashion.
Random Letters	 "My uncle buyed us a toy."	Also called nonphonetic letter strings, these shapes do look like real letters but are written in a random fashion with no attempt to connect symbols with sounds. The writing may include copied words or the reordering of letters from memorized words. Deciding whether a string of letters is random may require asking the student what the writing says.
Initial Attempts at Approximated Spelling	 "The elephant is big and fat."	When students begin to connect letters and sounds, they usually write initial consonants or a few consonants to represent a word. They may include some vowel sounds as markers, but in many cases, they are not correct.
Early Attempts at Approximated Spelling	 "He likes to play ball."	At this stage, the student has begun to add a few medial or ending sounds. Usually, initial consonants or a few consonants are used to represent a word. These writings may include some vowel sounds as markers, but in many cases, they are not correct. These writings may also incorporate the use of some letters based on the way their letter names sound or sight words spelled conventionally.

Intermediate Attempts at Approximated Spelling	 My cat JP of the + l. “My cat jumped off the table.”	Students at this stage represent most words with two or three letters. They generally use three letters for simple CVC words, although they may use the wrong letters such as “k” instead “c.”
Advanced Attempts at Approximated Spelling	 Dir Dabe I DROO thiz PKchr For you. lov Patrick “Dear Daddy, I drew this picture for you. Love, Patrick.”	These students regularly represent all or most of the sounds in every word but still make several spelling mistakes.
Conventional Spelling	 the girls are walking to the mall. “The girls are walking to the mall.”	Most of the words are written correctly. The student makes occasional spelling errors.

Facilitating Writing Development

Writing skills are developed through a combination of experiences in KinderCorner. Daily activities include both active instruction and modeling by the teacher. Coaching provides feedback to students about their accomplishments in writing so far and helps them to progress to the next level. Frequent opportunities to use writing in a variety of contexts for various purposes provides necessary practice and helps students understand that writing is simply one way to communicate information and ideas.

Modeling

Modeling the process of writing in front of students is an effective way of helping them learn what a writer thinks about as he or she writes and what the process looks like. Modeling writing in KinderCorner is a natural part of the daily routine. The Daily Message is written in front of students each day. The teacher may use Think Alouds as he or she writes the message and say things such as, “Oh, and I have to put a period at the end of my sentence.” Later, the teacher may ask students for help by saying something like, “And what do I need to put at the end of my sentence?” The teacher also models writing his or her own sentence in response to the writing prompt during the Write Away lesson. Modeling writing, however, should also occur outside of formal instruction, in natural settings or in play. If the teacher needs to send a note

to the office, for example, he or she can write the message in front of students and say each word aloud as he or she writes it. Learning Labs are an excellent place to demonstrate through play how writing can be a part of most scenarios in life.

The Power of Modeling in the Context of Play

Mrs. Baker had placed a notepad and pencil next to the telephone in her dramatic play lab in hopes of encouraging students to write messages. She had pointed out the materials in her lab tour, but she noticed a few days later that they remained untouched.

During lab time, she visited the lab, made a ringing sound, and then announced that the phone was ringing. She was hoping that students might use the notepad to take a message. To Mrs. Baker's surprise, a student pretended to answer the phone but passed it to her, saying, "It's for you." Mrs. Baker proceeded to pretend that she was in conversation and decided to model the writing herself. Students watched in awe.

She said, "Hello? (pause) Oh, hi! (pause) Yes, I'm still at work. We have school until three o'clock (pause). Oh, is the party tonight (pause)? Where is it again (pause)? Wait, I'd better take notes so I remember it. (Mrs. Baker got the notepad and pen. She wrote as she repeated the address a few times.) 123 Sad Sam Street. (She knew that her students had learned to write Sad Sam in KinderRoots.) What time? Six o'clock? (She wrote the number 6.) Yes, I think I'll wear the black dress. Oh, I'd better go. I have to get back to work (pause). Yes, I'll see you then. Bye-bye."

Students looked a little astonished but continued with their play. Mrs. Baker slipped out and continued to engage with students in other labs. A little later, it was her turn to be surprised when she noticed a girl on the phone saying, "Oh, yes, and where is the party?" as she scribbled on the notepad.

Active Instruction

Letter and Numeral Formation

Students learn letter-writing cues as a part of the Stepping Stones lessons in units 2–6. The cues help to reinforce the mnemonic pictures that are used to help students remember the connection between letter shapes and sounds. You will find a list of the letter-writing cues in the teacher's resources section at the end of this chapter.

Math Mysteries lessons teach numeral formation. Students put their number-writing skills to use in various labs and other lesson activities throughout the day.

Students who need additional fine-motor development benefit from the tactile letter-formation activities available in the Literacy Lab. They can practice forming letter and numeral shapes in sand, gelatin powder, shaving cream, or other materials.

Sound Spelling

Students learn to break words into their individual sounds and then write the letter that corresponds with each sound to write phonetic words. This process is first introduced during Stepping Stones lessons in units 3–6. Students work with partners to spell words. The teacher provides immediate feedback and reinforcement. All attempts at spelling are celebrated and encouraged. Students continue to stretch and spell words as they move into KinderRoots. They also learn to combine the words with sight words to write sentences.

Emergent-Writing Strategies

Most kindergarten students' writing vocabularies are very limited, while their speaking vocabularies are more extensive. They need to feel that their writing is not limited to the words that they know how to spell or form perfectly.

During Write Away lessons, the teacher introduces a series of writing strategies that provide students with options for expressing their thoughts before they are able to write conventionally. The strategies are introduced, one at a time, over several weeks. During Write Away, the teacher uses only the strategies that have been introduced as he or she writes his or her sentences. Students see entertaining videos in which the Alphie puppet uses the strategies also. Partners plan together before they start writing, which helps them to focus on content before worrying about how they will get their thoughts on paper.

Emergent-Writing Strategies		
Strategy	Description	Initial Introduction
Draw a Picture	Students draw a picture to illustrate a word or idea.	Unit 1, day 2
Draw a Line	Students draw a line in place of a word or, later, in place of parts of a word that they do not know how to represent with letters.	Unit 2, day 1
Write Sounds That You Know	Students write letters to represent the sounds they hear in a word.	Unit 2, day 3
Copy a Word	Students copy a word from the word wall, a book, or another place.	Unit 4, day 1
Remember a Word	Students write words from memory.	Unit 5, day 1
Stretch and Spell	Students use sound spelling to write words.	Unit 7, day 6
Say-Spell-Say	Students use the game that serves as a memory technique for sight words to recall and write the letters in a word.	Unit 8, day 1

Coaching Through Writing Conferences

Providing direct feedback and guidance to students about their writing can help them to move from one developmental stage to the next. In KinderCorner, this is accomplished through individual writing conferences. The teacher conferences with individual students either about their lab plans before they move to labs or during Write Away. The conferences are short and goal oriented.

First, the teacher asks the student to tell what he or she has written. The teacher then proceeds to provide coaching and modeling, focusing on skills and concepts that are appropriate for the student's writing level. The goals for writing conferences are progressive.

Goal 1: Ensure that the student understands that written words represent spoken words. Students at very early stages of literacy may not yet realize that the marks at the bottom of the page of a storybook are not just there for decoration. They represent the words that the reader is supposed to say. Likewise, students may not understand that they can communicate a word or thought either by saying it with their mouths or by representing it by writing symbols on paper or typing them on a keyboard.

Goal 2: Encourage the student to attempt letters and words instead of pictures or scribbles. Once students understand that written words represent spoken words, they should be encouraged to try to write even if they do not know how to form letters or spell correctly. They need to understand that learning to write does not happen spontaneously; they won't just wake up one day and suddenly have great handwriting and know how to spell. They need to know that, through practice, they will learn how to write well over time.

Goal 3: Help the student understand the correlation between spoken words and written words. Students need to understand that each spoken word is represented by a group of letters (a written word) and that different words are separated by spaces.

Goal 4: Help the student associate the initial sound of a word with a letter. For most students, the initial sounds in words are easier to distinguish than the medial or ending sounds. That makes teaching students to focus on the initial sound in a word a good starting point for helping them to understand sound-symbol relationships and sound spelling.

Goal 5: Help the student associate the initial sounds of most or all the words in his or her sentence with letters. Once students grasp the concept of representing whole words with a letter that makes the initial sound, they will be able to use this process to add at least one letter to most or all the words in their sentences.

Goal 6: Help the student begin to add letters to represent medial and ending sounds in words. By following the steps in the *Writing Development Feedback Guide*, the teacher addresses each of these goals as each student demonstrates readiness in his or her writing. Students receive the coaching and help they need targeted to their specific writing-development stages.

See the teacher's resources section at the end of this chapter for a copy of the *Writing Development Feedback Guide*.

How to Use the Writing Development Feedback Guide

1. First, duplicate the *Writing Development Feedback Guide* from the teacher's resources section at the end of this chapter, or download and print it from the online resources. If possible, laminate the form because you will use it often, at least initially. Once you become familiar with the goals and procedures for each developmental-writing stage, you may not need to use the form any longer.
2. Sit next to the student for the conference. You may pull him or her away from the whole group or conference with the student quietly where he or she is sitting at a table or desk.
3. Ask the student to tell you what he or she has written. Write the code for the most prevalent writing stage exhibited in the top right-hand corner of his or her paper. Write the date next to the code.
4. Follow the instructions for coaching and feedback, as described on the guide, for the stage you recorded.
5. Write the code for the stage on the weekly record form, and mark the box indicating that you have had a conference with the student.
6. If the student is writing on a loose sheet of paper, file the paper in his or her work-sample portfolio.

We only recommend writing corrections directly on a student's writing in the context of a writing conference in kindergarten.

The following examples illustrate what a writing conference could look like for students at different stages of writing development.

Raymond Unit 3, Day 2

The teacher has written the sentence stem "I will" for students to copy from the board to help them get started with their lab plans. Raymond has written a linear string of letters after "I will" on his a plan. The teacher suspects that the letters are random but confirms this by asking Raymond what he has written.

I wil QSTNCO

Teacher: **Tell me what you wrote about your plan today, Raymond.**

Raymond: *I will paint a dog.*

Teacher: **So your plan says, "I will paint a dog." That sounds like fun.**

The teacher now realizes that the letters Raymond has written do not represent the sounds in his sentence. She writes the code "RL" to indicate random letters and the date in the top right-hand corner of his paper.

Teacher: **You are learning to write lots of letter shapes! Let's draw some lines for each of the words in your sentence. You wrote "I will." Which letters could stand for "paint"?** Raymond points to the first two letters. **Okay, this word will be "paint."** She underlines the first two letters and writes the word "paint" under the line. **Now comes "a."** **What could be "a"?** Raymond points to the next letter. The teacher draws a line underneath the letter and writes "a" under the line. **So the rest of the letters must say "dog."** She draws a line underneath the remaining letters.

RL
9/16

I will P S T N C O

Teacher: **Watch as I read the sentence.** The teacher points to "I will" and then each of the lines as she says the sentence. **Now I want to show you something new.** She points to the last line. **This line stands for the word "dog."** **What sound do you hear at the beginning of "dog"?**

Raymond: /d/

Teacher: **That's right. /d/og. Dog. We have learned about the letter that makes that sound in Stepping Stones, right?** She points to the alphabet wall frieze. **Which letter says /d/?** Raymond points to the "d." **That's right, like the dinosaur. Do you remember how to make the /d/?** Raymond does not respond. **Let's make it with our fingers on the table. Left around his back, then head to toe. /d/, /d/, /d/. Now, why don't you write a /d/ at the beginning of our line that stands for "dog"?** Raymond writes a "d."

RL
9/16

I will P S T N C O

paint a d

Teacher: **Great! We can write the letter if we hear the sound in the word. Now say the sentence with me as I touch each line. Ready?** They read the sentence aloud together. **Okay, Raymond. You may go and paint your dog now. I can't wait to see it!**

Stage/Code	Goals	Steps
Random Letters (RL) actual letters, but no sound-symbol connection	- Provide guidance to establish a blank for each word. - Provide guidance to represent the sound-symbol connection with one or two words in the sentence. - Model conventional writing with the other words in the sentence.	- Ask the student to help you draw a line under the letters to indicate individual words, adding blanks for additional words if needed. - Help the student with letter-sound correspondence by focusing on a word that starts with a sound previously taught in Stepping Stones, and say, Let's write the first sound and draw a line to stand for the rest of the word. - Prompt the student to write the letter for the sound and to draw a line for the rest of word. Do this underneath the blank that represents the word. - Write the other words in the sentence underneath the lines that represent them. Invite the student to read the sentence with you.

DEVELOPING LITERACY SKILLS | Chapter 4

Writing Development Feedback Guide

Initial steps for all stages		
1. Write the code for the most prevalent stage represented in the upper right-hand corner of the paper. 2. Say "Tell me what you wrote today." 3. Help the student put his or her response into a complete (oral) sentence if necessary. 4. Proceed with the stage-specific steps for the most prevalent stage represented in the student's writing.		
Stage-Specific Steps		
Stage/Code	Goals	Steps
Drawing (D) no letters or words	- Encourage student to write with letters and words. - Encourage student to represent words with pictures.	- Say, "You shared your idea with a picture. Let me show you what that looks like in grow-up writing." - Write the sentence on the student's paper. Say each word as you write it. - Invite the student to read the sentence with you. Point to each word as you read the sentence.
Linear Scribbles (LS) very few or no letters or words	- Encourage student to write with letters and words. - Encourage student to represent words with pictures. - Model one-to-one correspondence between spoken and written words.	- Say, "What you have written is beginning to look like grow-up writing. Let me show you a way to have more words to write." - Say the sentence, and draw a line to represent each word as you say it. Say the sentence again, pointing to each line as you say the word if repetitive. - Say, "Now I will write the words. Write one word underneath each line. Use proper capitalization and punctuation, but focus on getting the connection between the lines and the words." - Have the student read the sentence with you. Point to each word as you read the sentence again.
Letterlike Shapes (LS) attempts at letters, but not actual letters	- Provide guidance to establish a blank for each word. - Model conventional writing.	- Ask the student to help you draw a line under the words to represent individual words, adding blanks for additional words if needed. - Invite the student to say the sentence with you. Point to the line that represents each word as you say it. - Say, "Now we're beginning to look like real letters. This is what the words in your sentence look like in grow-up writing. Write the words under the corresponding lines." - Invite the student to read the sentence with you. Point to each word as you read the sentence again.
Random Letters (RL) actual letters, but no sound-symbol connection	- Provide guidance to establish a blank for each word. - Provide guidance to represent the sound-symbol connection with one or two words in the sentence. - Model conventional writing with the other words in the sentence.	- Ask the student to help you draw a line under the words to indicate individual words, adding blanks for additional words if needed. - Help the student with letter-sound correspondence by focusing on a word that starts with a sound previously taught in Stepping Stones, and say, "Let's write the first sound and draw a line to stand for the rest of the word." - Prompt the student to write the letter for the sound and to draw a line for the rest of word. Do this underneath the blank that represents the word. - Write the other words in the sentence underneath the lines that represent them. Invite the student to read the sentence with you.

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Ellie Unit 10, Day 8

Ellie and her partner have discussed and planned their responses for a Write Away prompt. Students were asked to write about a place they would like to visit and select a form of transportation to get there.

Teacher: **What did you write today, Ellie?**

Ellie: *I fly an airplane to see Mickey Mouse.*

The teacher notices that Ellie has represented most of the initial sounds and a few medial sounds in her sentence. The teacher writes the date and the code AS2 to indicate early approximated spelling on Ellie's paper.

Teacher: **Wow, I think I'd like to go with you! Your sentence says, "I fly an airplane to see Mickey Mouse." Let's look at your words.** The teacher reads "I fly" as she underlines those two words. She points to "ar." **This is "airplane," right?** Ellie confirms. **You heard two sounds that you know in "airplane."** That's great. **Let's put a little line right here for "an" and another for "airplane."** I will write the "a" and "r" that you already had here. The teacher proceeds to draw lines to represent the remaining words in the sentence.

Let’s look at your word “airplane” again for a moment. I wonder if we could hear any other sounds. The teacher says “airplane” several times, emphasizing the sounds in the word.

Ellie: “p!”

Teacher: **That’s right! I hear /p/. “Airplane.” There is a “p” in “airplane.” Why don’t you write the letter “p” on this line?** She points to the line that follows “ar.” Ellie adds a “p.”

You also heard two sounds in “Mickey.” The teacher says “Mickey” again, emphasizing the /m/ and the /c/ sounds and pointing to the letters that Ellie has written as she does. **Can you hear any other sounds that you know? “Mickey.”**

Ellie: /i/

Teacher: **You are right. There is an /i/ in “Mickey.” What letter makes that sound?**

Ellie: “i.”

Teacher: **Yes, it’s an “i.” Now let’s think about where it goes. The teacher points to the “m_c_” as she says, /mmm/ /iii/ /c/ /eeee/. Ellie points to the line after the “m.” Good. Why don’t you write the letter “i” on that line?**

Teacher: **You are doing such a nice job of writing letters for the sounds that you hear in your words. Let’s read the sentence together.** They read the sentence aloud together. **Thank you, Ellie.**

AS-2 2/18

I f i a r t e m c n
- - - - -
ar p mic

Stage/Code	Goals	Steps
Early Approximated Spelling (AS2) some initial and a few ending or medial letters for sounds in words	Encourage the student to add missing sounds to words.	- Ask the student to help you draw a line under the letters to indicate individual words, adding blanks for additional words if needed. - Select a word for which the student has written at least two sounds but has missed one or more. - Rewrite the word underneath the student’s word, adding lines to represent any missing sounds. - Assist the student in sounding out and writing some of the missing middle letters on the lines. - Invite the student to read the sentence with you. Point to each word as you read it.

Opportunities for Writing Practice

Learning Labs

Students put their writing skills to use as they describe what they plan to do in the Learning Lab they have selected for each day. The teacher conducts a brief individual conference with each student as often as possible about his or her plan.

The writing lab is always available and stocked with various writing materials such as pencils, markers and crayons, both lined and unlined paper, and writing journals. Students are encouraged to write about whatever they choose. Some units give suggestions for writing topics that support the theme. Students may choose to write in the writing lab during Learning Lab time, when they arrive during Greetings, Readings, & Writings, or at other available times during the day.

Writing is incorporated into other Learning Labs also. Students may create menus for their pretend restaurant, signs for their block buildings, and labels for their art projects or record data as they complete the science steps in the science lab.

Greetings, Readings, & Writings

The writing lab is always an available activity for students to choose as they arrive each morning. They may choose to continue a project they started during Learning Labs, create a book, or simply write freely about the topics of their choice in their writing journals.

Stepping Stones and KinderRoots

Students practice writing words using sound spelling during Stepping Stones lessons. When KinderRoots begins in unit 7, students continue to practice sound spelling. They are also introduced to sentence dictation. Spelling practice is done with writing instruments or letter tiles.

Continuous Instruction and Reinforcement of Literacy Skills

As we saw with the letter “m,” all literacy skills related to reading and writing are presented in various contexts and practiced continuously throughout the year. Mastery is scaffolded, and different students will master skills or concepts at different times. With the use of the data tools, teachers are able to track exactly where each student is on the learning continuum and to adjust their instruction accordingly. This helps to ensure that students at all levels of readiness can meet the desired student outcomes for KinderCorner to the best of their abilities by the end of the year.

Students are encouraged to practice their developing reading skills each evening at home. They are asked to read either concepts-of-print books or KinderRoots Shared Stories each evening. A family member is asked to listen to the student read and to sign a Read & Respond bookmark. The Read & Respond bookmarks, along with the Story Sharing Sheet found in the back of the concepts-of-print books, communicate to parents how they can best support their child’s reading development at home.

See the teacher’s resources section at the end of chapter 2: The KinderCorner Curriculum to see sample Read & Respond bookmarks.

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Rhyme Time—Rhymes and Skills

Rhyme Time—Rhymes and Skills				
Unit	Day	Rhyme/Poem/Song	Video?	Phonological- and Phonemic-Awareness Skills
1	1	“Name Greeting Rhyme”	No	Follow directions.
	2	“Listen, Listen to the Sounds”	Yes	Identify sounds in the environment.
	3			Auditory sound blending
	4			Identify sounds in the environment.
	5	“Name Clapping Game”	No	Words are made of sounds.
2	1	“Look at Me!”	Yes	Blend onsets and rimes for single-syllable words.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4	“Me!”	Yes	Blend onsets and rimes for single-syllable words.
	5			Recognize alliteration.
	6	“I Am Listening”	Yes	Recognize rhyming words.
	7			Auditory sound blending
	8			Auditory sound segmentation
	9	“Sometimes”	Yes	Recognize rhyming words.
	10			Recognize rhyming words.
3	1	“Friends”	Yes	Segment sentences into words.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Segment sentences into words.
	5	“Friday Friend”	Yes	Recognize alliteration.
	6	“A Family”	Yes	Recognize rhyming words.
	7			Auditory sound blending
	8			Auditory sound segmentation
	9	“I Have a Family”	Yes	Follow oral instructions.
	10			Develop the concept of a sentence.
4	1	“Head to Toes”	Yes	Recognize rhyming words.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Auditory sound blending
	5			Blend onsets and rimes for single-syllable words.
	6	“My Five Senses”	No	Produce rhyming words.
	7			Auditory sound blending
	8			Auditory sound segmentation
	9	“Silly, Silly Sammy”	No	Identify initial sounds.
	10			Recognize alliteration.

Rhyme Time—Rhymes and Skills				
Unit	Day	Rhyme/Poem/Song	Video?	Phonological- and Phonemic-Awareness Skills
5	1	“Fall”	Yes	Produce rhyming words.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Recognize alliteration.
	5			Blend and segment onsets and rimes.
	6	“Fall Food”	Yes	Identify initial sounds.
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Segment syllables in words.
	10			Segment syllables in words.
6	1	“A Healthy Treat”	Yes	Identify initial sounds.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Recognize alliteration.
	5			Blend onsets and rhymes for single-syllable words.
	6	“Food for You and Me”	Yes	Count syllables.
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Identify initial sounds.
	10			Count syllables.
7	1	“We Make Music Together”	No	Recognize alliteration.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Blend syllables to make words.
	5			Auditory sound segmentation
	6	“Run in a Circle”	Yes	Auditory sound blending
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Phonemic substitution
	10			Segment syllables in words.

Rhyme Time—Rhymes and Skills				
Unit	Day	Rhyme/Poem/Song	Video?	Phonological- and Phonemic-Awareness Skills
8	1	“Weather”	No	Identify initial sounds.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Phoneme substitution
	5			Identify ending sounds.
	6	“December Leaves”	No	Recognize alliteration.
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Phoneme substitution
	10			Identify initial sounds.
9	1	“Twinkle, Twinkle, Little Star”	No	Identify ending sounds.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Identify ending sounds.
	5			Phoneme deletion
	6	“Opposite Game”	Yes	Phoneme deletion
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Phoneme substitution
	10			Auditory sound segmentation
10	1	“Chicka Chicka Boom Boom”	No	Identify initial sounds.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Identify initial sounds.
	5			Identify initial sounds.
	6	“Down by the Station”	No	Phoneme deletion
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Phoneme substitution
	10			Phoneme substitution

Rhyme Time—Rhymes and Skills				
Unit	Day	Rhyme/Poem/Song	Video?	Phonological- and Phonemic-Awareness Skills
11	1	“Helping Whenever I Can”	No	Identify ending sounds.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Identify initial sounds.
	5			Identify ending sounds.
	6	“Stop, Drop, Rock ‘n’ Roll”	No	Phoneme substitution
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Phoneme addition
	10			Identify medial sounds.
12	1	“Butterfly”	No	Auditory sound segmentation
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Identify initial and ending sounds.
	5			Identify initial and ending sounds.
	6	“Itsy Bitsy Spider”	No	Identify medial sounds.
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Phoneme substitution
	10			Phoneme addition
13	1	“What Plant Will It Be?”	Yes	Phoneme substitution
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Auditory sound blending
	5			Phoneme addition
	6	“My Garden”	Yes	Phoneme substitution
	7			Auditory sound blending
	8			Auditory sound segmentation
	9	“Old MacDonald Had a Farm”	No	Auditory sound segmentation
	10			Auditory sound segmentation

Rhyme Time—Rhymes and Skills				
Unit	Day	Rhyme/Poem/Song	Video?	Phonological- and Phonemic-Awareness Skills
14	1	“Best Pet Yet”	No	Phoneme addition
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Auditory sound segmentation
	5			Auditory sound blending
	6	“Mammals”	No	Identify initial and ending sounds.
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Identify initial sounds.
	10			Identify initial sounds.
15	1	“Five Little Crabs”	Yes	Identify initial and ending sounds.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Phoneme addition
	5			Phoneme addition
	6	“Drip Drop Drip”	No	Auditory sound blending
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Produce rhyming words.
	10			Phoneme substitution
16	1	“A Song of One”	No	Recognize rhyming words.
	2			Auditory sound blending
	3			Auditory sound segmentation
	4			Auditory sound blending
	5			Auditory sound segmentation
	6	“Make Today a Great Earth Day”	No	Phoneme substitution
	7			Auditory sound blending
	8			Auditory sound segmentation
	9			Phoneme substitution
	10			Phoneme addition and substitution

Concepts-of-Print Books and Skills

Concepts-of-Print Books and Skills			
Unit	Days	Title	Focus Skills
1	4 and 5	<i>We are the Kinderfriends</i>	- We turn the pages from left to right. - The author of a book writes the words. - The illustrator of a book draws the pictures.
	1 and 2	<i>In Kindergarten</i>	- Hold the book upright. - Find the first page of a book. - The picture on each page can help us know what the words say.
2	3 and 4	<i>The Party</i>	- The picture on each page can help us know what the words say. - Exclamation points tell us to read with excitement in our voices.
	6 and 7	<i>Look at Me Now!</i>	- Review exclamation points. - Correct movement from page to page - The picture on each page can help us know what the words say.
	8 and 9	<i>Hooray for Me!</i>	- The picture on each page can help us know what the words say. - Exclamation points tell us to read with excitement in our voices. - Read the sight word “I.”

Concepts-of-Print Books and Skills			
Unit	Days	Title	Focus Skills
3	1 and 2	<i>Me Too!</i>	- The picture on each page can help us know what the words say. - The sight word “me” is introduced. (A sight word is a word that students memorize.) - We say only one word for each group of letters on the page. - Exclamation points tell us to read with excitement in our voices. - The period tells us that the sentence is over. - Words that are shaped the same (have the same letters) are read the same.
	3 and 4	<i>Taking a Trip</i>	- The picture on each page can help us know what the words say. - The apostrophe sometimes stands in the place of missing letters when two words have been put together.
	6 and 7	<i>Families Together</i>	- The pictures support the text. - Initial letter sounds can help you recognize words. - The title is written with uppercase letters. - Read with one-to-one correspondence.
	8 and 9	<i>Getting Dressed</i>	- The picture on each page can help us know what the words say. - Read the sight word “I.” - Spaces separate words. We can count the number of words in a sentence.

Concepts-of-Print Books and Skills			
Unit	Days	Title	Focus Skills
4	1 and 2	<i>My Brain</i>	- The picture on each page can help us know what the words say. - We turn the pages from left to right. - The author of a book writes the words. - The illustrator of a book draws the pictures.
	3 and 4	<i>Check Up</i>	- The picture on each page can help us know what the words say. - We read from left to right. - The first word of a sentence begins with an uppercase letter. - The sight word “the” is introduced.
	6 and 7	<i>A Nature Walk</i>	- The picture on each page can help us know what the words say. - Commas can separate thoughts in a long sentence. - The first word of a sentence begins with an uppercase letter. - The period tells us that the sentence is over.
	8 and 9	<i>What Smells?</i>	- The picture on each page can help us know what the words say. - The question mark tells us that a sentence asks something.
5	1 and 2	<i>My Pumpkin</i>	- The picture on each page can help us know what the words say. - Read the sight words “I” and “a.” - The sight word “have” is introduced.
	3 and 4	<i>Dress Up</i>	- The picture on each page can help us know what the words say. - Read the sight words “I” and “a.” - We can sound out the word “am.”
	6 and 7	<i>Trees</i>	- The picture on each page can help us know what the words say. - Read the sight word “have.” - When we see “ee” in a word, we say /ee/.
	8 and 9	<i>In My Garden</i>	- The picture on each page can help us know what the words say. - Commas can separate thoughts in a long sentence. - The period tells us that the sentence is over. - Read the sight words “I” and “my.”

Concepts-of-Print Books and Skills			
Unit	Days	Title	Focus Skills
6	1 and 2	<i>Healthy Foods</i>	- The picture on each page can help us know what the words say. - Read the sight word “I.”
	3 and 4	<i>Fruit Salad</i>	- The picture on each page can help us know what the words say. - Read the sight word “we.” - We can sound out the word “cut.”
	6 and 7	<i>At the Market</i>	- Read the sight words “you” and “the.” - We can sound out the words “at” and “can.”
	8 and 9	<i>Lunch Time</i>	- The picture on each page can help us know what the words say. - Read the sight word “a.” - The first letter in a word can help us know what the word says.
7	1 and 2	<i>Making Music</i>	- Read the sight words “she” and “he.” - A question mark means a sentence is asking something.

Alliterative Phrases for Stepping Stones Mnemonic Picture Cards

- Aa** Alphie asks for apples.
- Bb** The boy bats balls.
- Cc** Curly caterpillar crawls.
- Dd** Don't disturb the dinosaur.
- Ee** Every elephant enters.
- Ff** The floppy flower falls.
- Gg** The growing girl giggles.
- Hh** The happy horse hops.
- Ii** Imagine itchy insects.
- Jj** Jane jumps for joy.
- Kk** The kangaroo keeps kicking.
- Ll** The long leg leaps.
- Mm** The man marches on mountains.
- Nn** Ned is near the net.
- Oo** The octopus observes olives.
- Pp** Peek at the proud parrot.
- Qq** The queen is quite quiet.
- Rr** The rapid rabbit races.
- Ss** The snake slides and slithers.
- Tt** Tap the tall tower.
- Uu** The upside-down umbrella is unusual.
- Vv** The vulture veers over valleys.
- Ww** Watch the worm wiggle.
- Xx** The excited fox exercises.
- Yy** Yank the yellow yo-yo.
- Zz** Zip the zig-zag zipper.

Digraphs

- ch** The chipmunk chooses cheese.
- ng** Bring the king a ring.
- sh** Sherry shines her shoes.
- ee** See the tree?
- ea** Time for tea.

Bloom's Taxonomy and Sample Questions

Bloom's Taxonomy and Sample Questions				
Thinking Process	Definition	Useful Verbs	Sample Question Stems	Sample Questions for the Nutrition Unit
Knowledge	Remembering <i>Recalling previously learned material</i>	remember show name point to list	Who did...? How many? What happened? What did...? Where did...go?	How many people were carrying bread on their heads? What did the boy on the first page have on his bread?
Comprehension	Understanding <i>Grasping the meaning of the material</i>	describe retell give examples explain	Tell in your own words... What was the problem...? Who was the main character?	What are some of the shapes of bread? What happened when we left the dough in a warm place?
Application	Using <i>Using learned material to produce a new concrete object</i>	build show use experiment paint make	Let's build a...like... Can you make a...? Can you paint a... from...?	Let's make tortillas. Can you make a muffin with the playdough? Let's shake this cream and see what happens.
Analysis	Taking apart <i>Breaking down material into its component parts to understand its structure</i>	compare group separate arrange	How did...? If...happened, how might the story have ended? Why did...do that? Could this have really happened?	What are the ingredients in bread? Why is pizza crust a kind of bread? Why do you think people all over the world eat bread?
Synthesis	Putting together <i>Combining parts to form a new whole</i>	combine add together create design invent plan imagine	What ideas can you add to...? Invent a new use for... What might happen if you combined...and...?	What would we use to make pretzels? If we ground corn and wheat together what would we have?
Evaluation	Judging <i>Stating an opinion about the value of material</i>	decide choose recommend criticize judge	What do you think...? What would you do if...? How would you decide...? Do you agree? What is the most important...?	What do you like to eat on your bread? Do you think bread is good for you? What is your favorite kind of bread?

STaR Books, STaR Words, and Good-Reader Skills

STaR Books, STaR Words, and Good-Reader Skills				
Unit	Days	Title/Author	STaR Words	Good-Reader Skill
1	1 and 2	<i>Look Out Kindergarten, Here I Come!</i> by Nancy Carlson	- supplies - lonely - practice	Compare text to self.
	3 and 4	<i>It's Mine!</i> by Leo Leonni	- quarrel - subsided	Ask questions about unknown words.
2	1 and 2	<i>I Like Myself</i> by Karen Beaumont	- bother - stare	Critique a story.
	3 and 4	<i>Little Chick, "The Kite that Would Not Fly"</i> by Amy Hest	- cheer - dragged	Make predictions during a story.
	6 and 7	<i>Jamaica's Find</i> by Juanita Havill	- worn - probably	Compare story characters to self.
	8 and 9	<i>Jamaica Tag-Along</i> by Juanita Havill	- fair - repair	Make predictions.
3	1 and 2	<i>My Best Friend</i> by Pat Hutchins	- glad - shoelaces	Relate plots to reality.
	3 and 4	<i>The Little Red Hen</i> retold by Carol Ottolenghi	- grain - scrumptious	Make predictions.
	6 and 7	<i>The Three Bears</i> by Paul Galdone	- porridge - parlor - cushion	Questioning
	8 and 9	<i>Peter's Chair</i> by Ezra Jack Keats	- cradle - arranged	Purpose for reading

STaR Books, STaR Words, and Good-Reader Skills				
Unit	Days	Title/Author	STaR Words	Good-Reader Skill
4	1 and 2	<i>Mabela the Clever</i> by Margaret Read MacDonald	- clever - foolish	Purpose for reading
	3 and 4	<i>The Very Hungry Caterpillar</i> by Eric Carle	- hungry - stomachache - cocoon	Relate story plots to reality.
	6 and 7	<i>Too Much Noise</i> by Ann McGovern	- noise - wise - quiet	Make predictions during a story.
	8 and 9	<i>Little Red Riding Hood</i> by Laura Orlove	- village - ill - delicious	Critique a story.
5	1 and 2	<i>In November</i> by Cynthia Rylant	- creatures - treasures - journeys	Relate story plots to reality.
	3 and 4	<i>Fall Is Here! I Love It!</i> by Elaine W. Good	- trough - heap - store	Compare illustrations in different stories.
	6 and 7	<i>Red Are the Apples</i> by Marc Harshman and Cheryl Ryan	- explore - demanding	Ask questions about unknown words.
	8 and 9	<i>Jalapeño Bagels</i> by Natasha Wing	- knead - connect - decide	Summarization

STaR Books, STaR Words, and Good-Reader Skills				
Unit	Days	Title/Author	STaR Words	Good-Reader Skill
6	1 and 2	<i>Gregory, the Terrible Eater</i> by Mitchell Sharmat	- terrible - revolting - develop	Purpose for reading
	3 and 4	<i>The Little Mouse, the Ripe Red Strawberry, and the Big Hungry Bear</i> by Don and Audrey Wood	- guarding - disguise	Make predictions.
	6 and 7	<i>Bunny Cakes</i> by Rosemary Wells	list	Relate story plot to reality.
	8 and 9	<i>Tap-Tap</i> by Karen Lynn Williams	- ached - stack - journey	Summarization
7	1 and 2	<i>Peter and the Wolf</i> by Sergei Prokofiev	- silently - brave	Critique a story.
	3 and 4	<i>Salsa</i> by Lillian Colón-Vilá	- festivals - elegant - lectures	Ask questions about unknown words.
	6 and 7	<i>Degas and the Little Dancer</i> by Laurence Anholt	- museum - pose - sculpture	Summarization
	8 and 9	<i>Gugu's House</i> by Catherine Stock	- rambling - tend - trembling	Compare illustrations in different stories.
8	1 and 2	<i>On the Same Day in March</i> by Marilyn Singer	- spin - sparkles - scramble	Purpose for reading
	3 and 4	<i>A Letter to Amy</i> by Ezra Jack Keats	- reflection - arrived	Compare characters in different stories.
	6 and 7	<i>It's Winter!</i> by Linda Glaser	- melt - huddle	Purpose for reading
	8 and 9	<i>Owl Moon</i> by Jane Yolen	- woods - shadow	Questioning

STaR Books, STaR Words, and Good-Reader Skills				
Unit	Days	Title/Author	STaR Words	Good-Reader Skill
9	1 and 2	<i>Why the Sun and the Moon Live in the Sky</i> by Elphinstone Dayrell	- entertain - perch - addressed	Relate story plots to reality.
	3 and 4	<i>How Many Stars in the Sky?</i> by Lenny Hort	- gazing - tunnel	Critique a story.
	6 and 7	<i>Harry the Dirty Dog</i> by Gene Zion	- strange - furiously	Sound out difficult words.
	8 and 9	<i>The Empty Pot</i> by Demi	- frowning - courage	Make predictions.
10	1 and 2	<i>Dear Juno</i> by Soyung Pak	- envelope - peeking	Summarization
	3 and 4	<i>Dad and Me in the Morning</i> by Patricia Lakin	- lipreading - seaweed - brightness	Questioning
	6 and 7	<i>Miss Rumphius</i> by Barbara Cooney	- surrounded - flung	Relate story plots to reality.
	8 and 9	<i>Mailing May</i> by Michael O. Tunnel	- puzzled - exactly	Summarization
11	1 and 2	<i>On the Town: A Community Adventure</i> by Judith Caseley	- pharmacy - florist	Compare text to self.
	3 and 4	<i>Bippity Bop Barbershop</i> by Natasha Anastasia Tarpley	- locks - wobbly - frightened	Critique a story.
	6 and 7	<i>Stop, Drop, and Roll</i> by Margery Cuyler	- escape - sprinkler - confident	Summarization
	8 and 9	<i>Make Way for Ducklings</i> by Robert McCloskey	- ducklings - bank - rushed	Read fluently.

STaR Books, STaR Words, and Good-Reader Skills				
Unit	Days	Title/Author	STaR Words	Good-Reader Skill
12	1 and 2	<i>My Father's Hands</i> by Joanne Ryder	- scooping - steady - swaying	Relate story plots to reality.
	3 and 4	<i>Where Butterflies Grow</i> by Joanne Ryder	- burst - creep - soar	Questioning
	6 and 7	<i>The Boy Who Didn't Believe in Spring</i> by Lucille Clifton	- holler - vacant	Compare settings in different stories.
	8 and 9	<i>The Possum and the Peeper</i> by Anne Hunter	- clamor - sniff - peering	Ask questions about unknown words.
13	1 and 2	<i>The Garden of Happiness</i> by Erika Tamar	- inhaled - plots	Compare illustrations in different stories.
	3 and 4	<i>The Ugly Vegetables</i> by Grace Lin	- prickly - aroma	Compare characters in different stories.
	6 and 7	<i>Carlos and the Squash Plant</i> by Jan Romero Stevens	- fertile - hurried	Make predictions.
	8 and 9	<i>A Family for Old Mill Farm</i> by Shutta Crum	- remarkable - breezes - mobile	Sound out difficult words.
14	1 and 2	<i>The Salamander Room</i> by Anne Mazer	- forest - creep	Compare text to self.
	3 and 4	<i>If Anything Ever Goes Wrong at the Zoo</i> by Mary Jean Hendrick	- exercise - flooding - invite	Relate story plots to reality.
	6 and 7	<i>Annie and the Wild Animals</i> by Jan Brett	- tame - grumpy	Ask questions about unknown words.
	8 and 9	<i>Riki's Birdhouse</i> by Monica Wellington	- project - prepares - cozy	Compare settings in different stories.

STaR Books, STaR Words, and Good-Reader Skills				
Unit	Days	Title/Author	STaR Words	Good-Reader Skill
15	1 and 2	<i>Mr. Putter & Tabby Feed the Fish</i> by Cynthia Rylant	- twitchy - excitement - relax	Questioning
	3 and 4	<i>Sneakers, the Seaside Cat</i> by Margaret Wise Brown	- seashore - crept - tide	Read fluently.
	6 and 7	<i>Rain Rain Rivers</i> by Uri Shulevitz	- stream - surge	Critique a story.
	8 and 9	<i>Water Dance</i> by Thomas Locker	- broad - distant - drench	Summarization
16	1 and 2	<i>Our Big Home: An Earth Poem</i> by Linda Glaser	- trickles - roam	Sound out difficult words.
	3 and 4	<i>Fernando's Gift</i> by Douglas Keister	- gather - tending - harm	Purpose for reading
	6 and 7	<i>Something From Nothing</i> by Phoebe Gilman	- wonderful - tattered	Make predictions.
	8 and 9	<i>The Giving Tree</i> by Shel Silverstein	- shade - gathered	Compare characters in different stories.

KinderRoots Sequence for Letters and Words

Words with * indicate that they appear inside the front cover for the Shared Story.

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
4. <i>The Wet Dog</i> Unit 7	/d/	*Dad *mad *Matt *not *Sad *Sam wet		*is *no			happy
5. <i>Tam and Tad</i> Unit 8	/t/	*am *sat *Tad *Tam	Dad *mad *Matt sad Sam	*I *was			happy
6. <i>Miss Sid</i> Unit 8	short /i/	cat dog *it *Miss *Sid *sit *Tim	*Dad Matt sad *sat	*a *love	*I *is no was		bird flew happy
7. <i>Dogs in Hats, Dogs in Bows</i> Unit 9	/n/	dogs *in *hat hats *man *Matt's *Nan *on pats *tan	*and dad mad Sad Sam Tad Tam Tim	*has *oh *puts *the *loves	a is no	woof	bow happy tie
8. <i>Nan's Pet</i> Unit 9	/p/	at *can *jumps Nan's *naps nip *nips *pan *pet *taps *tips	in mad Nan *pats Sad Sam Tim	*go	a has *is *the *no		turtle

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
9. <i>Sig, the Pig</i> Unit 10	/g/	dig *digs *gas *gets Mag *Mag's *map not *pig runs *sags *Sig tag *tags	and at Dad it Matt naps pats Sad Sam taps Tim	*do *sees	a *has *loves is the		fence
10. <i>Don Gets a Dog</i> Unit 10	short /o/	*Don get *gets *got mess *Mom mop *mops *Pop *pot Spot *Spot's *spots	and can *dog dogs jumps in it mad Matt *not *on pan pats Sad Sam tips	*he *like *of *put	a *do I is the		food water
11. <i>Where is Pit-Pat?</i> Unit 11	hard /c/	*bump *†can *cap *cat *cot *Pam *Pit-Pat *tic-toc	and in Matt's not on	*are *likes *my *says *to *you	a has I is love no see sees the		arms clock hide silly tail

†Note the two meanings of **can**: “to be able” and “wastebasket.”

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
12. <i>The Jumping Sack</i> Unit 11	/k/	*frog *kicks *Kim *pack *picks *sack *sick *sock *up	can gets in it *jumps Nan	*she *with	a has is *put *says *sees the		smiles toys
13. <i>The Mud Dog</i> Unit 12	short /u/	*cup *dug *him kids *mud *must *pup sits *suds *sun *tugs *yells	can dig dog get gets got in mad man Matt Nan not on pats runs Sad Sam up wet	*does *good *that	a are has he I is like *likes love no *oh *puts says sees the to you		smiles soap
14. <i>Tubb the Cub</i> Unit 11	/b/	*back *bad bat *bats *big *bit bug *bugs *but cub *cubs *fun run *sobs *Tubb *Tubb's	am and can dig in mom nap nips not on sad sun tag	*be *have *me *ow *play *want	a are do I is like says sees the to to with you		lion tail

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
15. <i>The Fin in the Water</i> Unit 13	/f/	*did *fat *fib *fin *fits *off *puff *puffs *sand	and at back big but can dad *fun gets him in it jumps kids Matt Matt's Nan not on sit sits sun wet	*have *saw *see *they	a are he I is puts says sees *she *that the to was you		beach shark tire †water
16. <i>Peg's Ducks</i> Unit 13	short /e/	an *bed *begged *Ben duck *ducks egg *eggs *fed lot Meg *Meg's *nest patted *pecked Peg *Peg's *pond rid *set swam *ten	and at bad but can did get got in it mad *mess mom not on up	*for *loved *may *O.K. *or *said	a are be I is of play saw see she the to was with you	cracking	happy time toy

†“Water” is also a title word.

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
17. <i>Lost!</i> Unit 14	/l/	*basket Bill *Bill's Bob *Bob's *fell *filled had *last *led *leg let's *log *lost *lot *pal pass *picnic ran rock step *stopped *unpacked us went *yelled	and at back big but did dog got it kids Meg not on Peg	*ate *her *this *we	a *are for go he ow said she the to *was	ding-a-ling	bear heard home tree

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
18. <i>Hot Muffins</i> Unit 14	/h/	*ham Hank *Hank's *hat *hid Hmmm *hot *hugged *hut *lots muffin *muffins pit rock *rocks *sell *tossed *yum	an back bad Big Bob Bill bit but can did dog dug got *had in it kids Meg not pal sad set up	as *give *hard *his *I'll *were *your	a do have he I like love loved me of put said saw she the they to was you		bone(s) cents idea sandwich(es) sign

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
19. <i>Big Bob's Bad Day</i> Unit 15	/r/	Dad's *Hank's *rabbit *rag *ran *red Rob *Rob's *rug *tipped	an and at back bad begged big Big Bob Bill bit but dad did dig dog dug egg get got had *him *hugged it lost mad Meg mess mom not patted Peg pet *rid *run sad up	*day *gave *out	a for he *his like of said *saw she *that the to was	woof	bone(s) cage garden happy house radishes

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
20. <i>A Day at the Farm</i> Unit 15	/ee/ and / ea/	*beans *bees *ears Eeeek! fast *feed *geese *Granddad help helped *leaped *near *needs *peeked *peeled picked planted *screamed †see *seeds *seemed *sneaked stepped *stream	and at back but can did fed fell got him in jump kids log mad not on off pal ran sad went wet yelled	*faster *into	a be day do *go he his like *may me of *oh said the *they to were with you	farm sleeping	corn cows flew hive sheep
21. <i>Too Busy to Sleep</i> Unit 16	/ng/ /ing/	*eating *feeding *helping *if *napping *peeking *petting *picking *planting *sleep *sleeping *stream	and at beans bees but can fun geese got jumped lot lots mad not on seeds	*called *don't *having *then	a are *have he into is *of said she the they was we were you	farm	corn phone sheep

†“See” was previously a red word.

KinderRoots Sequence for Letters and Words							
Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
22. <i>Shep the Sheep</i> Unit 16	/sh/	best *bring *dashed *dish *flash *gosh *hush *keep *let past *rushed *shed *sheep sheet *sheets *shut *will	and back but can did fast fed feed get got help him in kids mad *near need not ran sad up *went	*our *when	a do for he his I my O.K. out said that the *they to *too was we *were *you		gate

Letter-Writing Cues: Manuscript

Letter-Writing Cues: Manuscript			
/a/	apple:	Left around the apple and down the leaf.	/a/ (stretch)
/b/	bat and ball:	Down the bat and right around the ball.	/b/ /b/ /b/
/c/	caterpillar:	Curl left around the caterpillar.	/c/ /c/ /c/
/d/	dinosaur:	Left around his back, then head to toe.	/d/ /d/ /d/
/e/	elephant:	Right under his ear, then all around his trunk.	/e/ (stretch)
/f/	flower:	Curve down the flower, then across the leaves.	/f/ (stretch)
/g/	girl:	Left around the girl, down her braid (plait), and curl.	/g/ /g/ /g/
/h/	horse:	From head to toe and over his back.	/h/ /h/ /h/
/i/	insect:	Go down the insect, lift and dot.	/i/ (stretch)
/j/	Jane jumps:	Down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/	kangaroo:	From head to toe, arm up, kick out.	/k/ /k/ /k/
/l/	leg:	Down the long, long leg.	/l/ (stretch)
/m/	mountains:	From the man go down, climb one mountain and another.	/m/ (stretch)
/n/	net:	From head to toe and over the net.	/n/ (stretch)
/o/	octopus:	Left around the octopus.	/o/ (stretch)
/p/	parrot:	From head to tail, then right around the parrot.	/p/ /p/ /p/
/q/	queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/	rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/	snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/	tower:	Go down the tower, lift and cross.	/t/ /t/ /t/
/u/	umbrella:	Right under the umbrella, up and down.	/u/ (stretch)
/v/	vulture:	Down one wing and up the other.	/v/ (stretch)
/w/	worm:	Wiggle down, wiggle up, down and up.	/w/ /w/ /w/
/x/	exercising fox:	Left hand to right toe, right hand to left toe.	/x/ /x/ /x/
/y/	yo-yo:	Slant right down one string and way down the other.	/y/ /y/ /y/
/z/	zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Letter-Writing Cues: D'Nealian

Letter-Writing Cues: D'Nealian			
/a/	apple:	Left around the apple and down the leaf, kick up.	/a/ (stretch)
/b/	bat and ball:	Slant down the bat and up around the ball.	/b/ /b/ /b/
/c/	caterpillar:	Curve left around the caterpillar.	/c/ /c/ /c/
/d/	dinosaur:	Left around his back, slant up to his head, back down, kick up.	/d/ /d/ /d/
/e/	elephant:	Right up under his ear, then all around his trunk.	/e/ (stretch)
/f/	flower:	Curve around the flower, slant down the stem, then across the leaves.	/f/ (stretch)
/g/	girl:	Left around the girl, down her braid (plait) and curl.	/g/ /g/ /g/
/h/	horse:	Slant from head to toe, up over his back, kick up.	/h/ /h/ /h/
/i/	insect:	Slant down the insect, kick up and dot.	/i/ (stretch)
/j/	Jane jumps:	Slant down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/	kangaroo:	Slant from head to toe, up around her tummy and kick out.	/k/ /k/ /k/
/l/	leg:	Slant down the long, long leg and kick up.	/l/ (stretch)
/m/	mountains:	Slant down the man, climb one mountain and another, kick up.	/m/ (stretch)
/n/	net:	From head to toe and over the net, kick up.	/n/ (stretch)
/o/	octopus:	Left around the octopus.	/o/ (stretch)
/p/	parrot:	From head to tail, back up, right around the parrot.	/p/ /p/ /p/
/q/	queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/	rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/	snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/	tower:	Slant down the tower, kick up, and cross.	/t/ /t/ /t/
/u/	umbrella:	Right under the umbrella, up, down, kick up.	/u/ (stretch)
/v/	vulture:	Down one wing and up the other.	/v/ (stretch)
/w/	worm:	Wiggle slant down, wiggle up, down and up.	/w/ /w/ /w/
/x/	exercising fox:	Left hand to right toe, right hand to left toe, kick up.	/x/ /x/ /x/
/y/	yo-yo:	Right under the strings, up and way down with a curve.	/y/ /y/ /y/
/z/	zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Writing Development Feedback Guide

Initial steps for all stages:

1. Write the code for the most prevalent stage represented in the upper right-hand corner of the paper.
2. Say, "Tell me what you wrote today."
3. Help the student put his or her response into a complete (oral) sentence if necessary.
4. Proceed with the stage-specific steps for the most prevalent stage represented in the student's writing.

Stage-Specific Steps		
See the <i>KinderCorner 2nd Edition Plus Teacher's Manual</i> for examples.		
Stage/Code	Goals	Steps
Drawing (D)	- Encourage student to write with letters and words. - Demonstrate that written words represent spoken words.	- Say, You shared your idea with a picture. Let me show you what that looks like in grown-up writing. - Write the sentence on the student's paper. Say each word as you write it. - Invite the student to read the sentence with you. Point to each word as you read the sentence.
Linear Scribbles (S) wavy lines or loops	- Encourage student to write with letters and words. - Demonstrate that written words represent spoken words. - Model one-to-one correspondence between spoken and written words.	- Say, What you have written is beginning to look like grown-up writing. Let me show you a way to know how many words to write. - Say the sentence, and draw a line to represent each word as you say it. Say the sentence again, pointing to each line as you say the word it represents. - Say, Now I will write the words. Write one word underneath each line. Use proper capitalization and punctuation, but focus on stressing the connection between the lines and the words. - Have the student read the sentence with you. Point to each word as you read the sentence together.
Letterlike Shapes (LL) attempts to form letters, but not actual letters	- Provide guidance to establish a blank for each word. - Model conventional writing.	- Ask the student to help you draw a line under the marks to indicate individual words, adding blanks for additional words if needed. - Invite the student to say the sentence with you. Point to the blank that represents each word as you say it. - Say, Your writing is beginning to look like real letters. This is what the words in your sentence look like in grown-up writing. Write the words under the corresponding blanks. - Invite the student to read the sentence with you. Point to each word as you read the sentence together.
Random Letters (RL) actual letters, but no sound-symbol connection	- Provide guidance to establish a blank for each word. - Provide guidance to represent the sound-symbol connection with one or two words in the sentence. - Model conventional writing with the other words in the sentence.	- Ask the student to help you draw a line under the letters to indicate individual words, adding blanks for additional words if needed. - Help the student with letter-sound correspondence by focusing on a word that starts with a sound previously taught in <i>Stepping Stones</i>, and say, Let's write the first sound and draw a line to stand for the rest of the word. - Prompt the student to write the letter for the sound and to draw a line for the rest of word. Do this underneath the blank that represents the word. - Write the other words in the sentence underneath the lines that represent them. Invite the student to read the sentence with you.

Stage-Specific Steps See the <i>KinderCorner 2nd Edition Plus Teacher's Manual</i> for examples.		
Stage/Code	Goals	Steps
Initial Attempts at Approximated Spelling (AS1) some initial sounds in words	- Encourage the student to write more initial sounds. - Encourage the student to identify and write some final sounds in words.	- Ask the student to help you draw a line under the letters to indicate individual words, adding blanks for additional words if needed. - Select a word that begins with a sound previously taught but that does not already begin with the correct initial sound. Help the student say the word aloud and isolate the sound. Prompt the student to recall the corresponding letter. Refer to mnemonic picture cards if needed. - Select a word for which the student has written the initial letter and which has a familiar ending sound. - Ask the student to identify the ending sound in the word and to write the letter for the sound. - Write the other words in the sentence underneath the lines that represent them. Invite the student to read the sentence with you.
Early Approximated Spelling (AS2) some initial and a few ending or medial letters for sounds in words	Encourage the student to add missing sounds to words.	- Ask the student to help you draw a line under the letters to indicate individual words, adding blanks for additional words if needed. - Select a word for which the student has written at least two sounds but has missed one or more. - Rewrite the word underneath the student's word, adding lines to represent any missing sounds. - Assist the student in sounding out and writing some of the missing middle letters on the lines. - Invite the student to read the sentence with you. Point to each word as you read it.
Intermediate Approximated Spelling (AS3) two or three letters for sounds in most words, usually three letters in easy CVC words	Encourage the student to regularly write three or four correct sounds.	- Select a word for which the student has written at least two sounds but has missed one or more. - Rewrite the word underneath the student's word, adding lines to represent any missing sounds. - Assist the student in sounding out and writing some of the missing middle letters on the lines. - Invite the student to read the sentence with you. Point to each word as you read it.
Advanced Approximated Spelling* (AS4) regularly writes several sounds in all words, some spelling errors	- Encourage the student to write letters to represent every sound in each word. - Correct one or two spelling errors.	- Select a word for which the student has written at least two sounds but has missed one or more. - Rewrite the word underneath the student's word, adding lines to represent any missing sounds. - Assist the student in sounding out and writing some of the missing middle letters on the lines. - Invite the student to read the sentence with you. Point to each word as you read it.
Conventional Spelling** (CS) most words written correctly	The teacher prompts the use of conventional spelling.	- Draw attention to a misspelled word. - Explain what the student has done correctly, and then state the conventional way to spell the word. - Write the word, correctly spelled, underneath the student's word. - Invite the student to read the sentence with you. Point to each word as you read it.

* First-grade-level expectation ** Second-grade-level expectation

Chapter 5 | Developing Mathematical Skills

Philosophy

The math components of the KinderCorner program combine principles of cooperative learning and constructivism with the standards of the National Council of Teachers of Mathematics (NCTM) and the Common Core State Standards to form a hands-on language-based problem-solving approach to learning mathematics.

Constructivism

To understand the purpose and focus of the math components, you must understand the constructivist philosophy of teaching. A constructivist philosophy of teaching means that the inner learning systems of a student must be stimulated and busy in three ways while he or she is learning new concepts. There is a busy brain and often busy hands, ears, and a mouth. The busy hands are touching and moving things. The new, untested ideas a student creates while busily handling manipulatives links to older ideas from prior experiences to construct new and better understandings. The busy mouth is trying to express the new understanding to other people. The busy ears are bringing others' words to the student's busy brain for further refinement of the new understandings.

In a constructivist classroom, students learn only when they are actively building their mathematical understanding. If the brain, eyes, and hands aren't actively busy, they aren't learning. They are just storing someone else's learning that doesn't make sense and will probably get lost. Students use old knowledge to build new understanding. The old knowledge is a foundation. No foundation means no permanence. Students also use language as a tool to build understanding. They figure out what they understand when they put it into words. When they hear people say things that don't fit what's in their brains, they tinker with the information more (perhaps modifying it) until the new ideas and pre-existing ideas mesh and make sense.

The KinderCorner math components are a series of daily lessons that focus on clearly structured mathematics concepts and skills presented to students with a constructivist approach. This approach emphasizes concept development in which students are actively engaged in the learning process. The mathematical concepts are carefully ordered within the curriculum so students build a solid foundation in the basic concepts that will help them to understand more difficult concepts. Concepts spiral throughout the year so students work with them again and again. Repetition is crucial to concept mastery and a key element in a constructivist program. In summary, students learn best when they are actively inventing and constructing new knowledge. New knowledge is more meaningful to students if they can relate it to what they already know and interpret it based on previous experience. When learning is a social process that involves sharing, explaining, and assessing, students won't think of it as meaningless rote activities.

Higher-Level Questioning

Questions in mathematics instruction have a variety of purposes. Thus, to pique curiosity and begin an investigation, a teacher might ask, “What do you think will happen if...?” To tap into students’ pre-existing knowledge about a concept, a teacher might ask, “What do you already know about...?” To develop comprehension, a teacher might ask, “Why is this step necessary?” To detect faulty reasoning, a teacher might ask, “How could you check this?” To help students verbalize mathematical ideas, a teacher might ask, “Can you tell your partner why you did that?” To encourage students to verify their conclusions, a teacher might ask, “How did you know that was the correct answer?”

With questioning as the driving force behind the KinderCorner math components, the classroom environment becomes more student centered instead of teacher centered. Whatever the purpose of the question, the teacher’s goal is to say as little as possible, listening to students’ ideas. These ideas give clues about how students understand the concepts and help teachers to make sound instructional decisions.

The questions used throughout mathematics instruction in KinderCorner should encourage students to think deeply about mathematics as they are actively doing mathematical activities. Teachers should strive to move beyond surface-knowledge questions that focus solely on the answers and not the thinking behind the answers. Teachers should strategically formulate and place questions throughout instruction to extend their students’ thinking and ability to construct understanding. This allows students to make connections between concepts, skills, and procedures.

Communicating Mathematical Ideas

Communication is an essential part of mathematics. It is a way of sharing and clarifying ideas and deepening understanding. Through communication, ideas about mathematical concepts become objects of discussion, reflection, and refinement. Conversations in which mathematical ideas are explored from multiple perspectives help students to sharpen their thinking and to make connections.

During class and partner discussions, students learn from one another by making observations and by sharing discoveries and problem-solving strategies. When students share different ways of finding answers, it helps them to see that there is not one right way to solve a problem. Repeated discussions strengthen their communication and language skills. In addition, these daily discussions become a valuable tool for the teacher. As the teacher listens to students share their thinking and problem-solving strategies, he or she will gather information about their conceptual understanding and skill development.

Communication can take the form of relating physical materials, pictures, and diagrams to mathematical concepts. Manipulative use is a basic building block of the KinderCorner math components. Students construct understanding and develop original methods for problem solving using manipulatives. As they work with manipulatives and discuss and defend their thinking, they gradually make concepts their own. Once students solve a problem with manipulatives, they can draw pictures to represent what actually happened with the manipulatives when they solved the problem. This gradual progression from concrete to pictorial and, eventually, to abstract provides students with a solid foundation of understanding. Every method can be understood and even reinvented using manipulatives, thus replacing rote learning with the understanding of concepts and ways to apply them efficiently.

We believe that as students answer questions, review skills and procedures, and learn from one another, they will develop into confident mathematicians.

Developing Mathematical Skills in KinderCorner

Students in KinderCorner receive active instruction and partner practice plus numerous opportunities to apply what they have learned during 15-Minute Math, Math Mysteries, and the math lab.

See chapter 2: The KinderCorner Curriculum for information about each of these components, including a description, the purpose, implementation tips, and information about monitoring and tracking student progress.

The teacher's resources section at the end of this chapter includes a list of the daily objectives for Math Mysteries and a list of skills and concepts developed through 15-Minute Math.

Teacher’s Resources—Developing Mathematical Skills

- 1. KinderCorner Math Weekly Outline of Concepts and Skills 201
- 2. Concepts Developed Through 15-Minute Math 209
- 3. 100th Day of School Celebration Ideas 211

KinderCorner Math Weekly Outline of Concepts and Skills

KinderCorner Math Weekly Outline of Concepts and Skills		
Unit	Day	Concepts and Skills
1 <i>Welcome to School</i>	1	Explore manipulatives.
	2	List attributes.
	3	Use attributes to make comparisons.
	4	Use attributes to make comparisons.
	5	Match objects that have all the same attributes.
2 <i>I Am Amazing!</i> <i>I Feel Fine!</i>	1	Sort by patterns.
	2	Sort by attribute: color and size.
	3	Sort by attribute: small and large.
	4	Represent a sort on a graph.
	5	Correlate length to numbers; sort and graph.
	6	Determine position of objects.
	7	Determine position of objects.
	8	Count to 10.
	9	Count to 10.
	10	Count to 10.

KinderCorner Math Weekly Outline of Concepts and Skills		
Unit	Day	Concepts and Skills
3 <i>Those Nearest & Dearest</i>	1	Create and name a set of 1.
	2	Review writing the numeral 1. Create and name a set of 2.
	3	Create and name a set of 3.
	4	Practice identifying sets of 1–3. Write numerals 1, 2, and 3.
	5	Practice identifying sets of 1–3. Write numerals 1, 2, and 3.
	6	Create and name a set of 4. Draw the numeral 4 in the air.
	7	Practice making sets of 4 and 5.
	8	Draw the numeral 5 in the air.
	9	Practice writing numbers 1–5 to represent sets of objects.
	10	Practice writing numbers 1–5 to represent sets of objects.
4 <i>Head to Toe</i>	1	Create and name sets of 6, and write the numeral 6.
	2	Create and name sets of 7, and write the numeral 7.
	3	Create and name sets of 8, and write the numeral 8.
	4	Review numbers 6–8, and practice writing numerals 6, 7, and 8.
	5	Review numbers 1–8.
	6	Create and name sets of 9, and write the numeral 9.
	7	Create and name sets of 10, and write the numeral 10.
	8	Review numbers 9 and 10, and practice writing the numbers.
	9	Represent a number of objects with a written numeral 1–10.
	10	Represent a number of objects with a written numeral 1–10.

KinderCorner Math Weekly Outline of Concepts and Skills		
Unit	Day	Concepts and Skills
5 <i>Cornucopia</i>	1	Introduce two-dimensional shapes.
	2	Explore rectangles and squares.
	3	Explore triangles.
	4	Review two-dimensional shapes.
	5	Explore three-dimensional shapes.
	6	Identify and define patterns.
	7	Copy patterns.
	8	Identify and extend patterns.
	9	Create and compare patterns.
	10	Create and compare patterns.
6 <i>What's on the Menu?</i>	1	Sort objects by size.
	2	Order objects by length.
	3	Order objects by height.
	4	Measure length with nonstandard units.
	5	Measure length with nonstandard units.
	6	Identify a set that is more.
	7	Identify a set that is less.
	8	Create sets that are more or less.
	9	Measure capacity with nonstandard units.
	10	Estimate and measure capacity.

KinderCorner Math Weekly Outline of Concepts and Skills		
Unit	Day	Concepts and Skills
7 <i>Sing a Song— Paint a Picture</i>	1	Identify number combinations for 1–3 objects.
	2	Identify number combinations for 4.
	3	Identify number combinations for 5.
	4	Represent addition with objects.
	5	Represent addition with objects and drawings.
	6	Identify number combinations for 6 and 7.
	7	Identify number combinations for 8 and 9.
	8	Identify number combinations for 10.
	9	Represent addition (within 10) with objects.
	10	Represent addition (within 10) with objects and drawings.
8 <i>Winter Weatherland</i>	1	Separate sets of two, three, and four.
	2	Separate sets of five.
	3	Represent subtraction (within 5) with objects or drawings.
	4	Represent subtraction with objects or drawings.
	5	Explore problem-solving.
	6	Review number combinations for 10.
	7	Separate sets of 10 using objects or drawings.
	8	Represent addition and subtraction within 10.
	9	Solve addition and subtraction stories within 10.
	10	Explore problem-solving.

KinderCorner Math Weekly Outline of Concepts and Skills		
Unit	Day	Concepts and Skills
9 <i>Day & Night, Dark & Light</i>	1	Create and name sets of eleven and twelve.
	2	Create and name sets of thirteen and fourteen.
	3	Create and name sets of fifteen.
	4	Make sets of 11–15 and write the numerals from 11–15.
	5	Make sets of 11–15 and write the numerals from 11–15.
	6	Create and name sets of 16–20.
	7	Create and name sets of 16–20.
	8	Make sets of 16–20 and write the numerals from 16–20.
	9	Make sets of 16–20 and write the numerals from 16–20.
	10	Introduce problem solving.
10 <i>Words & Roads Take Us Places</i>	1	Compare and sort objects by weight.
	2	Order objects by weight.
	3	Explore the balance scales; compare weight using a balance scale.
	4	Measure weight with nonstandard units.
	5	Review numbers 1–14.
	6	Review names of shapes and compare the number of sides.
	7	Compare shapes by the number of sides and vertices (corners).
	8	Join shapes to form larger shapes.
	9	Join shapes to form larger shapes.
	10	Problem solving

KinderCorner Math Weekly Outline of Concepts and Skills		
Unit	Day	Concepts and Skills
11 <i>Safe & Sound</i>	1	Review addition.
	2	Review subtraction.
	3	Use manipulatives to solve addition and subtraction problems.
	4	Use manipulatives to solve addition and subtraction problems.
	5	Problem solving
	6	Draw to represent and solve addition and subtraction problems.
	7	Solve and write the number sentence for addition and subtraction problems.
	8	Solve and write the number sentence for addition and subtraction problems.
	9	Solve and write the number sentence for addition and subtraction problems.
	10	Problem solving
12 <i>Buggy About Spring</i>	1	Estimate and count quantities.
	2	Estimate and count quantities.
	3	Estimate using a partition.
	4	Estimate and count quantities.
	5	Solve problems.
	6	Review making sets of 1–10 and writing numbers from 1–10.
	7	For any number from 1 to 9, identify the number that makes 10.
	8	For any number from 1 to 9, identify the number that makes 10.
	9	Identify pairs that make ten and write the corresponding equation.
	10	Problem solving

KinderCorner Math Weekly Outline of Concepts and Skills		
Unit	Day	Concepts and Skills
13 <i>City Gardens & Country Farms</i>	1	Identify penny, nickel, and dime.
	2	Identify penny, nickel, and dime.
	3	Name the value of a penny and a nickel.
	4	Name the value of a dime.
	5	Match coins to money amounts.
	6	Determine number combinations for 10.
	7	Separate sets of 10.
	8	Review addition to and subtraction from 10.
	9	Solve addition and subtraction stories.
	10	Problem solving
14 <i>Fur & Feathers</i>	1	Identify equal parts of a whole.
	2	Identify fair shares of a set.
	3	Identify halves of a whole.
	4	Identify halves of a whole.
	5	Identify thirds and fourths of a whole.
	6	Identify times of day.
	7	Compare lengths of time.
	8	Identify parts of a clock.
	9	Tell time to the hour.
	10	Problem solving

KinderCorner Math Weekly Outline of Concepts and Skills		
Unit	Day	Concepts and Skills
15 <i>Water Wonders</i>	1	Construct a number line.
	2	Identify a number before and after on a number line.
	3	Identify missing numbers on a number line.
	4	Identify missing numbers on a number line.
	5	Count on from a specified number on a number line.
	6	Count on from a specified number on a number line.
	7	Count back from a specified number on a number line.
	8	Count back from a specified number on a number line.
	9	Count on and back on a number line.
	10	Problem solving
16 <i>Earth Day Is Every Day</i>	1	Use ordinal numbers to describe position.
	2	Recognize and make sets for 1–20; write numerals 1–20.
	3	Count larger sets up to 50.
	4	Count to 100 by ones.
	5	Count to 100 by tens.
	6	Solve problems reviewing concepts of addition and subtraction.
	7	Review shapes and patterns.
	8	Sort objects and compare groups of objects.
	9	Write equation to solve addition and subtraction problems.
	10	Problem solving

Concepts Developed Through 15-Minute Math

1. Application

- Solves real-world problems involving the order of the days of the week
- Solves real-world problems involving the order of the months of the year
- Solves addition and subtraction problems using information from a graph

2. Computation

- Counts on from a given number
- Counts back from a given number
- Sees part-and-whole relationships
- Models real-world addition problems using objects

3. Geometry

- Names and describes triangles, squares, rectangles, and circles
- Analyzes and extends a pattern that uses at least two and no more than four pictures
- Creates and describes a pattern that uses at least two and no more than four objects

4. Measurement

- Uses standard units of measure to explore the length of various objects
- Compares the capacity of a variety of containers
- Measures capacity using nonstandard units

5. Money

- Names a penny, nickel, and dime and their values
- Finds the value of a set of coins
- Matches coin amounts to cents and vice versa

6. Numeration

- Develops and strengthens number sense
- Orders numbers
- Identifies one-to-one correspondence
- Counts by 5s and 10s
- Names missing numbers on a number line (before, after, or between given numbers)
- Explores one- and two-digit numbers with materials
- Groups and counts by 1s, 5s and 10s
- Counts and compares quantities
- Names and identifies objects with ordinal numbers (first through twelfth)
- Estimates quantities

7. Problem Solving

- Uses logical thinking to solve a problem

8. Statistics and Probability

- Collects and records data on a graph over time
- Reads and interprets data on a graph
- Determines the outcome of simple probability experiments

9. Time

- Identifies the days of the week in order
- Identifies the months of the year
- Uses the terms “yesterday,” “today,” and “tomorrow”
- Locates a given day on a calendar
- Names a date for a given day on a calendar
- Demonstrates the direction in which clock hands move
- Distinguishes between the hour and minute hands on an analog clock
- Determines time to the hour on an analog clock
- Relates time on an analog clock to a digital clock

100th Day of School Celebration Ideas

You will want to display the 100th Day of School banner prominently on the bulletin board. The 100th day reveals itself on the Days of School Tape and the Hundreds Chart.



Plan to allow plenty of time for activities, games, projects, class discussions, and the use of manipulatives to celebrate this special day. Choose from the following list of suggested activities, or create your own. Use the Days of School Tape, the Hundreds Chart, and the 100th Day of School Banner to emphasize the significance of this day.

Collection of 100 Objects

Send a letter home one week before the 100th day encouraging parents to help their children make a collection of 100 objects. The collection should be able to fit in a lunch bag or a gallon-sized plastic bag. Students should bring in their collections on the 100th day of school to share with the class. Some possible items include pebbles, buttons, stickers, etc.

Estimating Weight

Choose three or four students to compare the weight of their objects. Ask students to determine which collection weighs the most and which collection weighs the least. Ask them which collections weigh about the same. Verify students' estimates with a scale if time permits.

How far will our collection of 100 go?

Take students to the cafeteria or gym. (You can also use a hallway.) Draw a starting line with masking tape at one end of the room. Tell students to imagine that they are going to place their own collections of 100 objects end to end in a line. Ask each student to predict how long his or her line will be by standing at the spot where he or she thinks the collection of 100 objects will end. Place a piece of tape with the student's name on that spot. Then have students take their collections and place them end to end to determine how far their 100 items will reach.

100 Seconds

Use a stopwatch to demonstrate how long 100 seconds feels. Tell students, **We're going to be quiet for 100 seconds while I time you.** After the demonstration, ask students to predict how many times they think they could clap (or perform some other task) in 100 seconds. Record their predictions on chart paper or on the board. Then, using a timer or stopwatch, have them clap and count aloud as a class for 100 seconds. Discuss the results with students: How was your prediction different from the actual number of times you could clap in 100 seconds? Did 100 seconds last as long as you thought it would?

100 Things...

Have students draw pictures or write words to complete the following sentence stems.

I would like to eat 100 _____.

I would like to have 100 _____.

I would like to give away 100 _____.

I wouldn't like to have 100 _____.

Ten-Frame Roll

Give partners ten blank ten-frames, a number cube, and 100 beans or other counters. First, ask students to count with you by 10s to 100 by pointing to each ten-frame as you count. Then tell students they are going to play a game to make 100. For example:

A student rolls a six and places six counters on a ten-frame. The student's partner rolls the number cube and places that number of counters on the ten-frame, starting from the first empty box. When one ten-frame is filled, the partners continue by filling the next ten-frame. Play continues until all 100 spaces have been filled.

Pattern Blocks

Group pattern blocks into bags of 100. Distribute the pattern blocks to each partnership. Have the partners make a design using the 100 pattern blocks.

Estimation Jars

You will need four clear jars of varying sizes. Label each jar with one of the numbers 1–4. Fill each jar with different types of objects such as marbles, multilink cubes, counters, or paper clips. Two jars should have exactly 100 objects; one should have less than 100 items, and one should have more than 100 objects. On the board or chart paper, make three columns, and label them “Less than 100,” “100,” and “More than 100.” Show the jars, one at a time, to students, and have them predict the column in which each jar belongs. Write the jar's number under the column that students suggest. Then reveal the actual number of objects in each jar, and compare it with students' prediction. This could be a center activity, and students could record their predictions on the chart themselves. Reveal the actual results at the end of the day.

Chapter 6 | Developing Social/Emotional Skills and Self-Regulation

The most effective kindergarten experience will not only help students reach their potential academically, but will also facilitate the development of social and emotional skills and help them to develop the ability to regulate their own behaviors and learning. In Success for All schools, the Getting Along Together program provides concrete support in these areas. Getting Along Together is an important part of the KinderCorner 2nd Edition Plus curriculum.

Getting Along Together Content

To succeed in school and life, students need to master reading, math, and other academic skills. Developing those skills requires that students learn how to learn, both independently and with others. Getting Along Together is a schoolwide program that helps students build these skills and apply them both inside and outside of the classroom. It teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success. All students come to school with different strengths and experiences in these areas. Getting Along Together is provided to all students for two reasons: 1) every student has something to learn and something to share in these areas, and 2) when all students know and use the same strategies, those strategies are more useful and effective. Getting Along Together is designed to help each student and the school community as a whole.

Getting Along Together has four main goals:

1. to improve students' learning by teaching specific skills and how to use them. These skills include focusing attention, effectively maintaining and using the high levels of energy characteristic of school-age students, behaving in positive and appropriate ways, and understanding and managing feelings;
2. to foster engaged learners by providing tools that build and support a positive climate in classrooms and the school as a whole;
3. to build students' ability to face challenges and solve problems by providing activities and routines that promote cognitive, social, and emotional skills; and
4. to increase students' positive social and behavioral outcomes by teaching strategies for forming strong relationships, maintaining positive mental health, and making safe and responsible decisions.

Getting Along Together has two primary components that work together and must both be in place for the program to succeed.

The first is a set of classroom and school structures that build and support an environment that is positive, productive, and well regulated—that is, an environment in which all adults and students are respectful, focused, and engaged. These structures include cooperative-learning approaches, such as Think-Pair Share, Brain Games that build thinking skills, and routines that everyone in the school can use to solve problems and deal with challenges. (For example, the Stop and Stay Cool process helps students manage their feelings when they are frustrated or angry.)

The second is a set of lessons that teaches the core concepts of Getting Along Together (e.g., active listening, paying attention, understanding feelings, resolving conflicts) and the routines described above. These lessons use interactive and engaging formats that include puppets, stories, and role plays.

Skills Developed Through Getting Along Together Lessons and Activities

Getting Along Together teaches students to develop and use skills in three areas: thinking/cognitive skills, emotional-management skills, and interpersonal/social skills.

Thinking/Cognitive Skills

Students and adults can learn and use information more effectively when they have strong skills in what scientists call cognitive regulation or executive functioning—simply put, thinking skills. For many students, skills such as attention and memory develop naturally, but programs that use specific strategies can help boost these skills, making it easier for teachers to teach and students to learn.

Getting Along Together helps students build and use the following thinking skills that cognitive science has found to be important in learning:

- **Memory** (also called working memory): Through fun and engaging games, students develop their memories just as they do with their muscles. While there are many different types of memory, Getting Along Together focuses on working memory—that is, the capacity to access, update, and manipulate information over relatively short periods of time.
- **Focus** (also called attention): Getting Along Together gives students tools to focus their attention and hone in on what they are learning, including strategies for active listening (e.g., making eye contact, paraphrasing) and opportunities to practice focusing in the face of distractions.
- **Stop and think** (also called inhibitory control): Being an effective learner and member of the school community sometimes requires resisting or replacing one's natural response—for example, replacing the desire to shout out the answer with raising one's hand. Students learn why it is important to stop and think before acting or speaking and strategies for doing so.

Emotional-Management Skills

Whether we realize it, feelings influence many of our everyday actions and interactions, including those in the classroom. For example, negative emotions such as frustration or anger can make it difficult to focus on the task at hand. While most feelings are natural and acceptable, some ways of handling and expressing those feelings are more effective and appropriate than others, especially in structured settings such as schools.

Getting Along Together addresses three important topics about feelings and emotions:

- **Emotional knowledge and expression:** The program builds or reinforces students' understanding of emotions (including specific emotions such as anger and jealousy), how and why they matter, how to identify them in oneself and others, and how to express them in appropriate ways in the classroom and school (e.g., by using "I" Messages).
- **Emotional regulation:** Students learn strategies for managing their emotions in ways that help them learn and succeed in school, including coping with negative feelings and building on positive emotions.
- **Empathy:** Getting Along Together explores the concept of point of view/perspective, why it is important to understand and respond to others' feelings, and how putting oneself in another's shoes can help everyone succeed in school and life.

Interpersonal/Social Skills

Students live and learn in relationships, including relationships with classmates, friends, teachers, and other school staff. When students have strong interpersonal and social skills, they are better able to work in pairs and teams, give and get support from others, and form friendships and other relationships that contribute to happiness and well-being. They are also able to create a positive and effective classroom and school environment in which all students have opportunities to learn and grow.

Getting Along Together helps students to build and use the following interpersonal/social skills:

- **Reading and responding to social cues:** Understanding tone of voice, body language, and other social cues can help students navigate social interactions and form positive relationships. But these tasks can be tricky even for those who are socially adept. Getting Along Together helps build students' skills and confidence in interpreting and responding to these cues so they can work, learn, and play effectively with others.
- **Social problem solving:** The program provides structures and strategies for dealing with many of the dilemmas that arise in schools, including disagreements, hurt feelings, and entering and succeeding in social interactions.
- **Prosocial behavior:** Getting Along Together recognizes that all students need to be responsible and respectful community members for the school as a whole to succeed. It covers topics such as teamwork, responsibility, getting and giving help, and tolerance/acceptance of others.

Getting Along Together Skills and Strategies Taught in KinderCorner

Getting Along Together skills are introduced, reviewed, and practiced during the Gathering Circle component each day. Opportunities for further reinforcement and practice of these skills are indicated in various components such as Story Telling and Retelling (STaR), Learning Labs, and Snack each day.

The Gathering Circle section of chapter 2: The KinderCorner Curriculum describes the structure of the daily lessons as they unfold throughout each week. The following skills and strategies are developed through the lessons.

Active Listening

Active-listening skills help students in all areas of the KinderCorner curriculum. Active listening consists of several parts that, when used together, help students to listen carefully and attend to what a speaker says. The Active-Listening Signal (an “L” made with the thumb and forefinger) gets students’ attention in a quiet, respectful way. The listener’s response to this signal is to use the active-listening posture, which consists of looking at the speaker, being quiet, and sitting with one’s hands in his or her lap. The active-listening strategies Say-It-Back and Asking Questions ensure that students hear and understand what a speaker says.

Say-It-Back

Students use the Say-It-Back strategy when they converse with a partner. The listening student repeats what the speaker said, which helps the listener to attend to the message. It also demonstrates to the speaker that the student/partner was listening.

Asking Questions

Students use the Asking Questions strategy with a partner for better understanding of what their partners said.

The Feelings Thermometer

In addition to learning many words that can describe a person’s feelings, using the Feelings Thermometer helps students to understand that each feeling can be felt in degrees. One person might be moderately happy about something while another is ecstatic.

The Feelings Tree

Students learn to name and recognize a wide variety of feelings throughout the Getting Along Together lessons. As these feelings are identified, the feelings words are added to the Feelings Tree. The tree serves as a reminder for students when they need to express how they feel.

“I” Messages

An “I” Message allows a student to tell how he or she feels and why. Students learn to use the sentence stem “I feel _____ when _____.” This provides students with a mechanism to start the conflict-solving process.

Stop and Stay Cool Steps

Students learn to use the steps of Stop and Stay Cool to help them calm themselves down before their feelings erupt into conflicts. They use self-talk and self-soothing techniques so they can proceed with resolving conflicts.

Win-Win Solutions

The goal of conflict resolution is for each member of the potential conflict to be heard and get part of what he or she wants. Win-win is a technique that students use so each person gets some of what he or she wants in solving a problem.

Conflict Solvers

Students learn five different ways to solve problems: take turns, share, get help, new idea, and apologize. Each of these addresses situations in which students may find themselves. Students learn to talk about how they will solve a problem and to use the appropriate strategy for resolution.

The Peace Path

The Peace Path is the structure that students use in which they put all the preceding strategies to use to solve conflicts. Students learn to walk the Peace Path steps in the following sequence:

1. Tell the problem: Stop and Stay Cool, active listening, “I” Messages
2. Brainstorm ideas: conflict solvers, win-win solutions
3. Solve the problem: agree to try the solution

Teacher's Resources—Developing Social/Emotional Skills and Self-Regulation

- Getting Along Together—Skills, Partner Challenges, Brain Games 219

Getting Along Together— Skills, Partner Challenges, Brain Games

Getting Along Together—Skills, Partner Challenges, Brain Games				
Unit	Week	GAT Skill	Partner Challenge	Brain Game (cognitive-regulation skill)
1	1	Active-listening posture and Active-Listening Signal Preview Stop and Stay Cool, and preview the Peace Path.	N/A	N/A
	2	Active-listening skills Say-It-Back and Asking Questions Introduce Class Council.	Introduce the Partner Challenge. Focus: active-listening skills	Introduce Brain Games. Telephone (focus)
2	1	Introduce the Cool Kid. Introduce feelings and the Feelings Thermometer.	Focus: Identify feelings; how to use the Feelings Thermometer	Silly Sounds (focus)
	2	Being a good friend	Focus: qualities of a good friend	Freeze (stop and think)
3	1	Making friends	Focus: making friends	Head, Shoulders, Knees, & Toes (stop and think)
	2	“I” Messages	Focus: giving “I” Messages	Five Questions (remember)
4	1	“I” Messages	Focus: giving “I” Messages	What Is Missing? (remember)
	2	Introduce the Feelings Tree.	Focus: “I” Messages using feelings words	Copy Me! (remember)
5	1	Expand feelings vocabulary.	Focus: “I” Messages using feelings words and explaining the feelings	Catch That Sound (focus)
	2	Introduce Stop and Stay Cool.	Focus: steps of Stop and Stay Cool	Simon Says (stop and think)
6	1	Stop and Stay Cool	Focus: Practice the steps of Stop and Stay Cool with partners.	Going to the Market (remember)
	2	Introduce ways to win-win.	Focus: win-win solutions to problems	Who Stole the Honey Pot? (focus)
7	1	Win-Win	Focus: win-win solutions	Don’t Break the Sugar Bowl (stop and think)
	2			

Getting Along Together—Skills, Partner Challenges, Brain Games				
Unit	Week	GAT Skill	Partner Challenge	Brain Game (cognitive-regulation skill)
8	1	Introduce the conflict solver take turns.	Focus: win-win solutions; conflict solvers	Catch That Sound (focus)
	2	Conflict solver—share	Focus: conflict solver—share	Freeze (stop and think)
9	1	Conflict solver—get help	Focus: conflict solver—get help	Five Questions (remember)
	2	Conflict solver—new idea	Focus: conflict solver—new idea	Telephone (focus)
10	1	Conflict solver—apologize	Focus: conflict solver—apologize	Cool Kid's choice (stop and think)
	2	Introduce the Peace Path.	Focus: Peace Path	Cool Kid's choice (remember)
11	1	Peace Path	Focus: Peace Path	Cool Kid's choice (focus)
	2	Peace Path	Focus: Peace Path	Cool Kid's choice (stop and think)
12	1	Using Brain Game skills	Focus: Brain Games	Cool Kid's choice (focus)
	2	Using Brain Game skills	Focus: Brain Games	Cool Kid's choice (stop and think)
13	1	Fair and unfair	Focus: fair and unfair situations	Cool Kid's choice (remember)
	2	By accident and on purpose	Focus: accidents	Cool Kid's choice (focus)
14	1	Introduce hurdles to a peaceful classroom—not waiting for a turn	Focus: waiting	Cool Kid's choice (remember)
	2	Hurdle—excluding others	Focus: including all classmates	Cool Kid's choice (stop and think)
15	1	Introduce the Cool Rule.	Focus: empathy	Cool Kid's choice (focus)
	2	The Cool Rule	Focus: the Cool Rule	Cool Kid's choice (remember)
16	1	Review Getting Along Together skills.	Focus: the Cool Rule, Getting Along Together skills	Cool Kid's choice (stop and think)
	2	Celebrate GAT experts.	Focus: the Cool Rule, Getting Along Together skills	Cool Kid's choice (focus)

Chapter 7 | Managing Assessment

Why assess?

Increasing accountability in education demands more attention to assessment in kindergarten than in the past. Knowing how your students are developing in each of the developmental domains is important for several reasons. First, to meet the needs of your students and promote their continued growth, you need to know at what level they are functioning. Second, if a student has a serious learning challenge, then the earlier it is identified, the earlier accommodations can be made to help overcome it. Third, assessment is necessary to keep parents informed about their children's progress. The more involved parents are in their children's education, the better those children do in school. The more information parents have about how their children are doing, the more parents can help them in their education. Finally, funding and continued operation is sometimes tied to students' achievement.

Because students are constantly growing and developing, it is important to frequently assess the changes in them over time. However, you don't want to spend any more time than necessary testing your students. Most teachers find reporting to be the most challenging part of their jobs. You will likely need to report to your students' parents or guardians on their children's progress several times over the year. The KinderCorner 2nd Edition Online Data Tools can help with this process in the following ways:

- The data tools identify which skills in each of the developmental domains to focus on during each week.
- The data tools provide a place to record the information collected in an easy and efficient manner.
- When the data is entered into the system:
 - it can track which students have demonstrated mastery on which skills and which students need additional support;
 - it can produce progress notes to use in sharing information during parent-teacher conferences; and
 - it can produce schoolwide or district-level reports that can help school leaders track growth in various areas throughout the school year.

In addition to the data collected with the data tools, many teachers keep portfolios with hard copies of student work samples throughout the year. You might keep dated samples of the sign-in sheets and/or date stamp any entries in the writing journals as a graphic illustration of how students' writing abilities emerge over time. When used together, the online data tools and portfolios can provide a complete picture of the growth and development of each student.

The KinderCorner 2nd Edition Plus Online Data Tools

The KinderCorner 2nd Edition Plus Online Data Tools is an Internet-based system that guides the collection, tracking, and use of information about student learning and development. Once your classroom has been set up in the system, you will be ready to use it as a part of your weekly planning and reporting. It is accessed through the Success for All Foundation's Member Center.

The purpose of this system is to:

- decrease paperwork for teachers;
- simplify teacher observation and monitoring;
- make individualized student data easily accessible; and
- provide standardized and easily interpreted reports on student, class, and school progress.

By using online data management, teachers now have more time to dedicate to data analysis and to making effective classroom and schoolwide decisions. This section provides an overview of the Member Center and the KinderCorner 2nd Edition Plus online tools and reports. For a comprehensive guide on how to use the Member Center, please read the *Member Center 2.0 Resource Guide*.

The Member Center

You can access all online tools on the Member Center. The Member Center is a web-based application developed by the Success for All Foundation that allows schools, districts, and state education departments to manage and analyze student information with an emphasis on student assessment data and Success for All program management.

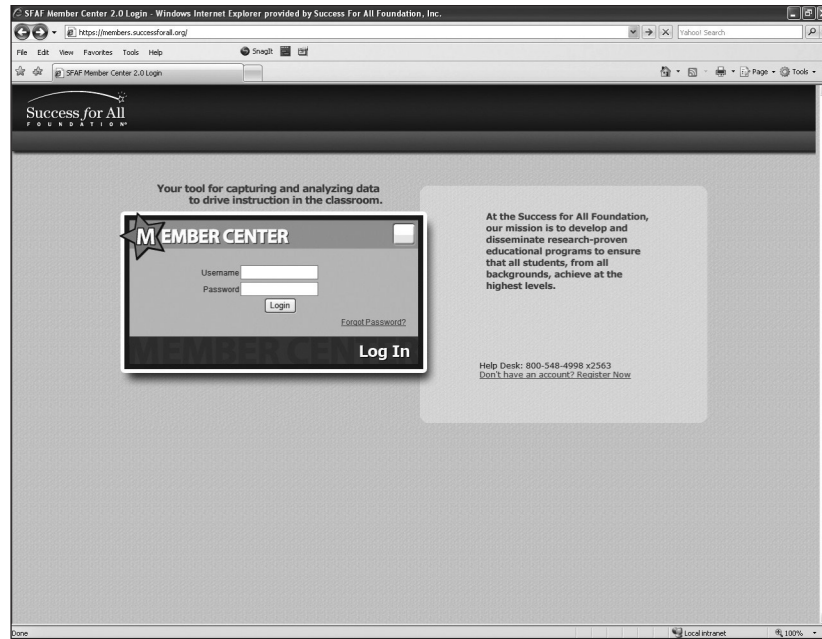
Access to the Member Center and its analytical tools is bundled with the purchase of SFAF programs. The Member Center can be accessed from any computer with Internet access using a web browser. School personnel log on to the Member Center using a unique user ID and password at <https://members.successfroall.org>.

The Member Center provides tools to record student assessment scores, track progress across grading periods, set expectations, and help manage SFAF program implementations. Schools can also record data points from state assessments or other benchmarks and evaluation programs. You can also use the Member Center to print classroom lists, compare reading mastery levels across grading periods, or analyze areas of strength and concern in state proficiency expectations.

The KinderCorner 2nd Edition Plus data-collection tools allow teachers and school leaders to focus on attaining program goals efficiently. Through the Member Center, schools can track, report, analyze, and identify student needs and achievements.

How to Access the Classroom Data Center

To utilize the KinderCorner 2nd Edition Plus monitoring tools on the Member Center, you must set up class information in the Classroom Data Center. The Classroom Data Center logs information about your students and the units that you teach. To begin using the Classroom Data Center, click on the Lesson Cycles menu in the top navigation of the Member Center.



You will be prompted to select the unit and week. Then you will need to print the weekly record form for the unit and week that you will begin. There is a specific weekly record form for each unit and week of KinderCorner and also a generic weekly record form that you can use during the additional weeks of school. Your students' names and the objectives not mastered in previous weeks will automatically print on the form.

Most teachers carry their weekly record forms on a clipboard for easy access throughout the day.

The weekly record form will list the specific skills or strategies that you will collect data for during the week. For most items, you will record whether students demonstrate mastery. At this age, students may be inconsistent with their demonstration of certain skills. Generally, if a student does not demonstrate mastery of a skill consistently, the skill is emerging. If you document an occurrence of skill use, you will know that the student is, at least, well on his or her way to mastery.

During the week, you can enter any data that you have collected along the way. At the end of the week, add any additional data, and then print the results report.

Types of Data Collected

Data will be collected in some or all the following categories each week and recorded on a weekly record form:

- oral-language development,
- phonological and phonemic awareness,
- graphemes (associating sounds, letter shapes, and letter names with letters or letter groups),
- beginning reading (includes concepts of print and reading connected text),
- emergent writing,
- Getting Along Together (social problem-solving skills), and
- mathematics.

You will also have the opportunity to collect information about a set of skills or strategies from the following categories each grading period:

- personal/emotional,
- interpersonal,
- cognitive,
- physical,
- creative,
- literature,
- science, and
- social studies.

Data Collected on the KinderCorner 2nd Edition Plus Weekly Record Form

Ideas about what to say or ask and when this might be done during each unit are included in the Observe Student Progress section of Greetings, Readings, & Writings on days 2 and 6 of each theme.

Category	Item	Description	When Data Collected	Reporting Format
Oral-Language Development	Structured Oral-Language Observation (SOLO)	The teacher measures expressive and receptive vocabularies and oral expression. There is one SOLO for each of the four grading periods.	Administered in a one-to-one setting during Learning Labs on days 5 and 10	Two scores: Oral Expression (based on a rubric score of 70, 80, 90, or 100 points) Vocabulary (0–100 points)
	Theme vocabulary sentence	Students work with partners to create sentences with the theme-related vocabulary taught and used throughout the day. The teacher uses the sharing sticks to select student to share their sentences with the class. A support process is then used that helps students to create either a complete or more detailed sentence. The final sentence is rated with a rubric.	During Let's Think About It at the end of each day	The rubric scores are 70, 80, 90 or 100.
Phonological or Phonemic Awareness	Demonstrates understanding	The teacher asks students to respond to a prompt to demonstrate a skill (e.g., producing rhyming words, identifying the initial sound in a word, counting the syllables in a word).	Either one to one during Greetings, Readings, & Writings, Learning Labs, or other available times or in the context of the Rhyme Time lesson	The teacher records "Demonstrated" or "Not Demonstrated" (D or ND).
Graphemes	Reads, writes, or names letters	Students produce a sound when shown a letter or letter group, write the letter or letter group when given the sound, or name the uppercase and lowercase forms of the letter.	Either while students read with partners in their Stepping Stones Partner Practice Booklets or one to one during the day	The teacher records mastery next to the following codes on the weekly record form: R – Reads sound W – Writes letter(s) N – Names letter
Beginning Reading	Demonstrates concepts of print Reads words or sentences	Units 1–4 (concepts of print and book conventions) The teacher observes for skills such as holding the book right side up, tracking text from left to right, etc. Units 2–6 (Stepping Stones) Students read letters or letter groups and phonetic words from the Partner Practice Booklets. Units 7–16 (KinderRoots) Students read a few words and one sentence from the inside front cover of the KinderRoots Shared Stories.	Either during the Stepping Stones lesson or one to one during the day	The teacher records "Demonstrated" or "Not Demonstrated" (D or ND).

Category	Item	Description	When Data Collected	Reporting Format
Emergent Writing	Documentation of the stage of writing	The teacher records the highest stage of writing demonstrated by the student.	During the Write Away lesson, lab planning, or other times when the student writes to communicate	A code is entered to represent the highest stage observed: Emergent Writing Stages 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	Demonstration of understanding or use of social problem-solving skills taught in Getting Along Together lessons	The teacher observes the use of skills and strategies in natural settings or prompts students to name the steps or explain the procedures.	At any point during the day or during Gathering Circle	The teacher records “Demonstrated” or “Not Demonstrated” (D or ND).
Math	Demonstration of an understanding of mathematical concepts	Students are asked to explain or demonstrate concepts (such as arranging objects into categories or telling the number of items in a given set).	Either one to one during Greetings, Readings, & Writings, Learning Labs, or other available times or in the context of the Math Mysteries lesson	The teacher records “Demonstrated” or “Not Demonstrated” (D or ND).

When the information gathered on the weekly record form is entered into the database, the next weekly record form will include a list of individualized objectives and graphemes that have not yet been mastered. Consider the following example of the steps followed by a teacher named Carrie Pyle.

Before Teaching Unit 4, Week 1

Step 1

See the teacher’s resources for a comprehensive list of the data collected on each weekly record form and for sample completed weekly record forms.

Mrs. Pyle is preparing to teach the first week of unit 4. She has entered all the data collected for her students for the previous units into the database and generated and printed the weekly record form for unit 4, week 1. The second page shows the objectives that have not yet been demonstrated for each student.



Weekly Record Form

Unit 4 | Week 1: Head to Toe

Teacher: Carrie Pyle Date: October 20

Students	Graphemes				Oral-Language Development			PA	Beginning Reading		Emergent Writing	GAT	Math		Homework
	Reads and writes	t	i	n	SOLO vocabulary (score 0-100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Produces words that rhyme with "dog," "cat" (D, ND)	Explains the role of author (D, ND)	Sounds out the word "tin" (D, ND)	Stages Observed • Write Away • Lab Plan ☒ Conference Completed		Represents numbers 6-8 with objects	Writes numbers from 6-8	Read & Respond
Olivia	R W	✓ ✓	✓ ✓	✓ ✓			70	D		ND	RL ☒		D		
Carlos	R W	✓ ✓	✓ ✓	✓ ✓	100	90	90	D	D		☒				
Lilly	R W	✓ ✓	✓ ✓	✓ ✓	80	80		ND		D	☐		D		
Alex	R W	✓ ✓	✓ ✓	✓ ✓			90		D		LL ☐				
	R W	✓ ✓	✓ ✓	✓ ✓							☐				

Students		Graphemes not mastered	Individual Objectives (from previous lesson)
Elizabeth	R	i, g	- Follows print from page to page - Counts by rote to 10
	W	d, i, n, g, o	
	N		
Carlos	R		Uses Say-It-Back
	W	g	
	N		
Lilly	R	i, n	Sounds out the word "am"
	W	a, d, n, g	
	N		
Alex	R	d, u	- Identifies where the story begins - Uses Feelings Thermometer to show intensity of feelings
	W	d	
	N		

Mrs. Pyle has referred to the information provided in the Greetings, Readings, & Writings section of the theme guide on day 2 for more information about when and how to collect this week's information.

Observe Student Progress

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

Phonological Awareness: Rhyme Production

We’ve been talking about words that rhyme. Can you think of a word that rhymes with “cat”? Can you think of a word that rhymes with “dog”?

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

Graphemes

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

Beginning Reading

- Refer to the cover of a picture book, and point to the author’s name. **The author of this book is** (author’s name). **What does the author do?**
- This week, find out if your students can sound out the word “tin.” You may observe students as they read the word in their Stepping Stones Partner Practice Booklets on day 5 or ask them to read the word at another time during the week.

Emergent Writing

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

Math

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

During Unit 4, Week 1

Step 2

Mrs. Pyle collected information throughout the week and recorded it on the front page of the weekly record form. She also focused on helping specific students with skills listed in the Individualized Objectives section.

The following events occurred as Mrs. Pyle taught unit 4, week 1:

- Mrs. Pyle watched carefully as students worked together in their Stepping Stones Partner Practice Booklets to see whether they could read the sounds /c/, /k/, and /u/. She checked to see who could write the letters during the writing portion of the lesson.
- When working with Olivia during Greetings, Readings, & Writings to see whether she could identify a set of five counting bears, Mrs. Pyle asked her to count to 10. Olivia counted correctly, so Mrs. Pyle marked that individualized objective on the second page of the weekly record form.
- Mrs. Pyle noticed that Olivia was still skipping pages when she read the concepts-of-print book *My Brain* with her partner.
- Carlos was observed repeating what his partner wanted to write about (Say-It-Back) during Write Away on day 4.
- Mrs. Pyle asked her assistant to work with Lilly on sound blending during Greetings, Readings, & Writings, but Lilly was still having difficulty grasping the concept.
- Alex correctly explained his use of the Feelings Thermometer during the Partner Challenge on day 1.



Weekly Record Form

Unit 4 | Week 1: Head to Toe
Teacher: Carrie Pyle
Date: October 20

Students	Graphemes			Oral-Language Development			PA	Beginning Reading		Emergent Writing	GAT	Math		Homework	
	Reads and writes	t	i	n	SOLO vocabulary (score 0-100)	SOLO oral expression (score 70, 80, 90, 100)	Theme Vocabulary Sentence (score 70, 80, 90, 100)	Produces words that rhyme with "dog," "cat" (D, ND)	Explains the role of author (D, ND)	Sounds out the word "tin" (D, ND)		Stages Observed • Write Away • Lab Plan ☒ Conference Completed	Represents numbers 6-8 with objects		Writes numbers from 6-8
Olivia	R	✓	✓	✓			70	D		ND	RL	✓	D		
Carlos	R	✓	✓	✓	100	90	90	D	D			✓			
Lilly	R	✓	✓		80	80		ND		D			D		
Alex	R	✓		✓			90		D		LL				
	W	✓													
	R														

Students		Graphemes not mastered	Individual Objectives (from previous lesson)
Elizabeth	R	i, g	☐ Follows print from page to page ☒ Counts by rote to 10
	W	(d) i, (n) (g) o	
	N		
Carlos	R		☒ Uses Say-It-Back
	W	(g)	
	N		
Lilly	R	i, n	☐ Sounds out the word "am"
	W	a, (d) n, g	
	N		
Alex	R	(d) i	☒ Identifies where the story begins ☒ Uses Feelings Thermometer to show intensity of feelings
	W	(d)	
	N		

After Teaching Unit 4, Week 1

Step 3

At the end of the week, Mrs. Pyle added the data she had collected into the system. This included entering new data collected for unit 4, week 1 and checking off individualized objectives from previous weeks that she had marked as students demonstrated the skills.

She also generated and printed the weekly record form for week 2. She highlighted the writing-conference boxes next to Lilly’s and Alex’s names on the new form so she would remember to have a writing conference with them as she taught week 2.

The second section of the weekly record form for unit 4, week 2 shows updated information for each of her students. The objectives listed in the Individualized Objectives column indicate either that the skill was not demonstrated or not assessed. In either case, the list serves as a reminder about the specific skills that should be addressed with each individual student if possible. To keep the report manageable, only the earliest objective not mastered within a skill strand is included in this report.

Students		Graphemes not mastered	Individual Objectives (from previous lesson)
Elizabeth	R	i, g	☐ Follows print from page to page ☐ Explains role of author
	W	i, o, k, u	
	N		
Carlos	R		☐ Identifies sets of six, seven, and eight.
	W		
	N		
Lilly	R	i, n, u	☐ Explains role of author ☐ Sounds out the word "am" ☐ Rhyme Production ("dog," "cat")
	W	a, n, g, c, k	
	N		
Alex	R	k, i	☐ Rhyme Production ("dog," "cat") ☐ Identifies sets of six, seven, and eight.
	W	k, u	
	N		

Mrs. Pyle continues each week with the same cycle: generating and printing the weekly record form, planning for specific observations or conferences that she will hold, and entering the data collected into the system.

Other Reports

When data is collected on the weekly record forms and entered into the system over time, it can be combined and sorted in many different ways to help teachers and school leaders monitor student progress at the classroom, grade, or schoolwide level. The following summary reports can be generated to monitor student progress.

Weekly Record Form

The weekly record form helps the teacher manage data collection by defining specific skills to observe each week and providing a place to efficiently and systematically record information.

Weekly Record Results Report

After all the information from the weekly record form is entered into the Member Center at the end of the week, results are calculated, averaged, and summarized in related reports. The weekly record results report has summary rows at the bottom that show class totals or averages of the scores and observations. Teachers analyze this information as part of their diagnostic planning for the next instructional week.

A sample weekly record results report is included in the teacher's resources section at the end of this chapter.

Cumulative Reports of Strategies and Skills

Graphemes, phonological- and phonemic-awareness, Getting Along Together, beginning reading, and math skills are repeatedly instructed, practiced, and monitored through observational assessment. This data is cumulative across the school year, and individual reports can be printed at any time.

Class Summary of KinderCorner Graphemes: Reading and Writing

This report shows, at a glance, which letters and letter groups each student can read and write.

Class Summary of KinderCorner Graphemes: Naming

This report shows, at a glance, which letters each student can name when they are seen in both the uppercase and lowercase forms.

Class Summary of Objectives Not Yet Mastered

This report lists all objectives and shows which ones each student has not yet demonstrated.

Individual Summary of Objectives Not Yet Mastered

This report lists all objectives through the current unit that the individual student has not yet mastered.

Individual Mastery of Objectives in Other Domains

This optional report tracks objectives from all nine early childhood domains if the teacher is recording observations for these additional objectives.

Grading-Period Reports

The following grading-period reports are generated with automatically averaged and prepopulated scores based on classroom data from all the weekly record forms. Teachers use the summarized information for continued instructional planning and to share student progress with families. The Leading for Success teams also refer to these reports to analyze program data and evaluate student achievement.

Classroom Assessment Summary

This report calculates mastery and provides final totals of demonstrated objectives and average scores for oral language at both the individual and whole-class levels.

Progress Note

A parent progress note, which supplements the school's regular report card, is designed to guide conferences between teachers and families. It provides information about the student's performance with oral-language, literacy, and math objectives.

A sample Classroom Assessment Summary and progress note are included in the teacher's resources section at the end of this chapter.

Schoolwide Reports

Grade Summary Form

The Grade Summary Form is a schoolwide-level document that reports student mastery levels by grade at the end of each grading period. Everyone in the school should know how many students are reading on grade level.

Component Roll-Up by Teacher of the Classroom Assessment Summary

The KinderCorner roll-up report recaps the Classroom Assessment Summary information for every teacher, providing an overall look at progress for all students at the kindergarten level.

Mastery Levels in KinderCorner

Mastery levels in KinderCorner do not represent the development of the whole student. They help a school to monitor and determine how the kindergarten students are progressing with literacy objectives as compared with students in other grade levels in the school's Success for All reading classes.

Mastery in KinderCorner is determined at the end of each grading period by the oral-language, graphemes, and beginning-reading objectives from the four units that are designated for each grading period. The set of minimum criteria for the first grading period must be met to meet K-1 mastery, the set of criteria for the second grading period must be met to meet K-2 mastery, and so on. The criteria for each mastery level are outlined in the following chart.

Objectives/ Measures	K-1 Mastery Grading Period 1 Units 1–4	K-2 Mastery Grading Period 2 Units 5–8	K-3 Mastery Grading Period 3 Units 9–12
Oral Language	SOLO #1 vocabulary: 90/100 SOLO #1 oral expression: 80/100 Theme vocabulary sentence: minimum average of 80	SOLO #2 vocabulary: 90/100 SOLO #2 oral expression: 85/100 Theme vocabulary sentence: minimum average of 85	SOLO #3 vocabulary: 90/100 SOLO #3 oral expression: 90/100 Theme vocabulary sentence: minimum average of 90
Graphemes	Reads: 7/10 sounds Writes: 5/10 sounds	Reads: 15/28 sounds Writes: 15/28 sounds Names: 9/16 alphabet letters (uppercase and lowercase)	Reads: 21/28 sounds Writes: 21/28 sounds Names: 39/52 alphabet letters (uppercase and lowercase)
Beginning Reading	Demonstrates concepts of print and sounds out words or sentences: 7/14	Demonstrates concepts of print and sounds out words or sentences: 8/12	Demonstrates concepts of print and sounds out words or sentences: 12/16

- A student has to meet every expectation to achieve mastery for the current grading period.

- Mastery data helps the teacher and school to track the overall progress of KinderCorner students with literacy development.
- Expectations increase each grading period.
- Teachers continually recheck any objectives not demonstrated in previous lessons; this ensures that more students improve enough to demonstrate mastery.
- The Member Center calculates mastery based on data that is entered each week of the grading period.
- Most teachers will not be surprised by which students achieve mastery if they are looking at their weekly results reports.

Mastery determination at the end of the year is somewhat different. In addition to the oral-language assessments, the Reading Roots Formal Assessment is administered to help determine mastery and to recommend placement in Reading Roots classes when students move into first grade.

Objectives/ Measures	K-4 Mastery Grading Period 4 Units 13–16
Oral Language	SOLO #4 vocabulary: 90/100 SOLO #4 oral expression: 95/100 Theme vocabulary sentence: minimum average of 95
Graphemes	SOLO #4 vocabulary: 90/100 SOLO #4 oral expression: 95/100 Theme vocabulary sentence: minimum average of 95
Beginning Reading	Stage 2 (lessons 6–10)

Teachers and the facilitator meet to look at all the classroom measures for each student, giving evidence of strengths particular consideration. The final mastery level is based on the stages defined for the Reading Roots program.

SFA expectations for KinderCorner teachers’ use of class data include:

- collecting, sharing, and reviewing classroom data;
- analyzing classroom and component data;
- planning for continuous improvement through classroom implementation; and
- evaluating results and looking for progress.

The Member Center data tools are designed to support teachers’ use of data in ways that benefit their students. Much of the sharing and analysis will occur as KinderCorner component teams work together.

Component teams are described in chapter 12: Professional Development and Support.

Work-Sample Portfolios

The perfect companion to information collected via the data tools is a work-sample portfolio for each student. Samples of students' artwork and constructions can demonstrate very clearly the level at which the students are performing. Be aware that work samples do not always provide an accurate picture of a student's functioning. If the products are produced under pressure, with unrealistic timeframes or with too much help from others, you will not have a representative sample of the student's capabilities. Collect a wide variety of work samples and photographs of constructions from each of your students. Date and file these samples so you have a clear picture of each student's actual abilities.

Examples of items that might be collected in such a portfolio include:

- interviews with the student,
- samples of the student's work,
- photographs of the student's work,
- video or audio recordings of the student, and
- anecdotal notes about the student.

The portfolio container needs to be large enough to hold all these items. Because students are continually growing and developing, all the items are dated. They contribute to the portfolio, which changes over time as well.

Your school will likely have a report card that you need to complete for each student. This report card should be accompanied by a summary of how the student is functioning in all the developmental areas: emotional/personal, language, cognitive, interpersonal, mathematical, science, social studies, physical, and creative.

Work-sample portfolios combined with information summarized by the data-tools reports:

- indicate that the student is continually growing and changing,
- provide a snapshot of the student at a particular time, and
- include information on all aspects of the student.

Teacher’s Resources—Managing Assessment

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Weekly Record Form Contents by Unit

All Weekly Record Forms

All Weekly Record Forms	
Oral-Language Development	Emergent Writing
Theme vocabulary sentence production (rubric score of 70, 80, 90, 100) SOLO for current grading period: vocabulary (score of 0–100) and oral expression (score of 70, 80, 90, 100) starts in unit 3	Highest stage observed Write Away Lab plan (starts in unit 2)

Skills or Strategies Specific to a Weekly Record Form

Grading Period 1 Weekly Record Form					
Unit-Week	Phonological Awareness (D/ND)	Graphemes	Beginning Reading (D/ND)	Getting Along Together (D/ND)	Math (D/ND)
1			Holds book upright Identifies front and back covers Identifies where the story begins	Demonstrates active listening	Compares if two objects are exactly the same or different
2-1			Follows print left to right Follows print top to bottom	Uses Say-It-Back Asks questions	Sorts objects by a single attribute
2-2	Recognizes rhymes: “fox”/“box” “tree”/“leaf”		Follows print page to page	Uses the Feelings Thermometer to show intensity of feelings	Counts by rote to 10
3-1	Recognizes rhymes: “jump”/“hop” “clap”/“snap”	Reads and writes /m/ and /a/	Sounds out the word “am” Recognizes own name in print		Represents numbers 1–3 with objects Writes numbers 1–3
3-2	Produces rhymes: “sad” “me”	Reads and writes /s/ and /d/	Identifies and describes the purpose of the title Sounds out the word “sad”	Identifies steps for making a friend	Represents numbers 4 and 5 with objects Writes numbers 4 and 5
4-1	Produces rhymes: “dog” “cat”	Reads and writes /t/, /i/, and /n/	Explains the role of the author Sounds out the word “tin”		Represents numbers 6–8 with objects Writes numbers from 6–8
4-2	Segments sentences: “Sophia is happy.” “I like to eat grapes.”	Reads and writes /p/, /g/, and /o/	Explains the role of the illustrator Sounds out the word “dog”	Constructs “I” messages	Represents numbers 9 and 10 with objects Writes numbers 9 and 10

Grading Period 2 Weekly Record Form					
Unit-Week	Phonological Awareness	Graphemes	Beginning Reading	Getting Along Together	Math
5-1	Segments syllables: “classroom,” “alligator”	Reads and writes /c/, /k/, and /u/	Sounds out the word “pat”		Identifies 2-d shapes (circle, square, rectangle, triangle) and 3-d shapes (cube, cone, sphere)
5-2	Produces rhymes “tower”	Reads and writes /r/, /b/, and /f/	Sounds out the word “pet”	Classifies feelings words	Extends and creates patterns
6-1	Identifies initial sounds: “bike,” “fork,” “sheep”	Reads and writes /e/, /l/, and /h/	Sounds out the word “leg”		Orders objects by size Measures length with nonstandard units
6-2		Reads and writes /sh/, /z/, and /w/	Sounds out the word “jam”	Names the Stop and Stay Cool steps	Creates sets that are more or less
7-1		Reads and writes /ch/, /j/, and /v/	Sounds out the word “box” Reads the sentence “I am mad.”		Represents addition (within 5) with objects or drawings
7-2	Identifies medial sounds: “bus,” “cap”	Reads and writes /y/, /q/, and /x/	Sounds out the words “Sam” and “not” Reads “Dad is mad.”	Gives a win-win solution to a problem	Represents addition (within 10) with objects or drawings
8-1		Names “m,” “M,” “a,” “A,” “S,” “s,” “D,” and “d”	Sounds out the words “Tam” and “Tad” Reads “Sad Sam sat.”		Represents subtraction (within 5) using objects or drawings
8-2	Identifies ending sounds: “hat,” “dog”	Names “T,” “t,” “I,” “i,” “N,” “n,” “P,” and “p”	Sounds out the words “it” and “sit” Reads “Miss Sid sat.”	Names a conflict solver	Solves addition and subtraction stories (within 10) using objects

Grading Period 3 Weekly Record Form					
Unit-Week	Phonemic Awareness	Graphemes	Beginning Reading	Getting Along Together	Math
9-1	Auditory blending: “bay,” “we”	Names “G,” “g,” “O,” “o,” “C,” “c,” “K,” and “k”	Sounds out the words “man” and “and” Reads “Nan puts a hat on Sad Sam.”		Represents numbers 11–15 with objects Writes numbers from 11–15
9-2		Names “U,” “u,” “R,” “r,” “B,” “b,” “F,” and “f”	Sounds out the words “jumps” and “can” Reads “Nan tips the pan.”	Names two conflict solvers	Represents numbers 16–20 with objects Writes numbers from 16–20
10-1	Auditory blending: “fat,” “cup”	Names “E,” “e,” “L,” “l,” “H,” “h,” “Z,” and “z”	Sounds out the words “digs” and “map” Reads “Mag’s pig is Sig.”		Measures weight with nonstandard units
10-2		Names “W,” “w,” “J,” “j,” “V,” “v,” “Y,” and “y”	Sounds out the words “spots” and “gets” Reads “Don tips a pot.”	Names three conflict solvers	Joins simple shapes to form larger shapes
11-1	Auditory blending: “blue,” “sheet”	Names “Q,” “q,” “X,” and “x”	Sounds out the words “bump” and “cot” Reads “Pit-Pat is not in the can.”		Use manipulatives and draw pictures to solve addition and subtraction problems
11-2			Sounds out the words “sock” and “kicks” Reads “A frog is in the sack.”	Uses the Peace Path	Solve addition and subtraction problems and write the corresponding number sentence
12-1	Auditory blending: “skip,” “float”		Sounds out the words “must” and “pup” Reads “Nan puts suds on Sad Sam.”		Estimates the number of objects in a set
12-2			Sounds out the words “bugs” and “sobs” Reads “A big, bad bug nips Tubb.”	Participates in Brain Games	Identifies combinations of numbers that make 10 and write corresponding equation

Grading Period 4 Weekly Record Form					
Unit-Week	Phonemic Awareness	Graphemes	Beginning Reading	Getting Along Together	Math
13-1	Auditory segmentation: “me,” “do”		Sounds out the words “puff” and “sand” Reads “Nan sees a fin.”		Identifies the name and value of a penny Identifies the name and value of a nickel Identifies the name and value of a dime
13-2			Sounds out the words “fed” and “pond” Reads “The kids saw a nest with eggs.”	Identifies something that happens by accident	Represents addition and subtraction using manipulatives
14-1	Auditory segmentation: “bell,” “jet”		Sounds out the words “lost” and “yelled” Reads “Meg and Bill had a picnic.”		Identifies halves Identifies thirds Identifies fourths
14-2			Sounds out the words “rocks” and “yum” Reads “The kids did not like the muffins.”	Waits for a turn	Tells time to the hour
15-1	Auditory segmentation: “tray,” “fly”		Sounds out the words “rabbit” and “tipped” Reads “Big Bob had a bad day.”		Names missing numbers on a number line
15-2			Sounds out the words “sneaked” and “near” Reads “They planted seeds.”	Includes others	Counts on from a given number Counts back from a given number
16-1	Auditory segmentation: “sleep,” “pond”		Sounds out the words “helping” and “planting” Reads “They were eating lots of beans.”	States the Cool Rule	Uses ordinal numbers to describe position Counts by rote to 100 by ones and by tens
16-2			Sounds out the words “keep” and “shut” Reads “Bill and Meg rushed out to the shed.”		Solves problems reviewing concepts of addition, subtraction, shapes, and sorting objects

Students

Grading Period 2 | Observing Across the Domains

Students

Personal//Emotional	
Connects consequences to actions	
Participates actively in classroom activities	
Expresses feelings appropriately with words	
Interpersonal	
Connects consequences to actions	
Participates actively in classroom activities	
Expresses feelings appropriately with words	
Cognitive	
Begins to understand cause-and-effect relationships	
Observes and makes discoveries	
Physical	
Throws, kicks, or rolls an object (ball) in intended direction	
Catches a ball or beanbag	
Manipulates small objects with precision	
Creative	
Participates in dramatic play by pretending with objects	
Explores creative art materials	
Experiments with musical instruments	
Literature	
Makes inferences and draws conclusions from stories heard	
Retells and sequences story events	
Science	
Describes basic food groups	
Predicts outcomes	
Begins to develop a basic understanding of the properties of objects and materials (e.g., solids, liquids, gases)	
Records observed data	
Conducts organized experiments	
Social Studies	
Demonstrates an awareness of the roles people play in society	
Demonstrates an appreciation of and respect for differences in customs of varying cultural groups	

Grading Period 4 | Observing Across the Domains

Students

Personal//Emotional	
Demonstrates confidence in abilities	
Demonstrates confidence with daily schedule	
Stands up for self	
Interpersonal	
Displays common manners and customs	
Respects differences	
Cognitive	
Understands vocabulary related to positions in space (prepositions)	
Observes and makes discoveries	
Physical	
Runs with increasing control	
Walks along a line	
Coordinates eye-hand movements	
Creative	
Approaches activities with increasing flexibility and imagination	
Dances with more complex movements	
Experiments with a variety of art materials	
Literature	
Identifies story elements	
Recalls facts from a story that he or she has read	
Makes predictions about stories	
Answers higher-order questions about text previously read	
Retells stories previously read	
Science	
Draws conclusions	
Predicts outcomes	
Identifies selected animals by known characteristics	
Expands knowledge of basic environmental and nutritional needs of animals	
Records observed data	
Distinguishes between natural objects and objects made by humans	
Developing a basic understanding of the properties of Earth's materials	
Social Studies	
Demonstrates knowledge and use of currency in society	
Dramatizes buying, selling, and manufacturing	
Begins to understand how society causes environmental changes	



Weekly Record Results

Unit 4, Week 2: Head to Toe

Teacher: Kim C. Too Period: 3 Reading

Start Date: 9/19/2015

Students	Graphemes				Oral-Language Development			PA	Beginning Reading		Emergent Writing	GAT	Math		Home-work	
					SOLO Vocabulary (0 - 100)	SOLO Oral Expression (70, 75, 80, 85, 90, 95, 100)	Theme Vocabulary Sentence (70, 80, 90, 100)	Segments sentences: "Sophia is happy." "I like to eat grapes." (D/ND)	Explains the role of illustrator (D/ND)	Sounds out the word "dog" (D/ND)	Write Away/Lab Plan (D, S, LL, RL, AS1, AS2, AS3, AS4, CS)	Conference Completed	Constructs "I Messages" (D/ND)	Represents numbers 9 and 10 with objects (D/ND)	Writes numbers 9 and 10 (D/ND)	Read & Respond
	Reading/Writing															
Ali Amber	R	✓	✓	✓	100	100	100	D	D	D	AS3		D	D	D	
	W	✓	✓	✓												
Bob Beryl	R	✓	✓	✓	100	90		D	D	D	AS1	✖	D	D	D	
	W	✓		✓												
Cam Cinnabar	R	✓	✓	✓	90	90		ND	ND	D	RL	✖	D	D	D	
	W	✓														
Dee Diamond	R	✓		✓	90	80		D	D	D	AS1		ND	D	D	
	W	✓		✓												
Eli Emerald	R	✓	✓	✓	90	90	80	D	D	D	AS2		D	D	D	
	W	✓		✓												
Fay Feldspar	R	✓	✓	✓	100	100		D	D	D	AS2	✖	D	D	D	
	W	✓	✓	✓												
Gil Garnet	R	✓	✓	✓	100	90	100	D	D	D	RL	✖	D	D	D	
	W	✓	✓													
Hal Hematite	R	✓			80	80		ND	D	ND	RL		D	ND	D	
	W	✓														
Ian Igneous	R	✓			90	90		ND	D	ND	AS1	✖	D	ND	ND	
	W	✓		✓												
Joe Jasper	R	✓		✓	90	80		D	D	D	AS3	✖	ND	D	D	
	W	✓	✓	✓												
Ken Kyanite	R	✓	✓	✓	80	80	80	D	D	D	AS1		ND	D	ND	
	W	✓		✓												
Lou Limestone	R	✓			100	80	100	ND	D	ND	AS1		D	D	D	
	W	✓														
Max Mica	R	✓		✓	90	80	80	D	D	ND	RL		ND	D	D	
	W															
Nan Nickel	R	✓	✓	✓	90	80		D	D	D	AS3	✖	D	ND	D	
	W	✓	✓	✓												
Ole Onyx	R	✓	✓	✓	90	100	90	ND	ND	ND	RL	✖	D	D	ND	
	W															
Peg Peridot	R	✓	✓	✓	80	70	70	ND	D	ND	RL	✖	ND	ND	D	
	W	✓	✓													
Average					91	86	83									2

D = Demonstrated ND = Not Demonstrated



Weekly Record Form

Unit 4, Week 2: Head to Toe

Teacher: Kim C. Too Period: 3 Reading

Start Date: 9/19/2015

Students	Graphemes				Oral-Language Development			PA	Beginning Reading		Emergent Writing	GAT	Math		Home-work	
	Reading/Writing				SOLO Vocabulary (0 - 100)	SOLO Oral Expression (70, 75, 80, 85, 90, 95, 100)	Theme Vocabulary Sentence (70, 80, 90, 100)	Segments sentences: "Sophia is happy." "I like to eat grapes." (D/ND)	Explains the role of Illustrator (D/ND)	Sounds out the word "dog" (D/ND)	Write Away/Lab Plan (D, S, LL, RL, AS1, AS2, AS3, AS4, CS)	Conference Completed	Constructs "I Messages" (D/ND)	Represents numbers 9 and 10 with objects (D/ND)	Writes numbers 9 and 10 (D/ND)	Read & Respond
Ali Amber	R W	✓ ✓	✓ ✓	✓ ✓	100	100	100	D	D	D	AS3	☐	D	D	D	
Bob Beryl	R W	✓ ✓	✓ ✓	✓ ✓	100	90		D	D	D	AS1	☒	D	D	D	
Cam Cinnabar	R W	✓ ✓	✓ ✓	✓ ✓	90	90		ND	ND	D	RL	☒	D	D	D	
Dee Diamond	R W	✓ ✓	✓ ✓	✓ ✓	90	80		D	D	D	AS1	☐	ND	D	D	
Eli Emerald	R W	✓ ✓	✓ ✓	✓ ✓	90	90	80	D	D	D	AS2	☐	D	D	D	
Fay Feldspar	R W	✓ ✓	✓ ✓	✓ ✓	100	100		D	D	D	AS2	☒	D	D	D	
Gil Garnet	R W	✓ ✓	✓ ✓	✓ ✓	100	90	100	D	D	D	RL	☒	D	D	D	
Hal Hematite	R W	✓ ✓	✓ ✓	✓ ✓	80	80		ND	D	ND	RL	☐	D	ND	D	
Ian Igneous	R W	✓ ✓	✓ ✓	✓ ✓	90	90		ND	D	ND	AS1	☒	D	ND	ND	
Joe Jasper	R W	✓ ✓	✓ ✓	✓ ✓	90	80		D	D	D	AS3	☒	ND	D	D	
Ken Kyanite	R W	✓ ✓	✓ ✓	✓ ✓	80	80	80	D	D	D	AS1	☐	ND	D	ND	
Lou Limestone	R W	✓ ✓	✓ ✓	✓ ✓	100	80	100	ND	D	ND	AS1	☐	D	D	D	
Max Mica	R W	✓ ✓	✓ ✓	✓ ✓	90	80	80	D	D	ND	RL	☐	ND	D	D	
Nan Nickel	R W	✓ ✓	✓ ✓	✓ ✓	90	80		D	D	D	AS3	☒	D	ND	D	
Ole Onyx	R W	✓ ✓	✓ ✓	✓ ✓	90	100	90	ND	ND	ND	RL	☒	D	D	ND	
Peg Peridot	R W	✓ ✓	✓ ✓	✓ ✓	80	70	70	ND	D	ND	RL	☒	ND	ND	D	

D = Demonstrated ND = Not Demonstrated

Directions for the KinderCorner 2nd Edition Plus Weekly Record Form

These directions are abbreviated to provide a simple reference. Refer to the *KinderCorner 2nd Edition Plus Teacher's Manual* and the *Member Center 2.0 Resource Guide* before using the weekly record form.

Getting Started

- Navigate to the Member Center, Lesson Cycles, Manage Lessons to print the two-page record form for the new week.
- If you did not print your weekly record form from the Member Center, you will have to write in the following information: the theme and unit information, students' names, and objectives for the current week.

Recording Student Performance

- Use the first page of this form throughout the day to note when students demonstrate the week's lesson objectives. Record student performance as explained. Some columns may be empty and will be shaded if there is no designated objective for a particular week.
- Many of the objectives are recorded with a D or ND or simply left blank. ND and blank objectives will be tracked during subsequent weeks.
 - **D** = Demonstrated.
 - **ND** = Not Demonstrated indicates that the student had an opportunity to demonstrate the objective but could not do so.
 - **Blank** = The teacher did not have an opportunity to observe the student demonstrating the objective.
- Continue to look for student demonstration of the objectives from previous lessons that individual students did not demonstrate during the designated week. The oldest objective not yet demonstrated in each of the following skill strands is printed for each student in the second section: graphemes, phonological/phonemic awareness, beginning reading, Getting Along Together, and math.

Graphemes (D = Demonstrated, ND = Not Demonstrated)

- The graphemes introduced and practiced each week are noted in the rows and columns that immediately follow the students' names.
- The R row is for recording the sounds that the student reads successfully.
- The W row is for recording the sounds that the student writes successfully.
- The N row is for recording the uppercase and lowercase alphabet letters that the student names successfully (begins in unit 8).

SOLO (Structured Oral-Language Observation)

- There is one SOLO administered to each student sometime during each grading period. Beginning with Unit 3, the teacher administers the SOLO to a few students on Days 5 and 10 during Learning Labs. Students are selected based on observations about their readiness for success on the assessment. Students with advanced language skills are likely to succeed earlier in the grading period than others.
- Columns with space to record SOLO scores are included on every Weekly Record Form in case they are needed, even though only a few students will be assessed each week. SOLO scores already recorded during the current grading period will automatically print on each new weekly record form.
- The following scores are first recorded on the separate SOLO document, and the total is transferred to the weekly record form. Scoring guidelines for the teacher are provided on the SOLO document.
 - SOLO vocabulary: A student can earn up to 100 points for understanding and producing vocabulary words (receptive and expressive). Scoring guidelines for the teacher are provided on the SOLO document.
 - SOLO oral expression: A student can earn up to 100 points for his or her ability to effectively express ideas in complete sentences. Scoring guidelines for the teacher are provided on the SOLO document.

Theme Vocabulary Sentence (70, 80, 90, 100)

- Individual students are scored with a rubric on their ability to create a sentence with one of the day's thematic vocabulary words.
- Theme vocabulary sentence scores should be collected for every student at least once during each unit, depending on the size of the class.

Phonological/Phonemic Awareness (D = Demonstrated, ND = Not Demonstrated)

- One or more objectives may be listed in separate columns on the weekly record form.

Beginning Reading (D = Demonstrated, ND = Not demonstrated)

- Objectives are listed in separate columns on the weekly record form.

Emergent Writing (Emergent-Writing Stages)

- Students demonstrate developmental-writing stages with written lab plans and/or Write Away projects. A column with space to record the observed writing stage is included on every weekly record form.

D	Drawing #_____	RL	Random Letters #_____	AS3	Intermediate Approximated Spelling #_____
S	Linear Scribble #_____	AS1	Initial Attempts at Approximated Spelling #_____	AS4	Advanced Approximated Spelling #_____
LL	Letterlike Shapes #_____	AS2	Early Approximated Spelling #_____	CS	Conventional Spelling #_____

- Check the box in the Emergent Writing column for each student that had a conference with the teacher during the week. The weekly record form will indicate whether the teacher and student had a writing conference the previous week. Try to conference with each student at least once during each week, depending on the size of the class.

Getting Along Together (D = Demonstrated, ND = Not demonstrated)

- One or more objectives may be listed in separate columns on the weekly record form.

Math (D = Demonstrated, ND = Not demonstrated)

- One or more objectives may be listed in separate columns on the weekly record form.

Homework (1-5)

- Refer to signed and returned Read and Respond bookmarks and record the number of days that each student completed twenty minutes of nightly reading.

Calculating the Weekly Record Results Report

- Enter the information from the weekly record form into the online system. (See the *Member Center 2.0 Resource Guide*, or contact the Member Center Help Desk at (800) 548-4998 for help.)
- Print the final results report to review the class totals for the week. If you are not using the Member Center, the calculations can be made on a spreadsheet program.

KinderCorner 2nd Edition Plus - Classroom Assessment Summary

School: Rivertown Elementary

Teacher: Kim C. Too Reading Group: Kitt School Year: 2015/2016 Grading Period: 1 Total Students: 16 # 63 % 10 at Grade Level

Students	English Learner	Final Scores				Scores and Averages for Mastery						Student Mastery **
		K-1 PA (0-5)	K-1 Emergent Writing: Recent State Observed	K-1 Getting Along Together (0-6)	K-1 Math (0-11)	K-1 Graphemes: Reads Sounds (7/10)	K-1 Graphemes: Writes Sounds (5/10)	K-1 Beginning Reading (7/14)	K-1 Theme Vocabulary Sentence (80/100 average)	K-1 SOLO #1 Vocabulary (90/100)	K-1 SOLO #1 Oral Expression (80/100)	
Ali Amber		5	AS 3	5	10	10	10	14	100	100	98	Y
Bob Beryl		5	AS 1	6	10	10	9	14	100	90	93	Y
Cam Cinnabar		4	RL	5	10	10	7	13	90	90	82	Y
Dee Diamond		5	AS 1	5	10	9	9	14	90	80	78	N
Eli Emerald		5	AS 2	6	10	10	8	14	90	90	80	Y
Fay Feldspar		5	AS 2	6	10	10	10	14	100	100	83	Y
Gil Garnet		5	RL	5	10	10	7	14	100	90	88	Y
Hal Hematite	✓	3	RL	6	9	7	7	12	80	80	85	N
Ian Igneous		4	AS 1	6	8	9	8	13	90	90	80	Y
Joe Jasper		5	AS 3	4	10	9	10	14	90	80	75	N
Ken Kyanite		5	AS 1	5	9	10	7	14	80	80	73	N
Lou Limestone		4	AS 1	6	10	7	7	13	100	80	93	Y
Max Mica		5	RL	5	10	8	5	12	90	80	80	Y
Nan Nickel		5	AS 3	6	9	10	10	14	90	80	83	Y
Ole Onyx		4	RL	5	9	9	4	9	90	100	83	N
Peg Peridot	✓	3	RL	4	9	10	7	12	80	70	70	N
Averages		4.5		5.3	8.9	9.3	7.8	13	91	86	83	

** To view calculated mastery or to save actual mastery for students, please go to the Manage KinderCorner Master Page in the Student Center.

Directions for the KinderCorner 2nd Edition Plus Classroom Assessment Summary

What is it?

The KinderCorner 2nd Edition Plus Classroom Assessment Summary (CAS) is an automated, continuously updated summary of all student-progress data collected during the grading period. The information below is based on a school calendar with four grading periods (quarters); the directions should be adjusted for different calendars.

How and when do we use the CAS?

- Run this report at any time to check student progress at the reading-class level for midterm reports, intervention meetings, or instructional planning. It can be used to guide component-team discussions about whole-class progress, individual student progress, and mastery of objectives.
- Refer to this report for all classrooms at the end of the year when making final placement recommendations for the next school year, when these kindergarten students become first-grade students.
- Distribute this report to members of the Leadership team and Schoolwide Solutions teams for use with other summary reports and data for evaluating programs, monitoring special populations, setting goals and targets, planning interventions, and generally summarizing student achievement.

How is the CAS organized?

- The CAS is organized by grading period. The online data system and computations are based on four theme units being completed during each of four grading periods. Within grading periods 1–3, scores are separated into two categories: Final Scores and Scores and Averages for Mastery. Subcolumn headings are further differentiated for each grading period with K-1, K-2, K-3, or K-4 names.
 - Final Scores columns report a summary of information that is collected from the weekly record forms. These columns are not used to determine kindergarten mastery each grading period.
 - Scores and Averages for Mastery columns report a summary of information that is collected from the weekly record forms. The scores in these columns are used to determine kindergarten mastery of literacy objectives, which is noted in the last column for the grading period.
- The last grading period is organized somewhat differently, with (1) all classroom data reported under Final Scores, (2) new columns for scores from the Reading Roots Formal Assessment, and (3) a place for teachers to recommend final mastery (see information below for more directions).

Where does the information come from?

A. Final scores are automatically averaged and entered into the CAS from the weekly record form data that is entered throughout the grading period. Specific objectives for each category are listed in the teacher's manual. Teachers may also refer to the directions for the weekly record form.

- Phonological and/or Phonemic Awareness:** The number of objectives demonstrated. These objectives are cumulative as the year progresses, so the number possible increases each grading period.
- Emergent Writing Stage Observed:** the most recent stage observed with samples from written lab plans and/or Write Away

D	Drawing # _____	RL	Random Letters # _____	AS3	Intermediate Approximated Spelling # _____
S	Linear Scribble # _____	AS1	Initial Attempts at Approximated Spelling # _____	AS4	Advanced Approximated Spelling # _____
LL	Letterlike Shapes # _____	AS2	Early Approximated Spelling # _____	CS	Conventional Spelling # _____

- Getting Along Together:** the number of objectives demonstrated. These objectives are cumulative as the year progresses, so the number possible increases each grading period.
 - Math:** the number of objectives demonstrated. These objectives are cumulative as the year progresses, so the number possible increases each grading period.
- B. Scores and Averages for Mastery are automatically averaged and entered into the CAS from weekly record form data entered throughout the grading period. The numbers on the CAS that have slashes (e.g., 90/100) are the expectation for that grading period. Specific objectives for each category are listed in the teacher guide. This information is used to automatically determine mastery at the end of the first three grading periods. Scores for these objectives appear under Final Scores in the last grading period. Teachers may also refer to the directions for the weekly record form.
- Graphemes:** These objectives are cumulative as the year progresses, beginning with reading and writing sounds in the first and second grading periods and then focusing on naming letters in the second and third grading periods. All objectives are combined together into one score in the fourth grading period.
 - Graphemes: Reads Sounds: the number of graphemes read correctly
 - Graphemes: Writes Sounds: the number of graphemes written correctly
 - Graphemes: Names Alphabet Letters: The number of graphemes (upper- and lowercase) named correctly
 - Beginning Reading:** the number of objectives related to concepts of print, reading words, and reading sentences demonstrated during the grading period. These objectives are not cumulative, so the number possible varies for each grading period.
 - Structured Oral Language Observation (SOLO):** There is one SOLO administered to each student sometime during each grading period.
 - Vocabulary: Up to 100 points are earned for understanding and producing vocabulary words (receptive and expressive).
 - Oral Expression: Up to 100 points are earned for the ability to effectively express ideas in complete sentences.
 - Theme Vocabulary Sentence:** An average of rubric scores for creating a sentence using thematic vocabulary words during the grading period (100 points possible)
 - Target Met (for grading periods 1–3):** Y or N (yes or no) is automatically calculated to indicate whether the student met the minimum required for mastery in all categories under Scores and Averages for Mastery.
- C. The Reading Roots Formal Assessment is administered individually, and scores are entered at the end of the final grading period only. Only three parts of this assessment are used. By the end of the year, kindergartners are expected to successfully read and comprehend passage 2 and word list 2 from the assessment.
- Oral Reading:** Word Recognition: the most difficult of nine passages that the student read orally
 - Comprehension:** the most difficult of nine passages that the student comprehended
 - Word List:** the most difficult of nine word lists that the child read with four or fewer errors
- D. Teachers are encouraged to keep notes and records about referrals and comments that are made when reviewing the CAS at the end of each grading period.
- This information may be used when working with families and schoolwide solutions resources to support progress or resolve problems with tardiness, attendance, behavior, motivation, academic performance, health, etc.
 - Teachers may also want to note for their own records any informal interventions, questions, concerns, or issues that are significant to the student's progress. These notes can be shared at the end of the year with the facilitator to pass on to next year's teachers.

How is the CAS used at the end of the school year for determining mastery and recommending placement in first grade?

- KinderCorner students are not regrouped during the school year, but at the end of the school year, each student's current performance is reviewed to determine mastery. Because these final mastery levels will be used to place students into first-grade reading groups the next school year, the final mastery level is based on the stages defined for the Reading Roots program.
- The teachers and facilitator meet together to look at multiple measures, which include both final classroom scores and the Reading Roots Formal Assessment scores. Evidence of strengths is given particular consideration.
- The GP4 Mastery (multiple measures based) column is a space for recording by hand the final mastery level for each student. Kindergartners are expected to master lessons 6–10 (stage 2) by the end of the school year.
- After the facilitator enters mastery information into the system, the CAS may be reprinted so the K-4 Mastery Met (lessons 6–10) column will indicate with Y or N (yes or no) whether each student met mastery for stage 2 or higher.

For help creating or printing this report, contact the Member Center Help Desk. For help using the information on this report, contact your SFAF coach.

KinderCorner 2nd Edition Plus Progress Note for Max Mica

School Name: Riverton Elementary
Teacher: Kim C. Too
Date: 10/31/2016

 To the Family of: Max Mica

During the recent grading period, your child participated in many activities that helped him understand important concepts about these themes:

- Unit 1, Week 1: *Welcome to School*
- Unit 2, Week 1: *I am Amazing! I Feel Fine!*
- Unit 2, Week 2: *I am Amazing! I Feel Fine!*
- Unit 3, Week 1: *Those Nearest and Dearest*
- Unit 3, Week 2: *Those Nearest and Dearest*
- Unit 4, Week 1: *Head to Toe*
- Unit 4, Week 2: *Head to Toe*

Your child had many opportunities during the theme lessons to practice and acquire important oral language and literacy skills.

At this time, Max demonstrates skills for the writing development stage.

Max can read these sounds:	m, a, s, d, t, i, n, p, g, o
Encourage Max to practice reading these sounds:	
Max can write these sounds:	m, a, s, d, t, i, n, p, g, o
Encourage Max to practice writing these sounds:	

The class also addressed and worked on these Getting Along Together skills: asks Questions, constructs "I Messages", demonstrates Active Listening, identifies steps for making a friend, uses feelings thermometer to show intensity of feelings, uses Say-It-Back.

Your discussion with the teacher about the information below will help you understand your child's academic performance.

Average Scores	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Explanation
Vocabulary	90/100				The score for understanding and using vocabulary words (100 points possible)
Oral Expression	90/100				The score for oral expression (100 points possible)
Theme Vocabulary Sentence	91/100				The average for producing complete sentences using thematic vocabulary words (100 points possible)
Oral Reading	7/14				The total number of beginning-reading skills demonstrated (includes concepts-of-print skills, sounding out words, and reading simple sentences). The expectation for grading period 1 is 7/14.
Math	10/11				The total number of math skills demonstrated. The total number possible for grading period 1 is 11.
Read & Respond	26/35				The number of nights your child read at home and returned a signed Read & Respond form. The expectation for grading period 1 is 35.

Based on these scores, your child has demonstrated mastery of Kindergarten objectives.

Thank you for everything you do at home to support your child's reading, including the Read & Respond homework. When reading together, explore the meanings of words, and have fun talking about the story.

You and your child might also enjoy reading aloud these books, which may be available at your local library:

Too Much Noise by Ann McGovern

Peter's Chair by Ezra Jack Keats

I Like Myself! by Karen Beaumont

Thank you for letting us be your partner in supporting Max Mica's reading success.

Mrs. Too

Teacher

Chapter 8 | Establishing and Maintaining Connections with Families

An African proverb states that it takes a whole village to raise a child. KinderCorner finds ways to bring the village together to raise children. We need to remember that families are students' first educators and that no one knows a student better than his or her family members. When parents and other family members are involved in their children's education, students gain self-esteem and motivation. The connections among the home, school, and community promote the understanding that we all need to work together to support students' learning.

Ways to build and maintain connections with families include:

- **Home visits:** visits to help form a partnership with the family
- **Theme-introduction Letters:** a letter about the upcoming theme that is sent home to parents at the end of each unit
- **Home Link activities:** students watch Home Link shows and read with someone at home.
- **Books and Breakfast:** workshops that teach families about the program and how to support their children's learning
- **Lending library:** book bags containing stories and activities for students and their families
- **Parent-teacher conferences:** meetings that are conducted periodically throughout the school year with family members
- **Family involvement:** in-class volunteering to support their children's learning
- **Schoolwide Solutions:** an interdisciplinary team that helps families to function effectively

Home Visits

It is beneficial to reach out to families and visit each student in his or her home before school begins. Home visits go a long way toward helping students and families feel welcome. School may be a new experience for many families. Meeting students in their own environments helps them to feel more comfortable when they come to school for the first time. It also lets families know that links with the home are valued.

Home visits can provide you with a great deal of insight into a student's emotional and interpersonal functioning. Seeing what resources the family is able to provide for the student helps you to determine what kind of extra support you might need to provide for him or her at school. For example, if you do not see any writing or drawing materials in the student's home, he or she might need extra encouragement to engage in writing activities at school. If the atmosphere in the home is warm and accepting, you might expect the student to make the transition to school more easily than if it is cold and critical.

During the visit, if the parent or primary caregiver seems comfortable, interview her or him. Fill out a student information form, and visit with the student. The form should include information about the family's makeup, emergency contacts, people with whom the student is permitted to go home, and the student's allergies or other health concerns, fears, early experiences, etc. If your school does not have a form for this purpose, you can use the one in the appendix. Take an instant picture of a family member with the student, and give the student a pencil to bring to school. If some parents resist a visit to their homes, you might try meeting them in a neutral place, such as a nearby inexpensive restaurant, or, if they would feel comfortable, at the school.

If home visits are not possible for you, perhaps a Success Network member can make the visits. If it is not possible for anyone to make a home visit, send home a packet that includes a letter welcoming the family to school, a book for the student, and a student information form. In many schools, the mobility rate is very high. As new students enter your class, it is important to make arrangements to meet with their families to gather information.

Halfway through the year is a good time to schedule another visit to the homes of students whose families have not been involved in the class and of any others who request a visit.

Use the following guidelines to conduct effective home visits:

- Give families the option of a home or school visit.
- Give families plenty of notice about when you will be visiting.
- Respect the families' privacy by offering another site if they seem hesitant to have you in their homes.
- Limit your discussion to information related to the student that is necessary to establish a bond with the family.
- Obtain the necessary information in a relaxed and cheerful manner.

Theme-introduction Letters

Communication between teachers and a student's family fosters the sense that families play an important role in their children's education. Take steps to establish a feeling that you and the student's family are a team, working together to promote the success of the student.

To help build communication, students take home copies of a theme-introduction letter at the start of each unit to let their families know what they will be learning in the next unit.

The theme-introduction letter includes:

- information that students will learn in the unit,
- the titles of some books that family members might like to read to their children,
- a rhyme to recite together, and
- a description of daily homework activities so family members can remind and help the student.

The theme-introduction letter may also include:

- a request for someone to come to school to help out during a particular activity or
- a request to contribute a special material.

The theme-introduction letter for each unit is found in the appendix of that unit. You will need to make copies of the letter to send home on day 1, or you must print copies from the KinderCorner Resource Center that is available online. A sample theme-introduction letter may be found in the teacher's resources section at the end of this chapter.

Theme-introduction letters are provided in English and Spanish. If any of your students' families are English language learners and speak other languages, check with your Success Network to identify resources to help translate the letters into those languages.

In the appendix of unit 1: Welcome to School, you will find an introductory theme-introduction letter that describes KinderCorner and gives suggestions to parents on how to help their child make the transition from home to school. You may take this letter with you when you make your home visits or send it along before the school year begins. Make sure that the families that move into your school district during the year also receive a copy.

Home Link Activities

Teachers announce or remind children about their Home Link activities at the end of each day. In unit 1, the assignments are simple tasks such as naming as many classmates as the child can remember.

Beginning in unit 2, the Home Link activities consist of two parts: watching a Home Link show and exploring a book with a family member and then completing the Read & Respond bookmark.

Home Link Shows

Home Link shows are television programs that are watched online at home. The shows contain video segments presented in class and videos not seen in class, but which provide information about the same subject matter. Each Home Link show contains one or more videos in each of the following categories:

- **Thematic content:** The content might have been presented in the unit, or it supplements what has been learned in class.
- **Letters and sounds:** Videos include those that teach the shape, name, and/or sound of the letter of the week or letters introduced in past weeks, and putting together sounds to make words.
- **Math:** Math videos support objectives for the week or review content previously presented.
- **Story:** A story is read to children. The words of the story appear on the screen. Family members have the option of listening to the audio track or muting the sound and reading the story themselves.

- **Music and movement:** These videos include songs or poems with accompanying physical movements; some have been shown in class, and others are unique to the Home Link shows.

Read & Respond

The Read & Respond bookmark is meant to encourage families to engage in nightly story time with their children. A family member is asked to read a story to the child and then document the experience on the Read & Respond bookmark by recording the title of the story read and one thing the child liked about the story. The form also includes a place to indicate whether they were able to watch the Home Link show.

Although families are encouraged to read hard copy or digital books from their own collections, local or school libraries, or your classroom's lending library, they may include the title and favorite part of the story from the Home Link show on their Read & Respond bookmark if needed. Sample Read & Respond bookmarks are included in the teacher's resources section at the end of this chapter.

Books and Breakfast

The *Books and Breakfast* manual contains everything you need to conduct workshops for families about the program and about how they can support their children's learning at home, in addition to guidance in setting up a lending library.

Even though the manual is called *Books and Breakfast*, you can offer the workshops at any time of day that is most convenient for your students' parents. Serving refreshments of some kind will increase attendance.

Lending Library

Exploring books at home is a strong predictor of reading achievement. To encourage this, you can set up a lending library in your class. To create a lending library, gather a set of books that you will make available for students to check out and share with their families at home. You may wish to place each book in a large plastic bag along with fingerplays, songs, or other activities that will enhance students' literacy. The *Books and Breakfast* manual contains a list of activity ideas that can be inserted in the bags as well. Along with other in-class library books, students borrow these bags and take them home to share with their families. Book bags increase the likelihood that the adults in the home will read to the students in an active, meaningful way.

Parent-Teacher Conferences

Communicating to families that you are a team with the common goal of helping their children achieve their potential will help parents feel at ease. If you are as open and accepting as possible, the parents/caregivers will feel comfortable and may provide you with information that will help you to help the student.

Some excellent resources for sharing information about student progress include the KinderCorner 2nd Edition Plus Progress Note and the KinderCorner 2nd Edition Plus Individual Summary of Objectives Not Yet Mastered, which are both available through the online data tools. Samples of each of these forms may be found in the teacher's resources section of chapter 7: Establishing and Maintaining Connections with Families. You can also share any dated work samples from the student's portfolio to illustrate how the student's skills have developed.

When communicating with families, it is important to show respect for the parents and treat them as partners. Seek to develop a trusting, amicable relationship and to communicate in an open, honest, and sensitive manner. Inform parents of your goals at the beginning of the year, and find out what their own goals for their child are this year. Always strive to be nonjudgmental and sensitive to cultural differences, and avoid using educational jargon if you are unaware of the parents' backgrounds.

Family Involvement

Connecting with families informally and through planned meetings and newsletters helps to build a team relationship. Some ways to connect with families include:

- Greet parents and other caregivers at the door in a welcoming way when they bring their students to school. Learn the parents'/caregivers' names, and use them.
- Call each parent whom you did not see personally during the first two weeks of school, and communicate with parents regularly after that even if there are no problems with their child.
- Create interesting bulletin boards to keep parents informed, or maintain a class web page on your school's website.
- Post your weekly or biweekly plan where class visitors can see it.
- Write notes about the student's progress or simply to supply information to send home.
- Find out what jobs, hobbies, or skills the family members have that they could contribute to the class.

Using Parent Volunteers

There are seldom enough hands in a kindergarten classroom. Even if your class size is manageable, there are always students who could benefit from some additional individual attention. If nothing else, you could probably use some help in collecting and preparing materials. Having family members help out in your classroom is a great way to form an active partnership with them. Usually, when parents see how challenging it is to run a kindergarten classroom, they are much less critical of the teacher. One important thing to do when having in-class volunteers is to assign them tasks that draw on their abilities and interests. Some family members will be very good at one-to-one interactions with individual students, but might be intimidated by working with groups of students. Some might be very happy to help cut and copy student materials. Do not use your volunteers only for custodial tasks. Parents can do cleaning at home and are not likely to be happy volunteering for long unless they feel like they are making a valuable contribution to your class. Find out what skills and interests your volunteers have, and try to assign some tasks that draw on those.

Celebrating Birthdays

Birthday celebrations offer students—and adults—the chance to feel special. Consider the makeup of your class before having any birthday celebrations. Some cultures and religions do not celebrate birthdays. Since you do not want any students to feel excluded from participating, adapt the celebrations that take place in your class accordingly. Birthdays are a natural way to involve families in students' school life. However, make it known to parents that lavish in-class parties with cake, ice cream, party hats, streamers, and party favors are not needed. Establish clear, modest guidelines so families do not feel pressured to put on elaborate celebrations for their children's birthdays.

Schoolwide Solutions

Helping students get off to a sound start takes the cooperation of all the individuals and agencies that have contact with students. Often families encounter problems, and as the teacher, the solutions lie beyond your resources. At this point, you should call upon the additional resources in your school. The school counselor or social worker should be alerted to any special family needs such as the need for health care, including vision or dental care, low-cost childcare, or various other social services. Schoolwide Solutions is also an appropriate place to look for assistance. The team is designed to establish school structures to address issues such as attendance, parental involvement, behavioral problems, and other individual student needs.

Refer students to the Intervention team when:

- a student has a learning problem that you are having difficulty overcoming,
- a student has a health or emotional problem that needs professional help, or
- the family is not providing a safe, nurturing environment for the student.

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Sample theme-introduction letter

Dear Family,

Children are naturally curious about their bodies and the way they work. In the unit *Head to Toe* we will learn about the human body, beginning with the amazing brain and the five senses that we use every day.

In the first week your child will learn how the brain, heart, lungs, stomach, muscles, and bones all work together.

The following week, we will explore the five sense organs—the eyes, ears, nose, tongue, and skin. We will learn about how these organs send information to the brain and how the body responds to this information.

As your child works and creates in the labs for this unit, he or she will find many opportunities to learn about the remarkable human body. Among other activities, the children will examine skin, hair, and nails under a magnifier; listen to others' heart and lungs; pretend to be a nerve transmitting a message; identify foods through senses other than sight; and make a detailed body replica for an art project.

The book *I Wonder Why I Sleep* will help the children learn about the body parts under the skin. Singing with and dancing to songs from Hap Palmer's *Getting to Know Myself* will reinforce vocabulary, and help children recognize and name body parts.

How can you help?

You can visit the library and check out some books to read to your child at home. Books such as *The Very Hungry Caterpillar*, *Mabel the Clever*, *Little Red Riding Hood*, and *Too Much Noise* focus on the five senses.

As with each unit, your child will bring home simple repetitive stories to keep. Listening as your child reads them to you is always a great way to support his or her reading development.

Watching the Home Link show online with your child and talking with him or her about school will also reinforce the reading, math, and other skills that he or she is learning.

Estimada familia:

Los niños son naturalmente curiosos acerca de sus cuerpos y cómo funcionan. En la unidad *Head to Toe (Cabeza a los pies)*, vamos a aprender sobre el cuerpo humano, comenzando por el cerebro increíble y los cinco sentidos que usamos todos los días.

En la primera semana, su hijo aprenderá cómo el cerebro, el corazón, los pulmones, el estómago, los músculos y los huesos todos trabajan juntos.

A la semana siguiente, vamos a explorar los cinco órganos de los sentidos—el ojos, oídos, nariz, lengua y piel. Vamos a aprender acerca de cómo estos órganos envían información al cerebro y cómo el cuerpo responde a esta información.

A medida que su hijo trabaja y crea en los laboratorios de esta unidad, se encontrará con muchas oportunidades de aprender sobre el cuerpo humano extraordinario. Entre otras actividades, los niños van a examinar la piel, el cabello y las uñas bajo una lupa; escuchar el corazón y los pulmones de los demás; pretender ser un nervio que transmite un mensaje; identificar los alimentos a través de otros sentidos que a la vista; y hacer un modelo del cuerpo detallado para un proyecto de arte.

El libro *I Wonder Why I Sleep (Me pregunto por qué duermo)* ayudará a los niños a aprender sobre las partes del cuerpo debajo de la piel. Cantar y bailar las canciones de Hap Palmer *Getting to Know Myself (Llegar conocerme)* reforzará vocabulario, y le ayudará a los niños a reconocer y nombrar partes del cuerpo.

¿Cómo puede ayudar?

Usted puede visitar la biblioteca y sacar algunos libros para leer a su hijo en casa. Libros como *The Very Hungry Caterpillar (La oruga muy hambrienta)*, *Mabel the Clever (Mabel el astuto)*, *Little Red Riding Hood (Caperucita roja)*, y *Too Much Noise (El exceso de ruido)* se concentran en los cinco sentidos.

Al igual que con cada unidad, su hijo llevará a casa historias simples y repetitivas para mantener. Escuchar medida que su hijo les lee sobre su salud es siempre una buena manera de apoyar su desarrollo de la lectura.

Mirar el programa Home Link online en casa con su hijo y hablar con él acerca de la escuela también reforzará las de lectura, matemáticas y otras habilidades que está aprendiendo.

Chapter 9 | Building a Classroom Environment Conducive to Learning

An environment that promotes learning and supportive classroom-management strategies enhances students' self-esteem. As a teacher, you are a powerful influence in each student's life. Your students look to you for confirmation that they are capable and lovable. If you can convince them that they are, they will act that way. If they feel that you expect little from them, unfortunately, they will likely act that way.

Learning Routines

Refer to chapter 10: **Getting Started for information about planning your daily schedule.**

At the beginning of the year, you will need to spend a considerable amount of time teaching your students consistent, predictable classroom routines to give them a sense of security. Maintaining a consistent schedule from day to day will help students know what to expect. Other learning routines that provide the structure needed by young students are described below.

Morning Routines

Morning routines that occur during Greetings, Readings, & Writings and Gathering Circle help to provide organization and set the tone for the day. The Gathering Circle section of chapter 2: The KinderCorner Curriculum explains each of the morning routines in greater detail.

Sign In

Students sign in as they arrive each day. This helps the teacher track attendance and provides name-writing practice for students.

Classroom Jobs

Students are assigned classroom jobs, such as line leader, each week. Young students thrive on responsibility; it makes them feel as if they are important, contributing members of the classroom community. In KinderCorner classes, students have weekly jobs. Teachers post a jobs chart so students can check to remind themselves what their jobs are.

Partnerships

Students work together with an assigned partner each week. They discuss their responses to questions posed to the entire class and practice new skills together.

Cool Kid

Two students each week are selected to be the Cool Kid. Cool Kids work to use and demonstrate Getting Along Together skills and strategies and are recognized for their efforts.

Routines to Promote Cooperative Learning

The following routines will teach and motivate students to learn to work with their partners. They will develop the beginning skills that will enable them to meet the following team cooperation goals when they transition to formal teams in higher grade levels:

Team Cooperation Goals

- **Practice active listening:** Active-listening behaviors include looking at the speaker, staying with one's group, acknowledging others, requesting additional information, restating ideas, and using "I" statements.
- **Help and encourage others:** Students use one another's names, talk in soft voices, offer encouraging words, share materials, help peers do things for themselves, and find out what peers think.
- **Everyone participates:** Students contribute their ideas and take turns to let others contribute as well.
- **Explain your ideas/tell why:** Students work together to provide information, elaborate on their own and others' ideas, and tell how and why they think what they do.
- **Complete tasks:** Students stay on task, restate what the task is, if necessary, and complete their individual assignments.

Sharing Sticks

The sharing sticks are craft sticks with a student's name written on each one. They are kept in a can, cup, jar, or the pocket of a teacher's apron. Often, after partners discuss their responses to a question or practice using a skill, the teacher will randomly select a sharing stick and ask the selected student to share his or her ideas or to demonstrate the skill. The random nature of choosing the student motivates students to help one another so anyone selected will be successful and earn pocket points for the class.

Pocket Points

Pocket points are small plastic chips that the class can earn for demonstrating what they have learned, sharing their responses to a question, returning their signed Read & Respond bookmarks, etc. The teacher or students place the chips that are earned into the KinderRoo puppet's pouch. At the end of each day, during Let's Think About It, the pocket point chips are counted and transferred from KinderRoo's pouch to the celebration jar.

Celebration Jar

The celebration jar might be a jam or salsa jar that has been marked with a line around the circumference. When pocket point chips added to the jar reach the line, students celebrate by dancing and reciting the Celebration Rhyme.

Celebration Rhyme

The Celebration Rhyme is said (in a rap style) along with a catchy tune as students watch a video of Alphie and Monster dancing around. This celebration is fun and quick and can be done frequently.

Other Celebrations

The teacher may also offer other rewards for reaching the line on the celebration jar, such as a popcorn party or extra recess time. Larger celebrations should occur less frequently. Some teachers reward students with the larger celebration prize after they have done the Celebration Rhyme a set number of times.

Signs and Signals

Hand gestures, verbal cues, and songs are all very important in the kindergarten classroom for communicating expectations to students and for providing information about what will come next.

Zero Noise Signal

The Zero Noise Signal is a useful way to get students' attention in a busy classroom of cooperative learners who are engaged in conversation and activity with one another. To use the signal, hold your hand up straight above your head, and look around the room without speaking. When students see you, indicate to them that they should stop what they are doing, raise their own hands, and look at you and listen. This is not an abrupt halt and stand at attention; rather, if they are conversing, they can finish their sentences and slowly turn their focus to you. Students can learn this signal very easily. Often they will not see your hand but another student's, so they look to see where that student is looking. The Zero Noise Signal can be used anywhere in or out of the classroom. It is a respectful way of quickly getting everyone's attention.

Time Warnings

When students are actively engaged in an activity, they may not want to stop what they are doing. When it is time to clean up after Learning Labs, Math Mysteries, or other activities, it is helpful to provide five-minute and three-minute warnings before you give the signal that the activity has come to an end. This helps students to mentally prepare and start thinking about what they will need to do to finish their work or play.

Transitional Activities

Transitions from one component to the next should occur quickly and smoothly. Establish signals to indicate transitions in the schedule. You could sing the same catchy song to indicate when you want students to gather together for a particular activity. Each theme guide includes suggested transition activities, but you should feel free to use different ones to meet the needs of your students.

There are unavoidable occasions when students are required to wait. These transition times can be valuable opportunities to get to know your students better and to have them see you as someone who is interested in their concerns. Sometimes students' personal issues with other students or with their family members make it difficult for them to focus on their classroom learning. Encourage them to talk about their problems. Even if there is no immediate solution, sometimes just talking about them to an empathetic person helps.

Transition time can also serve as a learning time. If your students must line up to move from one room to another, make productive use of the time by counting, singing, observing, comparing, practicing auditory blending, and moving in interesting ways.

You can engage students in meaningful ways by having them:

- pair up with other students based on what they are wearing or some other characteristic;
- practice theme-related songs, rhymes, and fingerplays;
- say some of the thematic vocabulary in Joey Talk;
- line up in some pattern and challenge them to identify the pattern (e.g., boy, girl, boy, girl);
- count the number of boys and girls in line;
- listen to and name the sounds in the areas that you pass while transitioning;
- play Follow the Leader;
- look for particular colors in their clothing; or
- play one of the following games:

Hinkety Pinkety: Play games that require students to fill in their names, such as Hinkety Pinkety, in which you sing, “Hinkety pinkety bumble bee, will you sing your name for me?” and point to a student.

Name Clap: To teach students that words are made up of different numbers of sounds, have them clap their hands, or beat out with rhythm instruments, their classmates’ names. Each syllable gets a beat, so Joe gets one beat and Cassandra gets three.

Hot Potato: As you chant a familiar rhyme, pass around an object. It can be related to the theme (e.g., a leaf, in which case the name of the game becomes Hot Leaf). When a rhyming word comes up in the rhyme, the student holding the object waves it and, if able, says the word with which it rhymes.

Mixed-up Rhymes: Once students know a number of traditional nursery rhymes, mix the rhymes together, and have students try to tell you the correct words. For example, “Hickory dickory dock, the mouse ran up the tuffet.” Students shout, “No!” and then tell you what the word should be. Then you continue with the rhyme from which the incorrect word (tuffet) came—“Little Miss Muffet sat on a hill.”

Shake Our Sillies Out: If students start to get restless after sitting for a while, have them stand up to do a little gross-motor movement with a song like “Shake Our Sillies Out” or another action song.

Rewards and Praise

We want students to be motivated to learn and to see themselves as lifelong learners. If students feel good about themselves and believe that they are successful in what they are doing, the chances of problem behaviors arising are greatly reduced. Students need feedback about which behaviors are appropriate in your classroom so they can continue to engage in those behaviors.

To help communicate your expectations, be sure to offer specific praise so students will understand which aspects of their behavior are on target. “You followed along with your finger while your partner read the sounds on that page. Good job!” is much more powerful than “Good job, partners!” even though both statements are positive. Likewise, communicate clearly about what students have done well when awarding pocket points.

Cheers

Very simple recognition techniques can go a long way toward helping students feel appreciated. One way to do this is to teach students simple cheers that you lead the class in whenever an individual, a small group, or the whole group completes a task. These cheers are often used to celebrate the completion of a group task. A list of cheers and their descriptions is in the teacher’s resources section of this chapter, but many teachers and students enjoy creating their own as well.

Cultural Sensitivity

Issues of cultural sensitivity in education have taken on increased significance as the populations of the communities we serve change to reflect the population of the world. Cultural sensitivity is not confined to one theme or one component of KinderCorner; it permeates everything teachers do, from purchasing supplies and setting up their rooms to individual interactions and assessments. “Responding to Linguistic and Cultural Diversity,” a position statement of the National Association for the Education of Young Children, encourages early childhood professionals to “**accept** the legitimacy of students’ home language, **respect** (hold in high regard), and **value** (esteem, appreciate) the home culture, and **promote** and **encourage** the active involvement and support of all families” (National Association for the Education of Young Children, 1995, page 2).

Cultural sensitivity requires teachers to become informed about the home cultures of students in their groups. Although that requirement can be challenging in communities with significant diversity, many resources are available via the Internet. Teachers should make every attempt to learn about the diverse cultural backgrounds of students in their classrooms.

Teaching Students for Whom English Is a Second Language

Young students whose families regularly speak a language other than English or who are not completely fluent in English usually learn English very quickly. Although they need time to sort out the two languages, they eventually become fluent in both languages and use each language in the appropriate context. Young students surrounded by English speakers during a significant part of their daily lives are likely to prefer English at school (unless the home language is spoken by many of their school friends) and will usually speak English fluently with no prompting.

On the contrary, students who are told that they must stop speaking their native languages can lose the ability to speak those languages in a very short time and be left with the ability to speak only English. Because of the many emotional, cultural, economic, and social values inherent in speaking the language of one’s family and heritage, students should not be discouraged from speaking their first languages, especially given the fact that most students have little trouble managing more than one language. When they remain fluent in their home languages, students’ ties to family, culture, and heritage are preserved.

The NAEYC position statement “Responding to Linguistic and Cultural Diversity” recommends that teachers:

- recognize that all students are cognitively, linguistically, and emotionally connected to the language and culture of their homes (page 3), and
- encourage and assist all parents in becoming knowledgeable about the cognitive value for students of knowing more than one language and provide them with strategies to support, maintain, and preserve home-language learning (page 5).

In KinderCorner, a number of strategies, such as the use of realia, total physical response, and pantomime, are used to promote the acquisition of English. At the bottom of the pages in the teacher version of each Shared Story, there are prompts and questions that employ these and other strategies. You can help the English language learners in your class by:

- speaking slowly and clearly and maintaining eye contact with the listener to determine whether he or she has understood what you have said.
- checking often for comprehension by asking the student to state his or her understanding of what you said.
- using realia, that is, actual objects that illustrate vocabulary or concepts. Many of these objects are available in your classroom or home and some are provided in the KinderCorner kits. Not only is this supportive of English language learners, but it helps all young students, who are still concrete learners, to use their senses to explore actual objects rather than to simply see pictures of objects or hear descriptions of them.
- using pantomime to illustrate concepts and vocabulary for students. This is especially useful for actions.
- using total physical response (TPR), that is, having students perform an action to help them remember a letter sound, word, or phrase. For example, having your students write letters in the air, on their knees, and on their partners' backs helps them to learn those letter formations.
- using the many picture cards that are provided with the program to give students visual images of the words.
- showing the Word Plays used during KinderRoots lessons multiple times. These illustrate the vocabulary from the Shared Stories in a slightly different context.
- having students repeat words in different contexts many times to embed the words in their vocabularies.
- paraphrasing text from books that might use complex syntax into simpler syntax.
- listening and observing closely to determine the level of support that each individual student needs.

Strategies that help to support English-language development in nonnative speakers can also provide support for students from families that speak nonstandard English dialects.

Supporting Students with Special Needs

There are two different ways that you might be working with students with special needs. You might have a self-contained special-education class, or you might have a few students with special needs integrated into your regular class. How you deal with each situation will vary and depend on the number of students you have, their particular challenges, and the level of support available for them.

You will need to assess what knowledge, skills, needs, and interests your students have that must be taken into account in your teaching. Talk with students, their parents, professionals, and previous teachers (if applicable) to determine information and strategies that help. Review students' records and test scores where available. Depending on the student's disability, you might employ assistive technology. For example, for a student with a visual impairment, there are computer screens that greatly enlarge text.

Either within the classroom, if you have an integrated class, or in collaboration with another teacher, if you have a self-contained class, you could set up a buddy system or some peer tutoring. Pair up students, and have them work together a few times a week. Sometimes they can work on tasks in which the average students help those with special needs, and they participate equally. For example, a peer tutor might have the tutee take the animal picture cards, one at a time, name the animal on the card, and make the animal sound.

If you have a self-contained special-education class with students who cannot sit for long periods of time, have limited speech skills, and have IEPs, you will need to reduce the amount of material that you cover each day. Focus on each student's IEP and, as much as possible, tie activities that meet the objectives of the IEP to the theme of the unit. You might need to spread curriculum concepts over two days or to decide what the most important concepts are and focus only on those.

Wherever possible, include concrete materials for your students with special needs. Many materials are provided in the KinderCorner kits. You might need to use them in novel ways to support your students' learning. For example, you might use the plastic foods and have students name the foods or repeat each name after you say it, depending on their ability levels, rather than have students sort the foods into the food groups as the lesson calls for.

One of the challenges that special-education teachers face is to keep in mind what average students at that age can attain and to remember that is the goal you are striving for. Sometimes after working with students with special needs for a long time, special-education teachers lower their expectations so much that they do not challenge their students at all. In doing so, they doom students to self-fulfilling prophecies of low achievement rather than finding ways to help their students achieve their potential. It is a delicate balance, for you also do not want to frustrate your students and have them feel like failures.

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- Celebration Cheers 272

Celebration Cheers

While pocket points are used to recognize student progress related to working together cooperatively, celebration cheers can be used at any point to celebrate successes. It's fun to cheer, but doing it too loudly can disrupt nearby groups or classrooms. Doing a short, planned cheer is a fun way to celebrate without disturbing others. The following is a list of some of the most popular cheers that SFA teachers have developed. Have fun making up some of your own!

Interactive-whiteboard users will find a cheer tool that randomly selects a cheer number 1–11.

1. **Roller Coaster** Pretend to be sitting in a roller coaster car. Pantomime going up a steep hill, and make a chug, chug, chug sound. When you go down the hill, throw your arms above your head, and say, "Whooooooooooo!"
2. **Silent Cheer** Wave your fists in the air, and show excitement in your expression, without making any noise.
3. **Sizzler** Pretend to slap a burger on a hot grill with the palm of your hand. Hold your hand on top of the burger for a moment. Ask, "Is it done yet?" Peek under your hand, say, "Not yet," and return your hand on top of the burger. Repeat this two or three times. The last time you look at the burger, say, "Yes! Well done!"
4. **Snap, Crackle, Pop** Snap the fingers on both hands for "Snap." Rub your hands together for "Crackle." Clap your hands loudly for "Pop."
5. **Truck Driver** Pretend to be holding onto a steering wheel and driving a truck. Make a pumping motion with your arm, and say, "Honk! Honk!" Speak into your CB radio, and say, "10-4! Good job, good buddy."
6. **Seal of Approval** Stiffen your arms, extend them in front of you, and cross them over each other. Then clap them like a seal would clap its flippers.
7. **KinderRoo Cheer** Hold your hands in front of your chest, and hop in place like a kangaroo.
8. **Kiss Your Brain** Tell students to kiss their brains while you demonstrate by kissing your fingertips and touching your head.
9. **Joey Cheer** Curl your fingers like you are holding onto KinderRoo's pouch from the inside, lower your hands and peek your head out, tilt your head, and smile.
10. **Hip, Hip, Hooray** Slap one of your hips, and say, "Hip." Slap the other hip, and say, "Hip." Then clap your hands in front of you, and say, "Hooray!"
11. **Cowboy Cheer** Put your arm up in the air, and move your wrist in a circle as if you were getting ready to throw a lasso. Say, "Yee haw!"

Chapter 10 | Getting Started

Planning Your Schedule

As with most things in life, the better you plan and prepare for implementing KinderCorner, the more you and your students will benefit from the program. An early step in preparing to implement the program is to set your schedule.

Schedule-Planning Steps

1. Use your school calendar and state or district learning objectives to plan when you will teach each unit.
2. Find out, if possible, when your class is assigned to specials such as music class or physical education, lunch, recess, etc.
3. Find out, if possible, whether you will have an assistant and, if so, the time(s) of day that the assistant will be available to you.
4. Plan to teach the components in the order presented in the theme guide. If you need to make adjustments, aim to balance teacher-directed and student-directed activities.
5. Find out whether your school uses a staggered entrance method for kindergarten. If students do not all begin on the same day, this may affect the way you teach some parts of unit 1.

Scheduling the Thematic Units

The first task in planning your schedule is to determine when you will teach each thematic unit. The thematic units provide thirty-one weeks of instruction, and you probably have more than thirty-one weeks in your school calendar. Most teachers use additional weeks to help adjust to reporting and holiday schedules. For example, you may choose to create your own theme during the week of Thanksgiving, when most districts have only two or three days of school. Additional weeks are an excellent time to focus on individualized objectives not yet mastered as recorded on your weekly record forms. You may also address objectives required by your district or state that are not included in KinderCorner. If you would like to use the online data tools to plan for assessment during additional weeks, there is an option for a generic weekly record form that you can generate to accommodate your needs.

See chapter 7: Managing Assessment for more information about the generic weekly record form that can be used for additional weeks.

It is important to implement the themes in the suggested sequence since each unit builds on skills and concepts taught previously. However, you may need to alter the theme sequence slightly to accommodate the needs of your specific situation. For example, year-round and track schools will need to adapt the theme schedule to ensure that the themes implemented are appropriate for the time of year. Of course, you will have to take into account your particular holidays and professional days.

Determining the Daily Schedule

Kindergarten classes follow different schedules for different amounts of time, ranging from two to seven hours. KinderCorner is designed as a whole-day program. If you have a half-day program, we advise that you focus primarily on the literacy and math experiences to ensure that your students will begin first grade with the basic skills necessary to succeed in a first-grade curriculum.

If your school has occasional delayed-start or early-release days due to snow, fog, or other weather conditions, plan alternate schedules to follow on those days also.

KinderCorner 2nd Edition Plus Component Layout					
	Days 1 and 6	Days 2 and 7	Days 3 and 8	Days 4 and 9	Days 5 and 10
	15 minutes Greetings, Readings, & Writings	15 minutes Greetings, Readings, & Writings	15 minutes Greetings, Readings, & Writings	15 minutes Greetings, Readings, & Writings	15 minutes Greetings, Readings, & Writings
Always 40 minutes total	15 minutes Gathering Circle Partner Challenge and Brain Game	20 minutes Gathering Circle Getting Along Together skill lesson	20 minutes Gathering Circle Getting Along Together skill lesson	15 minutes Gathering Circle Partner Challenge and Brain Game	15 minutes Gathering Circle Class Council meeting
	15 minutes Theme Exploration			15 minutes Theme Exploration	15 minutes Theme Exploration
	10 minutes Rhyme Time Phonological- awareness lesson	5 minutes Rhyme Time Phonemic Awareness: Say-It-Fast	5 minutes Rhyme Time Phonemic Awareness: Break-It-Down	10 minutes Rhyme Time Phonological- awareness lesson	10 minutes Rhyme Time Phonological- awareness lesson
	20 minutes STaR (Story Telling and Retelling) Interactive story reading	20 minutes STaR Story retell	20 minutes STaR Interactive story reading	20 minutes STaR Story retell	20 minutes STaR Free-choice reading or extension day
	40 minutes Learning Labs	40 minutes Learning Labs	40 minutes Learning Labs	40 minutes Learning Labs	40 minutes Learning Labs
	15 minutes 15-Minute Math	15 minutes 15-Minute Math	15 minutes 15-Minute Math	15 minutes 15-Minute Math	15 minutes 15-Minute Math
	30 minutes Snack/Outside/ Gross-Motor Play	30 minutes Snack/Outside/ Gross-Motor Play	30 minutes Snack/Outside/ Gross-Motor Play	30 minutes Snack/Outside/ Gross-Motor Play	30 minutes Snack/Outside/ Gross-Motor Play

KinderCorner 2nd Edition Plus Component Layout, continued						
		Days 1 and 6	Days 2 and 7	Days 3 and 8	Days 4 and 9	Days 5 and 10
Beginning Reading	Unit 2	30 minutes Stepping Stones Phonics: review Concepts of print: longer skills lesson, book #1	30 minutes Stepping Stones Phonics: new letter, day 1 Concepts of print: Review book #1.	30 minutes Stepping Stones Phonics: new letter, day 2 Concepts of print: short skill lesson book #2	30 minutes Stepping Stones Phonics: new letter, day 1 Concepts of print: Review book #2.	30 minutes Stepping Stones Phonics: new letter, day 2 Concepts of print: review, free choice
	Units 3–6	30 minutes Stepping Stones Phonics: review Concepts of print: longer skills lesson, book #1	30 minutes Stepping Stones Phonics: new letter Concepts of print: Review book #1.	30 minutes Stepping Stones Phonics: new letter Concepts of print: short skill lesson book #2	30 minutes Stepping Stones Phonics: new letter Concepts of print: Review book #2.	30 minutes Stepping Stones Phonics: this week's new letters Concepts of print: review, free choice
	Units 7–16	30 minutes KinderRoots* Unit 7, week 1 is a transition week.	30 minutes KinderRoots	30 minutes KinderRoots	30 minutes KinderRoots	30 minutes KinderRoots
		25 minutes Math Mysteries	25 minutes Math Mysteries	25 minutes Math Mysteries	25 minutes Math Mysteries	25 minutes Math Mysteries
		25 minutes Let's Daydream	25 minutes Let's Daydream	25 minutes Let's Daydream	25 minutes Let's Daydream	25 minutes Let's Daydream
		20 minutes Write Away Write to prompt: new sentence	20 minutes Write Away Write to prompt: new sentence	20 minutes Write Away Write to prompt: new sentence	20 minutes Write Away Write to prompt: new sentence	20 minutes Write Away Units 1–4: Write to prompt: new sentence Units 5–16: Elaborate on one of this week's sentences.
		20 minutes Let's Think About It	20 minutes Let's Think About It	20 minutes Let's Think About It	20 minutes Let's Think About It	20 minutes Let's Think About It

Below are samples of whole-day and half-day schedules that show how to arrange activities that balance active and quiet and teacher directed and student-initiated activities.

Sample Whole-Day Schedule	
Greetings, Readings, & Writings	15 minutes
Gathering Circle	15–20 minutes
Theme Exploration	15 minutes
Rhyme Time	5–10 minutes
STaR	20 minutes
Learning Labs	40 minutes
15-Minute Math	15 minutes
Snack/Outside/Gross-Motor Play	30 minutes
Stepping Stones or KinderRoots	30 minutes
Lunch	30 minutes
Math Mysteries	25 minutes
Specials (art/music/physical education)	30 minutes
Let's Daydream	25 minutes
Write Away	20 minutes
Let's Think About It	20 minutes
Total	310 minutes (5 hours, 10 minutes)

Sample Half-Day Schedule*	
Day 1 or 6	
Greetings, Readings, & Writings	10 minutes
Gathering Circle (arrival routines plus day 2 or 7 GAT skill lesson)	15 minutes
Theme Exploration	15 minutes
STaR	20 minutes
Learning Labs	30 minutes
15-Minute Math (calendar, days, months, Hundreds Chart only)	10 minutes
Snack/Outside/Gross-Motor Play (or specials)	20 minutes
Stepping Stones or KinderRoots	30 minutes
Math Mysteries (alternates with Write Away)	20 minutes
Let's Think About It (theme-related vocabulary and homework only)	10 minutes
Total	180 minutes (3 hours)

Sample Half-Day Schedule, continued***Day 2 or 7**

Greetings, Readings, & Writings	10 minutes
Gathering Circle (arrival routines only)	5 minutes
Rhyme Time (day 1 or 6 lesson)	10 minutes
Theme Exploration	15 minutes
STaR	20 minutes
Learning Labs	30 minutes
15-Minute Math (calendar, days, months, Hundreds Chart only)	10 minutes
Snack/Outside/Gross-Motor Play (or specials)	30 minutes
Stepping Stones or KinderRoots	30 minutes
Write Away (alternates with Math Mysteries)	20 minutes
Let's Think About It (theme-related vocabulary and homework only)	10 minutes

Day 3 or 8

Same as day 1 or 6:
Use the GAT skill lesson for day 3's or 8's Gathering Circle

Day 4 or 9

Same as day 2 or 7:
Play both Say-It-Fast and Break-It-Down
(Rhyme Time lessons for days 2 or 7 and 3 or 8)

Day 5 or 10

Have your Class Council during Gathering Circle.
Teach the Rhyme Time lesson from either day 4 or 8 or day 5 or 10 in place of STaR (free choice).
Choose between Math Mysteries and Write Away based on the needs of your students.

* This sample schedule alternates the Math Mysteries and Write Away components. If you choose to do this, use the writing prompts for the day you are on, but check the Write Away lessons that you are not using to ensure that you do not skip the introduction of an emergent-writing strategy. (The strategies can be introduced in any lesson.) Use the objectives list for Math Mysteries in the teacher's resources section at the end of chapter 5: Developing Mathematical Skills to plan math lessons.

Planning the Order of the Components

Some teachers prefer to change the order of the instructional components. Reasons might be to better accommodate other scheduled activities in their days or to place certain components at a time when they will have an assistant. If you choose to change the order in your own schedule, consider the following:

- Placing **Greetings, Readings, & Writings** first provides a gentle transition between home and school. Any issues brought to school with the student can be dealt with during this time before students are gathered in a whole-group setting.
- During **Gathering Circle**, general housekeeping tasks are taken care of, such as checking homework and assigning partnerships, which are natural things to take care of early in the day. The Getting Along Together activities or skill lesson that follow reminds students about the best ways to interact with one another throughout the day.
- **Theme Exploration** establishes the focus for the entire day. The information about the daily topic within the theme is shared at this time and referred to throughout the day.
- **Rhyme Time** is placed after Theme Exploration because students will potentially have been sitting for a while. (Some Gathering Circle or Theme Exploration activities are physical, so this is not always the case.) In Rhyme Time, students will be up and moving their bodies. Other components that would work well here include Learning Labs, Outside/Gross-Motor Play, or a scheduled special class in your school such as music, physical education, or a trip to the school library.
- **Let's Think About It** is placed last in the schedule because it is the time for reflection, sharing, and review based on the day's activities.

Outside of these components, the others can be rearranged to meet your needs. Keep the following in mind as you consider changing the order:

- Be sure to mix times when students are sitting with times when they are up and moving.
- In STaR, students will be sitting on the interactive-story-reading days, but potentially up and moving on retell days.
- Some of the Learning Labs activities, especially in the literacy and math labs, might assume that students have been introduced to particular content earlier in the day. Use the Peek at the Week in each theme guide to make sure that the lab content aligns with your teaching content if you alter the order of the instructional components.
- If you will use the interactive whiteboard, you will need to select the home button to return to the home page between components instead of advancing to the next page using the arrow button.

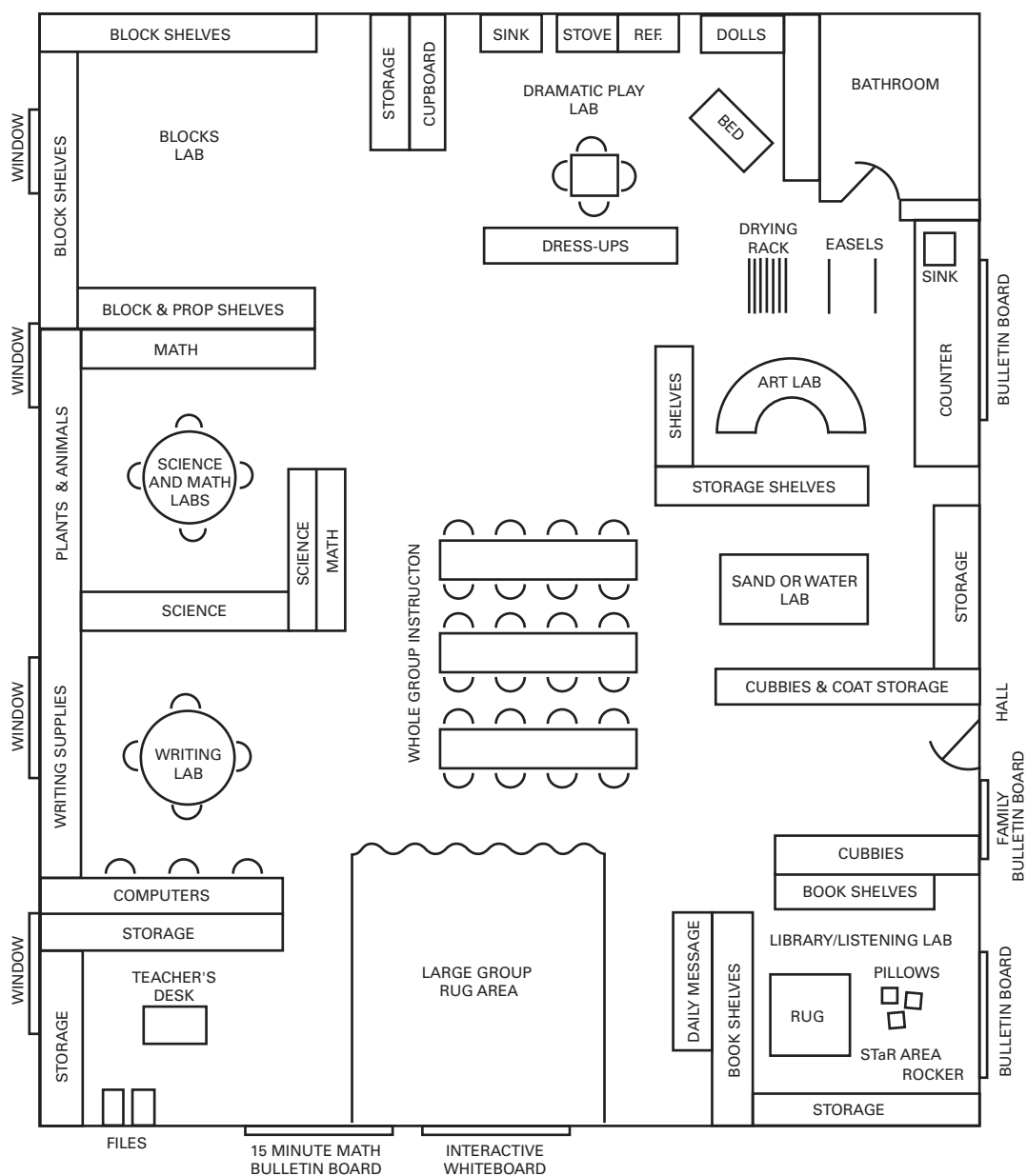
Setting Up Your Classroom

The environment in your classroom has a dramatic effect upon students' comfort levels and behavior. A bright, warm, well-organized classroom leads students to behave in a friendly, relaxed manner.

Establish an environment that fosters learning:

- divide up large, open spaces into smaller Learning Labs to cut down on runways that encourage random running;
- clearly define each area with furniture and low shelving that adults can see over;
- check the room for safety hazards such as uncovered electrical outlets;
- lock away cleaning chemicals and other hazardous or staining materials;
- keep the temperature at a comfortable level, especially near the floor level where students play;
- keep the windows clear to let in natural light;
- create a private space for a student who wants to be alone;
- separate noisy and quiet areas and wet and dry areas;
- place Learning Labs near their resources (e.g., water play near the sink);
- store materials in small, clear containers where students have access to them;
- create clear traffic patterns, and avoid long corridors;
- assign clean-up responsibilities to students to keep the classroom neat;
- display plants, artwork, and students' work; and
- change the displays frequently.

The following diagram shows one possible floor plan, and the teacher's resources at the end of chapter 11: Instructional Materials includes a list of basic, essential materials to create a supportive learning environment.



Environmental Print

As you plan your classroom set-up, remember that KinderCorner classrooms should be covered with printed material, mostly material created by students and the teacher. Some commercial material is used, but the majority of the print will be homemade. The goal is to expose students to an environment in which they will see the functions that print serves. This helps students see that they can make products that are worthy of display and builds their motivation to write. From the beginning of the school year, students need to see themselves as responsible for what will be posted and read around the classroom. To establish this print-rich climate, students must be introduced to the direct connection among letters, sounds, and words. As students and the teacher begin to work together to build this literacy-rich environment, they will gain a better understanding of how important print is in their lives.

Preparing for the Instructional Components

In addition to your general classroom set-up, it is helpful to think through how you will prepare for each instructional component. Consider the following questions or advice.

Greetings, Readings, & Writings

- You will need nametags for the first day of school that can be reused. Write, or print, each student's first and last names in title case (first letter only capitalized).
- Where will students submit their homework each day? Will you have a basket or box? If your students have homework folders, will you ask them to place the entire folder in the basket or only the homework sheet(s) and their Read & Respond bookmarks?
- Are hooks or cubbies labeled with their names and/or pictures?
- Where will you place the sign-in sheet?
- How will students know which Learning Labs or other activities are available?
- Your students will need some sort of writing journal to use for creative writing and Write Away lessons. You may use composition notebooks, papers stapled together, or paper in a folder. Also consider getting a date stamp so you can easily document skills as they develop.
- Select a clean-up song that you will use to alert students that it's time to put away their materials. Students should be motivated to sing along as they clean. Although you may use any song, many teachers enjoy the following:

Clean up, clean up, everybody everywhere.
Clean up, clean up, everybody do your share.

- Select a gathering song to use as a signal to move to the Gathering Circle after cleaning up. Many teachers use "The More We Get Together," but the choice is yours.

Gathering Circle

- What jobs will students have in your classroom? Will they be done by individuals or in partnerships? How will students know what jobs they have? Do you have a jobs chart?
- Create the sharing sticks by writing each student's name on a craft stick. You will also need a can, cup, or jar to place the sticks in. Some teachers even wear an apron and store the sticks in the pocket.
- You will need another jar to use for pocket points. A jam or salsa jar is the perfect size. Place a line on the jar with either colored tape or a marker to indicate when students have reached the reward line. Plastic chips are included with your materials, but you may use something different if you prefer.

Theme Exploration

- If you do not have an interactive whiteboard, what will you use for the Daily Message? It can be written on a chalkboard or whiteboard. Some teachers create a special Daily Message board and laminate it.
- You will need a place to post the theme vocabulary word cards that are introduced each day. The words are for your reference as a reminder to use and reinforce them, not for students to see. Therefore, they may be placed in a high place on the wall. The words for each day will appear at the top right-hand corner of each interactive whiteboard page, but you will want to use vocabulary words from all days of the unit once they have been introduced.

Rhyme Time

- The lyrics for each of the chants and rhymes in KinderCorner are provided on Rhyme Time cards. Although you will not need them for daily lessons (The words for the daily rhyme are printed in the lesson.), the cards are useful for transitions or at other times of the day. Where will you store these cards for easy access?

STaR

- If possible, it is nice to have a special place in the classroom for reading STaR stories that is different from your main whole-group instruction area. Consider adding a rocking chair and/or lamp to the space to create a cozy spot for story reading. Retell activities are often more active and might work best in the main gathering area.
- It is recommended that you post the title, author, illustrator, and vocabulary words for the STaR story. Although students will not necessarily be able to read these, posting them will remind you to emphasize them during the lessons. Seeing the words on the cover of the book and also posted exposes students to the same text in different fonts and sizes as well. If you write the title, author, illustrator, and vocabulary words on sentence strips, they can be stored with the book for future years.
- To avoid juggling the theme guide and a STaR book, many teachers write the questions on sticky notes and place them on the pages in the book. If you do not remove the notes, they, too, can remain for future years.
- It is recommended that you always read the book prior to the lesson as you prepare.

Learning Labs

- How will you indicate which labs are available each day?
- Does the space in your classroom allow for permanent areas to use for each lab, or will some labs have to be stored when not in use?
- How will your students select their labs? How will you know who has visited each lab during the week?
- Where will your students write their lab plans? Will they use individual sheets of paper or a composition notebook?

The Setting Up Learning Labs section of this chapter provides information that will guide you in making these decisions.

The Setting Up Your 15-Minute Math Board section of this chapter provides information about setting up each of the initial components of the board.

15-Minute Math

- Decide on a place in the classroom to create the 15-Minute Math bulletin board. It should be in an area of the classroom where the entire class can meet together comfortably and see all the components of the board clearly. It's best if students can be seated on the floor.
- 15-Minute Math is organized by the months of the school year. You will start with the July, August, or September bulletin board, depending on when school begins. The activities recommended in units 1 and 2 will be repeated throughout the year. In each successive month, you will add one or two new activities. Refer to the teacher's Resources section at the end of this chapter for sample monthly bulletin boards.
- The parts of the board that students will be touching and moving need to be within their reach so all students can participate. Keep supplies for 15-Minute Math in hanging library pockets or in a basket close to the bulletin board. Refer to the sample bulletin board diagrams for suggestions on where to place various components.

Snack/Outside/Gross-Motor Play

- What is your school's procedure for collecting information about food allergies that students may have? Be sure to have this information readily available when planning snacks.
- Specific snacks that support the learning objectives for the day are suggested in the theme guides. Will you use these suggestions, or does your school provide predetermined snack foods?
- What playgrounds are you authorized to use? Is there a space you can use in the event of inclement weather or extreme temperatures?

Stepping Stones

- Hang the alphabet wall frieze in a place where you can refer to it during Stepping Stones lessons. For best results, post it at some point below the midpoint of your wall so students can easily see the details of each mnemonic picture. Be sure to leave space to hang the Uppercase and Lowercase Letter Cards above or below each letter as it is introduced throughout units 2–6.
- In your materials, you will find individual alphabet strips with the mnemonic image for each of the letters. Tape these to desks or tabletops in areas where students can access them for writing. This may include your whole-group instructional area or the writing lab.

Math Mysteries

- Many Math Mysteries lessons incorporate the use of manipulatives. Think about where you might be able to store materials so students sitting on a rug for whole-group instruction cannot reach them and will not be tempted to play with them during other component times.

Let's Daydream

- Where will your students rest? Will they use towels, blankets, or cots? Are they allowed to bring a stuffed animal to school to have at rest time?
- Do you have a means to play soft music as students rest?
- Can you fit poetry reading into your schedule if your school does not permit a formal nap time?

Write Away

- What will your students use for writing journals? Will they respond to Write Away prompts in the same composition notebook or journal that is used for creative writing in the writing lab? Can you include composition notebooks on their school-supply lists?
- You will need to create a chart to serve as the Writing Strategies Bank. The strategies will be added to the chart as they are introduced, so if you prepare the chart ahead of time, you might start with only the title. Alternatively, you may put all the strategies on the chart and cover them until they are introduced. Although the strategies will appear on the Write Away section of the interactive-whiteboard program, having a hard copy posted is recommended so students can refer to it throughout the day.

Let's Think About It

- We recommend that you provide (or add to the school-supply list) a pocket folder that will serve as a homework folder. The folder can serve as a vehicle for homework sheets, theme-introduction letters, Read & Respond bookmarks, concepts-of-print books, KinderRoots Shared Stories, and any other communications from your school to the student's home. Ask parents to check the folder daily.

Setting Up the Learning Labs

Organizing Lab Materials

Resource Boxes

You will need to find two large boxes or bins that will serve as resources for your students throughout the year.

Read and Recycle Box: One box will be used for the Read and Recycle box. Fill the box with newspaper advertisements from grocery stores, pamphlets, or old magazines. Students will be able to use these to cut out pictures for various projects or labs throughout the year.

Wonder Box: You will also create a Wonder Box. (I wonder what I could make with this toilet paper roll? I wonder what I could use for my pretend telephone?) Collect items that could be used as props or that students could use to make props. The bottom of a plastic CD or DVD case, for example, would make a great steering wheel. A paper towel roll makes a terrific telescope. Other good additions could include toilet paper rolls, egg cartons, fabric scraps, baby-food jars, yogurt containers, buttons, ribbons, bits of fabric, spools, or plastic bottle caps. You will begin to think twice before throwing anything away!

Place the boxes in a central location where they can easily be accessed from any lab. Let parents, other teachers, or your school's business partners know about what you are collecting and encourage them to make their own contributions to the boxes.

Lab Signs

You will want to label each lab with a sign so students will know where to go. You may make lab signs using the blackline masters provided in the teacher's resources section of this chapter. These are also available online in the KinderCorner Online Resources, or you can create your own signs. If you need to store some lab materials in a bin to place on a table during lab time, you might make a sign for that lab that is designed like a table-tent that can be stored in the bin along with the lab materials and placed on the table during lab time.

Basic Supplies for Individual Learning Labs

Dramatic play lab: The dramatic play lab will include play 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., can also be added.

Blocks lab: Provide an ample supply of natural, smooth, hardwood blocks and a variety of props, such as vehicles, people, and animal figures, to give students' imaginations free rein. Some teachers place a picture of each shape in the appropriate place on the storage shelf to help students keep the blocks well organized.

Art lab: Provide open-ended materials, such as construction paper, wrapping paper, glue, scissors, paint, paintbrushes, an easel, smocks, yarn, sequins, markers, crayons, etc., that students can use to create art pieces.

Classroom library lab: The classroom library lab can include books owned by the teacher or school, books provided with your KinderCorner materials, pamphlets, bus schedules, restaurant menus, magazines, newspapers, or travel brochures.

Literacy lab: The literacy lab will be a place where we encourage students to play school. To support playing school, place a chalkboard, whiteboard, or other writing surface (such as laminated chart paper) for the student teachers and consider where the play school's students will sit. You may have a table and chairs, a circle of chairs, or a rug on the floor. Paper and pencils or crayons, books, and other items can be added for students to use.

You will also want to provide general materials for tactile letter-formation activities. Examples include shaving cream, sand on a cookie tray, gallon-size zip-closure plastic bags filled with hair gel, sandpaper letters, etc. Some of these items may remain in the lab all year, while others could be added and removed occasionally to maintain interest.

Math lab: To promote the learning of mathematical concepts, stock the math lab with all sorts of materials, including:

- various counters, attribute blocks, and linking cubes;
- puzzles and games;
- peg boards;
- beads and other objects to string in different patterns;
- objects to sort according to different attributes such as size, shape, and color;
- small construction materials with which to build;
- problems to solve; and
- simple card and lotto games to play.

Computer/Media lab: The materials in this lab will depend on the equipment available in your classroom. You may have one or more computers, tape recorders, or CD players with headphones or digital tablets and other electronic devices. Interactive-whiteboard users will find a game for each week that can also be used as a part of the media lab.

Science lab: Place a collection of items in the lab that will encourage students to explore and discover. Examples include a balance scale, items to weigh, leaves, shells, rocks, scraps of material, magnets, magnetic and nonmagnetic items with which to experiment, and magnifying glasses. Hang both the lab sign and the Science Steps poster (from the KinderCorner poster set) in the lab. Think of other materials that will make the lab feel like a scientist's laboratory such as photographs of real lab workers, white shirts to serve as lab coats, or goggles.

Sand/Water lab: In addition to a sand and/or water table, place items for digging and pouring, such as measuring cups, shovels, water pitchers, and spoons, in the lab to encourage students to explore the properties of sand or water.

Writing lab: The writing lab should be stocked with various types of writing instruments, including pencils, colored pencils, markers, and crayons, plus different types of lined and unlined paper. You might supplement the materials with envelopes that come in unwanted mail, a notepad provided at your doctor's office, etc. Check with local businesses or the front office of your school to see if they might be able to provide paper from their recycle bins that is blank on one side. Students will also enjoy writing on chart paper hung on the wall. Use your imagination, and add fun things, such as fancy paper or scented markers, from time to time throughout the year. Students should also have access to individual writing journals in the writing lab. Include a stapler to encourage students to make books.

Establishing a Lab-Selection Technique

After the tour each day, students will select the lab they'd like to explore or play in. Allowing them to choose the labs on their own will help to build self-regulation skills. You will need to select or devise a system that you will use to manage lab selection. Some examples follow.

Name cards in a pocket chart: One method is to write the name of each lab on a sentence strip and place it in a pocket chart. Then write each student's name on a card. When it's time for lab selection, hold up a name card, and let that student place his or her card in the pocket chart next to the lab that he or she will visit. The student may then be dismissed to go and write his or her lab plan. You may select two or three students at once to expedite the process, especially for students who have trouble deciding where they want to go.

Clothespins with student names: You may wish to write each student's name on a clothespin. (You may even add a photograph of the student early in the year.) Students can place the pins on sticky dots added to each lab sign that indicate the number of students allowed in each lab at once. (If there are no sticky dots available, the student must select a different lab.)

Clothespins with lab names or colors: Label a set of clothespins with the name of a lab. Create the same number of pins for each lab as the number of students that can safely and comfortably work in the lab. When students select a lab, they place a clothespin on their clothing. Color-coding the clothespins also can help you to quickly identify which lab a student has chosen.

Other techniques: You may have already perfected a different lab-selection method that works well for you. We recommend that you consider the following questions for your technique:

- Does the technique allow you to quickly see which lab a student is working in on a given day?
- Does the technique help students to quickly choose labs and get on with exploring and play?

Setting Up Your 15-Minute Math Bulletin Board

The following parts of the 15-Minute Math board should be set up before you teach unit 1. You will add other materials throughout the year as new concepts are introduced. Refer to the sample 15-Minute Math boards in the teacher’s resources section at the end of this chapter for ideas about how to arrange the items.

Monthly calendar: Hang the calendar in the middle of your 15-Minute Math board within your students’ reach. Cut out the abbreviations of the days of the week included within the calendar pocket chart, and place them in the top slot of the chart, Sunday through Saturday. Make sure the current month is posted above the pocket chart. Use an AB pattern for the July, August, and September calendars. You may choose to create a color pattern in addition to the picture pattern. Using permanent markers, color all the cutouts of one picture the same color and all the other pictures another color. For example, for September, you might color all the crayon cutouts yellow and all the glue-bottle cutouts green. Put the colored cutouts in an AB pattern order. Store the cutouts, in order, in an envelope or plastic bag near the calendar.

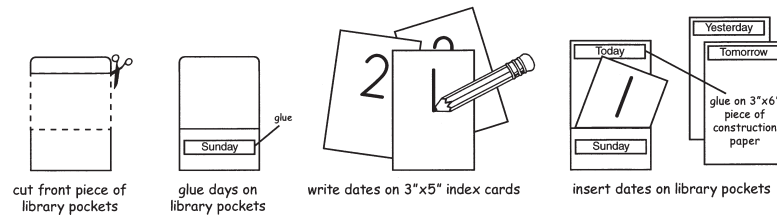
Refer to the teacher’s resources section at the end of this chapter for a list of patterns for each month’s calendar.

Add one cutout to the calendar each day, making sure to add cutouts after weekends and holidays. (The calendars on the sample bulletin board diagrams show what each month’s completed pattern will look like.) As the month’s pattern is revealed, students will be thinking about the progression of the pattern and how it relates to the cutouts and the numbers on the cutouts. Gradually, students will participate in updating the calendar. Ask students to name the current day’s cutout and the date to be placed on the calendar. Later in the month, as more of the pattern is revealed, your students will begin to predict the next day’s picture and the pictures to be added several days in the future. Ask them to explain how they made these predictions.

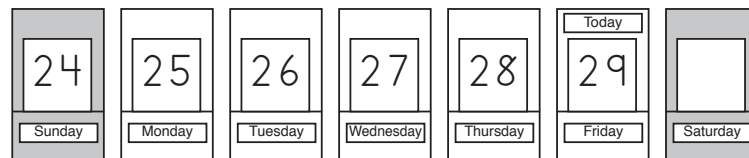
September						
SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Days of the Week Pockets and Cards

To prepare the Days of the Week pockets and cards, cut out the days of the week pieces, and then cut the front piece of each library pocket so about one inch remains.



Choose a color of construction paper to line the facing sides of two library pockets. These will be the Saturday and Sunday pockets. The weekday pockets will not be lined. Glue the days of the week labels on the lower front of each library pocket. Using a different color of construction paper, cut out three three-by-six-inch cards. Glue the Yesterday, Today, and Tomorrow labels to the top of the cards. Make thirty-one date cards by writing the numbers 1–31 in the upper half of the three-by-five-inch index cards. The cards will be handled often, so you may want to laminate them. Mount the Days of the Week pockets in a row below the monthly calendar poster, beginning with Sunday. Place the appropriate three-by-five-inch date cards for the week in the library pockets, with the dates facing in. Place the Today card in the pocket holder behind today's date. Do not introduce the Yesterday or Tomorrow cards yet.



Calendar Month Cards

Place the month cards one above the other in the order of the calendar (January first) on the left-hand side of the board. Move the card for the current month above the calendar.

Be sure to leave the space for the current month in the month-cards list. This will help students understand where the current month falls in the calendar year.

- January ①
- February ②
- March ③
- April ④
- May ⑤
- June ⑥
- July ⑦
- August ⑧
- September ⑨
- October ⑩
- November ⑪
- December ⑫

Days of School Tape

To create your Days of School Tape, mount the beginning of the adding machine tape to the top of the bulletin board with push pins. You may want to tie a string through the roll of tape and fasten the string to the board, or you may want to use push pins to attach the roll to the board. Remember to leave ample room to roll out the paper during the school year.



Hundreds Chart

Hang the Hundreds Chart poster to the right of the calendar.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Weekly Planning

The theme guides provide the information you need to prepare to teach each unit. Start by reading the introductory information, the list of daily focus statements and objectives within each developmental domain, and the Peek at the Week documents found at the beginning of the guide. Then peruse the daily lessons. This will give you an overall sense of the unit.

Gathering and Organizing Materials

The You Will Need section in the front matter of each theme guide outlines everything you will need to gather or acquire for the unit. The first section will guide you to gather items provided in your KinderCorner materials kits. This is followed by a section of items that you will need to acquire (find, buy, or make). The last section outlines what you will need to do to prepare for each individual day, whether it be duplicating a chart or placing manipulatives in plastic bags.

The Ready, Set... page that precedes each day’s lesson plan identifies the specific items that you will need for that day. Many teachers use the You Will Need list to gather all the materials for a unit before starting and then use the Ready, Set... list to pull what they need from the collection for the following day.

Planning Your Weekly Lab Offerings

Some labs take longer to explain than others during lab tours, and some classrooms accommodate more labs than others. KinderCorner classes across the country can range in size from ten to thirty-two students. Some teachers have full-time assistants, and others have no assistant at all. All these factors will contribute to your decision about how many labs to offer each day and which labs to introduce.

Each theme guide provides a suggested plan for labs. The Peek at the Week charts will give you a good idea of the overall suggested plan for the unit. Labs that take longer to explain are often introduced on different days of the unit. In many cases, generic forms of the labs may be offered on days preceding a specific thematic activity. The following chart describes each lab in its generic form.

Generic Labs		
Lab Category	Generic Title	Description
Dramatic Play Lab	Housekeeping	Students role-play in an imaginary home.
Blocks Lab	Build It!	Students role-play at an imaginary construction site.
Art Lab	Creation Station	Students freely create whatever they can imagine with a variety of materials.
Classroom Library Lab	Free Reading	Students explore books, pamphlets, and other reading materials in the context of an imaginary library.
Literacy Lab	Let's Play School	Students explore literacy materials as they role-play in an imaginary school.
Math Lab	Free Exploration	Students explore a variety of math manipulatives.
Computer/Media Lab	Free Exploration	Students explore electronic media: computers, CD players, tablets, etc.
Science Lab	Scientist's Station	Students role-play in an imaginary laboratory.
Sand/Water Exploration	Free Exploration	Students freely explore sand and/or water with shovels, cups, and other tools.
Writing Lab	Free-Choice Writing	Students choose from a variety of writing instruments and paper to write freely about the topics of their choice.

Consider the suggested plans along with the amount of space, time, and adult help you have during lab time.

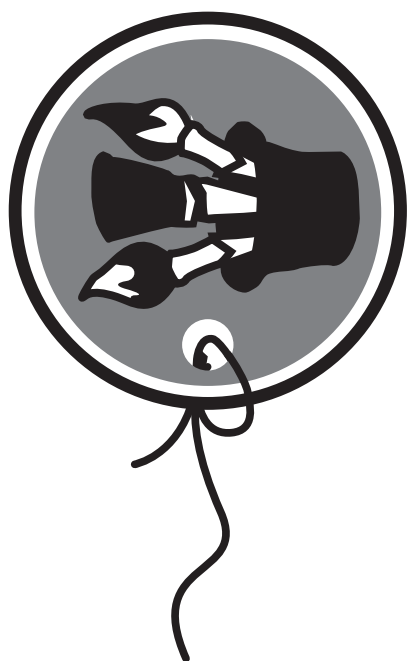
If, for any reason, you will not offer every lab every day, you will need to plan for a technique to communicate which labs are open and which are closed on a particular day. You may place open or closed signs or red-light and green-light signals next to each Learning Lab sign. Interactive-whiteboard users will find a screen to check off the open labs.

Planning for Additional Weeks

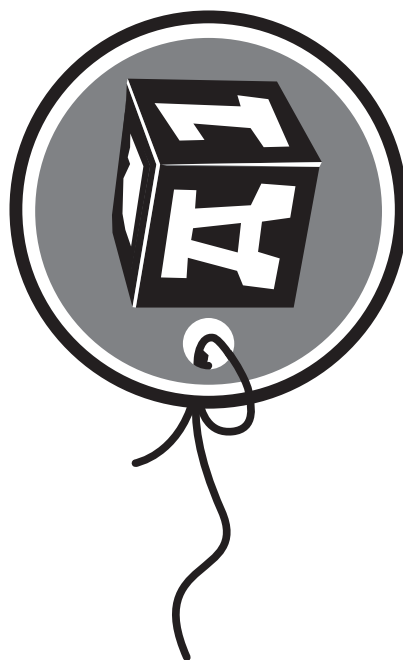
Kindergarten students respond well to consistency in their schedules. Two resources that you can use to guide your lesson planning during the weeks outside of KinderCorner units are the blank Peek at the Week, found in the Teacher Resources section at the end of this chapter, and the generic weekly record form that can be generated using the online data tools. The generic weekly record form is described in chapter 7.

Teacher's Resources—Getting Started

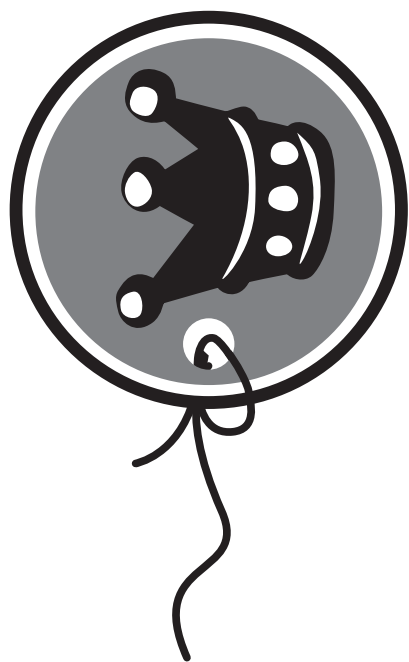
1. Learning Lab Signs.	294
2. Sample 15-Minute Math Bulletin Board Diagrams	299
3. Calendar Patterns for 15-Minute Math	311
4. Sample Daily Focus for Unit 4.....	312
5. Sample Peek at the Week for Unit 4	314
6. Sample You Will Need Section for Unit 4	318
7. Sample Ready, Set... Page for Unit 4, Day 1.....	323
8. Blank Peek at the Week	326



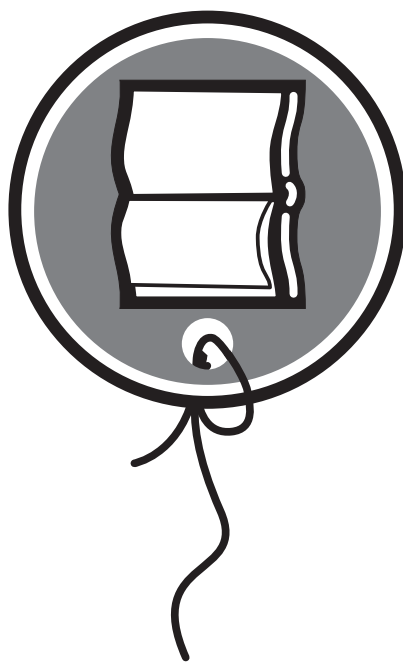
Art



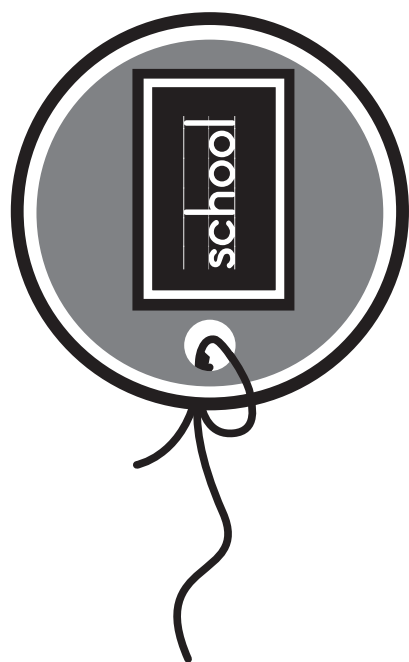
Blocks



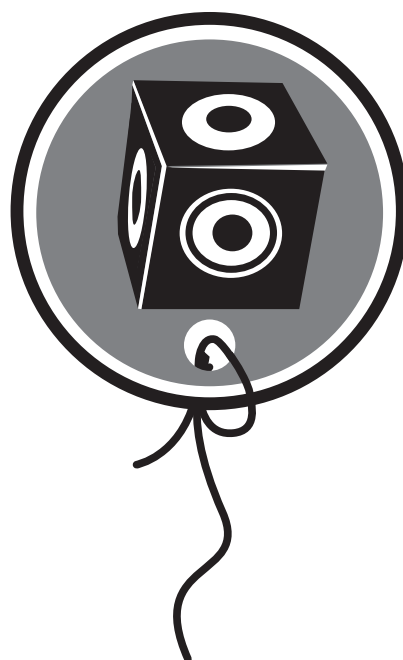
Dramatic Play



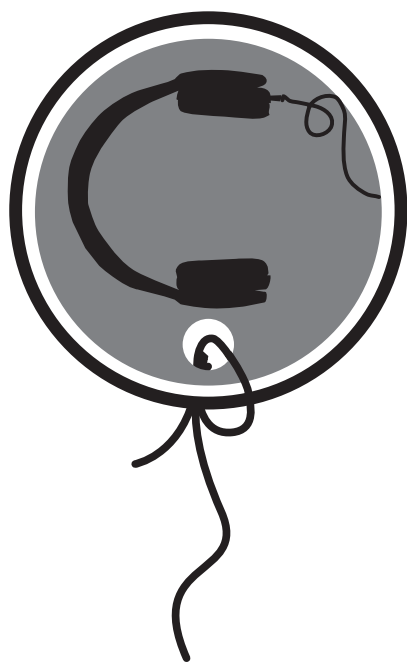
Library



Literacy



Math



Media



Sand/Water



Science



Writing

August

August 8

SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
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	Sunday

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September



September



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- January
- February
- March
- April
- May
- June
- July
- August

- October
- November
- December

24

Sunday

25

Monday

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Tuesday

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Wednesday

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Thursday

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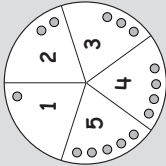
Friday

Today

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Saturday

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October

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October 10JanuaryFebruary 2March 3AprilMay 5

June

July 7

August 8September 9November 11December 12

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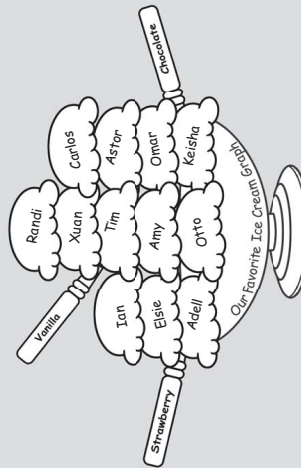
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Today	Thursday
Yesterday	Friday
	Saturday

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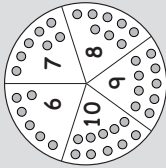
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November

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51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
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November

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28

29

Today

Tomorrow

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Week 1

Squares

Week 2

Circles

Week 3

Rectangles

Week 4

Triangles

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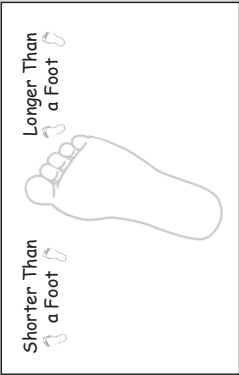
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December

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51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November

Our Activities

graph

10 Sunday

11 Monday

12 Tuesday

13 Wednesday

14 Thursday

15 Friday

16 Saturday

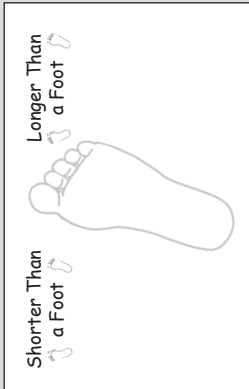
January

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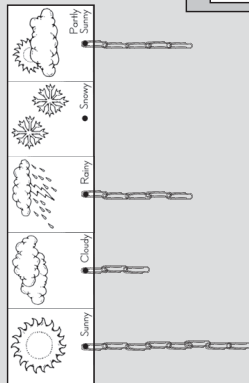
January

The year is 2012

SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December



What Holds More? _____ holds more than _____

●						

●	●	●	●	●	●	●
●	●	●	●	●	●	●

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February

53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

January ①

March ③

April ④

May ⑤

June ⑥

July ⑦

August ⑧

September ⑨

October ⑩

November ⑪

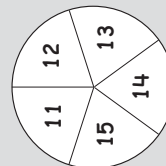
December ⑫

One More and One Less

One Less	Number	One More
2	3	4

Two More and Two Less

Two Less	Number	Two More
3	5	7



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February ②

The year is: 2 0 1 2

SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

18	19	20	21	22		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

It's the 100th Day of School!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Our Favorite Lunch Food Graph

	X X X
	X
	X
	X X
	X
	X

April

103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137

January ❶

February ❷

March ❸

May ❺

June ❻

July ❼

August ❽

September ❾

October ❿

November ⓫

December ⓬

Number Combinations			
Number	1st Combination	2nd Combination	3rd Combination
2	and	and	and
3	and	and	and
4	and	and	and
5	and	and	and
6	and	and	and
7	and	and	and
8	and	and	and
9	and	and	and
10	and	and	and

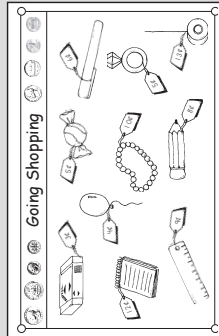
Equal Parts?

Half and Half

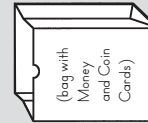
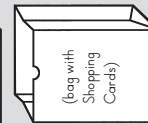
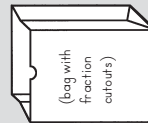
SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April ❹

The year is: 2 0 1 2



Amount	What We Bought
11¢	



22	23	24	25	26	27	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Calendar Patterns for 15-Minute Math

The following patterns are suggested for your 15-Minute Math calendar. The shapes to use within a given month are optional, but we recommend increasing the difficulty of the patterns in a similar fashion as the year progresses.

- July:** AB (star, ball, star, ball)
- August:** AB (kite, tree, kite, tree)
- September:** AB (crayon, glue, crayon, glue)
- October:** ABC (scarecrow, bird, corn, scarecrow, bird, corn)
- November:** ABB (football, tree, tree, football, tree, tree)
- December:** AABB (snowflake, snowflake, coat, coat, snowflake, snowflake, coat, coat)
- January:** AABBC (whistle, whistle, new year's banner, new year's banner, guitar, guitar)
- February:** AAB (sock, sock, shoe, sock, sock, shoe)
- March:** ABBB (lion, lamb, lamb, lamb, lion, lamb, lamb, lamb)
- April:** ABBC (dog, cat, cat, bunny, dog, cat, cat, bunny)
- May:** AABC (chick, chick, flower, sun, chick, chick, flower, sun)
- June:** ABCC (beach ball, baseball, soccer ball, soccer ball)

Head to Toe *daily focus*

- My body is marvelous. My brain controls what my body does, how I feel, and what I think.
- My muscles and bones move my body.
- My stomach is inside my body. It digests my food.
- My lungs are inside my chest. I breathe air into and out of my lungs.
- My heart is inside my chest. It moves blood to all the parts of my body.
- I have five senses that help me learn about my world: I hear with my ears, I see with my eyes, I smell with my nose, I taste with my tongue, and I touch with my skin.

Creative Domain

Students will:

- pretend with objects.
- experiment with musical instruments.
- participate in singing and chanting activities.
- take on dramatic roles.
- create theme-related works of art.

Cognitive Domain

Students will:

- make inferences and draw conclusions about stories heard.
- observe and make discoveries.
- discriminate among different visual, auditory, tactile, olfactory, and gustatory stimuli.
- play Brain Games to develop working memory and response inhibition.

Emotional/Personal Domain

Students will:

- make increasingly independent decisions.
- assume classroom chores independently.
- show increasing competence with self-care routines.
- follow classroom rules and routines.
- indicate their feelings on the Feelings Thermometer.

Language/Literacy Domain

Students will:

- speak with clear diction.
- participate in collaborative group conversations.
- hear initial sounds in words.
- demonstrate an increasing awareness of the sounds of the language.

Mathematical Domain

Students will:

- rote count to 10.
- develop numeric awareness.
- demonstrate an awareness of counting to determine quantity.
- develop number concepts and vocabulary.
- create and name sets of six, seven, eight, nine, and ten objects.
- recognize the numerals 1–10.
- count by 5s and 10s.
- build, read, and interpret graphs.
- describe measurable attributes such as height.

Social Studies Domain

Students will:

- recognize human similarities and differences.
- demonstrate an awareness of the roles people play in society.

Science Domain

Students will:

- explore science tools to discover what they do.
- expand knowledge of body parts and explain their functions.
- explore properties of solids and liquids.
- collect, describe, and record information through a variety of means.

Interpersonal Domain

Students will:

- participate in group activities.
- negotiate effectively with peers.
- give “I” Messages to communicate and explain their feelings.
- participate in problem-solving scenarios.
- use active-listening skills.

Physical Domain

Students will:

- manipulate small objects with precision.
- engage fine-motor skills.
- throw, kick, or roll an object in the intended direction.
- catch a ball.
- play cooperative games.
- use physical movement to respond to verbal cues.

Peek at the Week 1

Lesson Component	Day 1	Day 2
 Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
 Gathering Circle	Feelings Thermometer Brain Game: Five Questions	Skill lesson: "I" Messages
 Theme Exploration	Discover functions of the brain. Introduce the sight word "my."	Learn about muscles, bones, and movement.
 Rhyme Time	"Head to Toes" Identify rhyming words.	"Head to Toes" Blend sounds to make words.
 STaR	<i>Mabela the Clever</i> Focus: purpose for reading	Dramatize a retell of <i>Mabela the Clever</i> . Retell <i>Mabela the Clever</i> through dramatization.
 Dramatic Play Lab	Doctor's Office: Role-play a visit to the doctor.	Doctor's Office
 Blocks Lab	Me Tower: Build towers.	Me Tower
 Art Lab	Creation Station: Create with various art materials.	Hungry Caterpillar Foods: Cut out and decorate foods.
 Classroom Library Lab	Free Reading: Read self-selected books.	Free Reading
 Literacy Lab	Play School: Review the shapes of "p," "g," and "o."	Play School: Make playdough letters.
 Math Lab	Puzzle Time: Assemble theme-related puzzles.	Puzzle Time
 Computer/Media Lab	Free Exploration: Use available media.	Free Exploration
 Sand/Water Lab	Back in Circulation: Explore the properties of water movement.	Back in Circulation
 Science Lab	Looking Closely: Examine skin, nails, and hair with magnification.	Looking Closely: Make observations and share findings.
 Writing Lab	Free-Choice Writing: Use available materials to write.	Free-Choice Writing
 15-Minute Math	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Create and eat graham-cracker people. Play "Strut, Miss Mary."	Create and eat muffin faces. Play ball.
 Stepping Stones	Read <i>My Brain</i> . Focus on orientation of the book, reading left to right.	Begin to recognize the sound and shape of "c." Read <i>My Brain</i> with partners.
 Math Mysteries	Create and name sets of six, and write the numeral 6.	Create and name sets of seven, and write the numeral 7.
 Let's Daydream	"A Circle of Sun"	"Loose and Limber"
 Write Away	Introduce strategy: Copy a word. Write about things the brain tells the body to do.	Write about how the body moves.
 Let's Think About It	Read <i>From Head to Toe</i> .	Review muscles, bones, and movement.

Day 3	Day 4	Day 5
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: "I" Messages	"I" Message Play Five Questions.	Class Council
Learn about the digestive system.	Learn about the respiratory system.	Learn about the circulatory system.
"Head to Toes" Segment words into sounds.	"Head to Toes" Blend sounds to make words.	"Head to Toes" Blend onset and rimes for single-syllable words.
<i>The Very Hungry Caterpillar</i> Focus: Relate story plots to reality.	Dramatize a retell of <i>The Very Hungry Caterpillar</i> .	Free Choice
Doctor's Office	Doctor's Office	Doctor's Office
Me Tower	Me Tower	Me Tower
Body Tracings: Draw and decorate body tracings.	Body Tracings	Body Tracings
Free Reading	Free Reading	Free Reading
Play School: Decorate "c" shape.	Play School: Determine whether words start with "c" or "k."	Play school.
Hungry Caterpillar Graphs: Create and graph sets of fruit.	Hungry Caterpillar Graphs	Hungry Caterpillar Graphs
Free Exploration	Free Exploration	Free Exploration
Back in Circulation	Back in Circulation	Back in Circulation
Looking Closely	Looking Closely	Looking Closely
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.
Recite "Head and Shoulders, Baby."	Discuss digestion. Focus on breathing while playing.	Discuss the human body. Continue to play games from this week.
Begin to recognize the sound and shape of "k." Read <i>Checkup</i> . Focus on reading left to right and capitalization. Introduce the sight word "the."	Begin to recognize the sound and shape of "u." Read <i>Checkup</i> with partners.	Review /c/, /k/, and /u/. Free choice with concepts-of-print book.
Create and name sets of eight, and write the numeral 8.	Review numbers 6–8, and practice writing numerals 6, 7, and 8.	Review numbers 1–8.
"Noodles"	"Bubble"	"Running Song"
Write about something you like to eat.	Write about body parts.	Write about body parts.
Review the digestive system.	Review the respiratory system.	Review the circulatory system.

Peek at the Week 2

Lesson Component	Day 6	Day 7
 Greetings, Readings, & Writings	Arrival Activities	Arrival Activities
 Gathering Circle	Brain Game: What Is Missing?	Skill lesson: "I" Messages
 Theme Exploration	Learn about the sense of hearing.	Learn about the sense of sight.
 Rhyme Time	"My Five Senses" Produce rhyming words.	"My Five Senses" Blend sounds to make words.
 STaR	<i>Too Much Noise</i> Focus: Making predictions during story	Retell <i>Too Much Noise</i> with puppets.
 Dramatic Play Lab	Doctor's Office: Continue role-play from week 1.	Doctor's Office
 Blocks Lab	Build It!: Build to support imaginary play.	Build It!
 Art Lab	Making Music: Make musical instruments.	Making Music
 Classroom Library Lab	Free Reading: Read self-selected books.	Free Reading
 Literacy Lab	Play School: Make letter shapes for "c," "g," or "o" from pipe cleaners.	Play School
 Math Lab	The Right Number: Make sets of 1–5.	Free Exploration
 Computer/Media Lab	Free Exploration: Use available media.	Free Exploration
 Sand/Water Lab	Free Exploration: Explore the properties of sand (or water).	Free Exploration
 Science Lab	Using My Five Senses: Make and record observations.	Using My Five Senses
 Writing Lab	Free-Choice Writing: Use available materials to write.	Free-Choice Writing
 15-Minute Math	Continue counting and number-awareness activities.	Continue counting and number-awareness activities.
 Snack • Outside • Gross-Motor Play	Describe sounds of foods. Explore your senses.	Use sight to describe color, shape, and size of foods. Play with ball/beanbag.
 Stepping Stones	<i>A Nature Walk</i> : Focus on capitalization and punctuation.	Begin to recognize sound and shape of "r." Read <i>A Nature Walk</i> with partners.
 Math Mysteries	Create and name sets of nine, and write the numeral 9.	Create and name sets of ten, and write the numeral 10.
 Let's Daydream	"Ears Hear"	"Until I Saw the Sea"
 Write Away	Write about something you like to hear.	Write about something you like to look at or watch.
 Let's Think About It	Review the sense of hearing. Be sound detectives.	Review the sense of sight. Play I Spy.

Day 8	Day 9	Day 10
Arrival Activities	Arrival Activities	Arrival Activities
Skill lesson: "I" Messages	"I" Message Play What is Missing?	Class Council
Learn about the sense of smell.	Learn about the sense of taste.	Learn about the sense of touch.
"My Five Senses" Segment words into sounds.	"Silly, Silly Sammy" Identify initial sounds.	"Silly, Silly Sammy" Recognize alliteration.
<i>Little Red Riding Hood: A Peaceful Adaptation</i> Focus: Critiquing a Story	Retell <i>Little Red Riding Hood: A Peaceful Adaptation</i> using sequencing	Free Choice
Doctor's Office	Doctor's Office	Doctor's Office
Build It!	Build It!	Build It!
Making Music	Making Music	Make finger paint.
Free Reading	Free Reading	Free Reading
Alphabet Bingo	Alphabet Bingo	Alphabet Bingo
Number Bingo	Number Bingo	Number Match
Free Exploration	Free Exploration	Free Exploration
Free Exploration	Free Exploration	Free Exploration
Using My Five Senses	Using My Five Senses	Using My Five Senses
Free-Choice Writing	Sequencing <i>Little Red Riding Hood</i> : Create a personal book by sequencing illustrations.	Sequencing <i>Little Red Riding Hood</i>
Continue counting and number-awareness activities	Introduce Our-Favorite-Ice-Cream Graph.	Continue counting and number-awareness activities.
Discuss observations from the science lab. Play Statues.	Taste a variety of foods. Unstructured play	Talk about food textures. Play ball
Begin to recognize the sound and shape of "b." Read <i>What Smells?</i> Focus on quotation marks.	Begin to recognize sound and shape of "f." Read <i>What Smells?</i> with partners.	Review /r/, /b/, and /f/. Free choice with concepts-of-print book.
Review numbers 9 and 10, and practice writing the numbers.	Recognize numbers 1–10, and play Number Match with numbers 1–10.	Make a 10 Little Fingers Booklet.
"Be Glad Your Nose Is on Your Face"	"Spinach"	"Tent"
Write about your favorite smell.	Write about something you like to taste.	Write about something you like to feel.
Review the sense of smell.	Review the sense of taste.	Review the sense of touch.

You Will Need

Supplied by SFAF:

Books	STaR
	<i>Mabel the Clever</i> by Margaret Read MacDonald <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Too Much Noise</i> by Ann McGovern
	Concepts of Print
	<i>My Brain</i> by Sally Francis Anderson (SFAF) teacher and student copies <i>Checkup</i> by Barbara Wasik (SFAF) student copies <i>A Nature Walk</i> by Barbara Wasik (SFAF) student copies <i>What Smells?</i> by Barbara Wasik (SFAF) student copies
	Theme Exploration
	<i>I Wonder Why I Sleep</i> by Brigid Avison <i>From Head to Toe</i> by Eric Carle
	Other
	<i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky
Media	
	KinderCorner 2nd Edition Plus Media and Software flash drive (SFAF) KinderCorner 2nd Edition Plus Home Link show for unit 4 <i>Getting to Know Myself</i> by Hap Palmer
Cards/Card Sets	KinderCorner Phonics Picture Cards
	Key cards: "a," "b," "c," "d," "f," "g," "i," "k," "l," "m," "n," "o," "p," "r," "s," "u"* Upper and Lowercase Letter Cards: "Bb," "Cc," "Ff," "Kk," "Rr," and "Uu"* Picture cards: balloon, bike, bus, cake, car, cup, fan, feather, fork, key, king, kite, ribbon, rope, rug, umbrella, undershirt, up*
	KinderCorner Activity Cards
	Rhyming Pair Picture Cards: cat, mouse, teddy bear, fly, frog, dog (unit 8)
	KinderCorner Rhyme Cards
	"Head and Shoulders, Baby" rhyme card "Strut, Miss Mary" rhyme card
	Other
	Ear and mouth cards Letter-Blending deck: "a," "b," "c," "d," "f," "g," "i," "k," "n," "o," "p," "r," "s," "t," "u"*

Posters		
	Feelings Thermometer poster*	
Math Kit Items		
	Bear counters Dot Set Recognition Cards 1–10, one set for the teacher and one set per pair Number cards for 1–10, one set per pair Graphing Mat	Ten-frame cards 1–10 Transparent spinner Our-Favorite-Ice-Cream graph Ice Cream Scoopers sheet Number Recognition Circle 6–10
Other SFAF Items		
	Cool Kid certificates KinderCorner Weekly Record Forms for unit 4, weeks 1 and 2 (generate with data tools) <i>Little Red Riding Hood</i> flannelboard set Puppets: KinderRoo, Joey, and Alex Partner Practice Booklets—unit 4 Read & Respond bookmarks Transparent color counting chips (for pocket points) <i>Writing Development Feedback Guide (KinderCorner 2nd Edition Plus Teacher's Manual)</i> Home Link animal hand stamps and ink pad	

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

Teacher Acquired:

Food		
	Graham crackers, two large per student (not broken)	Fruit yogurt, two different flavors
	English muffins, one per student	Sugar or something sweet
	Spread (hummus, cream cheese, butter)	Salt or something salty
	Olives with pimientos or carrot sticks	Unsweetened chocolate or something bitter
	Slices of red or green pepper	Lemon or something sour
	Carrot sticks	Vanilla
	Bell pepper wedges, red, yellow, green (optional)	Vinegar
Office/Craft Supplies		
	Cotton balls, at least five per student	Stapler
	Homework folders, one per student	Paper (craft), large enough to trace each student's body
	Index cards, one per student	Yarn
	Hole punch	
	Tape	
General		
	Props for medical office	Water pitcher
	Pamphlets from doctor's office or clinic	Ice
	Water-play accessories: meat baster, pumps (from detergent or hand lotion bottles), liquid soap	Scented markers
	Balloons, at least one per student	Beads, variety of colors
	Magazines, store circulars	Bags, two opaque
	Tray (or box lid)	Shaving cream
	Cloth (large enough to cover tray or box lid)	Food coloring
	Bells, sticks, other sound-making instruments	Bowl or empty egg cartons
	Boxes or canisters (oatmeal)	Stirring implements
	String	Yarn
	Mirrors, small, several	Beanbags and target
	Spoon, large, wooden or plastic	Felt or magnetic board
		Pattern blocks
Optional Items		
	Bathroom scale	
	Objects for /c/ (cat, cap, cup, or other common /c/ objects), /k/ (kitten, kite, key, or other common /k/ objects), /r/ (ring, ribbon, or other common /r/ objects), /b/ (ball, button, box, or other common /b/ objects), /f/ (fan, football, or other common /f/ objects)	
	Stethoscope (real or toy)	

To Be Prepared:

Day 1	
GRW	• Create sign-in sheets with students' first and last names, one for each day.
TE	• Make thematic vocabulary word cards for "brain" and "control."*
MM	• Duplicate 6 on a Stick sheet, one per student (appendix).
	• Fill plastic bags with twelve to fifteen buttons each.
LTAI	• Duplicate theme-introduction letter for unit 4, one per student (appendix).
LL	• Duplicate letter sheets for "p," "g," and "o," one per student (appendix).
WA	• Make a copy of the writing strategy icon for Copy a Word from the teacher's manual (optional).
Day 2	
TE	• Make thematic vocabulary word cards for "muscles" and "skeleton."*
MM	• Create small paper cups with ten bicolored counters in each, one per student.
	• Duplicate Head to Toe Workmat, one per student (appendix).
LL	• Duplicate Hungry Caterpillar sets (appendix).
Day 3	
TE	• Make thematic vocabulary word cards for "stomach" and "digest."*
MM	• Duplicate Shopping Cart Workmat, one per student (appendix).
	• Gather grocery store circulars or magazines with pictures of food.
LL	• Duplicate graphing grids (appendix).
	• Duplicate letter sheets for the letter "c" (appendix).
Day 4	
TE	• Make thematic vocabulary word cards for "breathe" and "lungs."* Gather Hungry Caterpillar Sets (from art lab, day 2) or scarves/colored fabric or paper, one per student, or newspaper, enough for each student to have several pieces.
STaR	
MM	• Sheet of white paper, one per student
	• Small paper cup with ten bicolored counters, one per student
	• Duplicate Count the Body Parts page, one per student (appendix).
Day 5	
TE	• Make thematic vocabulary word cards for "stethoscope."*
Day 6	
TE	• Make thematic vocabulary word cards for "hear" and "noise."*
SS	• Make word wall word cards for "The" and "the."
MM	• Fill small plastic bags with twenty linking cubes each, one bag per partnership.
LL	• Duplicate the Right Number Cards (appendix), five sets.

Day 7

- TE** • Make thematic vocabulary word cards for “sight” and “pair.”*
- STaR** • Duplicate *Too Much Noise* retell cards, one set for every four or five students (appendix).
- MM** • Fill small plastic bags with twelve manipulatives (mixed) each, one per student.
- Duplicate the Pizza Workmat (appendix), one per student.
- LL** • Duplicate the eye chart (appendix).

Day 8

- TE** • Make thematic vocabulary word cards for “smell” and “nostrils.”*
- Prepare two plastic bags for each partnership. Label one bag with the number “1,” and place a cotton ball lightly soaked or scented with vanilla or mint extract or another scent that students will identify as good. Label the other bag with the number “2,” and place a cotton ball soaked with vinegar or another odor that students will identify as bad.
- STaR** • Prepare *Little Red Riding Hood: A Peaceful Adaptation* story pieces by attaching felt or magnetic strips to back.
- MM** • Duplicate and cut apart the How Many Noses? cards (appendix), one set per partnership.
- Fill small plastic bags with ten linking cubes each, one bag per student.
- LL** • Duplicate and cut apart the ABC Bingo cards, one set (appendix).
- Duplicate and cut apart the Number Bingo Cards (appendix). Laminate if possible.
- Fill small plastic bags with ten bicolored counters, one bag per student.

Day 9

- TE** • Make thematic vocabulary word cards for “taste buds” and “saliva.”*
- Make a large drawing of a tongue on chart paper.
- STaR** • Duplicate and cut out *Little Red Riding Hood: A Peaceful Adaptation* sequencing cards, one per student for the writing lab, plus one set for every four or five students (appendix).
- 15-MM** • Before students arrive, remove the Number Recognition Circle 1–5 from the 15-Minute Math bulletin board.
- Duplicate Ice Cream Scoops (appendix).
- Attach the Our-Favorite-Ice-Cream Graph to the bulletin board. Arrange the ice cream scoopers as labels on the graph. (See sample bulletin boards in the *KinderCorner 2nd Edition Plus Teacher’s Manual*.) Prepare the materials for the graph by making copies of the Ice Cream Scoops in the appendix, one for each student. Place the scoops of ice cream in a plastic bag near the bulletin board.
- MM** • Fill plastic bags with Ten-Frame Cards, Dot-Set Recognition Cards, and Number Cards for 1–10, one bag per partnership.

Day 10

- TE** • Make thematic vocabulary word cards for “touch” and “skin.”*
- MM** • Duplicate the 10 Little Fingers Booklet (appendix), one per student. Fold and staple the pages to form booklets.

*Interactive-whiteboard users do not need to prepare this material.

Day 1 | Ready, Set...

Focus

My body is marvelous. My brain controls my body.

Materials	
Greetings, Readings, & Writings	• Sign-in sheets that include students' first and last names for them to copy • Classroom Library Lab: STaR books and other books provided for unit 4, theme-related books about how the human body works, ear and mouth cards • Literacy Lab: Materials for tactile letter activities, such as zipper-closure baggies filled with hair gel, cookie sheets covered in a thin layer of sand, etc., and key cards for "p," "g," and "o" • Math Lab: Linking cubes or counters for making sets of 1–5 • Writing Lab: A variety of writing instruments and paper, students' writing journals • Theme-related puzzles and games • KinderCorner Weekly Record Form for unit 4, week 1
Gathering Circle	• Feelings Thermometer poster or IWB access
Theme Exploration	• Trade book: <i>I Wonder Why I Sleep</i> • Thematic vocabulary word cards for "brain" and "control" or IWB access
Rhyme Time	• KinderCorner 2nd Edition Plus Media and Software flash drive
STaR	• Trade book: <i>Mabela the Clever</i> • Feelings Thermometer poster
15-Minute Math	• No new materials
Snack/Outside/ Gross-Motor Play	• Graham crackers, two large (not broken down) crackers per student • Feelings Thermometer poster
Stepping Stones	• Concepts-of-print book (teacher and student copies): <i>My Brain</i> • KinderCorner 2nd Edition Plus Media and Software flash drive
Math Mysteries	• 6 on a Stick page (appendix), one per student • Crayons • Scissors • Glue • Plastic bags with twelve to fifteen buttons in each bag, one bag per pair

Materials	
Let's Daydream	• “A Circle of Sun,” page 4 of <i>The 20th Century Children's Poetry Treasury</i>
Write Away	• Chart paper and marker or whiteboard for teacher modeling • Pencils • Paper or students' writing journals • <i>Writing Development Feedback Guide</i> • Writing Strategies Bank • am → am
Let's Think About It	• Trade book: <i>From Head to Toe</i> • Feelings Thermometer poster • Read & Respond forms for the week • Home Link animal hand stamp: parrot

Learning Labs

General
• Writing journals or paper and pencils for lab plans • <i>Writing Development Feedback Guide</i>
Dramatic Play Lab Doctor's Office
• Books depicting health care workers • Props to suggest a medical office—e.g., white shirts and/or jackets, scrub suits and caps (or shower caps), empty eyeglass frames, adhesive bandages, cloth bandages, fabric for slings, cotton balls, small crutches, clipboard(s), notepads, pens, pencils, telephone(s), a growth chart, an eye chart, posters on health and nutrition, chairs for a waiting area, empty medicine containers, etc. • A box containing materials for students to make their own props
Blocks Lab Me Tower
• Blocks • Writing materials (on a clipboard or in a file folder if possible) • A bathroom scale (or other item that students can stand on to serve as a pretend scale)
Art Lab Creation Station
• Open-ended materials, such as construction paper, wrapping paper, glue, scissors, paint, paint brushes, an easel, smocks, yarn, sequins, markers, crayons, etc., that students can use to create art pieces

Classroom Library Lab | Free Reading

- Books that support the theme (including STaR books that have not yet been introduced)
- Pamphlets from a doctor's office or medical clinic (preview content for acceptability)
- Ear and mouth cards

Literacy Lab | Play School: Playdough Letters

- Playdough
- /p/, /g/, and /o/ outline pages (appendix)

Math Lab | Puzzle Time

- Puzzles that depict body parts, health care workers, and other theme-related concepts

Computer/Media Lab | Free Exploration

- CD: Hap Palmer's *Getting to Know Myself*, cued to the song "Touch"

Sand/Water Lab | Back in Circulation

- Water table: a meat baster, pumps—e.g., recycled from large detergent or hand cream bottles (appropriate size and level of difficulty for your group)
- Sand table: cups, sifters, shovels

Science Lab | Looking Closely

- Magnifying glasses
- Paper and pencil, tape recorder and blank audiotapes or a digital recording device (optional)

Writing Lab | Free-Choice Writing

- A variety of writing instruments and paper
- Students' writing journals

The blank Peek at the Week form that follows can be used to help you create your own units.

Peek at the Week

Lesson Component	Day 1	Day 2
 Greetings, Readings, & Writings		
 Gathering Circle		
 Theme Exploration		
 Rhyme Time		
 STaR		
 Dramatic Play Lab		
 Blocks Lab		
 Art Lab		
 Classroom Library Lab		
 Literacy Lab		
 Math Lab		
 Computer/Media Lab		
 Sand/Water Lab		
 Science Lab		
 Writing Lab		
 15-Minute Math		
 Snack • Outside • Gross-Motor Play		
 Stepping Stones		
 Math Mysteries		
 Let's Daydream		
 Write Away		
 Let's Think About It		

[illegible]

Chapter 11 | Instructional Materials

Many of the items that you will need to implement KinderCorner are included in the program materials. Others are easily attainable or are part of your regular equipment and supplies. At the beginning of each theme guide, you will find a You Will Need section that lists all the materials needed to teach the unit. This section specifies whether the items are supplied by SFAF or acquired by the teacher. Other items, such as an art easel, are considered to be basic equipment for a kindergarten classroom. A sample You Will Need and the basic-equipment list that outlines the items we assume would be found in most schools are in the teacher's resources section at the end of this chapter.

KinderCorner Kits

The KinderCorner program materials are grouped into kits. Most of the materials are grouped in the kits numbered 1–4, each associated with a group of four units. Kit 1 contains materials needed for units 1–4, kit 2 contains materials needed for units 5–8, and so on.

Because they are printed at a separate location from other SFAF-created materials, the KinderRoots Shared Stories are kitted separately.

The materials that support 15-Minute Math and Math Mysteries are grouped in a math kit. This kit may or may not be purchased by schools using their own math programs, such as a district-mandated curriculum. Some schools that are required to teach a specific math curriculum outside of Success for All purchase the math kit and use the materials and lesson activities, especially for 15-Minute Math routines, to supplement their own programs.

Detailed kit lists are available for your use in the KinderCorner section of the SFA Online Resources.

How the Materials in the Kits Are Used

Trade Books

Trade books, books published by companies outside of the Success for All Foundation, are used for all STaR lessons and occasionally for other components, including Theme Exploration, Math Mysteries, and Let's Think About It.

From time to time, trade books go out of print. When this occurs, new books are found, and the theme guides are updated. The books in a kit always match the lessons in the theme guides that are a part of that kit. If you add classrooms in future years, however, it may be helpful to know that some of the books may differ from those used in classrooms that were already using KinderCorner 2nd Edition.

Books Published by the Success for All Foundation

Concepts-of-Print Books

In units 1–7, students practice handling and reading books daily with concepts-of-print books. The books come in sets of twenty-five student copies and are sent home for students to add to their personal libraries. Replacement books can be ordered for the next school year. Each concepts-of-print book has information for parents on the inside back cover which tells the focus skill taught in class with the book and also clarifies that their children might be just memorizing the books, which is a first step in learning to read.

Some of the books are accompanied by a larger teacher version of the story. These books were used in KinderCorner 1st Edition and are illustrated with photographs. Three new stories, written for KinderCorner 2nd Edition (*My Brain, My Pumpkin*, and *Healthy Foods*) also come with teacher editions. Seasoned Success for All schools will recognize the revival of a few favorite titles, formerly known as Eager to Read Books, which were used in our Early Learning program. These books are illustrated with drawings—now in full color—of a set of characters called the Kinderfriends and come only in student versions.

A list of concepts-of-print book titles and the skills focused on with each book is in the teacher's resources section at the end of chapter 4: Developing Literacy Skills.

KinderRoots Shared Stories

Beginning in the second week of unit 7, students will shift from reading concepts-of-print books to formal reading instruction that occurs with KinderRoots Shared Stories. KinderRoots Shared Stories have a focus sound (found on the back of the book) that is parallel to the Shared Story with the matching number in Reading Roots, our first-grade reading curriculum. KinderRoots Shared Stories have less student text on a page printed in a larger font than Reading Roots Shared Stories. Each book is also numbered. The first book is #4. This is because, when the series was first developed, books #1–3 developed beginning concepts-of-print skills. The concepts-of-print books, which were developed later, eliminate the need for these earlier titles.

KinderRoots Shared Stories come in sets of twenty-five student books. The books are sent home for students to read at home and keep. There is also a teacher version for each Shared Story. The teacher version is slightly larger and more durable than the student books and contains additional questions that can be asked to ensure comprehension during the lessons.

SFA Big Books

Many Theme Exploration lessons in units 8–16 are supported by big books published by the Success for All Foundation. The books come in a large format that is useful for whole-group lessons. Because the books are used for teaching thematic content and not concepts-of-print, only a teacher version is provided.

Although we capitalize the "c" in KinderCorner and the "r" in KinderRoots, the word "Kinderfriends" is written with a lowercase "f" to alleviate confusion for beginning readers, who will receive their first concepts-of-print book *We Are the Kinderfriends* in unit 1.

Media Resources

KinderCorner 2nd Edition Plus Media and Software Flash Drive

The interactive-whiteboard software will be sent on an external flash drive. You will be able to access the interactive-whiteboard software through this flash drive. The software can be run on an interactive whiteboard or simply run on a computer and projected onto a screen.

All the videos that support classroom instruction are embedded in the interactive-whiteboard pages. They may also be accessed independently via the Media Only menu on the flash drive. See the *KinderCorner 2nd Edition Plus Software User's Guide* for additional information.

Home Link

Home Link shows are accessed online by visiting <https://vimeo.com/channels/kchomelink>.

Commercial CDs

In the KinderCorner 2nd Edition kits, you will also receive several commercial CDs that contain songs and stories that are used in many lessons.

Card Sets

KinderCorner 2nd Edition Phonics Picture Cards

The phonics picture cards box includes the mnemonic key cards for each letter of the alphabet plus “sh,” “ch,” “ee,” “ng,” and “ea.” It also contains pictures that go with each letter, or letter combination, and a card that illustrates the uppercase and lowercase forms of each letter. These materials support Stepping Stones and KinderRoots lessons.

KinderCorner Activity Cards

The activity cards come in two boxes, one to support units 1–7 and another for units 8–16, and are used from time to time for different components, usually Theme Exploration, Math Mysteries, or Let's Think About It. The purpose of the cards varies according to the lesson. Example purposes include card pairs that picture rhyming words or a set of cards that illustrates the steps to make applesauce.

KinderCorner Rhyme Time Cards

The teacher receives a set of cards that contain the words to the rhymes and chants used in KinderCorner. Although the words are printed in the theme guide when each rhyme or chant is used in Rhyme Time lessons, the cards are useful for transitions or outside play.

KinderRoots Word Cards

The teacher receives a set of Green Word and Red Word cards to use during KinderRoots lessons. The words are printed with black ink on green or red cardstock to help students remember the correct strategy to use when reading the word. We teach students that green means “go.” You can go ahead and sound out Green Words because you know all the letters and sounds. Red means “stop.” You must stop and think about the word and ask for help if you can’t remember it.

Other Cards

Ear and mouth cards: The ear and mouth cards are used to help students track whose turn it is to speak and whose turn it is to listen as they learn to share their ideas in partnerships.

Letter-blending deck: A deck of letter-blending cards are used to demonstrate sound blending and segmenting. The cards are ideally sized for use in a pocket chart. Multiple copies of each letter are included. The uppercase form of each letter is printed on one side, and the lowercase form is printed on the other side.

Individually wrapped card sets: The teacher will receive some storytelling card sets to show illustrations while reading a story on the back of each card. Examples include *Eric Calls for Help*, used in unit 11, and *The Sun and the North Wind* from unit 8. There are also a few other card sets, including a set of Nutrition Lotto cards that are used for active instruction and later in the lab as a game.

Alphabet strips: A set of card strips that display the mnemonic pictures that accompany the twenty-six letters of the alphabet is included in the general kit. These may be taped to student tables or displayed in other parts of the classroom for reference. The strips are not directly used in the lessons.

Puppets

Three puppets come with the KinderCorner 2nd Edition materials: KinderRoo, the program mascot, her son Joey, and their friend, Alex the Ape. The puppets are used in various components, most commonly during Gathering Circle, Theme Exploration, and Stepping Stones.

Students will also get to know the characters Alphie, Monster, Bette, and Cami from many of the videos used in KinderCorner. They will meet the Alphie, Bette, and Cami puppets in Reading Roots when they enter the first grade.

Posters

Many KinderCorner lessons are supported with visuals printed on posters. Some will hang in your classroom all year. Those include the Arrival Activities poster that guides students on what to do as they enter the classroom each morning and the Science Steps poster that should be hung in the science lab. Poster visuals used for specific lessons will be displayed on the interactive whiteboard, but all teachers will receive the paper posters also.

Read & Respond Bookmarks

Read & Respond bookmarks are provided. These may be reordered each year, or teachers can make their own by downloading and printing a blackline master from the online resources.

Stepping Stones Partner Practice Booklets

In units 3–7, students work with partners to practice reading and writing sounds and words using consumable practice booklets. Once KinderRoots begins in the second week of unit 7, their partner practice materials are printed on the inside front and back covers of the Shared Stories, and additional booklets are no longer necessary.

Miscellaneous Items

Cool Kid Certificates

Colorful certificates help teachers to recognize and celebrate the accomplishments of the Cool Kids each week.

Transparent Color Counting Chips

Plastic chips are provided that can be placed in KinderRoo the puppet's pouch when pocket points are earned. Teachers may use different counters for this purpose if they prefer.

Flannelboard Sets

Some lessons are supported with flannelboard sets produced by the Success for All Foundation. These include *Little Red Riding Hood*, used in unit 4, and *The Tortoise and the Hare* in unit 7.

Teacher-Acquired Materials

Teachers must acquire some items, such as food, yarn, or cotton balls. These items are listed in the Teacher Acquired section of You Will Need in the front matter of each theme guide. A sample You Will Need section may be found in the teacher's resources section at the end of chapter 10: Getting Started.

Teacher’s Resources—Instructional Materials

- 1. Sample You Will Need Section from Unit 4 335
- 2. Kindergarten Environment Basic Equipment List..... 340

Sample You Will Need Section from Unit 4

You Will Need

Supplied by SFAF:

Books	STaR
	<i>Mabela the Clever</i> by Margaret Read MacDonald <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Too Much Noise</i> by Ann McGovern
	Concepts of Print
	<i>My Brain</i> by Sally Francis Anderson (SFAF) teacher and student copies <i>Checkup</i> by Barbara Wasik (SFAF) student copies <i>A Nature Walk</i> by Barbara Wasik (SFAF) student copies <i>What Smells?</i> by Barbara Wasik (SFAF) student copies
	Theme Exploration
	<i>I Wonder Why I Sleep</i> by Brigid Avison <i>From Head to Toe</i> by Eric Carle
	Other
	<i>The 20th Century Children's Poetry Treasury</i> by Jack Prelutsky
Media	
	KinderCorner 2nd Edition Plus Media and Software flash drive (SFAF) KinderCorner 2nd Edition Plus Home Link show for unit 4 <i>Getting to Know Myself</i> by Hap Palmer
Cards/Card Sets	KinderCorner Phonics Picture Cards
	Key cards: "a," "b," "c," "d," "f," "g," "i," "k," "l," "m," "n," "o," "p," "r," "s," "u"* Upper and Lowercase Letter Cards: "Bb," "Cc," "Ff," "Kk," "Rr," and "Uu"* Picture cards: balloon, bike, bus, cake, car, cup, fan, feather, fork, key, king, kite, ribbon, rope, rug, umbrella, undershirt, up*
	KinderCorner Activity Cards
	Rhyming Pair Picture Cards: cat, mouse, teddy bear, fly, frog, dog (unit 8)
	KinderCorner Rhyme Cards
	"Head and Shoulders, Baby" rhyme card "Strut, Miss Mary" rhyme card
	Other
	Ear and mouth cards Letter-Blending deck: "a," "b," "c," "d," "f," "g," "i," "k," "n," "o," "p," "r," "s," "t," "u"*

Posters		
	Feelings Thermometer poster*	
Math Kit Items		
	Bear counters Dot Set Recognition Cards 1–10, one set for the teacher and one set per pair Number cards for 1–10, one set per pair Graphing Mat	Ten-frame cards 1–10 Transparent spinner Our-Favorite-Ice-Cream graph Ice Cream Scoopers sheet Number Recognition Circle 6–10
Other SFAF Items		
	Cool Kid certificates KinderCorner Weekly Record Forms for unit 4, weeks 1 and 2 (generate with data tools) <i>Little Red Riding Hood</i> flannelboard set Puppets: KinderRoo, Joey, and Alex Partner Practice Booklets—unit 4 Read & Respond bookmarks Transparent color counting chips (for pocket points) <i>Writing Development Feedback Guide (KinderCorner 2nd Edition Plus Teacher's Manual)</i> Home Link animal hand stamps and ink pad	

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

Teacher Acquired:

Food		
	Graham crackers, two large per student (not broken)	Fruit yogurt, two different flavors
	English muffins, one per student	Sugar or something sweet
	Spread (hummus, cream cheese, butter)	Salt or something salty
	Olives with pimentos or carrot sticks	Unsweetened chocolate or something bitter
	Slices of red or green pepper	Lemon or something sour
	Carrot sticks	Vanilla
	Bell pepper wedges, red, yellow, green (optional)	Vinegar
Office/Craft Supplies		
	Cotton balls, at least five per student	Stapler
	Homework folders, one per student	Paper (craft), large enough to trace each student's body
	Index cards, one per student	Yarn
	Hole punch	
	Tape	
General		
	Props for medical office	Water pitcher
	Pamphlets from doctor's office or clinic	Ice
	Water-play accessories: meat baster, pumps (from detergent or hand lotion bottles), liquid soap	Scented markers
	Balloons, at least one per student	Beads, variety of colors
	Magazines, store circulars	Bags, two opaque
	Tray (or box lid)	Shaving cream
	Cloth (large enough to cover tray or box lid)	Food coloring
	Bells, sticks, other sound-making instruments	Bowl or empty egg cartons
	Boxes or canisters (oatmeal)	Stirring implements
	String	Yarn
	Mirrors, small, several	Beanbags and target
	Spoon, large, wooden or plastic	Felt or magnetic board
		Pattern blocks
Optional Items		
	Bathroom scale	
	Objects for /c/ (cat, cap, cup, or other common /c/ objects), /k/ (kitten, kite, key, or other common /k/ objects), /r/ (ring, ribbon, or other common /r/ objects), /b/ (ball, button, box, or other common /b/ objects), /f/ (fan, football, or other common /f/ objects)	
	Stethoscope (real or toy)	

To Be Prepared:

Day 1	
GRW	• Create sign-in sheets with students' first and last names, one for each day.
TE	• Make thematic vocabulary word cards for "brain" and "control."*
MM	• Duplicate 6 on a Stick sheet, one per student (appendix).
	• Fill plastic bags with twelve to fifteen buttons each.
LTAI	• Duplicate theme-introduction letter for unit 4, one per student (appendix).
LL	• Duplicate letter sheets for "p," "g," and "o," one per student (appendix).
WA	• Make a copy of the writing strategy icon for Copy a Word from the teacher's manual (optional).
Day 2	
TE	• Make thematic vocabulary word cards for "muscles" and "skeleton."*
MM	• Create small paper cups with ten bicolored counters in each, one per student.
	• Duplicate Head to Toe Workmat, one per student (appendix).
LL	• Duplicate Hungry Caterpillar sets (appendix).
Day 3	
TE	• Make thematic vocabulary word cards for "stomach" and "digest."*
MM	• Duplicate Shopping Cart Workmat, one per student (appendix).
	• Gather grocery store circulars or magazines with pictures of food.
LL	• Duplicate graphing grids (appendix).
	• Duplicate letter sheets for the letter "c" (appendix).
Day 4	
TE	• Make thematic vocabulary word cards for "breathe" and "lungs."* Gather Hungry Caterpillar Sets (from art lab, day 2) or scarves/colored fabric or paper, one per student, or newspaper, enough for each student to have several pieces.
STaR	
MM	• Sheet of white paper, one per student
	• Small paper cup with ten bicolored counters, one per student
	• Duplicate Count the Body Parts page, one per student (appendix).
Day 5	
TE	• Make thematic vocabulary word cards for "stethoscope."*
Day 6	
TE	• Make thematic vocabulary word cards for "hear" and "noise."*
SS	• Make word wall word cards for "The" and "the."
MM	• Fill small plastic bags with twenty linking cubes each, one bag per partnership.
LL	• Duplicate the Right Number Cards (appendix), five sets.

Day 7

- TE** • Make thematic vocabulary word cards for “sight” and “pair.”*
- STaR** • Duplicate *Too Much Noise* retell cards, one set for every four or five students (appendix).
- MM** • Fill small plastic bags with twelve manipulatives (mixed) each, one per student.
- LL** • Duplicate the Pizza Workmat (appendix), one per student.

Day 8

- TE** • Make thematic vocabulary word cards for “smell” and “nostrils.”*
- STaR** • Prepare two plastic bags for each partnership. Label one bag with the number “1,” and place a cotton ball lightly soaked or scented with vanilla or mint extract or another scent that students will identify as good. Label the other bag with the number “2,” and place a cotton ball soaked with vinegar or another odor that students will identify as bad.
- MM** • Prepare *Little Red Riding Hood: A Peaceful Adaptation* story pieces by attaching felt or magnetic strips to back.
- LL** • Duplicate and cut apart the How Many Noses? cards (appendix), one set per partnership.
- Fill small plastic bags with ten linking cubes each, one bag per student.
- Duplicate and cut apart the ABC Bingo cards, one set (appendix).
- Duplicate and cut apart the Number Bingo Cards (appendix). Laminate if possible.
- Fill small plastic bags with ten bicolored counters, one bag per student.

Day 9

- TE** • Make thematic vocabulary word cards for “taste buds” and “saliva.”*
- STaR** • Make a large drawing of a tongue on chart paper.
- 15-MM** • Duplicate and cut out *Little Red Riding Hood: A Peaceful Adaptation* sequencing cards, one per student for the writing lab, plus one set for every four or five students (appendix).
- MM** • Before students arrive, remove the Number Recognition Circle 1–5 from the 15-Minute Math bulletin board.
- Duplicate Ice Cream Scoops (appendix).
- Attach the Our-Favorite-Ice-Cream Graph to the bulletin board. Arrange the ice cream scoopers as labels on the graph. (See sample bulletin boards in the *KinderCorner 2nd Edition Plus Teacher's Manual*.) Prepare the materials for the graph by making copies of the Ice Cream Scoops in the appendix, one for each student. Place the scoops of ice cream in a plastic bag near the bulletin board.
- Fill plastic bags with Ten-Frame Cards, Dot-Set Recognition Cards, and Number Cards for 1–10, one bag per partnership.

Day 10

- TE** • Make thematic vocabulary word cards for “touch” and “skin.”*
- MM** • Duplicate the 10 Little Fingers Booklet (appendix), one per student. Fold and staple the pages to form booklets.

*Interactive-whiteboard users do not need to prepare this material.

Kindergarten Environment Basic Equipment List

Furniture

Carpeted area
 Containers (clear) for manipulatives, art supplies, etc.
 Cubby units
 Easel (teacher's) for Big Books, Daily Message, chart paper, etc.
 Globe on stand
 Flannelboard
 Storage shelves (low) for art supplies, manipulatives, blocks, and accessories
 Whiteboard or chalkboard (large)
 Work tables and chairs (child size)

Art Lab

Art tissue (20" × 30" sheets)
 Cardboard or heavyweight paper
 Chalk (assorted colors and white)
 Chalkboards (small, one per student)
 Clay (potters) (6.5 lbs.)
 Clay/playdough accessories—e.g., hammers, rolling pins, sculpting tools, pizza cutters
 Cookie cutters in geometric shapes, etc.
 Collage materials—e.g., buttons (min. 150), wallpaper, fabric scraps, lace, feathers, gift-wrapping paper, greeting cards, catalogs, sequins, packing pieces, ribbons, shells
 Construction paper (assorted sizes and colors, including skin tones)
 Containers for paints
 Crayons (assorted colors, including skin tones)
 Easels for children
 Felt (assorted sizes and colors)
 Glue (white)
 Gluesticks
 Markers (large assortment)
 Paint (tempera liquid, watercolor, and fingerpaint—variety of colors, including skin tones)
 Paintbrushes (long easel, “chubby,” and watercolor)
 Paper (art) (assorted sizes and types—e.g., drawing, fingerpaint, easel)
 Paper (brown and white, butcher, bulletin board)
 Paste
 Pencils (colored)

Playdough (ready-made and homemade, large quantities)
 Pipe cleaners (1,000-stem pkg.)
 Recycled items—e.g., margarine tubs, cartons, plastic bottles, cans, boxes, toilet paper rolls, catalogs, magazines
 Scissors (high-quality children's)
 Smocks/paint shirts
 Sponge rollers/brayers
 Yarn (assorted colors)

Blocks Lab

Block-play accessories including vehicles, people, zoo and farm animals, furniture, etc.
 Blocks (large hollow cardboard, approx. 20–30 pieces)
 Blocks (wooden unit; preschool set, approx. 150 in 16–20 shapes)
 Traffic signs (set of 8–12)

Dramatic Play Lab

Cash register with numbers and play money
 Cleaning equipment—e.g., broom, dustpan, mop
 Clothes for dress-up—e.g., pajamas, fancy, community helpers, seasonal
 Doll clothes (same variety as children's dress-up clothes)
 Dollhouse
 Dolls (family set for dollhouse)
 Dolls (multiethnic, plastic)
 Food containers (empty)
 Foods (multiethnic, assorted, plastic, at least five samples from each food group—e.g., dairy, vegetable, fruit, meat/fish, grains, oils/sugars)
 Hats (assorted types)
 Home-center accessories—e.g., doll beds, cradle, highchair
 Home-center appliances—e.g., sink, stove, refrigerator, cabinet/hutch, iron and ironing board
 Home-center room setups for living room, kitchen, bedroom
 Kitchen/bath supplies (pots and pans, small aluminum pie tins, place settings, washcloths, towels, plastic measuring spoons, cups)

Medical kit and other medical props
 Mirror (full length, unbreakable)
 Mirrors (small, hand-held, unbreakable)
 Miscellaneous clothing and accessories—e.g.,
 scarves, shoes, bags, jewelry
 Miscellaneous props—e.g., fabrics, vases,
 artificial flowers, pictures
 Placemats (set of four)
 Puppets (people and animals)
 Shopping cart
 Steering wheel (automobile)
 Stuffed animals (washable)
 Table (round) and four chairs
 Tablecloth
 Telephone books
 Telephones (recycled, cords removed)
 Utensils—e.g., eggbeater, tongs
 Wooden carriage/cart

Language and Literacy

Alphabet beaded cards (upper- and
 lowercase)
 Alphabet puzzle
 Baskets or bins for organizing materials
 Book-display rack
 Bookshelves
 Books and other printed materials
 (variety—e.g., informational, alphabet,
 wordless, picture, concept, story)
 Chart paper
 Children's books (starter library)
 Date stamp(s)
 Folders with two pockets (one or two
 per child and one for teacher for
 journal writing)
 Glue
 Hole punch(es)
 Index cards (3" × 5" and 5" × 7")
 Leaves (paper leaf shapes on which to write
 Story Tree book titles)
 Magnetic boards (three per classroom)
 Magnetic letters (upper- and lowercase)
 Mailboxes
 Menus, notepads, recipe cards, cookbooks,
 index cards, recycled greeting cards,
 calendars, etc.
 Paper (variety—e.g., lined and unlined memo
 pads and legal pads, copy books, drawing
 and construction paper, index cards,
 stationery, envelopes)
 Periodicals—e.g., catalogs, advertising
 circulars, magazines, newsletters
 Pocket chart (34" × 52", 10 rows of pockets)

Sand-writing trays (shallow trays with sand)
 Sentence strips
 Sign-in sheets (one per day—lined sheets
 with students' names written in title case;
 first names initially, and later first and
 last names)
 Speaking Stone (smooth, size of a
 child's palm)
 Stamp pads
 Stampers (letter)
 Stapler, staples, and paper fasteners
 Stencils for letters and miscellaneous shapes
 "Stepping Stones" (26 laminated, paper
 "stone" shapes with lowercase letters on
 them to be affixed to the floor)
 Stickers and stamps (variety)
 Story Tree (real plant or commercial or
 teacher-made paper)
 Tape
 Writing boards—e.g., chalkboards, pads of
 unlined writing paper, or white boards
 (one per student)
 Writing implements—e.g., pens, pencils
 (regular and colored), crayons, chalk,
 and markers (broad, fine point, variety
 of colors)
 Yarn

Outside/Gross-Motor Play

Beach balls (two or three)
 Beanbags and targets
 Hoops (24", one per child)
 Playground balls (set of six)
 Wheeled toys (heavy duty)—e.g., tricycles,
 trailers, wagons
 Manipulatives Lab/Math
 Attribute blocks (optional but recommended)
 Beads (colored wooden or plastic)
 Blocks (50 pieces, bristle)
 Board games
 Bowls, trays, or mats for sorting
 Buttons (1 pound)
 Clothespins (squeeze) and clothesline
 Collections of items—e.g., bottle caps,
 buttons, feathers, leaves, nuts and bolts
 Counters, sorters (80–100)
 Counters (bicolored, 2 pkgs. of 200)
 Dice (standard, 36 pieces)
 Graphing mat
 Interlocking construction sets—e.g., bricks,
 stars, gears (220+ pieces)
 Lacing cards and laces
 Linking cubes (1,000 pieces)

Number cubes (numerals 1–6, 16 pieces)
 Pattern blocks (1,000 pieces)
 Puzzle rack
 Puzzles (assorted types and levels—e.g.,
 floor, tabletop, cardboard interlocking—
 including thematic puzzles depicting
 various professions)

Media

Audiotape recorder/player
 Audiotapes (blank)
 Audiotapes/CDs of some class-library
 storybooks
 Audiotapes/CDs (assorted music styles)
 CD player
 Headphones (4–36 pairs)
 Rhythm band set (20–30 pieces)
 Rhythm sticks (one pair per child)

Sand/Water Lab

Sand
 Sand-play accessories—e.g., shovels, rakes,
 molds, sifter/wheels
 Sand/Water table with top
 Small plastic trucks, cars, airplanes
 Smocks (plastic)
 Waterplay accessories—e.g., sailboats and
 other boats, pump, measuring cups,
 measuring spoons, water wheel, basters,
 funnels, buckets, scoops, plastic jars and
 bottles (assorted sizes and shapes)

Science Lab

Balance scale (rocker scale, one or two)
 Color paddles
 Feathers (large quill)
 Magnetic items
 Magnets (large, minimum of 2)
 Magnets (small, minimum of 6)
 Magnifying glasses (high-quality,
 minimum of 3)

Natural materials—e.g., leaves, feathers,
 weeds, seeds and
 seed pods, acorns, pine cones, twigs, fresh
 and dried
 flowers, seashells
 Packets of seeds—e.g., carrots, marigolds,
 beans
 Potting soil
 Prisms
 Thermometer (child-safe, outdoor bulb type)

Teacher Materials

Bags (100 paper, lunch size)
 Bags (plastic, resealable, sandwich and
 gallon size, 100 each type)
 Cooking capacity—e.g., oven, hot plate,
 electric frying pan, slow cooker,
 toaster oven
 Cooking utensils—e.g., pots, pans, mixing
 spoons, knives, cutting board, potholders,
 spatula, colander, bowls
 Cups (paper, 250)
 Eggbeater (one or two)
 Envelopes (100 letter size)
 Flour (white) for playdough
 Jobs Chart
 Measuring cups and spoons
 Food coloring (vegetable dye, set of four) for
 playdough
 Paper clips
 Plates (paper)
 Salt for playdough
 Self-stick notes
 Soap (mild liquid)
 Sponges
 Tape (masking) (optional: colored, frosted)
 Towels (paper)
 Vegetable oil (for playdough)
 Utensils (plastic knives, forks, and spoons)
 Waxed paper

Significant savings can be realized by comparison shopping; utilizing local discount stores for appropriate items; supplementing materials with recyclables from the families and community; and, most significantly, negotiating discounts with local representatives.

Chapter 12 | Professional Development and Support

Professional development and support are important elements in KinderCorner. Both help to ensure that teachers and school leaders have a shared understanding about the goals and procedures for each part of the program.

Professional development begins with a workshop called the overview, a one-day workshop led by a coach from the Success for All Foundation. The entire staff of the school participates to gain an overall understanding of the Success for All program. This is followed by two-day workshops called program introductions. The program introduction for KinderCorner prepares kindergarten teachers, paraprofessionals, and school leaders to begin the initial implementation of the program once school begins.

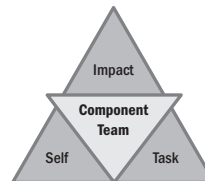
Teachers then work with the Success for All facilitator, their SFAF coach, and one another to prepare for the school year and to begin teaching. Each of these sources of support plays an integral role in providing continued professional development as each teacher's understanding and experience with KinderCorner increases throughout the year.

Your school may already have established grade-level meetings or be planning for KinderCorner teachers to meet regularly to share their experiences and problem solve together. These meetings initially serve as useful forums for start-up self and task topics, and over time, they develop into mature professional learning communities for continuous improvement and lasting impact.

This section will introduce you to some of the necessary collaboration of component team meetings and will provide information on another valuable resource for KinderCorner teachers—KinderCorner 2nd Edition Plus online resources.

Getting Started: Teacher Component Teams in SFA Schools

KinderCorner teachers have a lot to do and think about when getting started with implementation at the beginning of the year. Even at this beginning stage, there are three levels of concern for members of the school community to address when supporting one another.



1. **Self:** How well can I do this? Do I want to? How much will this change my job? Who is going to help me figure this out?
2. **Task:** There is so much to do! Do I have all the materials I need? How do the parts of the lesson fit together? What can my students already do? What do they have to learn that is new and different? Can they handle cooperative learning? How can we meet the timing goals and pacing expectations?
3. **Impact:** How are students progressing? What difference is this making for struggling students? Are we meeting our instructional targets and school goals? What's working? How can we get even better? What do we teachers need to learn so our students learn to read better?

Professional Development

Successful implementation of KinderCorner 2nd Edition Plus is a schoolwide effort and depends on teacher collaboration through professional component team meetings. Attention to classroom start-up and use of the curriculum and materials must be integrated with peer support and group commitment.

SFAF materials and resources, including telephone and onsite time with your SFAF point coach, are designed to support your school's implementation and ongoing learning through component teams.

The most successful schools and teachers do more than have meetings or solve immediate problems together; they organize themselves and their resources to make a lasting impact through professional component teams. As you become more familiar with KinderCorner 2nd Edition Plus, your focus will shift from logistics and lesson structure to student progress. Your component team will become more goal and data driven, and student outcomes and data will dictate the topics for further teacher discussion and study.

Success Network

Component teams are an important part of a school's Success Network, ensuring that every teacher participates in ongoing data review, problem solving, and continuous improvement.

Setting Up Component Teams

The first step in building a component team is committing to time to work together. Setting a meeting schedule is essential. Your school may have already established grade-level meetings or be planning for KinderCorner 2nd Edition Plus teachers to meet regularly to share their experiences and problem solve together.

Someone should be designated to schedule and organize ongoing component team meetings. Any team member may lead a component team meeting. In fact, we recommend that a system be established for rotating this meeting-leader role.

The ideal group size for a component team meeting is five to seven (no more than ten) members to allow for maximum participation. Except in very large schools, most schools do not have that many kindergarten teachers. If your school also uses the Curiosity Corner preschool program, teachers using that program and those using KinderCorner may be able to combine for some meeting topics. Other topics will apply only to kindergarten teachers. You may also find times when it is appropriate to meet with the first-grade-level Reading Roots teachers.

Meetings should last at least thirty minutes; an hour is better for more in-depth sharing and discussion. Meetings should occur as often as twice a month if possible. The more you can collaborate, the more quickly and effectively your students will benefit from the KinderCorner program.

Participants should come prepared and ready to discuss topics, video segments, or data they have collected.

Networking and addressing questions is an important part of initial support for the KinderCorner component. KinderCorner teachers are often initially concerned about start-up questions and issues related to organizing their schedules, pacing, gathering materials, using cooperative learning, communicating with parents, preparing for substitute teachers, helping students who are new to the formal school environment to adjust, and understanding how to implement each of the instructional components.

The most appropriate topics for component team meetings are those that affect most of the teachers and their students. An agenda organizes the topic discussion to focus on examples with evidence and goal setting. If logistical or housekeeping items cannot be addressed outside of component team meetings, limit their time on the agenda.

Agenda and Process for Component Teams

The suggested agenda for any topic has five sections:

- **Bring It Back** is a brief time for reporting progress and results since the previous meeting;
- **Bring It On** is for introducing the new topic or provides a new focus for a continuing topic;
- **Work It Out** is for planning or focused problem solving related to the topic;
- **Get It Done** focuses the team on their goal and actions based on the Work It Out discussion; and
- **Bring It Up Next** is a brief time to agree on the new or continuing topic for the next meeting.

Participate in the SFAF online resources webinar Component Team Meetings, or review the recording to better understand this suggested agenda format.

At times, the component team will devote several meetings to sharing and discussing data that is based on targets—students' skills and progress in response to specific goals and instructional strategies. Teams set their own pace for covering the goals; the point is to use the component team meetings, as needed, to support student achievement.

Sample agendas for various topics are provided in the teacher's resources section at the end of this chapter.

Facilitating Component Teams

Maintain the focus on defining clear goals and bringing back artifacts and data as evidence of progress.

Meeting leaders should read and plan how to best use the sample agendas and show preview videos and recorded webinars.

The component team may create their own agenda topics or adapt the sample topics to the school's needs.

For any selected topic, the meeting leader may assign others to read aloud, call on individuals to share ideas and data, use some of or all the discussion questions provided, or extend the conversation related to the agenda.

Videos are available for some of the meeting topics. For others, recorded webinars or tutorials are available online. Live webinars may be available to your school; if the component teams are not able to schedule their meetings to coincide with the webinar schedule, one or two teachers might be designated to participate and then share their experience with the whole component team.

If meeting time is limited for longer agendas with videos or recorded tutorials/webinars, consider asking the teachers to view these resources on their own before the meeting. If a topic continues beyond one meeting, video viewing may also be split.

The meeting leader also makes notes about the meeting. Meeting notes should be shared with the SFAF coach.

See the teacher resources section at the end of this chapter for a list of sample topics.

Ongoing learning and continuous improvement are the goals of teachers who are determined to improve their practice by setting high expectations and holding one another accountable. Common attributes of high-performing component teams include:

- a relentless, systemic focus on student achievement;
- ongoing, collaborative analysis and evaluation of data at the classroom and school levels;
- a group commitment to goal setting and monitoring results;
- professional support through peer observations and feedback, reporting concerns, and sharing results; and
- dependable routines for establishing rotating roles and responsibilities that address meeting topics, the meeting schedule, agendas, record keeping, and the meaningful participation of all team members.

Resources for Component Teams

Component Team Meeting Agendas

The teacher's resources section of this chapter contains sample agendas for KinderCorner topics that are commonly requested by teachers and schools. Video clips for many of the first-year topics are available on KinderCorner 2nd Edition Plus online resources website.

Online Resources

Live or recorded webinars and tutorials are available through the KinderCorner 2nd Edition Plus online resources to support some of these sample agendas.

The online resources website for KinderCorner 2nd Edition Plus features information and updates about instruction, lessons and materials, data tools and classroom reports, professional-development resources, and links to other programs and resources. Teachers and school leaders use this site to stay current, find answers to common questions, and consider next steps for refining their implementation. Many documents are available for download. Go to <https://resources.successforall.org>, and click on Powerful Instruction to quickly find KinderCorner 2nd Edition Plus. For help, please contact the Member Center Help Desk at (800) 548-4998, ext. 2563.

Also plan to participate in online professional-development opportunities for KinderCorner teachers that are available through the KinderCorner 2nd Edition Plus online resources website at <https://resources.successforall.org>.

The Snapshot

Photo snapshots provide a picture for the moment. The Success for All Snapshot is a tool that also provides a picture of the school and classrooms for the moment. It offers an image of success and creates a picture of what is possible for a school to accomplish. The Snapshot can build a sense of urgency and suggest a need for action. Schools use it as a tool to celebrate success, highlight progress and change, and focus on a different way of looking at something familiar.

Ideally, SFA coaches and school leaders work together to rate the objectives in schoolwide structures, instructional processes, and student engagement. Ratings may be based on observation, discussion, classroom samples, and other artifacts. The SFA Snapshot is maintained on the Member Center. Paper versions are also available.

Snapshot Objectives for Instructional Process and Student Engagement

The snapshot also serves as a self-reflection tool for teachers. The objectives for instructional process and student engagement will be of most interest and use to the KinderCorner teachers and component team.

SFA uses a particular instructional process. This section reflects the most powerful processes that are often the same across instructional components and should be consistently monitored for quality. In consideration of developmental appropriateness, fewer objectives apply to KinderCorner. These objectives define expectations for teachers and are directly related to student outcomes.

- **Student engagement:** The purpose of SFA instructional processes is to empower student learning. Students must be engaged in learning to achieve success. In SFA programs, active student participation through high-quality cooperative learning is essential to high performance. Student engagement in KinderCorner is also essential to oral-language development.
- Generally, it is not expected that all objectives in these sections will be rated. Schools may focus on objectives that will have the most impact on student achievement, so there is a column for marking an area of focus with a check mark (P). Occasionally, it is decided to begin the year with a baseline rating of all objectives, but most of the time, it is important to monitor only the items that relate most to areas of concern, targets, root causes, and interventions.
- Scoring of the instructional-process objectives is designed to be rigorous and uses the following ratings:
 - P** = Power Schoolwide—Objective is verified for 95% of teachers.
 - M** = Mastery—Objective is verified for 80% of teachers.
 - S** = Significant Use—Objective is verified for 40% of teachers.
 - L** = Learning—Staff members are working toward verification of this objective.

The ratings may be verified by observation or artifacts such as team score sheets, facilitator observation records, videos, audio records, transcripts of instruction, or teacher records of student responses. Objectives are left blank if documentation is not yet available.

A copy of the Success for All Snapshot can be found in the teacher's resources section at the end of this chapter.

KinderCorner Reporting and Planning Guide

The KinderCorner Reporting and Planning Guide is part of a group of documents made available to all component teams and schoolwide Solutions teams. The KinderCorner component team uses this tool to:

- collect and report data related to KinderCorner students' progress;
- set goals or targets that will improve student achievement based on concerns and root causes;
- plan and evaluate interventions and actions that support total achievement; and
- prepare team and committee reports to share with the Success Network at the quarterly data-review meeting.

School leaders work with the component team to identify the goals and data to be monitored by KinderCorner teachers and the Success for All facilitator. The document is maintained and stored by the facilitator or other designated component team leader.

The information tracked in the KinderCorner Reporting and Planning Guide includes dates, targets, actions, and results along with data about overall student progress. Mastery levels are also represented on the Grade Summary Form. Some of the information may be related to data on the Snapshot.

These documents are accessible through the Member Center. The Microsoft Word or spreadsheet versions of these documents can be downloaded through the online resources. Go to <https://resources.successforall.org>, and follow this path: Leadership for Continuous Improvement → Data Tools and Reports → School and District Level Reports Reports → Leading for Success Teams Reporting and Planning Guides → Leading for Success Teams page.

Teacher’s Resources—Professional Development and Support

- 1. Sample Agendas and Online Topics for Component Teams 351
- 2. Success for All Status Report. 391
- 3. The Snapshot (Success for All Data Summary). 392
- 4. Snapshot Objectives for Curiosity Corner/KinderCorner. 395
- 5. KinderCorner Team Reporting and Planning Guide 396

Sample Agendas and Online Topics for Component Teams

Sample topics and agendas are suggested to help guide discussion and further learning during the first year of implementation.

Essential Topics for the First Grading Period	Webinars and Tutorials
	Component Team Meetings
Pocket Points and the Feedback Loop	Using Pocket Points to Reinforce Student Learning
Supporting Use of Elaborated Language	Teaching Strategies that Support Oral-Language Development
Monitoring Students with the Weekly Record Form	Getting Started with Data Tools for KinderCorner 2nd Edition
Understanding Assessment	Administering and Scoring the SOLO
	Observing Student Demonstration of Unit Objectives
	Using the Oral-Language Scoring Rubric
Pacing Instruction and Lesson Activities	Managing Pacing Issues in KinderCorner
Data-Based Component Team Planning	Setting Targets

Essential Topics for Grading Period/End of Year	Webinars and Tutorials
Grading-Period Review—Classroom Assessment Summary	Determining KinderCorner Mastery K-1
	Determining KinderCorner Mastery K-2 and K-3
	Determining KinderCorner Mastery at the End of the Year
Evaluating Targets	Monitoring and Evaluating Targets
End-of-Year Review	

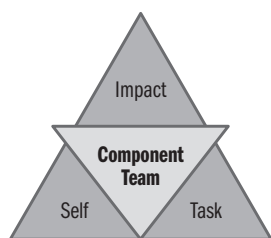
Lesson Basics	Webinars and Tutorials
Focus: Vocabulary Development	
Focus: Helping the Reluctant Speaker	
Focus: Theme Learning	From the Beginning to the End of the Day (GRW/LTAI)
	Learning Labs
Focus: Supporting Emergent Writers	Emergent Writing Conferences
	Writing Strategies in KinderCorner
Focus: Beginning Reading Part I	Concepts of Print
	Phonological and Phonemic Awareness
	Reading, Writing, and Naming Graphemes
Focus: Beginning Reading Part II	Sound Blending and Word-Level Skills
	Unit 7 Transition to KinderRoots
	Roo's Request in KinderRoots
Focus: Comprehension	Story Telling and Retelling
Focus: Getting Along Together	
Focus: Math	

Getting Started: Sample Schedule for Component Team Meetings

Getting Started: Sample Schedule for Component Team Meetings			
Grading Period	Meeting	Date	Possible Topics
1	1		Pocket Points and the Feedback Loop
	2		Supporting Use of Elaborated Language
	3		Monitoring Students with the Weekly Record Form
	4		Understanding Assessment
	5		Pacing Instruction and Lesson Activities
	6		Data-Based Component Team Planning
2	7		Grading-Period Review – Classroom Assessment Summary
	8		
	9		
	10		Evaluating Targets
	11		Grading-Period Review – Classroom Assessment Summary
3	12		Setting Instructional Targets
	13		
	14		
	15		Evaluating Targets
	16		Grading-Period Review – Classroom Assessment Summary
4	17		Setting Instructional Targets
	18		
	19		
	20		Evaluating Targets
			End-of-Year Review

SFAF provides professional-development resources and coaching support that can be considered in planning for successful component teams. Create a beginning calendar for ongoing opportunities to develop KinderCorner expertise.

Grading Period	Date	Tutorial or Webinar	Telephone Conference w/ SFAF Coach	SFAF Site Visit	Meeting	Topics/Logistics



KINDERCORNER COMPONENT TEAM

Sample Agenda #1

Jump In: Pocket Points and the Feedback Loop

Bring It Back

- Bring and discuss three recent examples of awarding pocket points that particularly motivated children in your classroom.

Bring It On

- Read or review the information about pocket points in chapter 2 of the *KinderCorner 2nd Edition Plus Teacher's Manual*.
- Participate in the SFA Resource Center tutorial (C) Using Pocket Points to Reinforce Student Learning.
- Review and share the use of pocket points in your classroom:
 - How are children earning most of the pocket points (describe specific behaviors and responses from individual children, partners, whole group)?
 - Describe children's reactions when pocket points are awarded?
 - How well do children understand why and how pocket points are earned?
 - How do children acknowledge one another's contributions to pocket points and the class celebration jar?

Work It Out

- Discuss the feedback loop that makes pocket points a successful teaching tool:
 - How does modeling expectations for behaviors and responses result in more pocket points?
 - Explain how pocket points feedback is connected to your expectations for children's learning and behavior.
 - Share examples of effective feedback and specific comments that explain to children how they have earned pocket points. Why are feedback statements as important as the actual pocket points?
 - How can class success with pocket points and the team celebration jar be shared with families and school leaders?
- How are pocket points celebrated by the whole class when the line on the team celebration jar is reached?
- Discuss challenges as needed (e.g., remembering to award pocket points, using pocket points consistently, managing logistics of pocket points).
- List information that is needed, ideas that are not fully understood, or actions that would improve use of pocket points in your classrooms.

Get It Done

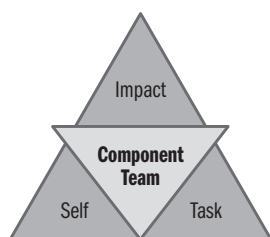
- Set a goal.

Examples: *Children explain to one another or a visitor how they earned pocket points; give more pocket points for demonstrating learning than for following lesson routines.*
- Commit to implementing actions that will help meet the goal.

Examples: *Model expectations for learning or behavior so the class knows how to earn pocket points; help partners rehearse what they will say if/when they are selected to respond to a question; guide children to tell one another what they have to do to earn more pocket points or to earn them again; teach children to thank one another for their contributions or good work when pocket points are awarded; keep track for one day or one week of how and when pocket points are awarded.*
- Agree to bring anecdotal records with evidence of meeting the goal to the next component team meeting.

Bring It Up Next

- Decide or confirm the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: connecting pocket points to partner and class success with lesson objectives; lesson pacing; or oral language development.



KINDERCORNER COMPONENT TEAM

Sample Agenda #2

Jump In: Supporting Use of Elaborated Language

Bring It Back

- Bring a class list of students in each kindergarten room.
- Share examples of successful use of pocket points, and report progress toward meeting goals related to pocket points.

Bring It On

- Read, or review, the information about oral-language development in chapter 3 of the *KinderCorner 2nd Edition Plus Teacher's Manual*.
- View the video about oral-language development on the KinderCorner 2nd Edition Plus online resources website.
- Discuss this question: Do students who are especially verbal have particularly strong oral-language skills?
- Ask teachers to list all the students in their classrooms by oral-language skills, putting the students with the most advanced oral language at the top of the list and those who struggle most at the bottom.
- Add notes about individual strengths and challenges with other social and academic skills. What relationships are evident between oral-language and other skills? Ask teachers to share whether they have oral-language concerns for just a few students who obviously need individual intervention or if there are broader implications for whole class instruction.

Work It Out

- Note which students respond well to improving oral-language skills through group practice activities and which students respond better to individual intervention and practice.
- Identify opportunities in the daily lessons to teach, model, reinforce, and practice oral-language skills.
- Participate together in the SFA Resource Center tutorial (D) Teaching Strategies That Support Oral-Language Development. See the planning organizer that accompanies this agenda to review current classroom practices and to plan for increased and intentional use of teaching strategies.
- Participate together in the SFA Resource Center tutorial (E) Using the Theme Vocabulary Sentence Rubric. Review rubric scores from the last two weekly record results reports, and discuss how well these scores reflect the ranked lists of students. Share experiences and ideas by discussing the questions on the last slide of the tutorial.
- Participate together in the SFA Resource Center tutorial (F) Administering and Scoring the SOLO.
- Discuss what students have to be able to do to earn high scores on the theme vocabulary sentence rubric and on the SOLO. How do these expectations compare with the criteria that teachers used to create their lists of students ranked by oral-language skills? If needed, explore the concepts of expressive and receptive vocabulary skills further.

Get It Done

- Set a goal.
Examples: *85% of the students will score 80 or better on the theme vocabulary sentence rubric by the end of the grading period; Max will respond in complete sentences every time he is randomly selected during Think-Pair-Share.*
- Commit to implementing actions that will help meet the goal.
Examples: *Guide Sylvia to extend her responses when working with peers during Learning Labs; identify and increase use of specific teaching strategies as noted on the planning organizer; encourage home practice of theme vocabulary.*
- Agree to bring recorded results from the planning organizer and the weekly record form to the next component team meeting.

Bring It Up Next

- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.
- Decide, or confirm, the topic and time for the next component team meeting. This topic may require two or three meetings to fully consider all the ideas and resources included in this agenda.

Planning Organizer for Supporting Use of Elaborated Language

1. Rate the level of use for these strategies in your classroom.

A = all the time; **O** = often; **S** = sometimes; **R** = rarely, only with a few students; **N** = never

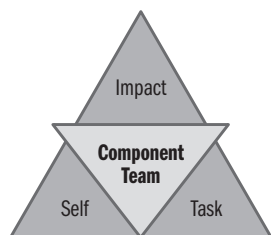
2. Which activities and strategies should be used more often or used more for specific students? Identify the students who would most benefit from more use of the selected strategies.

3. Record the results of increased and intentional use of the selected strategies, and bring them to the next component team meeting.

Teaching Strategies and Lesson Activities for Supporting Oral Language	Current Level of Use (A, O, S, R, N)	Increase level of use by _____. (date)	Which students will benefit from more use of the lesson activity or teaching strategy?
A. Theme-related words			
B. Theme vocabulary sentence rubric			
C. STaR words			
D. Math words			
E. Background words			
F. Home Links			
G. Restate in a complete sentence.			
H. Restate with correct grammar.			
I. Restate with elaboration.			
J. Prompt more elaborate sentences.			
K. Ask open-ended questions.			
L. Provide sentence starters.			
M. Restate with feedback.			
N. My Turn, Your Turn			
O. Jump Right In			
P. Whole-Group Response			
Q. Everybody Now!			
R. Buddy Buzz			
S. Think-Pair-Share			
T. Use the ear and mouth cards.			
U. Say it like a secret.			
V. Talking chips			

What support will help you improve use of these lesson activities and teaching strategies?

How will you know that use of these lesson activities and teaching strategies has increased or is more effective? How will you know that increased use is benefiting students?

KINDERCORNER COMPONENT TEAM**Sample Agenda #3****Jump In: Monitoring Students with the Weekly Record Form****Bring It Back**

- Bring and discuss examples of successful use of strategies for supporting oral-language development.
- Use the most recent weekly record results report to share progress toward meeting previous goals.

Bring It On

- Ask teachers to discuss how the weekly record form helped them to monitor their students' acquisition of new vocabulary and developing oral-language skills. List responses on chart paper, including features the teachers find helpful, logistical questions, and common challenges in using the weekly record form.
- Continue to add notes to the chart paper lists while the team reviews their individual and collective knowledge and understanding about basic use of the weekly record form:
 - If needed, participate together in the SFA Resource Center tutorial (G) Getting Started with Data Tools for KinderCorner 2nd Edition.
 - Provide copies of the weekly record form for a recent or current unit that all teachers are familiar with. Also distribute the weekly record form directions page.
 - Read, or review, the information about the weekly record form in chapter 2 of the *KinderCorner 2nd Edition Plus Teacher's Manual*.

Work It Out

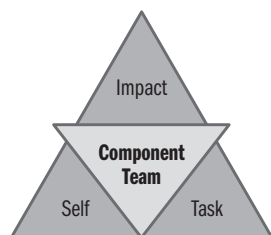
- Choose one or more of the following challenges to guide focused discussion about improving use of the weekly record form. Resolve related issues through planning and problem-solving discussions.
 - Challenge #1: Manage logistics for observing all students as frequently as possible. Share ideas for managing note taking, rotating which students are observed each week, deciding which students need more time, and determining when the most appropriate times are to check on specific objectives.
 - Challenge #2: Build consistency in monitoring across kindergarten classrooms. Compare ratings across classrooms, and consider how to consistently use the criteria from the directions page across classrooms.
 - Challenge #3: Follow up on objectives that have not yet been demonstrated. Identify times in the daily schedule for checking on individual students who have not yet demonstrated objectives from earlier units and weeks.
 - Challenge #4: Analyze weekly scores on the results report. Evaluate overall averages and totals for the whole class, begin diagnostic planning for the next lesson, and track individual student progress.
- Discuss how these four challenges impact one another.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.

Get It Done

- Set a goal.
Examples: *Every student will be scored for theme vocabulary sentences at least once every two weeks; writing samples from different classrooms will be scored consistently in unit 4; every student will have at least two opportunities to demonstrate each objective.*
- Commit to implementing actions that will help meet the goal.
Examples: *Plan which students will be observed in each objective category each day/week; compare writing samples, and determine writing stages with other teachers; review skills for objectives that have not yet been demonstrated by several students.*
- Agree to bring weekly record results reports and analysis notes to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: analysis of specific categories of objectives, understanding assessment, or data-based component team planning.



KINDERCORNER COMPONENT TEAM

Sample Agenda #4

Jump In: Understanding Assessment

Bring It Back

- Bring weekly record results reports from all cycles in the current grading period. Share information about classroom strengths and which objectives show recent improvement (oral language, phonological/phonemic awareness, beginning reading, emergent writing, Getting Along Together, or math). Share progress toward meeting previously-set goals.
- Discuss how teachers determine whether or not children are showing growth.

Bring It On

- Read or review the assessment information in chapter 7 of the *KinderCorner 2nd Edition Plus Teacher's Manual*.
- Based on the team's confidence with the following topics, participate in SFA Resource Center tutorials:
 - (E) Using the Theme Vocabulary Sentence Rubric
 - (F) Administering and Scoring the SOLO
 - (G) Getting Started with Data Tools for KinderCorner 2nd Edition
 - (H) Observing Student Demonstration of Theme Unit Objectives
- Review with one another these basic understandings about KinderCorner assessment:
 - KinderCorner assessment relies on daily classroom observation of individual children.
 - KinderCorner assessment is based on the objectives defined for each theme unit.
 - These objectives are observed through the lesson component activities planned each day. Teachers seek and even create opportunities for children to demonstrate the objectives.
- Use these questions to identify strengths and challenges:
 - Are objectives being observed and recorded frequently and consistently? Are children getting multiple opportunities to demonstrate the grapheme, beginning reading, and oral language objectives?
 - Are the weekly record results reports analyzed to determine class needs and progress?
 - Is the Theme Vocabulary Sentence Rubric used to give feedback that helps children improve their language skills?
 - If administration of the Structured Oral Language Observation (SOLO) has begun for the current grading period, do the scores indicate that students are mastering the expectations for vocabulary and oral expression?

Work It Out

- Refer to the Classroom Assessment Summary on the next page. Compare the CAS with the weekly record form to understand how weekly classroom data rolls up into the summary.
- Read and clarify together the Directions for the KinderCorner 2nd Edition Plus Classroom Assessment Summary. Discuss the difference between the Final Scores columns (A) and the Scores and Averages for Mastery columns (B).
- Share challenges and concerns. List information that is needed, ideas that are not fully understood, or actions that would improve kindergarten assessment.

Get It Done

- Set a goal. **Examples:** *70% of the class will demonstrate 4 or more of the phonological objectives the first grading period; the class average for theme vocabulary sentences will be 80 or higher by the end of theme unit 3.*
- Commit to implementing actions that will help meet the goal. **Examples:** *Use facilitator and aide or tutor resources to help with observation of individual children; ask children to let you know when they can do something; target specific children each day for conferences and observations; share and compare observations with other teachers; share current Classroom Assessment Summaries across classrooms.*
- Agree to bring Classroom Assessment Summary reports as evidence of progress to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: monitoring the other domains (skills beyond literacy and math), data-based component team planning, or grading-period review and determining mastery.

KinderCorner 2nd Edition Plus - Classroom Assessment Summary

Teacher: Kim C. Too Reading Group: Kitt School Year: 2015/2016 Grading Period: 1 Total Students: 16 # 63 % 10 at Grade Level

Students	English Learner	Final Scores				Scores and Averages for Mastery						Student Mastery **
		K-1 PA (0-5)	K-1 Emergent Writing: Recent State Observed	K-1 Getting Along Together (0-6)	K-1 Math (0-11)	K-1 Graphemes: Reads Sounds (7/10)	K-1 Graphemes: Writes Sounds (5/10)	K-1 Beginning Reading (7/14)	K-1 Theme Vocabulary Sentence (80/100 average)	K-1 SOLO #1 Vocabulary (90/100)	K-1 SOLO #1 Oral Expression (80/100)	
Ali Amber		5	AS ₃	5	10	10	10	14	100	100	98	Y
Bob Beryl		5	AS ₁	6	10	10	9	14	100	90	93	Y
Cam Cinnabar		4	RL	5	10	10	7	13	90	90	82	Y
Dee Diamond		5	AS ₁	5	10	9	9	14	90	80	78	N
Eli Emerald		5	AS ₂	6	10	10	8	14	90	90	80	Y
Fay Feldspar		5	AS ₂	6	10	10	10	14	100	100	83	Y
Gil Garnet		5	RL	5	10	10	7	14	100	90	88	Y
Hal Hematite	✓	3	RL	6	9	7	7	12	80	80	85	N
Ian Igneous		4	AS ₁	6	8	9	8	13	90	90	80	Y
Joe Jasper		5	AS ₃	4	10	9	10	14	90	80	75	N
Ken Kyanite		5	AS ₁	5	9	10	7	14	80	80	73	N
Lou Limestone		4	AS ₁	6	10	7	7	13	100	80	93	Y
Max Mica		5	RL	5	10	8	5	12	90	80	80	Y
Nan Nickel		5	AS ₃	6	9	10	10	14	90	80	83	Y
Ole Onyx		4	RL	5	9	9	4	9	90	100	83	N
Peg Peridot	✓	3	RL	4	9	10	7	12	80	70	70	N
Averages		4.5		5.3	8.9	9.3	7.8	13	91	86	83	

** To view calculated mastery or to save actual mastery for students, please go to the Manage KinderCorner Master Page in the Student Center.

Directions for the KinderCorner 2nd Edition Plus Classroom Assessment Summary

What is it?

The KinderCorner 2nd Edition Plus Classroom Assessment Summary (CAS) is an automated, continuously updated summary of all student-progress data collected during the grading period. The information below is based on a school calendar with four grading periods (quarters); the directions should be adjusted for different calendars.

How and when do we use the CAS?

- Run this report at any time to check student progress at the reading-class level for midterm reports, intervention meetings, or instructional planning. It can be used to guide component-team discussions about whole-class progress, individual student progress, and mastery of objectives.
- Refer to this report for all classrooms at the end of the year when making final placement recommendations for the next school year, when these kindergarten students become first-grade students.
- Distribute this report to members of the Leadership team and Schoolwide Solutions teams for use with other summary reports and data for evaluating programs, monitoring special populations, setting goals and targets, planning interventions, and generally summarizing student achievement.

How is the CAS organized?

- The CAS is organized by grading period. The online data system and computations are based on four theme units being completed during each of four grading periods. Within grading periods 1–3, scores are separated into two categories: Final Scores and Scores and Averages for Mastery. Subcolumn headings are further differentiated for each grading period with K-1, K-2, K-3, or K-4 names.
 - Final Scores columns report a summary of information that is collected from the weekly record forms. These columns are not used to determine kindergarten mastery each grading period.
 - Scores and Averages for Mastery columns report a summary of information that is collected from the weekly record forms. The scores in these columns are used to determine kindergarten mastery of literacy objectives, which is noted in the last column for the grading period.
- The last grading period is organized somewhat differently, with (1) all classroom data reported under Final Scores, (2) new columns for scores from the Reading Roots Formal Assessment, and (3) a place for teachers to recommend final mastery (see information below for more directions).

Where does the information come from?

A. Final scores are automatically averaged and entered into the CAS from the weekly record form data that is entered throughout the grading period. Specific objectives for each category are listed in the teacher's manual. Teachers may also refer to the directions for the weekly record form.

- Phonological and/or Phonemic Awareness:** The number of objectives demonstrated. These objectives are cumulative as the year progresses, so the number possible increases each grading period.
- Emergent Writing Stage Observed:** the most recent stage observed with samples from written lab plans and/or Write Away

D	Drawing # _____	RL	Random Letters # _____	AS3	Intermediate Approximated Spelling # _____
S	Linear Scribble # _____	AS1	Initial Attempts at Approximated Spelling # _____	AS4	Advanced Approximated Spelling # _____
LL	Letterlike Shapes # _____	AS2	Early Approximated Spelling # _____	CS	Conventional Spelling # _____

- Getting Along Together:** the number of objectives demonstrated. These objectives are cumulative as the year progresses, so the number possible increases each grading period.
 - Math:** the number of objectives demonstrated. These objectives are cumulative as the year progresses, so the number possible increases each grading period.
- B. Scores and Averages for Mastery are automatically averaged and entered into the CAS from weekly record form data entered throughout the grading period. The numbers on the CAS that have slashes (e.g., 90/100) are the expectation for that grading period. Specific objectives for each category are listed in the teacher guide. This information is used to automatically determine mastery at the end of the first three grading periods. Scores for these objectives appear under Final Scores in the last grading period. Teachers may also refer to the directions for the weekly record form.
- Graphemes:** These objectives are cumulative as the year progresses, beginning with reading and writing sounds in the first and second grading periods and then focusing on naming letters in the second and third grading periods. All objectives are combined together into one score in the fourth grading period.
 - Graphemes: Reads Sounds: the number of graphemes read correctly
 - Graphemes: Writes Sounds: the number of graphemes written correctly
 - Graphemes: Names Alphabet Letters: The number of graphemes (upper- and lowercase) named correctly
 - Beginning Reading:** the number of objectives related to concepts of print, reading words, and reading sentences demonstrated during the grading period. These objectives are not cumulative, so the number possible varies for each grading period.
 - Structured Oral Language Observation (SOLO):** There is one SOLO administered to each student sometime during each grading period.
 - Vocabulary: Up to 100 points are earned for understanding and producing vocabulary words (receptive and expressive).
 - Oral Expression: Up to 100 points are earned for the ability to effectively express ideas in complete sentences.
 - Theme Vocabulary Sentence:** An average of rubric scores for creating a sentence using thematic vocabulary words during the grading period (100 points possible)
 - Target Met (for grading periods 1–3):** Y or N (yes or no) is automatically calculated to indicate whether the student met the minimum required for mastery in all categories under Scores and Averages for Mastery.
- C. The Reading Roots Formal Assessment is administered individually, and scores are entered at the end of the final grading period only. Only three parts of this assessment are used. By the end of the year, kindergartners are expected to successfully read and comprehend passage 2 and word list 2 from the assessment.
- Oral Reading:** Word Recognition: the most difficult of nine passages that the student read orally
 - Comprehension:** the most difficult of nine passages that the student comprehended
 - Word List:** the most difficult of nine word lists that the child read with four or fewer errors
- D. Teachers are encouraged to keep notes and records about referrals and comments that are made when reviewing the CAS at the end of each grading period.
- This information may be used when working with families and schoolwide solutions resources to support progress or resolve problems with tardiness, attendance, behavior, motivation, academic performance, health, etc.
 - Teachers may also want to note for their own records any informal interventions, questions, concerns, or issues that are significant to the student's progress. These notes can be shared at the end of the year with the facilitator to pass on to next year's teachers.

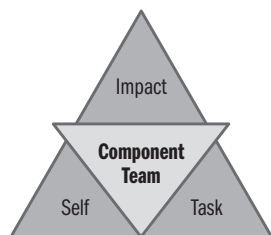
How is the CAS used at the end of the school year for determining mastery and recommending placement in first grade?

- KinderCorner students are not regrouped during the school year, but at the end of the school year, each student's current performance is reviewed to determine mastery. Because these final mastery levels will be used to place students into first-grade reading groups the next school year, the final mastery level is based on the stages defined for the Reading Roots program.
- The teachers and facilitator meet together to look at multiple measures, which include both final classroom scores and the Reading Roots Formal Assessment scores. Evidence of strengths is given particular consideration.
- The GP4 Mastery (multiple measures based) column is a space for recording by hand the final mastery level for each student. Kindergartners are expected to master lessons 6–10 (stage 2) by the end of the school year.
- After the facilitator enters mastery information into the system, the CAS may be reprinted so the K-4 Mastery Met (lessons 6–10) column will indicate with Y or N (yes or no) whether each student met mastery for stage 2 or higher.

For help creating or printing this report, contact the Member Center Help Desk. For help using the information on this report, contact your SFAF coach.

KINDERCORNER COMPONENT TEAM

Sample Agenda #5



Jump In: Pacing Instruction and Lesson Activities

Bring It Back

- Bring records for the previous two weeks, noting which lesson activities needed extra time and which activities were shortened or skipped.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Participate in the SFA Resource Center tutorial (J) Managing Pacing Issues in KinderCorner.
- Look at the instructional process chart attached to this agenda to review the timing goals for the lessons. Use these questions to identify strengths and challenges:
 - Which parts of the lesson are always completed within the suggested timing goals? Which parts consistently take longer? Which timing goals have improved?
 - Which timing goals are not met because the class is still learning cooperative-learning behaviors?
 - Which timing goals will be met more often with more experience or time for preparation?
 - Is pacing particularly impacted by a few students?
 - Is pacing particularly impacted because extra activities, information, or practice are being added?
 - Have the reasons for not meeting the timing goals changed?
- Work with a partner to identify exactly why some activities take more time in your classroom.

Work It Out

- Share common concerns and questions about lesson pacing.
- Consider inviting an observer in to look for clues.
- Share practices that have made it easier to meet the timing goals.
- Share ideas for managing the lessons when the class runs out of time.
- Ask the SFAF coach for short-term lesson modifications while teachers are still learning to instruct the program.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.

Get It Done

- Set a goal.
Examples: *During the next week, my class will complete all the lesson activities on day 1 within the suggested timing goals; I will meet the timing goals for Theme Exploration; my students will meet the timing goals for partner reading.*
- Commit to implementing actions that will help meet the goal.
Examples: *Work with a peer observer to note the time that lesson activities start and end; identify short-term valid reasons for missed timing goals; identify time wasters or unnecessary practices; videotape lessons to evaluate use of instructional time; determine when extra time has resulted in improved student practice or performance and when it has not.*
- Agree to bring use-of-time notes to the next component team meeting, and compare solutions and issues for further problem solving.

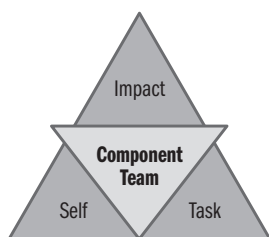
Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or the school may arrange coaching for: teaching student routines, understanding teacher procedures, preparing and practicing lesson instruction, managing peer observations, or giving motivating feedback to students about their productivity.

KinderCorner 2nd Edition Plus—Full-Day Instructional Process

	Days One and Six	Days Two and Seven	Days Three and Eight	Days Four and Nine	Days Five and Ten
GRW	Greetings, Readings, & Writings (15 minutes) - Homework - Sign In - Available Activities	Greetings, Readings, & Writings (15 minutes) - Homework - Sign In - Available Activities	Greetings, Readings, & Writings (15 minutes) - Homework - Sign In - Available Activities	Greetings, Readings, & Writings (15 minutes) - Homework - Sign In - Available Activities	Greetings, Readings, & Writings (15 minutes) - Homework - Sign In - Available Activities
	Gathering Circle (15 minutes) - Partner Challenge - Brain Game	Gathering Circle (20 minutes) - Home Link Debrief - Getting Along Together skill lesson - Partner Challenge	Gathering Circle (20 minutes) - Home Link Debrief - Getting Along Together skill lesson - Partner Challenge	Gathering Circle (15 minutes) - Home Link Debrief - Partner Challenge - Brain Game	Gathering Circle (15 minutes) - Home Link Debrief - Partner Challenge - Brain Game - Class Council meeting
Theme Exploration, and Rhyme Time (always 40 minutes total)	Theme Exploration (15 minutes) - Partnership Question of the Day - Daily Message - Theme Learning	Theme Exploration (15 minutes) - Partnership Question of the Day - Daily Message - Theme Learning	Theme Exploration (15 minutes) - Partnership Question of the Day - Daily Message - Theme Learning	Theme Exploration (15 minutes) - Partnership Question of the Day - Daily Message - Theme Learning	Theme Exploration (15 minutes) - Partnership Question of the Day - Daily Message - Theme Learning
	Rhyme Time (10 minutes) - Say the Rhyme - Develop Phonological/Phonemic Awareness	Rhyme Time (5 minutes) - Say the Rhyme - Develop Phonemic Awareness: Say-It-Fast	Rhyme Time (5 minutes) - Say the Rhyme - Develop Phonemic Awareness: Break-It-Down	Rhyme Time (10 minutes) - Say the Rhyme - Develop Phonological/Phonemic Awareness	Rhyme Time (10 minutes) - Say the Rhyme - Develop Phonological/Phonemic Awareness
STaR	Story Telling and Retelling (STaR) (20 minutes) Interactive Story Reading	STaR (20 minutes) - Review - Story Retell	STaR (20 minutes) Interactive Story Reading	STaR (20 minutes) - Review - Story Retell	STaR (20 minutes) Free-Choice Reading or Extension Day
Learning Labs	Learning Labs (40 minutes) - Lab Tour - Lab Plan - Lab Exploration	Learning Labs (40 minutes) - Lab Tour - Lab Plan - Lab Exploration	Learning Labs (40 minutes) - Lab Tour - Lab Plan - Lab Exploration	Learning Labs (40 minutes) - Lab Tour - Lab Plan - Lab Exploration	Learning Labs (40 minutes) - Lab Tour - Lab Plan - Lab Exploration/SOLOs
15-Minute Math	15-Minute Math (15 minutes) - Calendar - Days of the Week - Days of School Tape - Hundreds Chart - Ten-Frames - Number-Recognition Circle	15-Minute Math (15 minutes) - Calendar - Days of the Week - Days of School Tape - Hundreds Chart - Ten-Frames - Number-Recognition Circle	15-Minute Math (15 minutes) - Calendar - Days of the Week - Days of School Tape - Hundreds Chart - Ten-Frames - Number-Recognition Circle	15-Minute Math (15 minutes) - Calendar - Days of the Week - Days of School Tape - Hundreds Chart - Ten-Frames - Number-Recognition Circle	15-Minute Math (15 minutes) - Calendar - Days of the Week - Days of School Tape - Hundreds Chart - Ten-Frames - Number-Recognition Circle

Snack/Outside/Play	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)
	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)
Beginning Reading	Units 2-6	Stepping Stones (30 minutes)	Stepping Stones (30 minutes)	Stepping Stones (30 minutes)
		KinderRoots (30 minutes)	KinderRoots (30 minutes)	KinderRoots (30 minutes)
Math	Units 7-16	Math Mysteries (25 minutes)	Math Mysteries (25 minutes)	Math Mysteries (25 minutes)
		Math Mysteries (25 minutes)	Math Mysteries (25 minutes)	Math Mysteries (25 minutes)
Let's Daydream and Write Away		Let's Daydream (25 minutes)	Let's Daydream (25 minutes)	Let's Daydream (25 minutes)
		Let's Daydream (25 minutes)	Let's Daydream (25 minutes)	Let's Daydream (25 minutes)
Let's Think About It		Let's Think About It (20 minutes)	Let's Think About It (20 minutes)	Let's Think About It (20 minutes)
		Let's Think About It (20 minutes)	Let's Think About It (20 minutes)	Let's Think About It (20 minutes)



KINDERCORNER COMPONENT TEAM

Sample Agenda #6

Jump In: Data-Based Component Team Planning

Bring It Back

- Bring the Classroom Assessment Summary for your classroom that represents two or more weekly cycles for the current grading period.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Follow the facilitator's guided review of the KinderCorner component roll-up report. This summary reports the averages or totals from each KinderCorner classroom (sample on following page).
- Compare the information on the component roll-up report with the data on your Classroom Assessment Summary; use these questions to identify strengths and concerns:
 - What is the relationship between the Theme Vocabulary Sentence scores and the SOLO scores?
 - What is the relationship between the phonological and phonemic awareness scores and the graphemes scores?
 - What is the relationship between the graphemes scores and beginning-reading scores?
 - Which average or total scores are the strongest? Which ones are the weakest?

Work It Out

- Work together to focus on improving implementation and resolving related issues. This may include discussion with planning or focused problem solving.
- Identify and agree on strengths and concerns that are common to all classrooms.
- Decide on one category or score that needs to be improved in every classroom:
 - Write down the reasons for choosing this performance category or score.
 - What percentage of students is currently successful?
 - How much improvement can be reasonably expected by the next component team meeting?
 - If this score improves, what other performance categories may also be impacted?

Get It Done

- Set a goal that is based on the selected score. This may be a classroom goal, a component target, or both.
Examples: *90% of all KinderCorner students will average 85 or above on theme vocabulary sentences; 75% of the students in my reading group will achieve developmental writing stage AS1 or better by the end of the grading period; 70% of all kindergarten students will demonstrate the minimum expected math objectives for the current grading period.*
- Commit to implementing actions that will help meet the goal.
Examples: *Improve feedback during writing conferences; share the class goal and progress toward it with students; provide extra practice time for theme vocabulary sentences; use weekly record results reports to monitor improvement from one lesson to the next; address scoring inconsistencies between classrooms.*
- Agree to bring an updated Classroom Assessment Summary to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.

Component Roll-Up by Teacher of the Classroom Assessment Summary: KinderCorner 2nd Edition Plus

School:

School Year:

Grading Period:

Total Students: on grade level # and % from to

[illegible]

Guidelines for Effective Targets

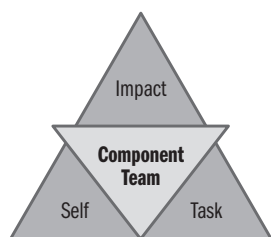
- ▶ **S** tudent-centered
- ▶ **M** easurable
- ▶ **A** ppropriate
- ▶ **R** ealistic
- ▶ **T** imely
- ▶ **S** pecific

Targets Rubric

- 0** No target identified.
- 1** Target is not linked to student outcome and Area of Concern.
- 2** Target is linked to student outcome and Area of Concern, but target is not specific or seems insufficient to achieve student growth.
- 3** Target is student-outcome-focused, clear, specific, important, and stated in a measurable way.

Measurement Rubric

- 0** No measurement tool is indicated.
- 1** Method of measurement is mentioned only. Tool may be inappropriate or unrealistic for measurement of target.
- 2** Appropriate tool is identified; however frequency and method of use is unclear.
- 3** Clear, appropriate measurement tool for determining growth of Target is identified. Frequency and use of measure is delineated.



KINDERCORNER COMPONENT TEAM

Sample Agenda #7

Vital Signs: Grading-Period Review with the Classroom Assessment Summary*

Bring It Back

- Bring these reports for the current grading period: Classroom Assessment Summary, class summary reports of graphemes (reading and writing, naming), and class summary of objectives not yet mastered report.
- Discuss how data collection, data entry/recording, and instructional use of the summary reports have improved since the previous grading period (or previous school year if this is the first grading period).

Bring It On

- If possible, arrange for the SFAF coach to consult via a conference call scheduled during this component team meeting.
- Make sure that all summary reports brought to the meeting are current and populated with all necessary data. Teachers should have entered all classroom measures for the grading period.
- Review the data as a whole group.
- After agreeing on which parts are the most pertinent to your school at this time, complete the chart attached to this agenda for each classroom.

Work It Out

- Share results of the data analysis:
 - Invite individual teachers to share their discoveries and conclusions.
 - Identify trends or patterns that are shared by multiple classrooms.
 - Agree on strengths and concerns that are common to all or most classrooms.
 - Compare the group's findings with the KinderCorner component roll-up report. (See agenda #6.)
- Depending on the time of year, participate in one of these SFA Resource Center tutorials:
 - (L) Determining KinderCorner Mastery K-1;
 - (M) Determining KinderCorner Mastery K-2 and K-3; or
 - (N) Determining KinderCorner Mastery End of Year.
- List information that is needed, ideas that are not fully understood, or further analysis that will improve the teachers' understanding of their successes and the next steps for instruction and implementation.

Get It Done

- Set a goal for improving data collection and recording for the next grading period.
Examples: *At least one writing sample will be collected for each student every week; record a rubric score for theme vocabulary sentences at least three times for each student during the grading period; provide at least two opportunities every week for each student to demonstrate objectives from previous cycles.*
- Commit to implementing actions that will help meet the goal.
Examples: *Frequently monitor whether students are improving or getting stuck from lesson to lesson; use the most recent weekly record results report to guide priorities for data collection in the subsequent cycle; analyze each week's results, and share with colleagues.*
- Agree to bring summary reports from today's meeting to the next component team meeting. Plan to share individual reflections about class readiness to meet the increased expectations set for the next grading period.

Bring It Up Next

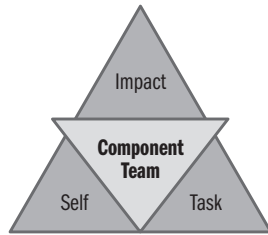
- Decide, or confirm, the topic and time for the next component team meeting.

* This agenda should be used at the end of each grading period. It is suggested that a component team meeting be scheduled soon after to evaluate targets (agenda #8).

Agenda #7

Guiding Questions for Grading-Period Review

Grading Period:		Final Scores				Scores and Averages for Mastery							
Teacher:		Phonemic Awareness	Emergent Writing: Recent Stage Observed	Getting Along Together	Math	Graphemes: Reads Sounds	Graphemes: Writes Sounds	Alphabet Letters	Beginning Reading	SOLO Vocabulary	SOLO Oral Expression	Theme Vocabulary	Target Met (Y/N)
Class Reading Level:													
Total # of Students:													
Date:													
- Look at overall averages for all measures and assessments. - Mark the columns with the highest totals or average scores with an H. - Mark the columns with the lowest totals or average scores with an L.													
Note the minimum total or minimum average score required for each column for this grading period.													
What percentage of students have the minimum total or minimum average scores required in each column?													
- What percentage of students met the target for this grading period? - How many students missed the target because of SOLO scores? - How many students missed the target because of theme vocabulary sentence scores? - How many students missed the target because of graphemes scores? - How many students missed the target because of beginning-reading scores? - How many students missed the target because of more than one category of scores? _____						% missed target: _____	% missed target: _____	% missed target: _____	% missed target: _____	% missed target: _____	% missed target: _____	% missed target: _____	% missed target: _____
What is the relationship between the theme vocabulary sentence score and the SOLO scores? (Mark appropriate columns with S = similar score ranges, H = higher scores, or L = lower scores.)													
What is the relationship between the phonological and phonemic awareness scores and the graphemes scores? (Mark appropriate columns with S = similar score ranges, H = higher scores, or L = lower scores.)													
What is the relationship between the graphemes and beginning reading scores? (Mark appropriate columns with S = similar score ranges, H = higher scores, or L = lower scores.)													
Tally the number of students who demonstrate skills in each developmental writing stage. Describe the growth since the previous grading period.		D Drawing	# _____	# _____	# _____	AS1 Initial Attempts at Approximated Spelling	# _____	AS2 Early Approximated Spelling	# _____	AS3 Intermediate Approximated Spelling	# _____	AS4 Advanced Approximated Spelling	# _____
		S Linear Scribble	# _____	# _____	# _____								
		LL Letterlike Shapes	# _____	# _____	# _____								
		RL Random Letters	# _____	# _____	# _____								
- Look at the weekly record results report averages for each category. Regardless of the final average on the CAS, which measures overall have been improving (mark I) or not improving (mark N) as the grading period progressed? - Note students who are struggling and are not improving from week to week.		CS Conventional Spelling											
		# high	# high	# high	# high	# high	# high	# high	# high	# high	# high	# high	# high
		_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
		# weak	# weak	# weak	# weak	# weak	# weak	# weak	# weak	# weak	# weak	# weak	# weak
How many students are particularly strong or weak in each category?													
Other:													



KINDERCORNER COMPONENT TEAM

Sample Agenda #8

Vital Signs: Evaluating Targets*

Bring It Back

- Bring your most recent Classroom Assessment Summary and additional data that relates to the component target or class goals.
- Report the percentage of students in your reading group who met the component target and/or most recent class goal and the percentage of students who showed improvement.

Bring It On

- If possible, arrange for the SFAF coach to consult via a conference call scheduled during this component team meeting.
- Participate in the SFA online resources tutorial (O) Monitoring and Evaluating Targets.
- Establish the status of the component target that was set for KinderCorner. Collectively, what progress was made toward meeting the component target? Use the following questions to evaluate the results:
 - If the target was successfully met, what is the evidence? If not met, how close was it?
 - What actions seemed to contribute toward meeting the target?
 - What actions were implemented but did not make a difference?
 - What actions were not implemented? Why not?
 - Why should the target be continued, modified, or retired?
- Give teachers time, as needed, to reflect on their classroom goals:
 - Which classroom goals were successfully met? What is the evidence?
 - Which classroom goals were not successfully met yet? Are those goals continuing?
 - What actions contributed toward meeting the class goal?
 - What did you learn about setting and meeting class goals?

Work It Out

- Review the criteria for a SMARTS target: student-centered, measurable, appropriate, realistic, timely, and specific.
- What did the team learn about setting and meeting targets?
- Review the strengths and concerns common to most classrooms that were identified when the component team reviewed the grading-period data. (See agenda #7.)
- Decide on one concern that needs to be addressed in every classroom. Write down the reasons for selecting it.
 - What percentage of students currently struggle with this concern?
 - How much improvement can be reasonably expected by the next component team meeting?
 - Discuss possible reasons that students aren't doing better.
 - If this concern improves, what other concern may also be impacted?

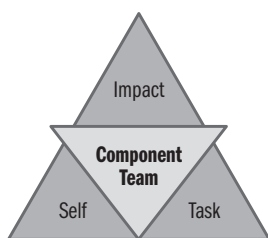
Get It Done

- Set a new component target (or revise the existing one) based on the selected concern. Teachers may also consider their classroom goals. **Examples:** *At least one writing sample will be collected for each student every week; record a rubric score for theme vocabulary sentences at least three times for each student during the grading period; provide at least two opportunities every week for each student to demonstrate objectives from previous cycles.*
- Commit to implementing actions that will help meet the goal. **Examples:** *Share the class goal and progress toward it with students; integrate practice for beginning reading objectives into Learning Labs; use weekly record results reports to monitor improvement from one lesson to the next.*

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: monitoring interim progress for targets and goals, evaluating goals and rubrics based on SMARTS criteria, or considering root causes and leverage points.

* Note that setting targets/goals is first addressed in agenda #4.



KINDERCORNER COMPONENT TEAM

Sample Agenda #9

Vital Signs: End-of-Year Review*

Bring It Back

- Bring your most recent Classroom Assessment Summary and additional data that relates to the component target.
- Bring the Grade Summary Form and the roll-up report for the KinderCorner component.

Bring It On

- If possible, arrange for the SFAF coach to consult via a conference call scheduled during this component team meeting.
- Review the data as a whole group:
 - Look at the Grade Summary Form to see how many kindergarten students did not meet mastery expectations at the end of the last grading period.
 - Look at the roll-up reports for KinderCorner for each grading period. Which measures have improved, stayed the same, or worsened? Which ones are related to the component target?
 - What are the results for the component target? Find evidence to explain why the target was or was not successfully met.
- Review the results of the Reading Roots Formal Assessment administered individually to all students. Listen to the facilitator explain the reading stages and scoring process for this assessment.

Work It Out

- Participate in the SFA Resource Center tutorial (N) Determining KinderCorner Mastery End of Year.
- Read together and clarify the information in the last section of the directions for the Classroom Assessment Summary.
- Give teachers time to examine their individual Classroom Assessment Summaries.
- Discuss how to use multiple classroom, school, and formal test measures to determine mastery.
- Work individually, in partnerships, or as a whole group to determine the individual mastery level for each student.
- Make notes for the facilitator and placement team about placement recommendations, especially if extra support will help a student succeed at the recommended placement.

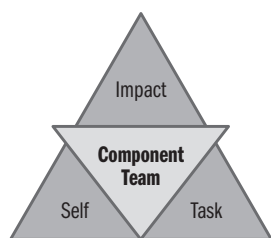
Get It Done

- Identify component team successes for this year:
 - Based on the draft mastery levels just completed, make a preliminary tally of the number of students who are still below grade level. How does this number compare with the last grading period's Grade Summary Form? What percentage of students are at or above grade level?
 - Review student growth based on the component target.
- What are the strengths in KinderCorner classrooms at the end of the year?
- In keeping with a relentless focus on continuous improvement, what concerns should be considered at the beginning of the next school year?
- Make a list of ideas and suggestions for the next school year about working as a component team, maintaining successes in KinderCorner classrooms, and improving implementation.

Bring It Up Next

- Congratulate and thank all members of the component team for their effective hard work in the classroom and for their participation and contributions to the component team.

* Note that this agenda may be used at the end of the last grading period instead of agendas #7 and #8.



KINDERCORNER COMPONENT TEAM

Sample Agenda #10

Focus: Vocabulary Development

Bring It Back

- Bring all weekly record results reports for the current grading period. Bring background, theme-related, STaR, and math vocabulary words as listed in the frontmatter of the current theme guide.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Review information about vocabulary in the *KinderCorner 2nd Edition Plus Teacher's Manual* in chapter 3.
- View the video about vocabulary development on online resources website.
- Review student data related to vocabulary, including:
 - Rubric scores for the theme vocabulary sentences; refer to the weekly record results reports. Have these scores generally improved since the beginning of the grading period? Identify students who always score high, those who always score low, and those who are inconsistent.
 - If the school is at least halfway into the grading period, run the Classroom Assessment Summary to also review current averages for theme vocabulary sentences.
 - If SOLO scores are available for some or all students, these should also be reviewed. Is there any pattern for the kinds of vocabulary words that most challenge students?
- Identify questions and common challenges related to vocabulary.

Work It Out

- Look at the chart that accompanies this agenda to discuss best practices for vocabulary instruction. Discuss all lesson opportunities (embedded or additional) to teach, model, reinforce, and practice the vocabulary words as listed in the front of each theme guide.
- Discuss: why do minimum expectations for theme vocabulary sentence scores increase each grading period?
- Think about students who struggle with new vocabulary words. Are the issues related to language acquisition, listening, speech, or disabilities that need intervention?
- Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion. Consider these suggestions:
 - Explore strategies recommended for English language learners.
 - Select, read, and discuss a professional book or article about vocabulary development at a future meeting.
 - Review these tutorials as needed: (D) Teaching Strategies That Support Oral-Language Development, (E) Using the Theme Vocabulary Sentence Rubric, and (F) Administering and Scoring the SOLO.

Get It Done

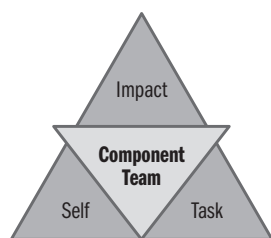
- Set a goal.
Examples: *The class average for theme vocabulary sentences will improve 5 or more points by the end of the grading period; 80% of the students will meet the minimum requirements for the vocabulary part of the SOLO.*
- Commit to implementing actions that will help meet the goal.
Examples: *Act out word meanings; give pocket points for using vocabulary words while engaged in Learning Lab activities; create pictograms for vocabulary words that can be used in student writing; monitor use of best practices.*
- Agree to bring new scores and anecdotal evidence related to vocabulary to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: ESL strategies for vocabulary practice, supporting use of elaborated language (agenda #2), or helping the reluctant speaker (agenda #11).

Best Practices for Vocabulary Instruction

Which best practices are used consistently in your classroom? • Identify those that are embedded in the lesson plan. • Identify those that can be added and used even more frequently.	Greetings, Readings, & Writings	Gathering Circle	Theme Exploration	Rhyme Time	Story Telling and Retelling (STaR)	Learning Labs	15-Minute Math	Stepping Stones	Snack/ Outside/ Gross-Motor Play	Math Mysteries	Let's Daydream	Write Away	Let's Think About It
1. Engage interest and curiosity before presenting new words.													
2. Intentionally provide explicit instruction.													
3. Use visuals when possible.													
4. Provide multiple opportunities for students to interact with new vocabulary.													
5. Embed vocabulary instruction within activities.													
6. Present and model vocabulary in a variety of contexts.													
7. Model the use of new words whenever possible.													
8. Select theme-related classroom books.													
9. Read theme books several times throughout the school year.													
10. Share vocabulary words with parents.													
11. Make books available for reading at home.													



KINDERCORNER COMPONENT TEAM

Sample Agenda #11

Focus: Helping the Reluctant Speaker

Bring It Back

- Bring data, observational notes, and anecdotal information about one student who struggles with oral-language skills and learning new vocabulary.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns about oral language and vocabulary. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Review the information about oral-language development in chapter 3 of the *KinderCorner 2nd Edition Plus Teacher's Manual*, as needed.
- Share information with a partner about one student who is struggling with oral language and vocabulary. The student is probably not meeting the current component target or class goal for vocabulary or oral language.
 - What exactly does the student have trouble doing? Which skill is the biggest issue?
 - What classroom interventions or teaching strategies have been tried? What has been helpful, even though the problem is not yet resolved? It may be helpful to refer to the Planning Organizer for Supporting Use of Elaborated Language attached to agenda #2.
 - Is the student fully participating in lessons, partner practice, and other practice activities?

Work It Out

- Develop a case study about your particular student who is struggling with oral language and vocabulary:
 - Review the questions about root causes on the first graphic organizer attached to this agenda, and make notes about your case study student.
 - Brainstorm ideas for teacher scaffolding and interventions in the right-hand column of the case study.
- Continue the case study by making an individual plan. Use the Case Study Plan (the second graphic organizer attached to this agenda).
 - Write a goal that is student-centered, measurable, appropriate, realistic, timely, and specific (SMARTS).
 - Write the actions related to instruction and practice that will be implemented.
 - At what intervals will progress be checked? If the goal is likely to take a while, indicate the amount of progress expected by the next component team meeting.
- Make plans to share the goal with the student.
- List information that is needed, ideas that are not fully understood, or actions that will help you support your case study student.

Get It Done

- Set a goal for one individual student. Complete the Case Study Plan. **Examples:** *By December 15, Tracy will speak in complete sentences when selected to respond to a Think-Pair-Share question; Joey will earn an 80-point score or higher on the Theme Vocabulary Sentence Rubric every week.*
- Commit to implementing actions that will help meet the goal. **Examples:** *Share the goal with the homeroom teacher, parents, and tutor; if applicable; send vocabulary words home for discussion and practice; use ESL strategies to visualize and write or draw about ideas, opinions, facts, and vocabulary.*
- Agree to bring the Case Study Plan to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: supporting use of elaborated language (agenda #2), understanding root causes, receptive and expressive oral language skills, or improving partner interaction.

Case Study:

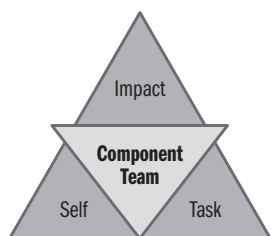
ROOT CAUSES FOR STUDENTS WHO ARE STRUGGLING WITH ORAL LANGUAGE AND VOCABULARY

Student Name: _____ Teacher: _____ Date: _____

Root Causes Related to Student Readiness How might this student's struggles be related to readiness? What other information is needed to decide?	<i>Brainstorm ideas for teacher scaffolding and intervention related to student readiness.</i>
Consider the student's background knowledge and basic skills: • Does the student hear others clearly? • Does the student focus on visual focal points? • Does the student listen to what others are saying? • Are the ideas, concepts, and examples in lesson activities outside the student's experience? • Does the student understand directions? • Does the student comprehend what others communicate? • Are there concerns about the student's speech and ability to articulate? • How long and well can the student concentrate?	
Root Causes Related to the Lesson Activities How might this student's struggles be related to the text? What other information is needed to decide?	<i>Brainstorm ideas for teacher scaffolding and intervention related to the lesson activities.</i>
Consider the student's participation in lesson activities: • Does the student listen actively during whole group instruction? • Does the student respond appropriately when prompted? • Are the instructional and practice activities predictable for the student? • Does the student understand lesson routines for partner practice, Learning Labs, etc.? • Are tasks clear?	
Root Causes Related to the Skills and Goals How might this student's struggles be related to the skills and goals? What other information is needed to decide?	<i>Brainstorm ideas for teacher scaffolding and intervention related to the skills and goals.</i>
Consider the student's ability to demonstrate the required skills and goals: • Does the student understand what is expected? • Are opportunities to demonstrate oral language low key and predictable for the student? • Do teacher prompts and restatements result in the student using complete sentences or elaborating responses? • Does the student repeat or say vocabulary words correctly? • Does the student know what the vocabulary words mean? • Does the student attempt to use vocabulary words in sentences? • Is the student motivated to demonstrate oral-language and vocabulary skills?	

Case Study Plan

Goal:			
Student Name:		Date:	
Actions: Check all that apply, and explain.			
Instruction	☐ Teach	☐ Model	☐ Provide Guided Practice
Partner Practice	☐ Prompt	☐ Reinforce	☐ Celebrate
	Dates		
Outcomes:	Goal met, ready for new goal	Goal not yet achieved, still appropriate	Goal needs adjustment, change expectations
Progress Note 1:			
Progress Note 2:			
Progress Note 3:			
Teacher Reflection:			



KINDERCORNER COMPONENT TEAM

Sample Agenda #12

Focus: Theme Learning

Bring It Back

- Bring examples, observational notes, or anecdotal information about student engagement in Theme Exploration lessons and activities.
- Share progress toward meeting previous goals; report may include examples, results, and data related to Case Study Plans for individual students who are struggling with oral language and vocabulary. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Review the information about theme learning on page 37 and Theme Exploration lessons in chapter 2 in the *KinderCorner 2nd Edition Plus Teacher's Manual*, as needed. View the video for Theme Exploration.
- Share evidence that these reasons for theme learning are fulfilled in your classroom:
 - core thematic concepts are reinforced with a variety of activities;
 - while learning and practicing new skills and objectives, students connect new information to core thematic concepts that provide a consistent focus throughout the day; and
 - students explore core thematic concepts through problem solving, exploration, experimentation, observation, and discussion.

Work It Out

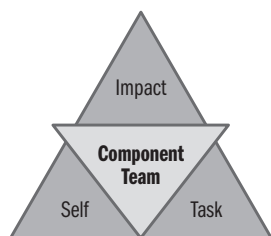
- Discuss these features of theme learning and how well they are implemented in KinderCorner classrooms:
 - preparation for Theme Exploration and Learning Labs as indicated at the beginning of each day in the theme guide;
 - review of homework as part of the Partnership Question of the Day;
 - completion of all activities and discussion related to the Daily Message in the Theme Exploration lesson;
 - completion of all activities and discussion related to theme learning in the Theme Exploration lesson;
 - theme connections in all lesson components, including Rhyme Time, STaR, Learning Labs, 15-Minute Math, Snack/Outside/Gross-Motor Play, Stepping Stones and KinderRoots, Math Mysteries, Let's Daydream, and Write Away; and
 - completion of the theme-learning recap, vocabulary review, Partner Challenge, and Home Links at the end of the day during Let's Think About It.
- Invite teachers to identify their common concerns and challenges for creating, maintaining, and improving the thematic focus throughout the day. Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions. List information that is needed, ideas that are not fully understood, or actions that would improve theme learning.

Get It Done

- Set a goal.
Examples: *90% of students will refer to thematic concepts or theme-related vocabulary when writing lab plans; 80% or more of students will bring back Home Links assignments every day next week.*
- Commit to implementing actions that will help meet the goal.
Examples: *Begin and complete Theme Exploration within the first hour of the day; use sharing sticks during the theme-learning recap at the end of the day; encourage use of theme-related vocabulary during all lab activities.*
- Agree to bring evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: pacing instruction and lesson activities (agenda #5), Learning Labs (agenda #20), or ending every day with Let's Think About It (agenda #21).



KINDERCORNER COMPONENT TEAM

Sample Agenda #13

Focus: Supporting Emergent Writers

Bring It Back

- Bring the following: student samples for each developmental writing stage represented in your classroom, anecdotal notes with prompting questions and student responses for one student conference, and recent weekly record results reports.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Review information about emergent writing:
 - Review information in chapter 4 about developing writing skills in the *KinderCorner 2nd Edition Plus Teacher's Manual*; consider assigning different sections to team members to read and review with one another.
 - View the video about emergent writing on online resources website.
 - Participate in these SFA Resource Center tutorials: (P) Emergent Writing Conferences and (W) Writing Strategies in KinderCorner.
- Look at the recent weekly record results report and student samples:
 - How many students are you able to conference with about their written lab plans each day? About their Write Away assignments?
 - Identify students who respond most quickly to modeling and writing conferences by developing some skills at the next writing stage. Identify students who need more conferencing, feedback, and modeling before new skills are likely to develop.
- Share your anecdotal notes about a writing conference with one student. Ask volunteers to demonstrate a writing conference, or practice conducting a writing conference with one another.
 - What are your successes and challenges when conferencing with students individually about their writing?
 - Which questions and modeling strategies work best?
 - How have you rephrased or added to the conferencing questions in the feedback guide?

Work It Out

- Work through the reflection exercise about classroom writing and student performance that is attached to this agenda (individually or with partners). Then share with the whole team.
- If more data or observations are needed, make plans for continuing this topic at the next component team meeting.
- What strengths and concerns do your classrooms have in common? Brainstorm ideas for building on strengths and addressing concerns related to emergent writing.
- List information that is needed, ideas that are not fully understood, or actions that will improve student writing.

Get It Done

- Set a goal related to emergent writing. **Examples:** *35% of students will progress from one developmental writing stage to the next by the end of the grading period; I will conference with every student about his or her writing at least once each week.*
- Commit to actions that will help meet the goal. **Examples:** *Increase use of Think Alouds during modeling to help students understand the writing process; guide partner sharing of ideas before writing; tailor questions and modeling during writing conferences to the developmental writing stage demonstrated by the student.*
- Agree to bring evidence related to emergent writing goals to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: identifying emergent writing stages, understanding the writing process, or time for teachers to practice writing conference strategies with one another.

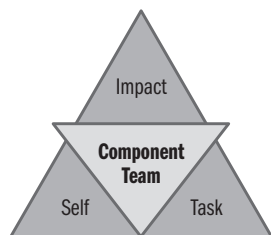
Reflection About KinderCorner Writing

Respond to these reflection questions, referring to the *KinderCorner 2nd Edition Teacher's Manual* and thematic unit materials as needed.

1. Do your students write every day? How is the writing process used every day? Why is this important?
2. How is writing integrated into your classroom's Learning Labs? What more can be done?
3. With which parts of the writing process in Write Away are your students most comfortable? Which parts of the process need more modeling and time?
4. How often do you model? Describe how you engage students to make the modeling interactive.
5. In Write Away, how do you know what students understand about the prompt?
6. What percentage of students write appropriate and complete responses to the prompt?
7. How effectively do partners share their drafts and give feedback to each other?
8. What percentage of the children talk with their partners about what they are going to write?
9. What percentage of children write about their lab selections and describe what they are going to do in their lab plans? What percentage of students actually do what they said they would in their plans?
10. How many students currently perform at each developmental writing stage?

D	Drawing #_____	AS1	Initial Attempts at Approximated Spelling #_____
S	Linear Scribble #_____	AS2	Early Approximated Spelling #_____
LL	Letterlike Shapes #_____	AS3	Intermediate Approximated Spelling #_____
RL	Random Letters #_____	AS4	Advanced Approximated Spelling #_____
		CS	Conventional Spelling #_____

11. How many students have moved from one writing stage to the next since the beginning of the grading period? Since the beginning of the year? More than one writing stage?
12. How do you track progress and maintain a record of student samples?
13. How do you communicate with families about writing expectations and encourage home practice?



KINDERCORNER COMPONENT TEAM

Sample Agenda #14

Focus: Beginning Reading, Part I

(phonological awareness, concepts of print, graphemes)

Bring It Back

- Bring these reports for the current grading period: weekly record results reports, class summary of graphemes reports, class summary of objectives not yet mastered report, and Classroom Assessment Summary.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Participate in three SFA Resource Center tutorials: (R) Phonological and Phonemic Awareness; (S) Concepts of Print; and (T) Reading, Writing, and Naming Graphemes.
- Read, or review, the information about phonological/phonemic awareness, concepts of print, and phonics in chapter 4 in the *KinderCorner 2nd Edition Plus Teacher's Manual*.
- View the video for Beginning Reading, Part I on online resources website.
- Ask partners to discuss and confirm their understandings of these concepts:
 - the difference between phonological awareness and phonics;
 - the relationship of phonemic awareness to beginning reading objectives; and
 - the skills taught as part of concepts of print.
- Evaluate whole class and individual student demonstration of objectives related to phonological/phonemic awareness, concepts of print, and graphemes. These objectives are reported on the weekly record results reports, CAS, class summaries of graphemes, and class summary of objectives not yet mastered.
 - Is the class as a whole showing progress from week to week in each category of objectives?
 - Which students may fail to meet this grading period's target because of one or more of these categories of objectives?
- Share common concerns and questions about student performance and progress.

Work It Out

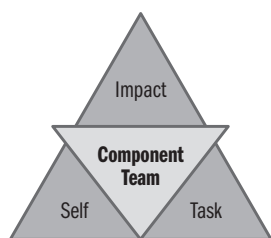
- Identify the lesson components that provide specific instruction in phonological/phonemic awareness, concepts of print, and graphemes. Discuss:
 - other opportunities during the day for practicing, intervening, and assessing these objectives; and
 - how completely these objectives are instructed, modeled, practiced, extended, and assessed in classrooms.
- Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.
- Consider selecting, reading, and discussing a professional book or article about beginning reading skills.

Get It Done

- Set a goal. **Examples:** *85% of the students will demonstrate phonemic and phonological awareness objectives on the unit 3 weekly record form within two weeks; 95% of the students will demonstrate graphemes mastery within two weeks after lesson instruction; Martine will demonstrate knowledge about the difference between a word and a sentence by October 10.*
- Commit to implementing actions that will help meet the goal. **Examples:** *Complete all parts of the daily lessons related to beginning reading objectives; provide more practice for students who struggle with reading and writing graphemes; share concepts of print objectives with families for practice at home; award pocket points when both partners demonstrate phonological or phonemic awareness objectives.*
- Agree to bring data and other evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: phonological and phonemic awareness; concepts of print; Beginning Reading, Part II (agenda #15); comprehension (agenda #16); or Learning Labs (agenda #20).



KINDERCORNER COMPONENT TEAM

Sample Agenda #15

Focus: Beginning Reading, Part II

(word-level skills, Stepping Stones, and KinderRoots)

Bring It Back

- Bring these reports for the current grading period: weekly record results reports, class summary of objectives not yet mastered report, and Classroom Assessment Summary (if the class is at least halfway through the current grading period).
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Participate in the SFA Resource Center tutorial (U) Sound Blending and Word-Level Skills.
- Read, or review, the information about letter-sound correspondence, sound blending, and sight words in chapter 4 in the *KinderCorner 2nd Edition Plus Teacher's Manual*.
- View the video for Beginning Reading, Part II on the online resources website.
- Ask partners to discuss their understanding of Stepping Stones instruction and objectives.
- Evaluate whole class and individual student demonstration of objectives related to beginning reading. These objectives are reported on the weekly record results reports, CAS, and class summary of objectives not yet mastered.
 - Is the class as a whole showing progress from week to week in beginning reading objectives?
 - Which students may fail to meet this grading period's target because of beginning reading objectives?
 - How is demonstration of beginning reading objectives impacted by student mastery of phonological awareness, concepts of print, and graphemes?
- Share common concerns and questions about student performance and progress.

Work It Out

- Identify the parts of Stepping Stones lessons that provide specific instruction in beginning reading objectives. Discuss:
 - other opportunities during the day for practicing, intervening, and assessing these objectives;
 - how completely these objectives are instructed, modeled, practiced, extended, and assessed in classrooms; and
 - how to monitor and analyze reading errors (sound blending, sight words, overreliance on memory and pictures, etc.).
- Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.
- Prepare for the transition from Stepping Stones to KinderRoots, which occurs in Unit 7:
 - Read, or review, the information about KinderRoots in chapter 4 in the *KinderCorner 2nd Edition Plus Teacher's Manual*.
 - Participate in the SFA Resource Center tutorial (V) Unit 7 Transition to KinderRoots and tutorial (W) Roo's Request in KinderRoots.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.

Get It Done

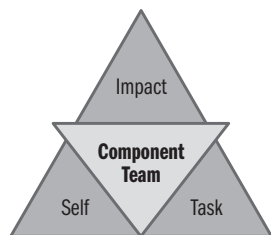
- Set a goal. **Examples:** *90% of students will demonstrate all beginning reading objectives by the end of the grading period; Lyle will demonstrate sound blending of all the words on a page in unit 6.*
- Commit to implementing actions that will help meet the goal. **Examples:** *Complete all parts of the Stepping Stones lessons; review and model sound blending with words that use sounds not yet demonstrated by many students; provide more practice with sound blending during Learning Labs; share sight words with families for practice at home; award pocket points when students voluntarily write new sounds.*
- Agree to bring data and other evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: running records; strategies for reviewing skills and objectives; Beginning Reading, Part I (agenda #14); or comprehension (agenda #16).

KINDERCORNER COMPONENT TEAM

Sample Agenda #16



Focus: Comprehension

Bring It Back

- Bring all weekly record results reports for the current grading period. Bring background, theme-related, STaR, and math vocabulary words as they are listed in the frontmatter of the current theme guide.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Read, or review, the information about listening comprehension and fluency and the lists of good-reader skills in chapter 4 in the *KinderCorner 2nd Edition Plus Teacher's Manual*.
- Participate in the SFA Resource Center tutorial (X) Story Telling and Retelling.
- Ask partners to discuss and confirm their understanding of these concepts:
 - teachers model comprehension and fluency during Story Telling and Retelling;
 - students who practice listening-comprehension skills learn to expect that text will have a message and make sense;
 - the relationship of phonemic awareness to beginning reading objectives;
 - partner reading and retell activities engage students in talking about their comprehension; and
 - thematic words and concepts in text that are heard or read create connections that support comprehension.

Work It Out

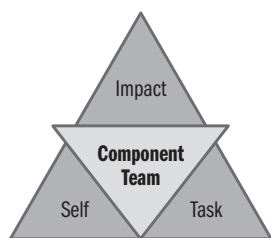
- Look at your theme guide, and discuss these questions about modeling, practicing, and monitoring comprehension:
 - How well and how often do you model Think Alouds about comprehension during STaR?
 - Which good-reader skills in STaR are particularly focused on developing comprehension skills? How and when are good-reader skills reviewed and practiced during other times of the day?
 - Is Think-Pair-Share used for every comprehension question asked during STaR and KinderRoots? Why is this important?
 - When and how is partner discussion about comprehension modeled or demonstrated?
 - What teacher questions are used to engage and extend partner talk about comprehension?
 - Do students expect the text to be meaningful? Do they know when they comprehend (and when they don't)?
- Share common concerns and questions about instructing, practicing, and monitoring comprehension. Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.

Get It Done

- Set a goal for improving data collection and recording for the next grading period.
Examples: *All students will demonstrate story comprehension through retell activities in unit 6; 80% of students successfully respond to Think-Pair-Share comprehension questions when selected with sharing sticks; Josef will talk about next week's good-reader skill when reading with a partner.*
- Commit to implementing actions that will help meet the goal.
Examples: *Set up a system for recording observations about student comprehension; expect students to restate their comprehension after each page during partner reading in KinderRoots, classroom library lab, etc.; share good-reader skills from STaR with families for use at home.*
- Agree to bring data and other evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: oral-language development, Bloom's taxonomy, supporting use of elaborated language (agenda #2), or helping the reluctant speaker (agenda #11).



KINDERCORNER COMPONENT TEAM

Sample Agenda #17

Focus: Getting Along Together

Bring It Back

- Bring these reports for the current grading period: weekly record results reports, class summary of objectives not yet mastered report, and Classroom Assessment Summary (if the class is at least halfway through the current grading period).
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Read, or review, the information about Getting Along Together in chapter 6 in the *KinderCorner 2nd Edition Plus Teacher's Manual*.
- View the video about Getting Along Together on online resources website.
- Evaluate whole class and individual student demonstration of objectives related to Getting Along Together. These objectives are reported on the weekly record results reports, CAS, and class summary of objectives not yet mastered.
 - Is the class as a whole demonstrating the Getting Along Together objectives for this grading period?
 - How long does it take before most students can demonstrate a new Getting Along Together objective?
 - Which students struggle the most with learning Getting Along Together objectives? Why? Is there a relationship between student success with GAT and academic objectives?
 - What other objectives in all domains impact students' ability to demonstrate GAT objectives?
- Share common concerns and questions about student demonstration of Getting Along Together objectives.

Work It Out

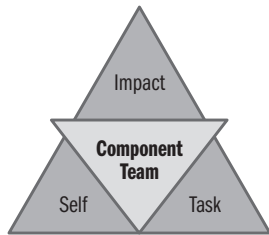
- Identify the parts of Getting Along Together lessons that prepare students to demonstrate GAT objectives. Discuss:
 - other opportunities during the day for practicing, intervening, and assessing these objectives;
 - how completely these objectives are instructed, modeled, practiced, extended, and assessed in classrooms;
 - other social skills and/or cooperative learning behaviors taught and practiced that help students with GAT objectives;
 - quality of student practice through the Partner Challenge each day; and
 - teacher strategies for guiding and encouraging attention to the Partner Challenge during the rest of the day.
- Share common concerns and questions about Getting Along Together objectives and use of the lessons. Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.

Get It Done

- Set a goal. **Examples:** *80% of students will demonstrate all GAT objectives by the end of the grading period; Travis will demonstrate the minimum number of GAT objectives by the end of the grading period; Jani will use Say It Back when resolving problems with peers.*
- Commit to implementing actions that will help meet the goal. **Examples:** *Prioritize time for the Class Council meeting each week; refer to the Stop and Stay Cool steps and conflict solvers during real peer conflicts; model "I" Messages and win-win solutions.*
- Agree to bring evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: pocket points and the feedback loop (agenda #1), monitoring students with the weekly record form (agenda #3), or ending every day with Let's Think About It (agenda #21).



KINDERCORNER COMPONENT TEAM

Sample Agenda #18

Focus: Math

Bring It Back

- Bring these reports for the current grading period: weekly record results reports, class summary of objectives not yet mastered report, and Classroom Assessment Summary (if the class is at least halfway through the current grading period).
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Read, or review, the information about math in chapter 5 of the *KinderCorner 2nd Edition Plus Teacher's Manual*. Refer to chapter 2 for information about 15-Minute Math, Math Mysteries, and the math lab. Consider assigning different sections to team members to read and review with one another.
- View the video for math on online resources website.
- Ask partners to discuss and confirm their understanding of these KinderCorner math concepts:
 - the role of constructivist learning;
 - thoughtful use of higher-level questioning;
 - opportunities for peer communication to share experiences, ideas, and observations with one another; and
 - math involves more than numbers.
- Evaluate whole-class and individual student demonstration of the objectives related to math. These objectives are reported on the weekly record results reports, CAS, and class summary of objectives not yet mastered.
 - Is the class as a whole demonstrating the expected math objectives for this grading period?
 - Which students struggle the most with demonstrating math objectives?
 - Do students continue to use demonstrated skills beyond the unit when they are assessed?
- Share common concerns and questions about student demonstration of math objectives.

Work It Out

- Share how well math lessons are currently implemented. Then consider possibilities for extra practice or for extending math learning:
 - Compare the objectives for 15-Minute Math with those for Math Mysteries; how can teachers better utilize built-in opportunities for preteaching and reteaching?
 - How can teachers use math concepts the rest of the day (e.g., theme learning, labs other than just math, other uses for the 15-Minute Math board)?
 - Refer to the planner attached to this agenda to tailor math conversations and questioning in your classroom.
- Share common concerns and questions about math objectives and use of the lessons. Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.

Get It Done

- Set a goal.
Example: *95% of students will demonstrate the minimum number of math objectives by the end of the grading period.*
- Commit to implementing actions that will help meet the goal.
Examples: *Provide more time for partner practice and dialogue about math objectives; plan higher-level questions before the math lesson; add math to more labs; use measuring, graphing, and estimating during nonmath activities.*
- Agree to bring evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: Bloom's taxonomy, partner skills for discussion, monitoring students with the weekly record form (agenda #3), supporting use of elaborated language (agenda #2), or helping the reluctant speaker (agenda #11).

15-Minute Math

Skills to Be Reviewed	15-Minute Math Activities for the Current Month	Higher-Level Questions to Address Student Needs

Questions to Help Students Build Math Power

How did you get your answer?

How do you know?

What were you thinking?

What strategy did you use?

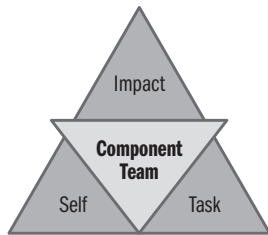
Could you use a different strategy?

What clues did you use to discover that answer?

Did anyone get a different answer?

Did anyone get the same answer in a different way?

How could you check the answer to make sure that it is correct?



KINDERCORNER COMPONENT TEAM

Sample Agenda #19

Maximizing KinderCorner: Starting Every Day with Greetings, Readings, & Writings

Bring It Back

- Bring sign-in sheets from the first week and the most recent weeks of the current grading period.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Review information about Greetings, Readings, & Writings to identify what the teacher does and what the students do:
 - View the video about Greetings, Readings, & Writings on online resources website.
 - Look at the routines printed at the beginning of each day in the theme guide.
- Look at the sign-in sheets, and discuss with one another:
 - How are students' abilities with writing their names changing over time?
 - How have you varied the sign-in activity? (Make separate sheets for boys and girls, make separate sheets for different table groups, change the sign-in location, add last names, change the list of names by alphabetical order, etc.)
- Report the number or percentage of students who are consistently following the arrival routine and the number or percentage who still need assistance. Continue the discussion with these questions:
 - How many students still need help getting settled?
 - Is the teacher able to greet students, listen to them, and interact with them during the morning routine?
 - How long does it take before most students are engaged in the tabletop activities?
 - Which open Learning Labs or tabletop activities engage students the most during this time?
 - Is the teacher able to observe for demonstration of skills and objectives?
- Share common concerns and questions about expectations and logistics for Greetings, Readings, & Writings.

Work It Out

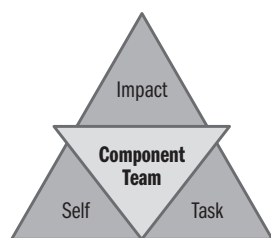
- Consider these questions to determine next steps for improving use of the time for Greetings, Readings, & Writings:
 - Does the time result in a positive transition to the classroom at the beginning of the day?
 - How does the time help students develop more self-regulation?
 - How is this time used to promote oral language development?
 - Look at the objectives for the current grading period or unit; which ones are teachers most likely to observe during Greetings, Readings, & Writings?
- Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.

Get It Done

- Set a goal. **Examples:** *95% of students will sign in and select activities within the first five minutes; Morghana will be in the classroom, take off her coat, talk to the teacher, and sign in within five minutes every day next week; at least 40% of students will interact verbally with the teacher about their self-selected activities each day.*
- Commit to implementing actions that will help meet the goal. **Examples:** *Share the goal with the whole class or individual students; award pocket points when the majority of students or partnerships have met the goal each day; promote oral language while helping students select activities.*
- Agree to bring evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: self-regulation, supporting use of elaborated language (agenda #2), monitoring students with the weekly record form (agenda #3), or Learning Labs (agenda #20).



KINDERCORNER COMPONENT TEAM

Sample Agenda #20

Maximizing KinderCorner: Learning Labs

Bring It Back

- Bring the weekly schedule for labs and anecdotal records about use of Learning Labs time in your classroom.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Read, or review, the information about Learning Labs chapter 2 in the *KinderCorner 2nd Edition Plus Teacher's Manual*.
- Participate in the SFA Resource Center tutorial (Y) Preparing and Managing Learning Labs.
- View the video about Learning Labs on online resources website.
- Ask partners to discuss and confirm their understanding of these Learning Labs concepts:
 - most, if not all, skills, concepts, and objectives can be learned and practiced through Learning Labs;
 - shortening or canceling Learning Lab time is not desirable, even though it seems like an easy way to manage time and scheduling problems;
 - math, writing, reading, dramatic play, oral language, theme learning, and social skills can be integrated into all labs;
 - conferencing with students about lab plans promotes and reinforces self-regulation and motivation; and
 - successful lab management includes a system for self-selecting labs, lab tours, conferencing about lab plans, interacting with students while they are engaged in labs, and monitoring specific objectives.

Work It Out

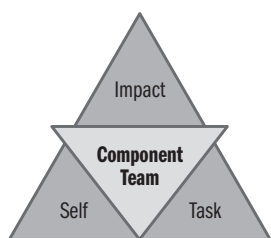
- Ask partners to share with the whole group some of their conclusions and insights from the previous Learning Labs discussion. Share common concerns and questions about Learning Labs.
- Ask teachers to compare notes about implementation of Learning Labs in their classrooms:
 - How much time is set aside each day or week for Learning Labs?
 - How much time does it take students to select labs and write lab plans?
 - How many students does the teacher conference with about lab plans each day? Compare lab plans and developmental writing stages.
 - What is the level of student engagement with the Learning Labs?
 - What is the quality of students' interactions with one another? How is it improved with teacher guidance and prompting?
 - How well is Learning Labs time used for individual assessment of required objectives?
- Work together to focus on improving implementation and resolving related issues. Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.

Get It Done

- Set a goal. **Examples:** *95% of students will select labs and complete written lab plans within five minutes or less; Jayna will increase the number of grapheme and beginning reading objectives demonstrated after getting more practice in Learning Labs; the teacher will interact with at least 55% of students during Learning Labs each day.*
- Commit to implementing actions that will help meet the goal. **Examples:** *Schedule time for Learning Labs every day; build dramatic play and writing into every lab in unit 2.*
- Agree to bring evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: supporting use of elaborated language (agenda #2), monitoring students with the weekly record form (agenda #3), or theme learning (agenda #12).



KINDERCORNER COMPONENT TEAM

Sample Agenda #21

Maximizing KinderCorner: Ending Every Day with Let's Think About It

Bring It Back

- Bring anecdotal information about what actually happens during the last twenty minutes in your classroom every day.
- Share progress toward meeting previous goals; report may include examples, results, and data related to successes or concerns. Review the goal and level of completion, need for continued attention, and next steps.

Bring It On

- Identify the purpose of Let's Think About It activities by reviewing the following:
 - View the video about Let's Think About It on online resources website.
 - Look at the Let's Think About It section for day 1 or 6 and day 5 or 10 in the theme guide.
- How do these two questions represent the purpose of Let's Think About It?
 - What do you want students to remember from all the lessons and activities today?
 - What do you want students to remember and be able to do tomorrow?
- Discuss how these are reviewed or extended during Let's Think About It:
 - theme learning,
 - oral language and vocabulary,
 - Getting Along Together,
 - literacy and math,
 - celebration, and
 - connections between school and home.
- Reflect on and share how the time is actually used during Let's Think About It in your classrooms. Tell one another how much time is usually available, which activities are always completed, and which ones are often skipped.
- Share common concerns and questions about Let's Think About It.

Work It Out

- Work through the planning and reflection exercise attached to this agenda (individually or with partners). Then share with the whole group.
- Brainstorm ideas, and resolve concerns and challenges through planning and problem-solving discussions.
- List additional information that is needed or ideas that are not fully understood for future exploration and discussion.

Get It Done

- Set a goal.
Examples: *All students will be selected as the Cool Kid at least once each semester; 90% of students will return homework at least four days during the next week; a full twenty minutes will be set aside for Let's Think About It at the end of every day.*
- Commit to implementing actions that will help meet the goal.
Examples: *Model and guide practice of theme vocabulary sentences during vocabulary review; use cheers to celebrate the pocket points earned for the day; use sharing sticks to select students to demonstrate the Partner Challenge.*
- Agree to bring evidence of progress toward meeting the goal to the next component team meeting.

Bring It Up Next

- Decide, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: homework, pocket points and the feedback loop (agenda #1), supporting use of elaborated language (agenda #2), theme learning (agenda #12), or Getting Along Together (agenda #17).

Planning and Reflection

1. What do you especially value about Let's Think About It? What do your students like about Let's Think About It?

2. Consider and respond to the questions in this chart about each activity in Let's Think About It.

Let's Think About It	What is the purpose of this activity?	Why might this activity get skipped or shortened?	What are next steps for improving this activity?
Theme-Learning Recap			
Vocabulary Review			
Partner Challenge			
Cool Kids Recognition			
Pocket Points for the Day			
Home Link/Departure			

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Success for All Status Report

School: _____	Component
District: _____	
State: _____	☐ CC ☐ KC ☐ RR ☐ RW
SFA Start Year: _____	☐ REMS ☐ REHS ☐ Math ☐ WW ☐ WH
Principal: _____	Grades Implementing
Math Coach: _____	☐ Pre-K ☐ K ☐ 1 ☐ 2 ☐ 3
SFAF Point Coach: _____	☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
SFAF Area Manager: _____	☐ 9 ☐ 10 ☐ 11 ☐ 12

Schoolwide Solutions Data					
Grading Period	Baseline	1	2	3	4
% Attendance					
% Tardies					
# of disciplinary referrals					
# of suspensions					

Success for All Snapshot

Schoolwide Structures

B 1 2 3 4 **IP** = In place; **S** = Startup expectations met;
N = Not in place

Fundamentals				
				1 All leaders and staff have received essential training. (1)
				1 Materials necessary for program implementation are complete. (2)
				1 Schoolwide Solutions coordinator has been identified and given time to fulfill Solutions responsibilities. (3)
				1 The facilitator is full time (reading) and/or part time (math). (4)
				2 Classes in Reading Roots do not exceed twenty students. (5)
				1 A ninety-minute (elementary) or sixty-minute (secondary) uninterrupted reading block exists. (6)
				1 The principal is fully involved with SFA implementation. (7)
				1 Instructional component teams meet regularly to address professional-development needs and connect teachers to online and print resources for program support. (8) S
				1 All Schoolwide Solutions teams have been identified and meet regularly as specified. (9)
				1 Getting Along Together structures are in place in every classroom (Class Council meetings, Peace Paths, Think-It-Through sheets). (10) S
				2 Getting Along Together structures are in place schoolwide (Peace Paths; Think-It-Through sheets; using conflict stoppers in cafeteria, on playground, in hallways, etc.). (11) S
				1 Attendance plans are complete and effectively implemented. At least 95% of children are in school on time every day. (12) S
				1 The Intervention team meets weekly and uses the Solutions Sheet process to create individualized achievement plans. (13) S
				2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (14) S
				2 Parent involvement essentials are in place. (15) S
				2 Volunteer listeners are in place. (16) S
				3 School climate is positive, calm, and orderly, or a positive schoolwide behavior plan (e.g., PBIS, Winner's Circle, CMCD) is in place and used consistently. (17) S
				3 A community-supported vision program is in place. (18) S
Assessment				
				1 An accurate Grade Summary Form is maintained for every grading period. (19)
				1 Formal reading-level and/or math-benchmark assessments with consistent measures are conducted at the beginning of the year and at the end of each grading period. (20)
				1 Teacher cycle record forms or weekly record forms are used by all teachers to record classroom data throughout the grading period. (21) S
				2 A Classroom Assessment Summary is submitted quarterly by each teacher. (22) S
				3 Member Center (or equivalent) data-collection and reporting tools are used consistently. (23) S

B 1 2 3 4 **IP** = In place; **S** = Startup expectations met;
N = Not in place

Aggressive Placement				
				1 Cross-grade regrouping is used each grading period in all grades except pre-K and kindergarten. (24)
				1 Multiple measures are used to determine placement. (25)
				2 Placement is aggressive; students performing below grade level are placed at the highest level at which they can be successful. (26) S
Tutoring				
				1 Capacity exists to tutor 30% of first-grade students, 20% of second-grade students, and 10% of third-grade students. (27)
				1 A certified teacher-tutor coaches other tutors. (28)
				1 Tutoring is provided daily for each tutored student. (29)
				2 One of the SFAF tutoring programs is used. (30)
Leading for Success				
				3 The Leadership team meets monthly to review schoolwide data, monitor teams, and prepare for the quarterly meetings. (31) S
				3 Members of the school Leadership team know the number and percentage of students achieving at grade level and meeting quarterly proficiency goals. (32) S
				2 Quarterly meetings are held at the start of school and quarterly to review schoolwide progress toward achievement goals and team reports. (33) S
			CC	2 Instructional component teams set SMARTS targets based on program data, chart progress, and work collaboratively to meet their targets. (34) S
			KC	
			RR	
			RW	
			REMS	
			REHS	
			M	
				3 The facilitator uses the GREATER coaching process to support continuous improvement of student achievement through high-quality implementation. (35) S
			Attendance	2 Schoolwide Solutions teams set SMARTS targets based on program data, chart progress, and work collaboratively to meet their targets. (36) S
			Intervention	
			Cooperative Culture	
			Community Connections	
			Parent and Family Involvement	
				3 The Schoolwide Solutions coordinator supports Schoolwide Solutions teams to identify student-achievement targets that guide the teams' efforts. (37) S
				3 All Leading for Success teams set targets that are aligned with schoolwide quarterly goals. (38) S

Please Note: The shaded areas indicate objectives that may not be rated at your school until the 2015–2016 school year.

Priorities for implementation: 1 mechanical 2 routine 3 refined

Minimal expectations for start-up schools: S

Instructional Processes*

✓	B	1	2	3	4		
						CC	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	2 Teachers use Think-Pair-Share, whole-group response, Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						RW	2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)
						REMS	
						REHS	
						M	
						WW	

✓	B	1	2	3	4		
						RW	3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)
						REMS	
						REHS	
						M	
						WW	
						RW	3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)
						REMS	
						REHS	
						M	
						WW	
						RR	2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)
						RW	
						REMS	
						REHS	
						M	
						WW	3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)
						RR	
						RW	
						REMS	
						REHS	
						M	2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)
						WW	
						CC	
						KC	
						RR	
						RW	3 Teachers complete Getting Along Together lessons and/or conduct Class Council meetings weekly. The atmosphere is open, and relevant class issues are addressed effectively. (13)
						REMS	
						REHS	
						GAT	3 Teachers facilitate the use of emotion-control and conflict-resolution strategies throughout the day (including use of the Stop and Stay Cool steps, Think-It-Through sheets, the Feelings Thermometer, and the Peace Path). (14)
						GAT all day	

Fill in:

✓ = Area of focus

P = Power schoolwide – Objective is verified for 95% of teachers.

M = Mastery – Objective is verified for 80% of teachers.

S = Significant use – Objective is verified for 40% of teachers.

L = Learning – Staff members are working toward verification of this objective.

*Verified by observation or artifacts such as team score sheets, facilitator observation records, videos, audio records, transcripts of instruction, or teacher records of student responses. Leave blank if documentation is not yet available.

Priorities for implementation: **1** mechanical **2** routine **3** refined

Student Engagement*

✓	B	1	2	3	4		
						CC	1 Students are familiar with routines. (1)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	3 Students speak in full, elaborate sentences when responding to teacher questions. (2)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						KC	3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)
						RR	
						RW	
						REMS	
						REHS	3 Students use rubrics to meet expectations during partner or team practice. (6)
						REHS	
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	

✓	B	1	2	3	4		
						RW	3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)
						REMS	
						REHS	
						M	
						WW	
						RR	2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)
						RW	
						REMS	
						REHS	
						M	
						WW	3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)
						RW	
						REMS	
						M	
						WW	3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)
						RR	
						RW	
						REMS	
						REHS	
						WW	3 Students use win-win decision-making skills to solve problems that arise through the use of the Peace Path, conflict stoppers, and Think-It-Through sheets. (11)
						GAT all day	
						GAT all day	3 Students can identify the intensity of their feelings and use self-control strategies (Stop and Stay Cool) when needed. (12)

Fill in:

✓ = Area of focus

P = Power schoolwide – Objective is verified for 95% of teachers.

M = Mastery – Objective is verified for 80% of teachers.

S = Significant use – Objective is verified for 40% of teachers.

L = Learning – Staff members are working toward verification of this objective.

*Verified by observation or artifacts such as team score sheets, facilitator observation records, videos, audio records, transcripts of instruction, or teacher records of student responses. Leave blank if documentation is not yet available.

Priorities for implementation: 1 mechanical 2 routine 3 refined

Snapshot Objectives for Curiosity Corner/Kindercorner

Observer: _____

Week: _____

Instructional-Process Objectives		T1	T2	T3	T4	T5	T6	T7	T8
IP-1	Teachers use lesson structure and objectives at least at a routine level. Teachers use available media regularly and effectively.								
IP-2	Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective.								
IP-3	Teachers use Think-Pair-Share, whole-group responses, Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation.								
IP-4	Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression.								
IP-5	Teachers provide time for partner and team talk (and lab activities in kindergarten) to allow mastery of learning objectives by all students.								
IP-6	Teachers facilitate partner and team discussion (and student interaction in labs) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress.								
IP-12	Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better.								
IP-13	Teachers conduct Class Council meetings weekly. The atmosphere is open, and relevant class issues are addressed effectively.								
IP-14	Teachers facilitate the use of emotion-control and conflict-resolution strategies throughout the day (including use of the Stop and Stay Cool steps, Think It Through sheets, the Feelings Thermometer, and the Peace Path).								

Student-Engagement Objectives		T1	T2	T3	T4	T5	T6	T7	T8
SE-1	Students are familiar with routines.								
SE-2	Students speak in full, elaborate sentences when responding to teacher questions.								
SE-3	Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.)								
SE-4	Students are engaged during team/partner practice and labs. If needed, strategies such as talking chips or role cards are in use.								
SE-5	Partners assist each other effectively with difficult words and use retell every day during partner reading.								
SE-6	Students use rubrics to meet expectations (e.g., fluency, writing, vocabulary, strategy use, comprehension).								
SE-11	Students use win-win decision-making skills to solve problems that arise through the use of the Peace Path, conflict stoppers, and Think It Through sheets.								
SE-12	Students can identify the intensity of their feelings and use self-control strategies (Stop and Stay Cool) when needed.								

Please Note: The shaded area indicates an objective that may not be rated at your school until the 2013–2014 school year.



KinderCorner Team Reporting and Planning Guide

School: _____

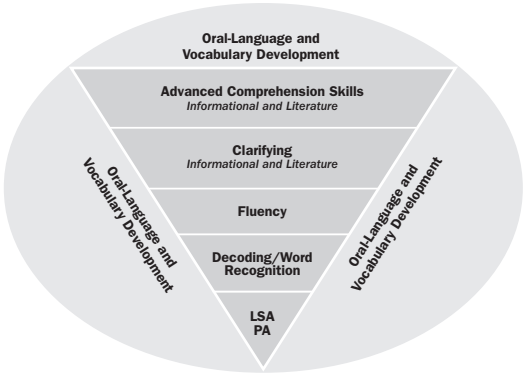
Baseline 1 2 3 4

Team Leader: _____ Team Members: _____

Results in Reading – Percent of Students Meeting Grade-Level Expectations									
Grade	Baseline	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results
K									

Areas of Concern: Refer to the reading-skills hierarchy at the right to select specific areas of concern.

1.	☐
2.	☐
3.	☐
4.	☐
5.	☐
6.	☐
7.	☐
8.	☐



Leading for Success Achievement Plan

School: _____

Initiated by: ☐ **Point Coach** _____ **Date** _____

☐ Attendance	☐ Cooperative Culture	☐ Community Connections	☐ Intervention	☐ Parent and Family Involvement
☐ Curiosity Corner	☐ KinderCorner	☐ Reading Roots	☐ Reading Wings	☐ The Reading Edge MS
☐ The Reading Edge HS	☐ Writing Wings	☐ PowerTeaching: Math	☐ Other _____	

School Goals:

Area of Concern (specify scope for Schoolwide Solutions concerns):

Target:

Possible Root Causes (indicate which one is selected):

Implementation Focus:

Actions:

Actions	Responsible Person	Expected Completion Date	Done
1.			☐
2.			☐
3.			☐
4.			☐

Planned Review Date: _____

Results:

Comments:

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