

Standard I

Activities

Assessing Narrative Comprehension in Young Children

Reading Research Quarterly
Vol 38. No. 1
January/February/March 2003
International Reading Association
pp.36-76

Summary:

This article explains the creation and validation of the Narrative Comprehension of Picture Books task, an assessment of young children's comprehension of wordless picture books. Narrative competence is among the fundamental cognitive skills that influence early reading development. When children look at pictures in books, the process of meaning making is similar to the cognitive efforts to construct meaning from printed words. For example, children construct relations among characters, actions, and events in pictures or text based on the contextual clues and their prior knowledge.

Children must "read" and elaborate the meanings identified in individual pictures. They must integrate meanings across pictures, delete extraneous pictorial information, retain main ideas, form expectations regarding possible future pictures, monitor ongoing understanding of pictorial information, and backtrack to previous pictures when comprehension fails. Pictorial narratives also require narrative thinking skills similar to the cognitive demands of text-based stories, such as integration of information, inferential skills, knowledge about main story elements and understanding of temporal and causal sequences.

The assessments of pictorial narratives are important. They allow teachers to assess how children understand narrative stories and their elements and relations, as well as how children analyze, infer, and summarize event sequences—all independent of the ability to decode printed words. Assessment of narrative stories can be closely connected with classroom instruction in primary grades, such as story boards, puppet play, storytelling dictated stories, and joint book reading. With increasing pressures to document young children's literary progress in primary grades, such assessments are needed. They provide a valuable diagnostic assessment of comprehension problems and link comprehension assessment with classroom instruction. Identification of comprehension problems of young children, whether or not they can decode print, enable us to make early interventions for at-risk children.

- **Pictorial narratives require narrative thinking skills similar to the cognitive demands of text-based stories.**





Activity–Exploration Tubs

Standard I

Student will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Objective 2

Develop skills in gross and fine motor movement.

Objective 3

Develop and use skills to communicate ideas, information, and feelings.

Process Skills

Symbolization, observation, prediction, description, problem solving, classification

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
3. Demonstrate responsible emotional and cognitive behaviors.
4. Develop physical skills and personal hygiene.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard
I
Objectives

1, 2, 3

Connections

Background Information

This unit uses the children's names as the foundation for teaching language, alphabetics, one-to-one counting, sequencing, concepts of print, and phonemic awareness. The child's own name is the most important word to him. Although many children come to school with an awareness of environmental print, they see the environmental print words as a whole.

Name recognition is the first experience many children have with the concept of written symbols. Teachers frequently hear the words "That's my name!" when a child sees a word that begins with the same first letter. It requires a new vocabulary for students to understand concepts such as letter and word. Students with low language skills will need constant connections to the concrete and familiar (e.g., matching names with photos of students, labels and pictures for manipulatives and their storage places throughout the room, and assistance in discriminating their name with other students' names beginning with the same letter.)

- **When differentiating instruction, the teacher must look at the particular needs of the individual student.**

Students with low language skills tend to cluster in the following areas*

1. *ESL*: These students may appear to be competent, yet lack the kind of language knowledge needed for academic success.
2. *Poverty*: Because parents often work several jobs, parents frequently have little or no time to verbally interact with their children. The children have capable minds but poorly developed language.
3. *Learning Problems* (could be in special education programs, but not always): Some children have specific learning problems that require accommodations or adaptations in the classroom. These learning problems can include auditory processing deficits, poor memory, depression, hyperactivity, emotional/family issues, visual-motor deficits, specific health problems, cognitive delays, behavior disorders, autism, sensory and/or physical impairments, etc.
4. *Slow Learners*: About one-sixth of the general population are slow learners (IQ falls between 70 and 85). They commonly have much poorer oral language vocabularies than their peers and develop in literacy at a much slower pace. For instance, a fourth grade student (9-year-old) who is a slow learner can be expected to read on a first grade level if he is developing normally. You may have three to four slow learners in your classroom each year that will need extra assistance in their learning.
5. *Highly Mobile*: These drop in/drop out children, even with good teaching, miss consistent planned instruction and their oral language development can suffer.

When differentiating instruction to meet the needs of any student, the above information can serve as a guideline, but the teacher must look at the particular needs of the individual student, as not all students fall into any one “general” category—some fall into several categories and may have their own unique needs.

- * Adapted from *Strategies for Reading Assessment and Instruction Helping Every Child to Succeed* by D. Ray Reutzel and Robert B. Cooter, Jr. Merrill Prentice Hall

As teachers enter they will be invited to explore five tubs that have manipulatives and books on core topics with sample activities articulated on a web. Teachers will be given 10 minutes to explore the tubs. (The tubs have ideas across all standards.)

1. Name Tub

- Students will identify their name as a symbol for themselves.
- Students will write their first name.
- Students will spell their first name.
- Students will compare classmates' names, and the letters in their names.

Books:

Andy by Tomie De Paola (Scholastic)

Mommy Doesn't Know My Name by Suzanne Williams (Houghton Mifflin)

A Porcupine Named Fluffy by Helen Lester (Houghton Mifflin)

Chrysanthemum by Kevin Henkes (Trumpet)

Materials

- ☐ photos of each child
- ☐ name cards for each child
- ☐ name writing cards with models of alphabet strokes
- ☐ glue gun name cards
- ☐ name sort game
- ☐ name puzzles

2. Insect Tub

- Students will describe characteristics of organisms.
- Students will sort objects by common attributes.
- Students will begin to develop an understanding of the life cycles of organisms.

Books:

Butterfly by Susan Canizares (Scholastic)

Bugs, Bugs, Bugs by Mary Reid and Betsey Chesson (Scholastic)

What Is An Insect? by Susan Canizares and Mary Reid (Scholastic)

Where Do Insects Live? by Susan Canizares and Mary Reid (Scholastic)

Spider Names by Susan Canizares (Scholastic)

What Do Insects Do? by Susan Canizares and Pamela Chanko (Scholastic)

Materials

- ☐ plastic insects
- ☐ bugs
- ☐ worms
- ☐ spiders

3. Monkey Literacy

- Students will compare fiction books about monkeys with informational books about monkeys.
- Students will retell a finger play book with manipulative figures.
- Students will make a book of their own using the “counting backwards” format.

Materials

- ☐ flannel board characters or puppets for each book
- ☐ magnetic numbers
- ☐ lid for magnets

Books:

Five Little Monkeys Sitting In a Tree by Eileen Christelow (Scholastic)

Five Little Monkeys Jumping On the Bed by Eileen Christelow (Scholastic)

Monkeys by Susan Canizares and Pamela Chanko (Scholastic)

Jane Goodall and Her Chimpanzees by Betsey Chessen and Pamela Chanko (Scholastic)

4. Life-Size Grizzly

- Students will utilize tools to gather data and compare size.
- Students will observe and describe the properties of objects.
- Students will compare attributes of real bears with attributes of teddy bears.

Books:

Bears, Bears, and More Bears by Jackie Morris (Barrens)

Bears by Joanne Mattern (Watermill Press)

How Teddy Bears Are Made by Ann Morris (Scholastic)

Polar Bears by Susan Canizares and Daniel Moreton (Scholastic)

5. Magnification

- Students will develop abilities necessary to do scientific inquiry.
- Students will utilize tools to gather data and extend the senses.
- Students will observe and describe the properties of objects and materials.

Books:

Tools Can Help Us See by Sarah Dawson (National Geographic, Windows on Literacy)

A Better Look by Jacob Fink (National Geographic, Windows on Literacy)

The Magnifying Glass by Karen Anderson (Wright Group, McGraw-Hill)

Seeing Things Up Close by Kate McGough (National Geographic, Windows on Literacy)

Greg's Microscope by Milicent E. Selsam (Harper and Row)

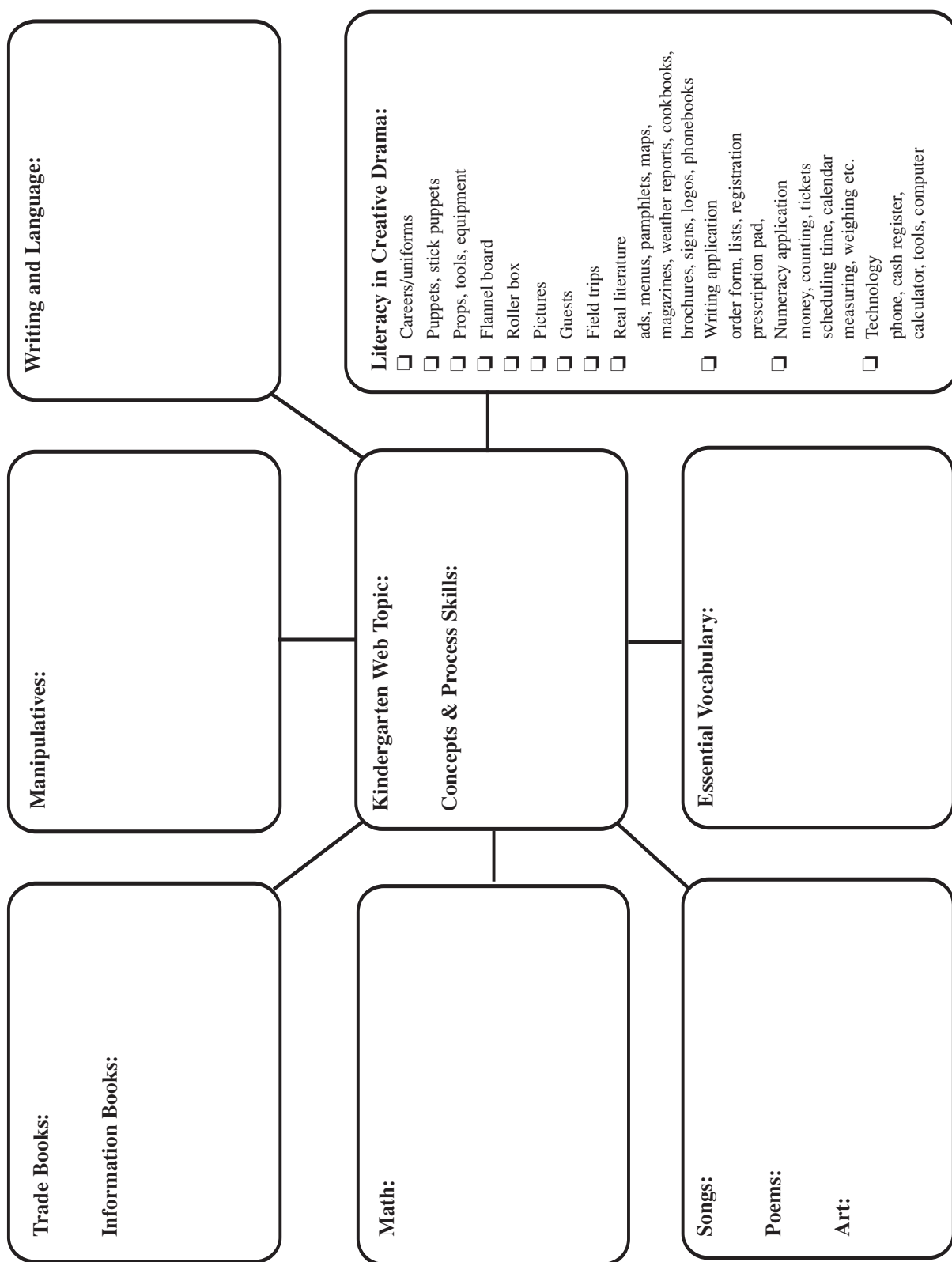
Ask teachers to return objects to the tubs and stack the tubs together.

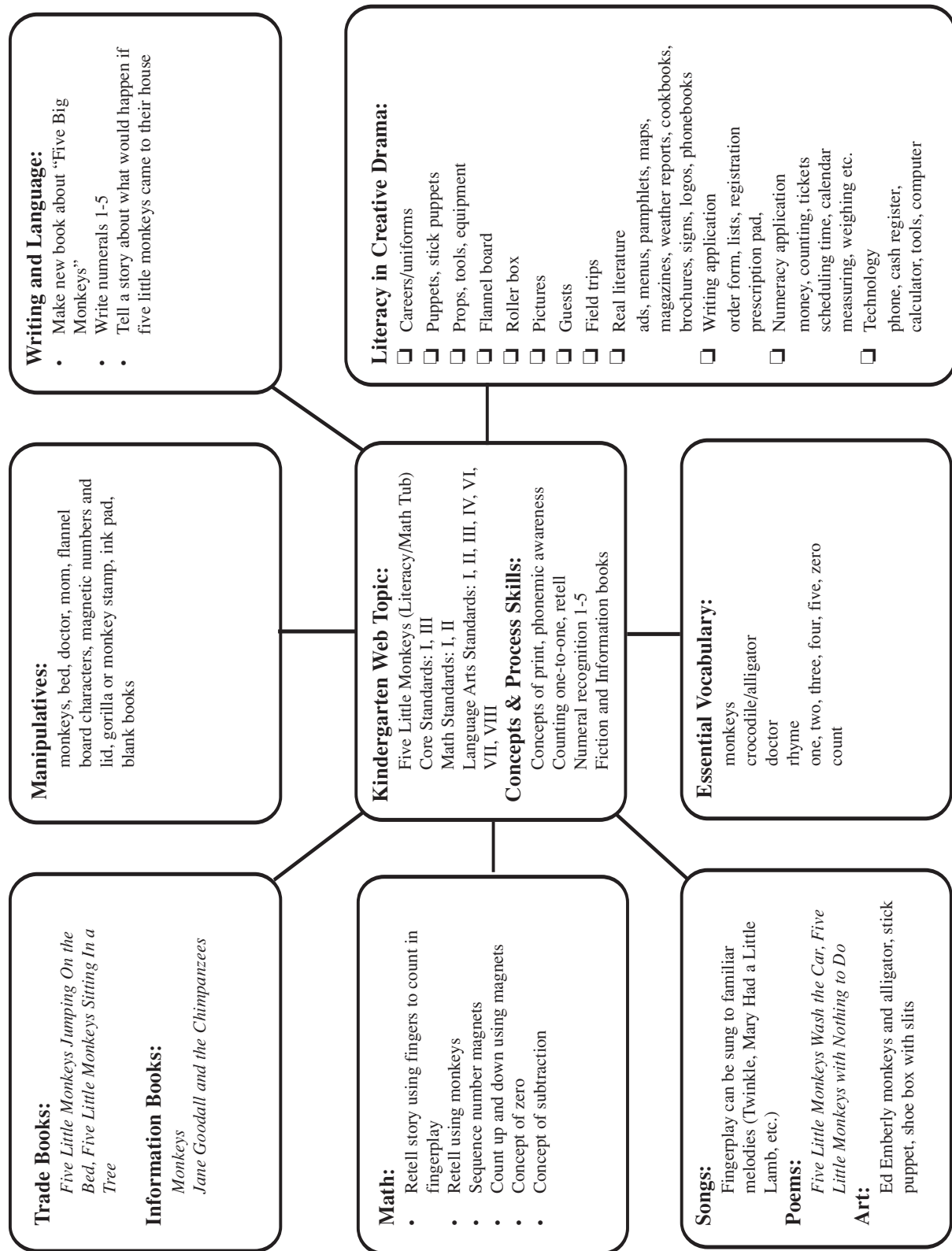
Materials

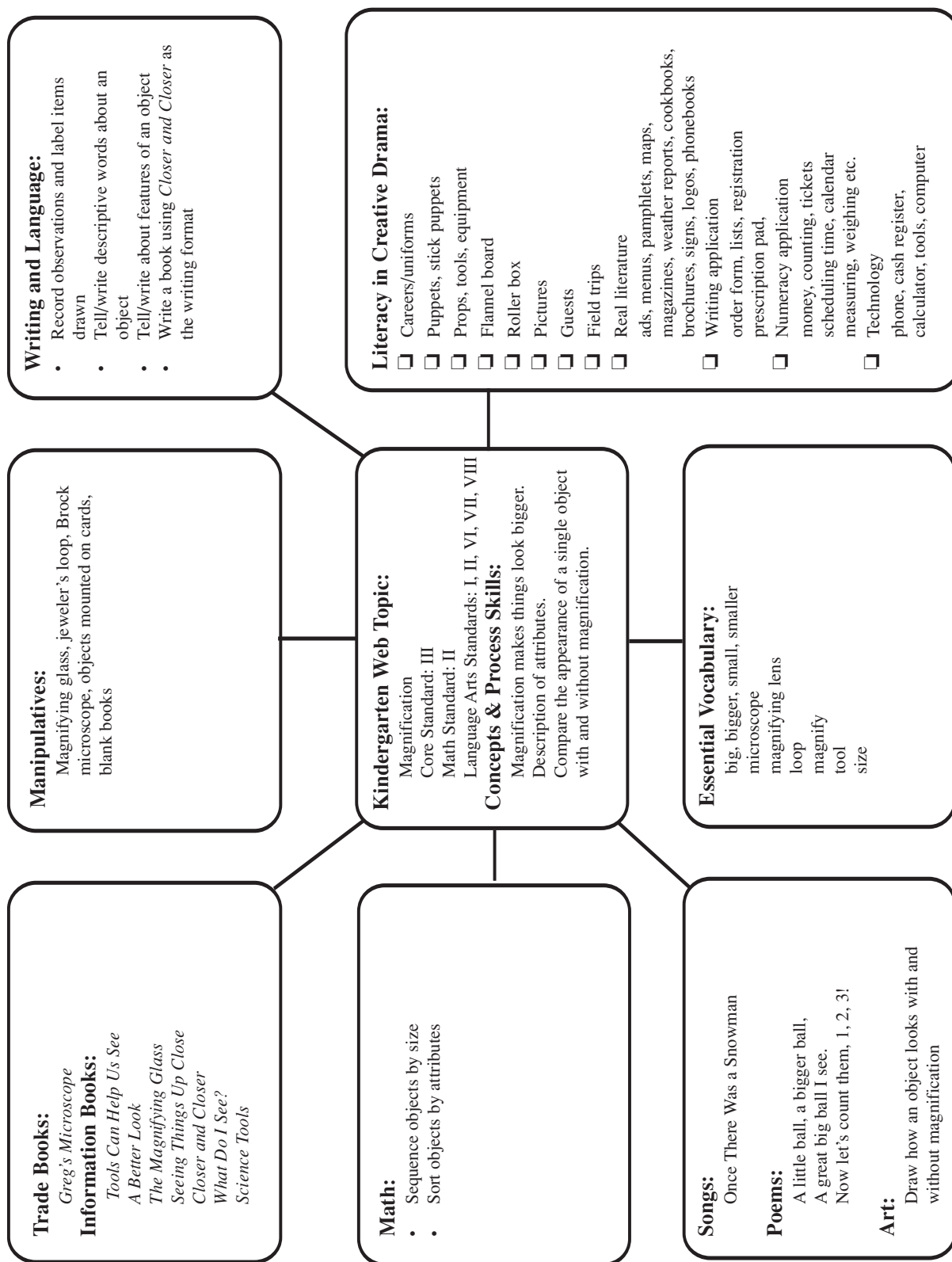
- ☐ life-size grizzly made on plastic tablecloth or shower curtain
- ☐ teddy bears
- ☐ counting bears

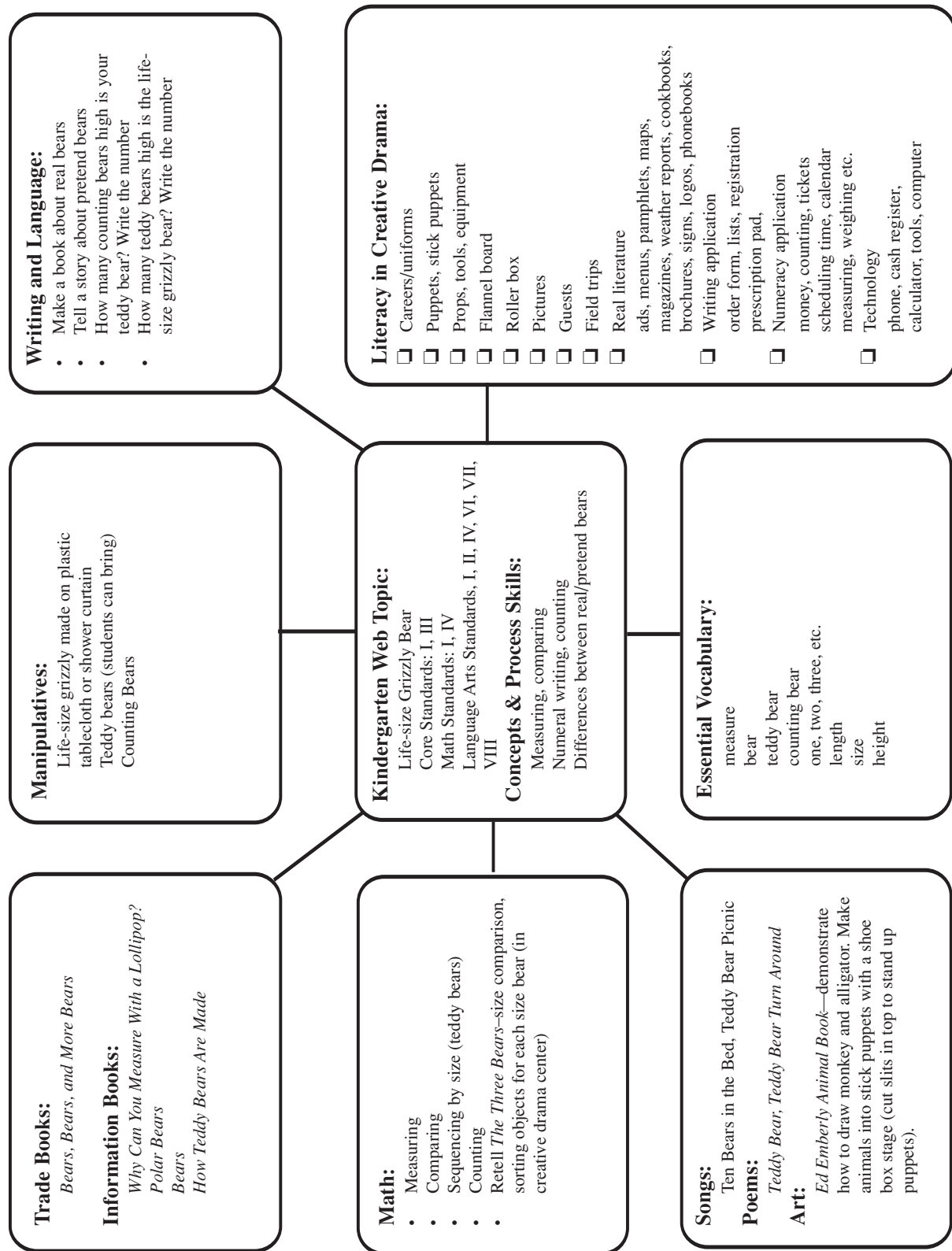
Materials

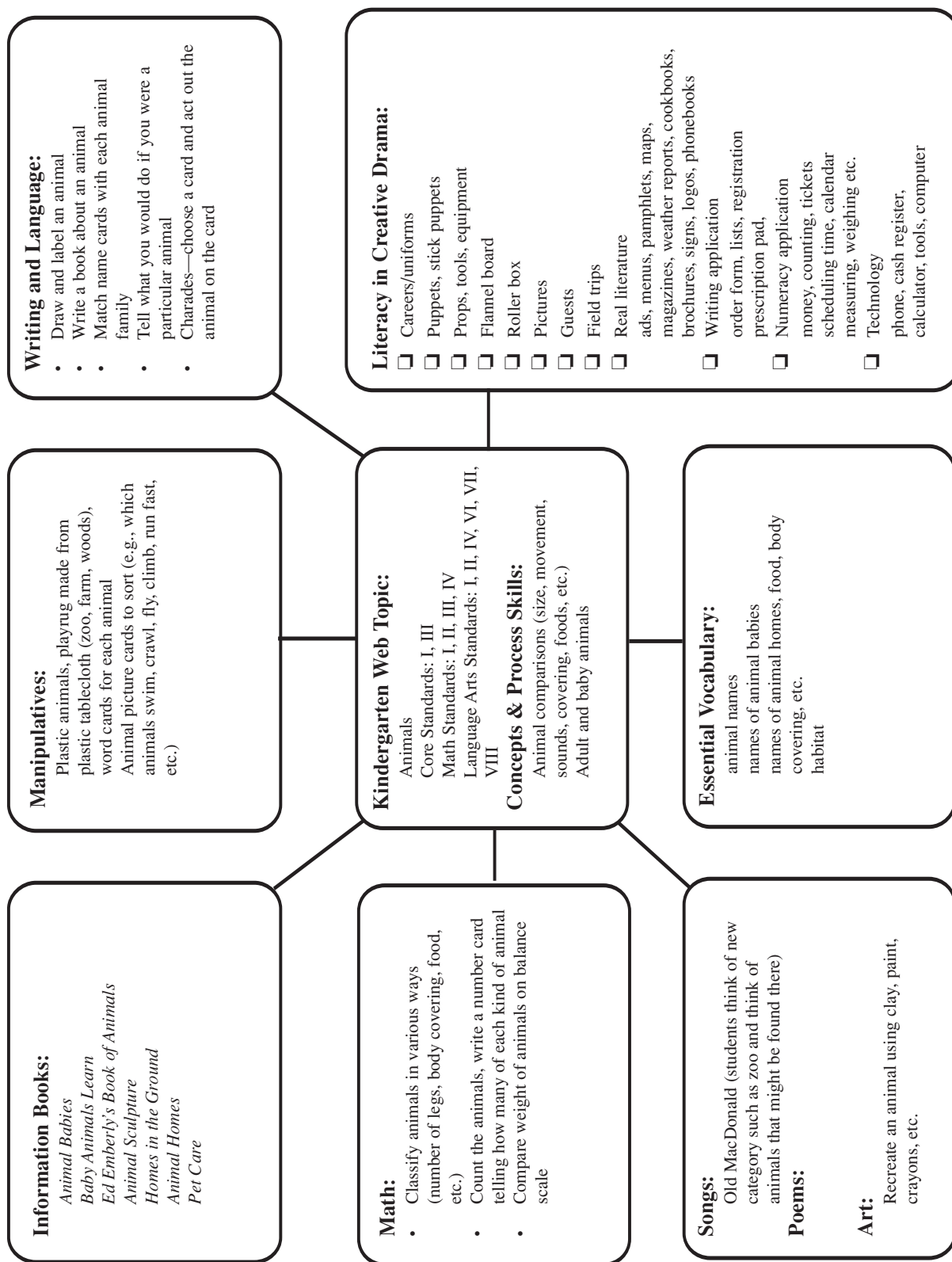
- ☐ magnifying glass
- ☐ jeweler's loop
- ☐ Brock Microscope
- ☐ objects mounted on cards
- ☐ blank books for recording observations

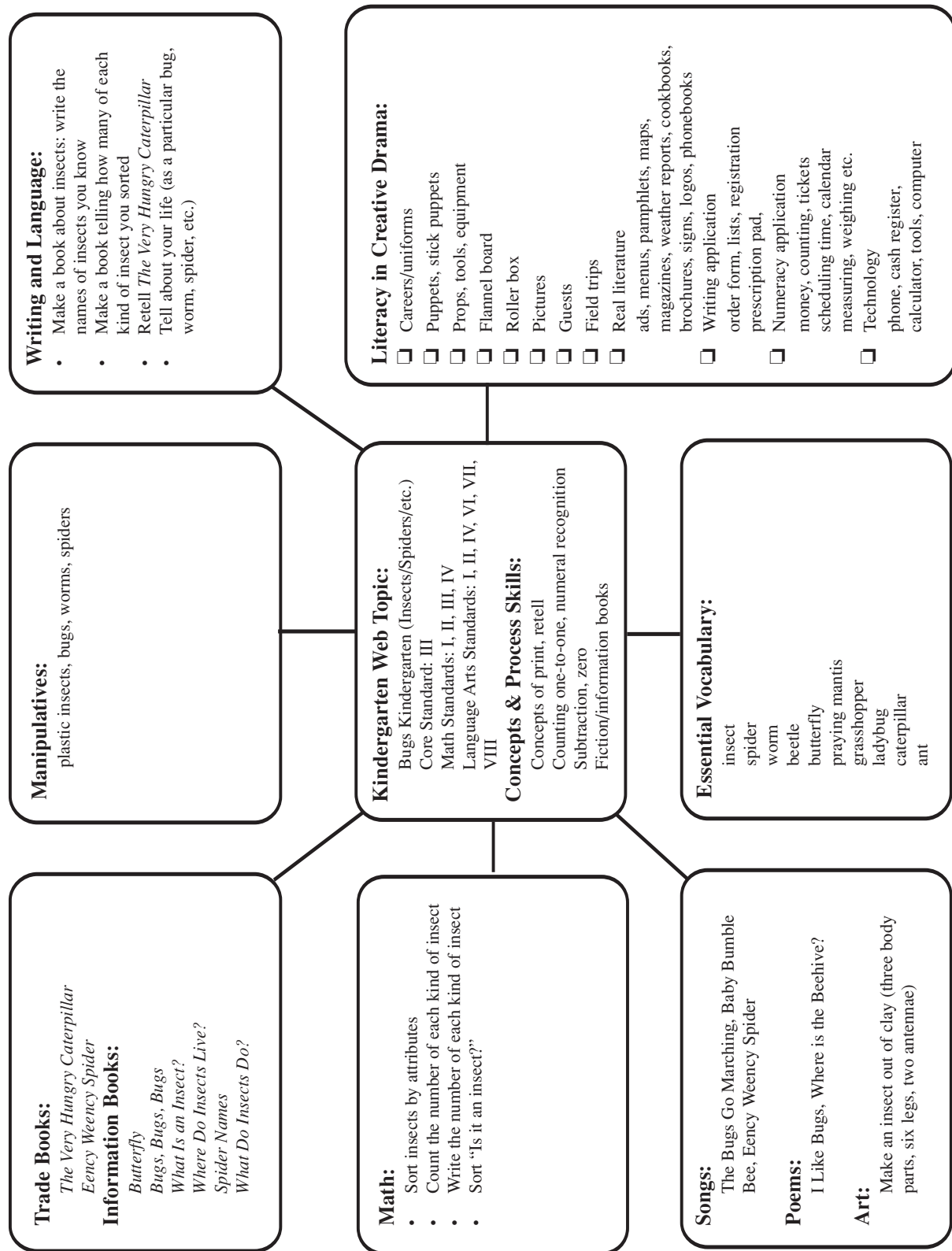


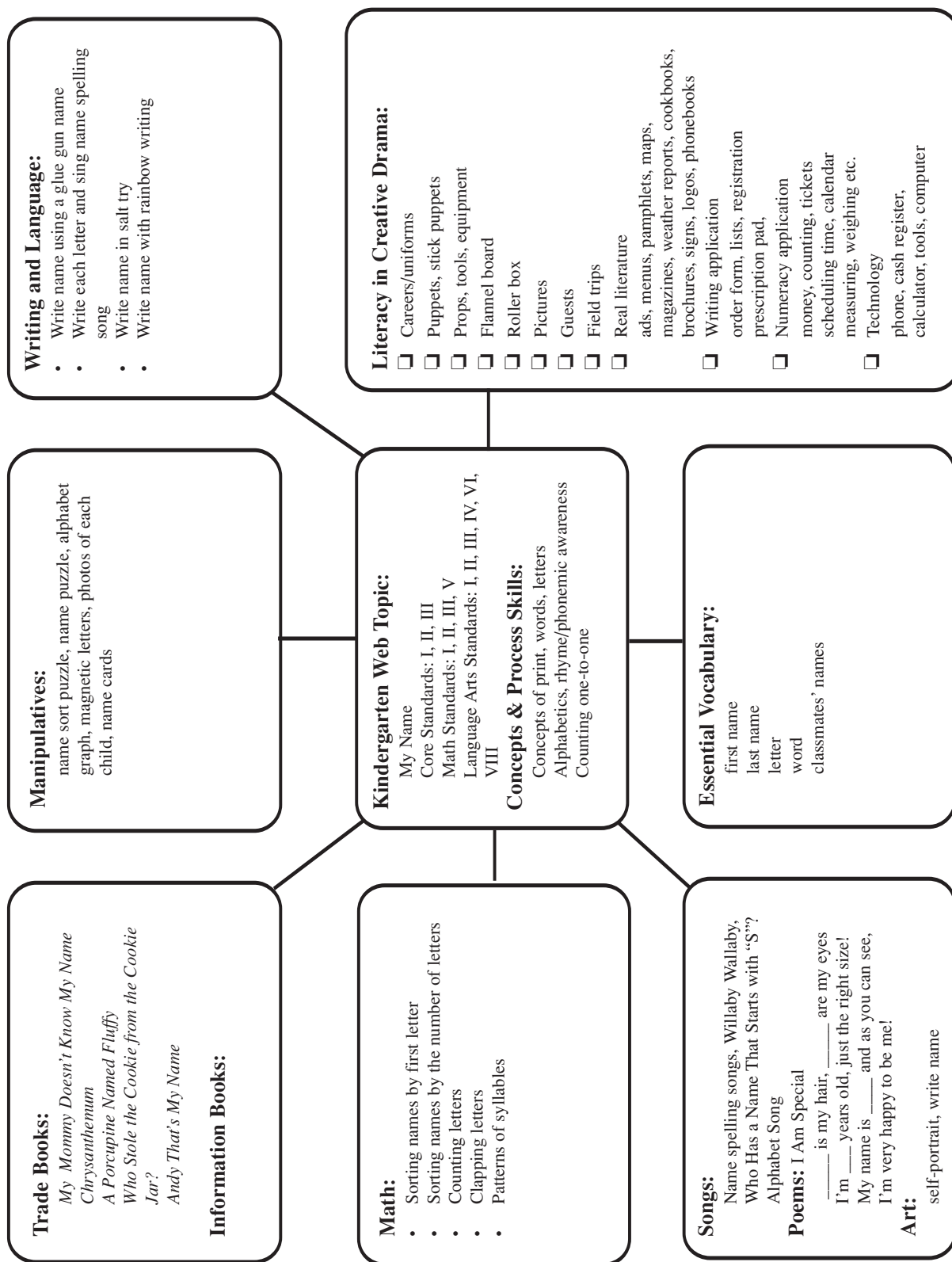












Activity–Name Games

Invitation to Learn:

As teachers enter, have them fold a sheet of cardstock in half and write their own name on each side of the cardstock (with a marker). The name is placed on the table where they sit.

Game 1: Name Card

I’m going to give you a word that will be very special to you. When you I give you your word read it to yourself then to your neighbor. Compare the length of the names, compare the first letters of the names, and find letters that two names have in common.

Materials

- ☐ photos of each child in your classroom
- ☐ name puzzles
- ☐ name sort game
- ☐ markers, cardstock, scissors
- ☐ laminated alphabet graph/roll
- ☐ laminated number graph/cards
- ☐ glue gun name example

Name Puzzle—Number Graph—Alphabet Name Graph

Make a name puzzle from the name card. Cut two names apart, cut up one name to form a name puzzle. Students assemble their name puzzles, and then place their puzzle under the corresponding numeral on the laminated floor graph.

Using the other half of your name card, graph the beginning letter of your first name as we sing “Who has a name that starts with /J/?” (to the tune of “Someone’s in the Kitchen with Dinah”). Then stand up on letter that your name starts with as we slowly sing the alphabet song.

Game 2: Phonemic Awareness with Names

Phonemic awareness song to the tune of the first two lines of “Twinkle”

Bippity Boppity Bumble Bee,
Tell me what your name would be!
(Say first name and clap syllables
Clap syllables only while mouthing name.
Clap syllables and count syllables.)

Willaby Wallaby Name Song

Willaby Wallaby Wally, an elephant sat on Sally.
Willaby Wallaby Wason, an elephant sat on Jason.
Willaby Wallaby Wave, an elephant sat on Dave.
Willaby Wallaby Wasmine, and elephant sat on Jasmine.

Name Spelling Songs

Pass out copies of name spelling songs and ask each teacher to sing his/her name song to a partner.

3-Letter Name Song

(Three Blind Mice)

A-m-y spells my name.
A-m-y spells my name.
I can spell my name so fine.
I can spell it all the time.
Whenever I sing this little rhyme.
A-m-y

4-Letter Name Song

(Are You Sleeping)

B-r-a-d, B-r-a-d,
Spells my name,
Spells my name.
I can be so clever
At home or school whatever,
By myself,
By myself.

5-Letter Name Song

(Bingo)

There was a mom who loved a girl
And Becky was her name oh!
B-e-c-k-y, B-e-c-k-y, B-e-c-k-y,
And Becky was her name oh!

6-Letter Name Song

(I'm a Little Teapot)

S-t-e-v-e-n that's my name,
Listen very carefully I'll spell it again.
S-t-e-v-e-n that's my name,
That spells Steven, That's my name!

7-Letter Name Song

(Mary Had a Little Lamb)

R-i-c-h-a-r-d,
That's my name, that's my name.
R-i-c-h-a-r-d,
I can spell my name.

8-Letter Name Song

(Are You Sleeping)

M-a-r-i-a-n-n-e
That's my name, that's my name.
I can really spell it,
I can really spell it,
By myself, by myself.

9 or 10 Letters

(Row, Row, Row)

J-o-h-n-a-t-h-a-n
I can really spell my name.
Listen one more time.

J-o-h-n-a-t-h-a-n
I can really spell my name.
Listen one more time.

11 or 12 Letter Name Song

(Little Tom Tinker- slowly!)

I can spell my name

I'll spell it once again!

13-Letter Name Song

Choose a nickname!!!!

Game 3: Names and Safety Discussion

Divide into small groups and discuss what names are useful for safety purposes. Share ideas. For example:

1. Knowing both first and last names.
2. Knowing parent/caregivers names.
3. Labeling items with name in the classroom (labeling inside of backpack and jacket).
4. Knowing teacher's name.
5. Knowing the name of street where you live.
6. Knowing the name of your school.

Sample Case Studies

Each group will brainstorm the common development problems of incoming kindergarten students and corresponding strategies that would enable children to be successful (refer to background information).

1. Child with poor fine motor skills.
2. Child with immature visual memory.
3. Child with low oral language or ELL.
4. Child who cannot count with one-to-one correspondence.

Share strategies for creating a barrier-free environment that would allow ALL students to access the curriculum and feel the joy of success.

Possible Extensions/Adaptations

Glue Gun Names

Write each child's name, placing a green dot on correct starting position. Trace over letters with glue gun. Students make a rubbing with glue gun name by laying a sheet of paper over the top of the glue gun name, rubbing with a peeled crayon, then tracing over each letter using correct starting positions.

Trevor

Writing names in salt trays, over writers, light table, peanut butter clay dough, etc.

Write each letter of name in a box on one-inch graph paper. Graph by the number of letters in name.

Name Sort Game

Prepare an envelope with photos of two children in the class. Write the name of each child below the photo. Write each child's name on 12 cards. The game is played by sorting the name cards

below the pictures. It is especially helpful for children who have the perception that any word that begins with the first letter in their name must be their name!

Jason	Jenny
-------	-------

Jason	Jenny
-------	-------

Jason	Jenny
-------	-------

Jason

Advanced students will enjoy sorting the names of others, learning to write the names of family members, and identifying the letter names as other children write letters in their own names.

Getting to know Classmates Poem:

I Am Special
 _____ is my hair (color)
 _____ are my eyes (color)
 I'm _____ years old (age)
 Just the right size!
 My name is _____ (name)
 And as you can see,
 I'm very happy to be me!

Write a few additional sentences about a featured child. Ask students to draw a picture of the child and write his name on their picture of him. Bind the pictures and script about the child into a book for him to keep. (Continue featuring a child a day until all children have had a turn.)

Names of Classmates

Select child to stand with back turned to class. Sing (to the tune of Six Little Ducks)

“Turn Your Back and Close Your Eyes,
 Turn Your Back and Close Your Eyes,
 Turn Your Back and Close Your Eyes,
 And guess who says your name.”



Hold up a name card. The child whose name is on the card calls out the name of the child with facing backwards in front of the class. The child who is backwards listens carefully and tries to guess who said his name.

Assessment Suggestion

Save name writing for portfolio. Date name samples.

Additional Resources

My Mommy Doesn't Know My Name by Suzanne Williams

Chrysanthemum by Kevin Henkes

A Porcupine Named Fluffy by Helen Lester

Andy (That's My Name) by Tomie De Paola

Family Connections

Send home name sort game, name puzzles, name spelling songs etc. for families to use at home to help each student learn to read, spell, and write his/her name.

Activity—Graph Around the Room

Standard I

Students will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills

Observation, prediction, data collection and interpretation, investigation, classification, problem solving, communication

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard
I
Objective
1
Connections

Background Information

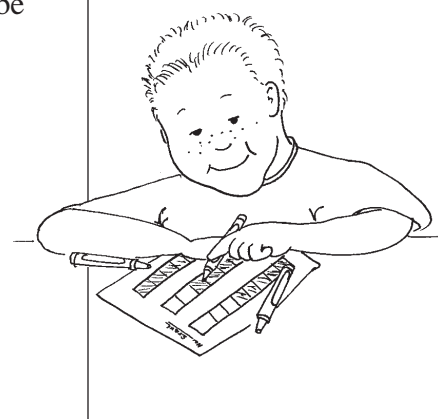
Participants will leave their desks and mark five graphs that are located around the room, using a variety of manipulatives. Participants will answer the following graphing questions based on their own knowledge:

1. Would you rather take a bath or a shower?
2. What color is your toothbrush?
3. Has a dentist ever pulled one of your teeth?
4. Do you bathe at night or in the morning?
5. Did you floss your teeth today?

Participants will be giving information about how they take care of their body. This information allows teachers to know what students do to take care of their bodies.

Invitation to Learn

Say: “I have five questions around the room. I would like you to walk around the room and answer each question. You will know the answer, because it is about you! You may start in different places, but be sure you answer all five questions.”



Materials

- ☐ questions written on sentence strips
- ☐ 2 large jars
- ☐ 1/4 cup measuring cup
- ☐ unifix cubes
- ☐ clothespins
- ☐ small sticky notes
- ☐ toothpicks
- ☐ clay

Instructional Procedures

1. Walk around the room as the participants are marking graphs. Be available to answer questions.
2. When all have marked them and returned to their desks, choose one question and ask the following:
 - a. Can you tell me something about this graph?
 - b. Which has more? Which has less?
 - c. How do you know?
 - d. Let's count to be sure. (Write numeral)
 - e. Say, "A ____ is more than ____." Have participants repeat it.
3. Continue with the other graphs using the same procedure.

Possible Extensions/Adaptations

Use interactive writing to have students write the question on the whiteboard. Use other ways to mark the graph such as tally marks.

Assessment Suggestion

Watch to see that students are marking their own opinion(s) and not those of others in the class. Stress that there is no right or wrong answer.

Ask: "How do you know which item has more? Why do you think it has more?"

Additional Resources

Any video about keeping ourselves clean or dental care that is appropriate for kindergarten.

Parent Connections

Take home activity sheet: "I Take Care Of My Body"
K-2 Standard Activity/Lesson Plan Format

Name _____

I Take Care Of My Body



Directions: Color each square each time you do one of the above things to take care of your body.

	Take A Bath
	Brush Teeth
	Comb Hair
	Wash Hands
	Clean Up My Plate
	Go To Bed On Time

Activity–Shared Reading: Wishy-Washy Day

Standard

I

Objective

1

Connections

Standard I

Student will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills

Observation, prediction, investigation, classification, problem solving, conclusion formation, communication

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

This is a shared reading experience. The teacher will introduce the book and then take a picture walk through it, having a discussion with participants as they turn the pages. Then she will read the book aloud. Teacher should plan for several readings of this book, using it for additional skills. There is a read aloud book, *King Bidgood's in the Bathtub*, to be read as a culminating activity or at another time to allow students to make predictions.

Invitation to Learn

Ask: “Have you ever given one of your pets a bath? Why did you do it?”

Instructional Procedures

Materials

- ☐ Big Book: *Wishy-Washy Day*
- ☐ blackline for each participant of the ABC sheet.
- ☐ Read aloud book, *King Bidgood's in the Bathtub*
- ☐ pointer for reading

1. Introduce the book by asking, “What do you think this book is going to be about?”
2. Take a picture walk through the book, identifying the animals that are being bathed.
3. Go back and read the story aloud, using a pointer to touch each word.
4. After reading, discuss the book.
5. Read the story again with participants helping read the predictable text.
6. Hand out the blackline and explain what you want participants to do.
7. When they have finished, have them put their pictures in A-B-C order and share the book aloud.

After the book has been read, or on another day, read King Bidgood's in the Bathtub and stop just before it reveals how King Bidgood finally gets out of the tub. Ask students to predict, either aloud or by drawing a picture, how he finally got out of the tub. When all the predictions have been made, read the rest of the story to see if anyone had the same idea as the author.

Possible Extensions/Adaptations

1. Children who are able could write down words from the story. Others might write down the first letter of the name of the animal or draw a picture and have the teacher write the words.
2. Let each child make a complete alphabet book instead of contributing only one page to a class book. This could be used for fast finishers or independent work at home for those children who love to draw and color.

Assessment Suggestion

Carefully watch participants and notice which children are looking to see who is watching what is going on which follow the words with their eyes as the teacher points to them with a pointer.

Additional Resources

Mrs. Wishy-washy

Splishy-sploshy

Hatty Takes a Bath by Harriet Ziefert

Rub-a-Dub by Sharon Peters

Sam's Bath by Barbro Lindgren

Splish, Splash by Sarah Weeks

The Tub People by Pam Conrad

Brush, Comb, Scrub: Inventions to Keep You Clean by Vicki Cobb

Splash! All about Baths by Susan Kovacs Buxbaum and Rita Golden Gelman

ABC Sheet

The _____ hid
in the _____.

Activity—Shared Reading: *Greedy Cat's Breakfast*

Standard I

Students will develop a sense of self..

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills:

Observation, data collection and interpretation, classification, problem solving, description

Intended Learning Outcomes:

4. Develop physical skills and personal hygiene.
5. Understand and use basic concepts and skills.

Standard
I
Objective
1
Connections

Background Information

This is a language arts, shared reading experience to help students understand that they need food to live and grow. The glyph is a math activity that helps teachers understand what their students like to eat for breakfast.

Invitation to Learn

Discuss the following with the class:

- “What meal do we eat when we first get up in the morning?”
- “Do you like to eat breakfast?”
- “What are some things you eat for breakfast?”
- “What is your favorite thing to eat for breakfast?” (Write or draw on board.)

Have students put a sticky note above the picture of what they like to eat the most for breakfast.

Instructional Procedures

1. Show the big book and ask: “What do you think this book is going to be about?”
2. Look at the pictures on each page and talk about what is happening.
3. Read the book aloud to participants, using a pointer to indicate which words you are reading.
4. Discuss what a “glyph” is.
5. Model for participants how to make the breakfast glyph.
6. Have each student make a breakfast glyph.

Materials

- ☐ Big Book: *Greedy Cat's Breakfast*
- ☐ small sticky notes (one for each student)
- ☐ blackline master of glyph instructions
- ☐ construction paper to make the glyph
- ☐ whiteboard marker

7. When glyphs are completed, sort the participants in a variety of ways such as: all those who chose milk make a line and all those who chose orange juice make a line. Discuss which line is longer, shorter, etc.

Possible Extensions/Adaptations

1. If this is too much for a whole class, it could be done in centers with the help of a mother helper, grandma helper, high school helper, or a fifth grade buddy.
2. The glyph materials and directions could also be used as a home activity and returned to school the following day for a discussion and sorting activities.

Additional Resources

Pancakes for Breakfast by Tomie dePaola

Feathers for Lunch by Lois Ehlert

Pancakes, Pancakes by Eric Carle

Gregory the Terrible Eater by Mitchell Sharmat

Parent Connections

Have students bring empty boxes of things they like to eat for breakfast, such as cereal, and put them on an environmental print word wall.

Kindergarten Breakfast Glyph

1. If you are five (odd number) years old, choose a red place mat. If you are six (even number) years old, choose a blue place mat.
2. Take a paper plate and glue it on the mat.
3. If you would like to have ham for breakfast, glue on a red oval. If you would rather have bacon, glue on a brown rectangle.
4. If you like your eggs fried, glue on a yellow circle. If you would rather have them scrambled, glue on a yellow square.
5. If you like milk for breakfast, glue a white circle above the plate. If you would rather have juice, glue a yellow circle above the plate.
6. If you like toast for breakfast, glue on a brown triangle. If you would rather have a muffin, glue on a yellow triangle. If you would rather have something else, glue on an orange triangle.
7. If you like pancakes for breakfast, glue on a brown circle. If you would rather have waffles, glue on a brown trapezoid.
8. If you like cold cereal, glue a blue circle above the plate. If you would rather have hot cereal, glue a red circle above the plate.

When the choices are made, then the fun begins. Sort in a variety of ways, allowing students to take their place mat with them as they form themselves into real graphs.

Tips for the teachers

- ☐ To make a glyph successful in kindergarten, have the choices pre-cut.
- ☐ Do one choice at a time, letting each child come and select which of the options he or she would like to have. Then proceed to the next choice.
- ☐ This activity takes about 20 minutes.

Activity–Estimation

Standard

I

Objective

1

Connections

Standard I

Students will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills

Interpretation of data, problem solving, communication of results, observation, description

Intended Learning Outcomes

4. Develop physical skills and personal hygiene.
5. Understand and use basic concepts and skills.

Background Information

This activity helps students to understand numbers. The teacher should accept without comment any number a student gives and record it on the whiteboard.

Invitation to Learn

Ask: “How many fruit counters do you think are in this jar?”

Instructional Procedures

1. Let each student hold the jar and give aloud an estimate or guess (depending on their knowledge and experience) of how many are in the jar.
2. Write the estimates on the whiteboard.
3. Allow students to guess any number, even a number that has already been guessed.
4. When everyone has had a turn, ask, “How can we find out how many are in this jar?”
5. Dump out the fruity counters and with students, count them back into the jar.
6. As you go along ask, “Does anyone want to change his or her guess?”
7. Change any that want to be changed.
8. After counting, see which, if any, of the participants have correctly estimated the number of fruity counters in the jar.

Materials

- ☐ two clear jars
 - ☐ one reference jar with 10 fruit counters
 - ☐ one full jar
- ☐ whiteboard
- ☐ whiteboard marker

Possible Extensions/Adaptations

Whenever opening a bag or box of anything, pose the question, “I wonder how many are in this bag or box?” Depending on the time of year, alter the number of items in the jar. Before Christmas, keep the items to less than 50. After Christmas, use anywhere between 50 and 100.

Assessment Suggestion

Be aware of the kind of guess a student makes as an indication of his/her number sense development. A guess of “a million” or “one” would indicate that the student has no idea at all about numbers. Determine a child’s number sense by the number that he or she says.

Parent Connections

Have an “Incredible Edible Jar” that students can take home and return with something for the class to estimate and count.

Activity–Fruity Counters

Standard

I

Objective

1

Connections

Standard I

Students will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Process Skills

Observation, prediction, data collection and interpretation, classification, segmentation and blending, description

Intended Learning Outcomes

4. Develop physical skills and personal hygiene.
5. Understand and use basic concepts and skills.

Background Information

This activity will help students classify objects together that are similar by one attribute. It will reveal if students understand what a pattern is and how to make one using real objects and record it with pattern block stickers.

Invitation to Learn

Today we are going to do some fun things with this bag of counters. While I pass one to each person, open yours and play with them for a minute (free exploration).

Instructional Procedures

Materials

- ☐ one bag of fruity counters for each participant
- ☐ black paper (4 1/2"x6" pieces)
- ☐ pattern block stickers

1. Call the students back to the rug or another area away from the counters and ask students what kinds of fruits are in the jars. (If you leave them at the tables with counters, students will play with the counters and not pay attention to this activity.)
2. Using interactive writing, write the names of the fruits on the board.
3. Have them go back to the tables and ask them to sort the fruits by kind.
4. Ask students to make a pattern using the fruits.
5. Record the pattern so they can remember what it was using a piece of black paper and pattern block stickers.
6. Name the pattern using either color, ABC, or something else.
7. Share the pattern with the group by having each student tell what his or her pattern is by a name, such as color (yellow, green, green), alphabet letter (ABAB) or name of fruit (banana, strawberry, banana, strawberry).

Possible Extensions/Adaptations

1. Sort the fruit in other ways: color, shape (round and not round), what I like/don't like.
2. Have students make a list of foods that are red, yellow, and green.
3. Write the names of the fruits under the stickers.
4. Create a writing prompt such as "I like _____ because _____." Have students write and draw a picture. Create a class book to put in classroom library.

Assessment Suggestion

- Can students sort by colors? Can they copy their pattern with stickers?
- Watch as the students sort to be sure they can sort by other attributes.

Additional Resources

Sort many other kinds of things: pattern blocks, unifix cubes, junk boxes, etc.

Parent Connections

Encourage students to talk about how they sort things at home: the dishes, the laundry, toys, etc.

Activity–Language Arts Writing Experience

Standard

I

Objective

1

Connections

Standard I

Students will develop a sense of self.

Objective 1

Describe and practice responsible behaviors for health and safety.

Intended Learning Outcomes

4. Develop physical skills and personal hygiene.
6. Communicate clearly in oral, artistic, written and nonverbal form

Background Information

This activity will focus on a language arts writing experience. Students will each say a food they like to eat and the teacher will write it on a predictable chart. They will then read their sentence to the group. Each sentence will then be cut apart. Students will cut the words of their own sentence apart, glue it on a piece of paper, and draw a picture of that food. This will be a page in a class book.

Invitation to Learn

Ask: “Close your eyes and think about your favorite food to eat. Don’t tell me a candy or dessert, I want a real food that your mom cooks or makes for you. When you have thought of a food, open your eyes and raise your hand to tell me.”

Instructional Procedures

1. As each student contributes a food he or she likes to eat, write it on the chart.
2. When everyone has contributed, read the chart aloud to them.
3. Have students read the chart with you.
4. Use a teacher example and cut the words of that sentence apart.
5. Give each word to a different students. Have the student stand and arrange themselves in order so the sentence is correct and the words are in the right order.
6. Instruct the students to cut the words of their sentence apart (not the letters), and to glue them on a piece of construction paper to make a class book.
7. Each participant should draw and color a picture of the food they named on the paper.

Materials

- ☐ large sheet of chart paper
- ☐ several colors of marking pens
- ☐ glue
- ☐ scissors
- ☐ construction paper to glue the words on

Possible Extensions/Adaptations

1. Have students write the complete sentence on a paper instead of the teacher writing it.
2. Other possible prompts include: “My favorite vegetable is____,” “My favorite fruit is____,” “My favorite meat is____,” “Food helps me _____.”

Assessment Suggestions

Watch to see if students are able to cut words, and not letters, apart.

Check to be sure the words in the sentence are in the correct order. This helps the teacher know if the student is reading the words or just gluing words on a paper.

Parent Connections

Instead of making a class book, let the participants take the sheet of paper home and read it to a parent or sibling.

Standard II

Activities

Activity—Our Families, Yours, and Mine

Standard II

Students will develop a sense of self in relation to families and community.

Objective 1

Describe factors that influence relationships with family and friends.

Process Skills

Symbolization, observation, description, classification, problem solving

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
II**
**Objective
1**
Connections

Background Information

Because of their limited prior knowledge, children often presume that all families are the same as their own. Children need to be exposed to similarities and differences in other families, identifying attributes in themselves and others, which make each person and family special and unique. Hopefully, these activities will help children be more respectful and accepting of others.

Invitation to Learn

Read the book *Patterns* by Samantha Berger. Clap different patterns and have the children listen and try to clap the same pattern back.

Instructional Procedures

1. **Grouping families—Picture Cards:** Parents may send a family portrait to school with their child. Together the children will share and discuss contributions of family members. They will find cards that represent members of their own family and place them in an order—Oldest/Youngest, Biggest/Smallest, Tallest/Shortest, First, Second, Third, etc. If the class has too many students to do this activity, family chains may be made instead, using stampers.
2. **How is my family the same as other families and how is my family different?** Forming groups with other children, example: children who have a grandparent living with them or who live with a grandparent stand together behind the picture of grandparents.

Materials

- ☐ face cards of people glued on to cut poster board (cards should represent grandmothers, grandfathers, mothers, fathers, step-parents, girlfriends and boyfriends, foster parents, aunts and uncles, sisters and brothers, old people, middle age people, young adults, teenagers, older and younger children, toddlers and infants)
- ☐ rolled paper for graphing
- OR**
- ☐ looped chains representing family members
- ☐ paper
- ☐ stampers (male & female)
- ☐ scissors
- ☐ glue

3. **Clap Family Patterns:** After the children have been successful with several clapping patterns, the teacher will clap the pattern of his or her family. Example: Clap, Clap, pause, and one, two, three (mom, dad, and three children). Each child will be given the opportunity to clap their family pattern (or a pattern of their choosing) and have everyone try to clap the pattern back.

Possible Extensions and Adaptations

Special Needs: The teacher could stand behind a child and help him or her clap a pattern by gently holding their hands on the outside of the child's hands and clapping with them.

Extended Activities: Read one of the shape books listed. Have the children stand and hold shapes of different colors, cut out of construction paper, to form patterns, and string beads into patterns of different shapes and colors. Pattern cards can be purchased or made by the teacher. Read *The Shape Hunt* by Sharen L. Young, and take the students on a shape hunt around the school.

Assessment Suggestions

Observe the interactions of the children to see if they are making family connections.

Math Pattern Assessments: Ask the children to make patterns with shoe laces and beads or with math colored counters or unifix cubes.

Additional Resources:

Patterns & Shapes:

Patterns by Samantha Berger

What If the Zebras Lost Their Stripes? By John Reitano

The Shape Hunt-Geometry Shapes by Sharon L. Young

What Is Round? by Rabecca Kai Dotlich

What Is Square? by Rabecca Kai Dotlich

What Is a Triangle? by Rabecca Kai Dotlich

Shapes Shapes All Over the Place by Janie Spaht Gill

Square Is a Shape A Book about Shapes by Sharon Lerner

Shapes and Things by Tana Hoban

Circles, Triangles and Squares by Tana Hoban

Color Zoo by Lois Ehlert (Animals are made with shapes-Ref. Standard III)

Families:

Who Looks After Me? by Demi Stanos
The Berenstain Bears and Baby Makes Five by Stan & Jan Berenstain
The Berenstain Bears Are a Family by Stan & Jan Berenstain
Me and My Family Tree by Joan Sweeny
We Have Fun by Erin McKean
This Is My House by Arthur Dorros (Say “This Is My House” in thirteen Lang.)
A Chair for My Mother by Vera B. Williams
Amazing Grace by
How Many Stars in the Sky? By
Watch Out! Big Bro’s Coming by Jez Alborough (Ref. Animals-Standard III)
Koala Lou by Mem Fox
Mama, Do You Love Me! by Barbara M. Joosse
My Mom’s the Best Mom by
Who Can Fix It Up? by D.D. Torino (Mom’s)
Stellaluna by Janell Cannon
What Moms Can’t Do by Douglas Wood
What Dad’s Can’t Do by Douglas Wood
I Love You Mom by Iris Arno
I Love You Dad by Iris Arno
Hooray for Mother’s Day by
Clifford, I See My Dad by
Hugs and Kisses by Christophe Loupy
I Love You the Purplest by Barbara M. Joosse
I Love You as Much... by Laura Krauss
Franklin says “I Love You” by Palette Bourgeois
The Berenstain Bears, The Week at Grandmas by Stan & Jan Berenstain

Teacher Resources:

Easy And Effective Ways To Communicate With Parents
 (Scholastic)

Family Connections

Family skill bags: flash cards of numbers 1-20, small shapes of different colors cut out of construction paper, lined paper, a number line 1-20, crayons and a pencil.

Parent and Child Timeline Questionnaire, Homework: (Ages one, two, three, four and now) What did your child do at these different ages? What can your child do now that they could not do when they were two? etc. Return & share with the class.

Activity—My Family is Important

Standard II

Objective 1

Connections

Standard II

Students will develop a sense of self in relation to families and community.

Objective 1

Describe factors that influence relationships with family and friends.

Process Skills

Symbolization, observation, description, classification, problem solving

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

Children need to know that they are important members of their own family, which will give them a strong sense of belonging.

Invitation to Learn

Materials

- ☐ lunch box
- ☐ copies of the parent note

Surprise Box-Parent involvement (cognitive skills and long and short term memory):

1. The teacher will read *I Need a Lunch Box* by Jeannette Caines
2. The teacher will copy the handout (given at this workshop) and attach the copy to a lunch box (vinyl with a pocket is best) to be sent home with a child each day.
3. When the surprise box is returned to school, the child who returned the lunch box joins the teacher at the front of the class. The teacher reads the clues and the child calls on other children (who have their hand raised) to guess the answer.
4. At the end of each week, all the clues are read, one at a time, and the children guess the answers, again.

Instructional Procedures

1. **Family Quilts:** Read the book *The Quilt Makers Gift*. The students will make a quilt block representing each member of their family and then glue the blocks in a pattern to make their family quilt. Bounty paper towels are pulled apart and cut into fourths and folded corner to corner to form a triangle, or across and across to form a square. The tips of the paper towels are dipped into a tub of water with food coloring mixed in. The squares are opened and dried and then glued onto squares of colored construction paper (cut just larger than the paper towel squares). Yarn is cut and tied into knots and placed at the corner of the squares with a hot glue gun. The blocks are glued to a different color of construction paper in a pattern and the paper is cut to fit the pattern (recruit helpers).

Materials

- ☐ bounty paper towels
- ☐ a box of (4) food coloring
- ☐ four small plastic tubs of water (Coolwhip size)
- ☐ yarn
- ☐ construction paper
- ☐ glue
- ☐ scissors
- ☐ glue gun with glue

2. **My family and my place in my family:** “Family Necklaces” and “We kids” bracelets: Order and patterns-String the cut straws with yarn placing filler straws on both ends. In the center place in order the pink straws to represent female members of the family and blue straws to represent male members of the family, of each child’s family.

Materials

- ☐ colored, cut straws (pink, blue (larger) and plain or white with stripes (smaller))
- ☐ scissors
- ☐ yarn
- ☐ (dyed noodles could also be used)

3. **Working together = More, Ice Cream Cones:** Read the book *Swimmy*. Discuss ideas of how people work together to reach common goals-mixing primary colors to get secondary colors. Cut large, long triangles from the brown construction paper, and an ice cream scoop shape from the large white construction paper. Have the students draw shapes (triangles, squares, circles) on their cone with crayons. Draw three large circles in a triangle shape, with three smaller circles in between, on the white ice cream scoop shape paper. Have the students finger paint the primary colors in the large circles (one at a time) as they mix the colors to form the secondary colors.

Materials

- ☐ large brown and white construction paper
- ☐ glue
- ☐ scissors
- ☐ crayons
- ☐ red, yellow, and blue finger paint

Assessment Suggestions

Observe students who are working well with others. Give them “Good Job” coupons, which will reinforce this behavior, and provide this positive modeling for others.

Additional Resources:

Friendship & Teamwork:

Friends by Helme Heine

The Trouble with Friends by Stan & Jan Berenstain

Just Schoolin' Around Saved by the Ball by Peter Malony
(teamwork & friendship)

Swimmy by Leo Leonni (working together)

A Color of His Own by Leo Leonni

Self & Change:

Just the Way You Are by Marcus Phister

Neeny Coming, Neeny Going by Karen English (Change)

Picture Me Grown Up

Lunch Box:

I Need a Lunch Box by Jeannette Caines

Quilts-Letter Q

Easy Literature Based Quilts Around the World by

The Quilt Makers Gift by Jeff Brumbeau and Gail de Marcken

Teacher Resources:

Easy And Effective Ways To Communicate With Parents
(Scholastic)

Family Connections

Materials

- ☐ canvas (or a plastic Ziploc) bag
- ☐ paper
- ☐ colored pencils
- ☐ form of binding
- ☐ copies of the parent note

Family Traveling Books: Parent Connection (copy handout, given at this workshop). Have the children make a book of “My Family” for the letter “F.” Each child draws a picture of his or her family on a piece of paper, the pages are bound together to form a book and then sent home with a different child each day, until the book has been seen by every family (Art, Integrated Core, and Writing).

Surprise Box

Dear Parents,

Would you please help your child choose something to put into this surprise box (do not send anything of personal or monetary value). On a small piece of paper, please write three or four clues describing the item, along with the answer. This activity helps children build cognitive skills and reinforces short term and long term memory.

Example:

1. It is small.
2. It is made of thin curved metal.
3. You use it to hold papers together.

What is it? A paper clip

Parents, please complete this activity with your child and send this lunch box back to school tomorrow (or the next school day). Please remind your child that it is a surprise so they should not share this information with their friends.

Sincerely,

Example of Kindergarten School Rules

Listening Rules:

1. Eyes on the person talking
2. Get ready by the count of 1,2,3
 - a. Zip lips
 - b. Feet on the floor, sitting on pockets/pretzel sitting on pockets
 - c. Arms folded
 - d. Playing with something—put it away
3. Use good manners and show respect

Classroom Rules:

1. Follow teacher directions the first time given
2. Keep hands, feet, and objects to self
3. Quiet voice/good language
4. Put others up...not down
5. Take turns/share/walk

Reward System:

What if I do:

1. More choices
2. Student Helper
3. Free time
4. Activities/treats
5. Positive praise & positive notes home

What if I don't:

1. Less choices
2. Not able to be a helper
3. Time out—1, 2, 3, 4, or 5 min.
4. Loss of an activity/treat
5. Negative attention or ignored & negative notes home

Severe clause:

A student may need to visit with the Principal for the following behaviors: Throwing things, threatening others, swearing, hitting, kicking, biting, spitting, pinching, punching, or running from the teacher or from the classroom.

Some Examples of **Home Rules**

In Our Home We Will:

1. Do our chores and our homework before playing
2. Let our parents know where we are at all times
3. Ask permission before going outside or leaving our home
4. No talking to strangers
5. Watch TV shows and videos that are OK for us to watch
6. Talk nice to each other
7. Brush our teeth before going to bed
8. Go to bed by nine o'clock

My Home Rules:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Activity—Our School is a Community

Standard II

Objective 2

Connections

Standard II

Students will develop a sense of self in relationship to families and community:

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Symbolization, observation, description, data collection, investigation, problem solving, form conclusions

Intended Learning Outcome

1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

Children need an understanding of their surroundings, and how they fit into their family, community, and the world.

Materials

- ☐ paper bags
- ☐ eagle cut outs
- ☐ scissors
- ☐ glue
- ☐ a list of family and school rules (generated by the students, typed, copied, and cut into strip)

Invitation to Learn

Eagle Puppets with nests of rules: The teacher will read the books *Don't Danny*, *Don't* and *No David!* to the class. The students will discuss why we have rules and generate a list of basic family and school rules. The list will be typed (short and sweet), copied (one list for each student), and cut into strips. Each student will be given two brown paper bags. One bag will be cut in half (width wise) and the top folded down to form a nest. The other bag will be used for the eagle puppet. The copied eagle will be colored, cut out, and glued onto the paper bag by the students. The paper strips of typed rules will be placed in the folded paper bag. The students will be divided into small groups. When possible, pair children who can read with children who can not yet read. They will use their puppet to grab a rule (eagle food) and share it with their partner or group.

Instructional Procedures

Our School is a Community: Teacher resource book—*Cooperative Learning Across the Curriculum*. The teacher will read the book *School*. The students will brainstorm who they think these school helpers are. A web with “school” in the middle will be drawn on the class white board. Add to the web and discuss what these people do to help us. The students will be given an observation journal and shown how to use it (draw

pictures of what they see, smell, hear, touch or taste). The teacher will have made arrangements with the school personnel ahead of time, putting footprints on their floor or desk, and asking these people to describe to the children what their job and duties are when they come to them. The teacher will read the book *The Gingerbread Boy* and then the class will go on an excursion of discovery to meet new people in the school who may have seen the Gingerbread Boy. Gingerbread cookies will be ready to eat at the end of the journey (check your local grocery stores for a cheap sack of gingerbread cookies—I have found them at Albertson's).

Extended Activities: Trace the gingerbread pattern (given at this workshop) on tag board and staple the parent note along with the self-information sheet and send one home with each child. When the self-portraits are returned, celebrate each child by reading their information sheet as they hold up their model. Have someone take their picture. Later, put the pictures on student-made cards, along with the information sheets inside, give to their mothers for Mother's Day.

Possible Extensions and Adaptations

1. Programs on Safety (road safety, bike safety, stranger dangers, etc.)

Assessment Suggestions

Observe the children and check for understanding.

Additional Resources

School & Family Rules:

Don't Danny, Don't! by Sharon Gordon (School Rules)

The Berenstain Bears, Trouble at School by Stan & Jan Berenstain

No David! by David Shannon (Home Rules)

Berenstain Bears, The Messy Room by Stan & Jan Berenstain

It's Mine! by Leo Lionni (Problem Solving)

Gingerbread Boy:

The Gingerbread Boy Retold by Jim Lawrence

School:

Cooperative Learning Across the Curriculum, strat. & reprod.,

Materials

- ☐ white board
- ☐ erasable markers
- ☐ observational journals (white half sheets of paper, stapled together between half sheets of colored construction paper)
- ☐ gingerbread cookies
- ☐ gingerbread self portrait patterns
- ☐ pencils
- ☐ tag board
- ☐ copies of the note sent home and information sheet (given at this workshop)
- ☐ rolled paper for graphing

(Scholastic)

School by Samantha Berger and Pamela Chanko

This is the Way We Go to School

The Berenstain Bears Go to School by Stan & Jan Berenstain

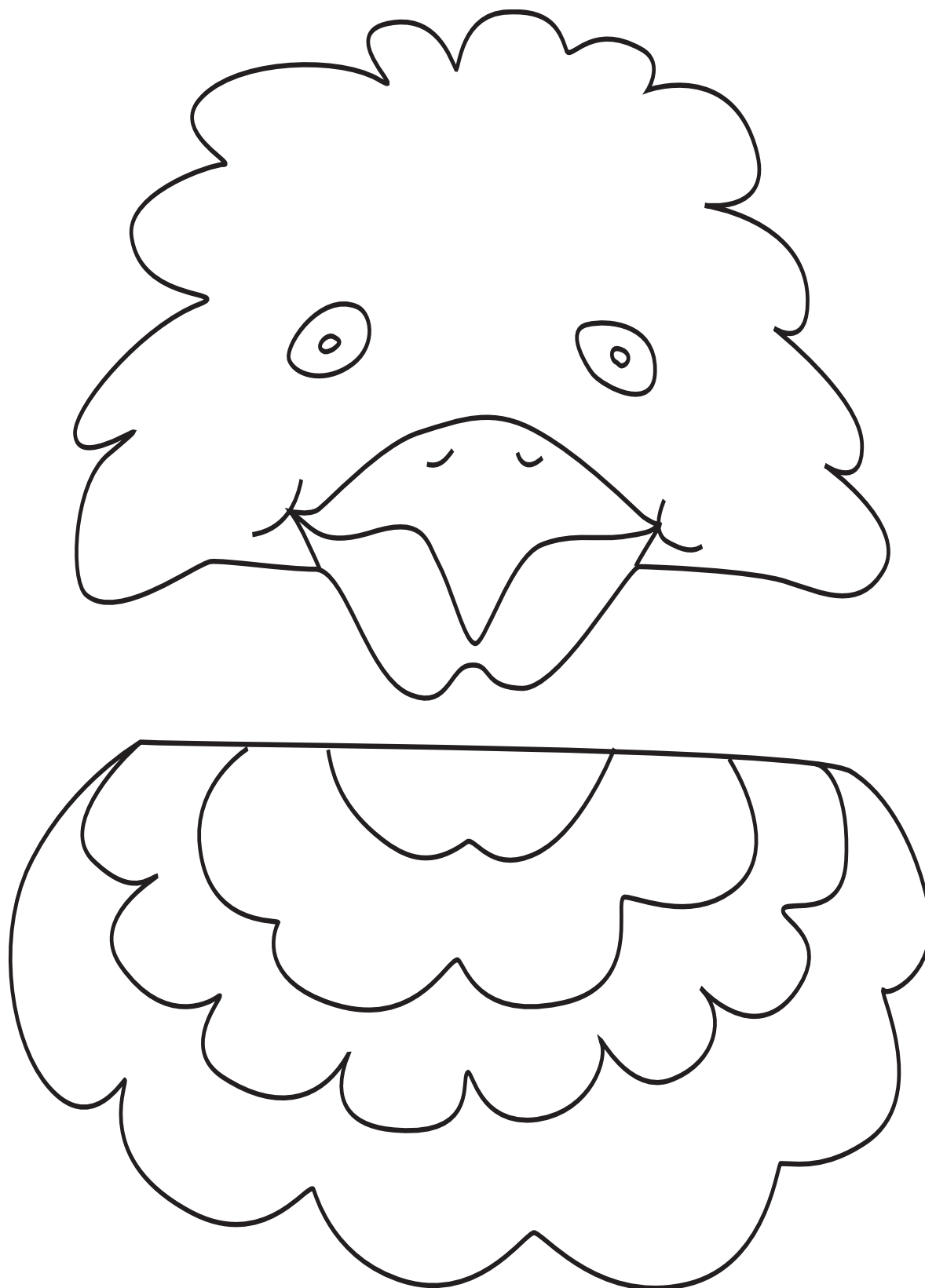
Fish Out of School by Evelyn Shaw (Voc. School)

The Teacher by Megan McCombs

Did You See What I Saw? Poems about School by Kay Winters

Get Out of Bed by Robert Munch (It's time for school)

Paper Bag Eagle Puppet



Student Information Sheet

Full Name _____ Nickname _____

Favorite Foods:

Favorite Desserts:

Favorite Color:

Favorite Part of School:

Something I Really Like to Do:

Favorite Book or Story:

Favorite Movie:

Favorite Place to Visit:

When I Grow Up I Want to Be:

A Special Story About Me:

**I am a Member of My Class,
My School, and My Community
“I am Special”
“This is Me!”**

Dear Parents,

We are learning about ourselves and what makes each of us special as individuals, and as a part of a group. The following homework assignment is an activity that I need your help with. 1) This activity is a way for your child to feel special, at home, spending one-on-one time with you. 2) This model of them is a way for each child to feel special, at school, as a member of our kindergarten class (building self-esteem). Please set aside time this week to do this homework activity so it can be completed and returned by _____. These projects will be displayed in the hall outside of our classroom. You are welcome to come and see them at any time after we share them.

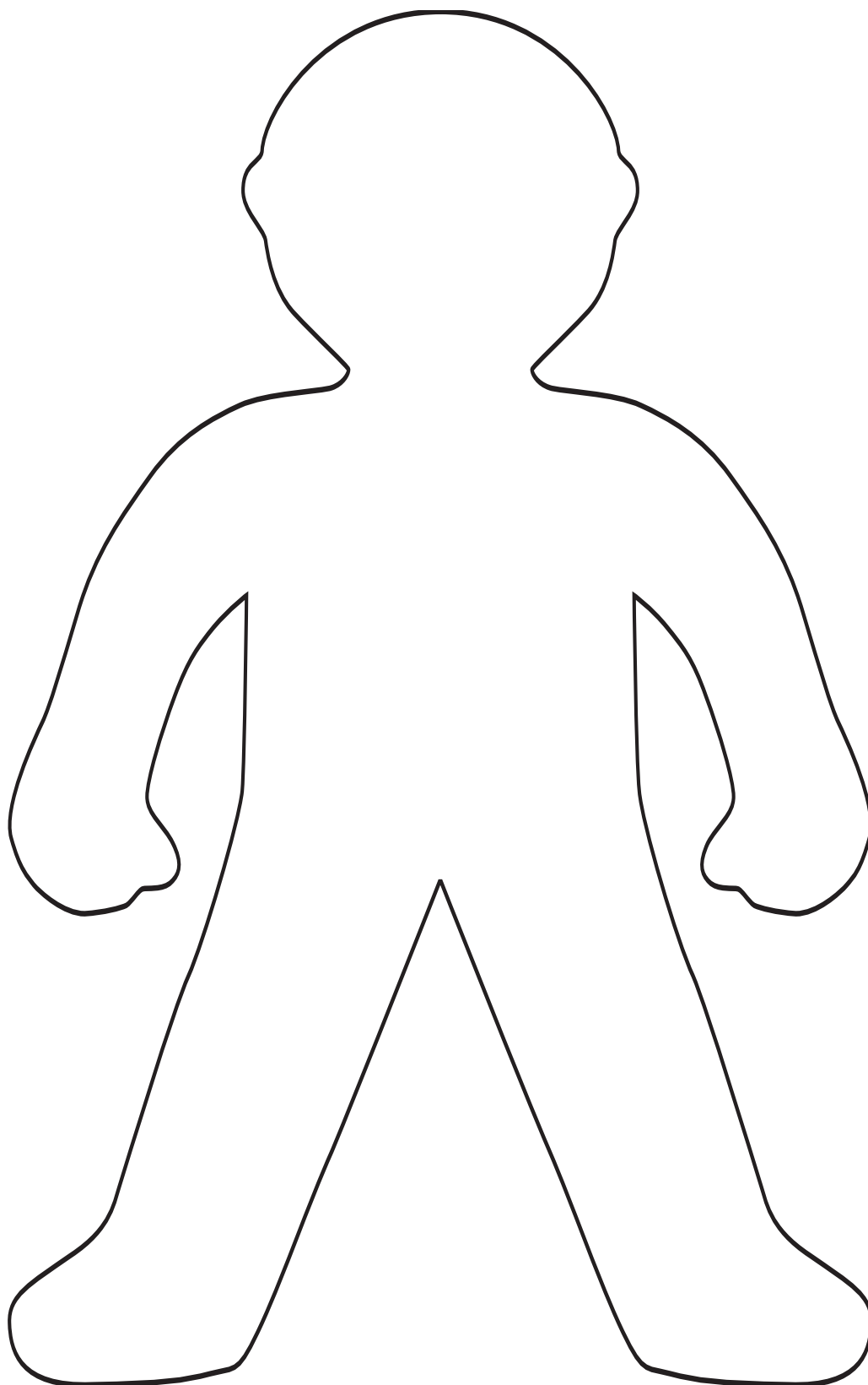
- Have your child cut out the attached traced “Gingerbread Boy” figure.
- While you are doing this activity, ask your child if they remember the story of the Gingerbread Boy (that was read to them at school) and if they do, have them retell the story to you.
- With your child, decide how you are going to decorate the figure to make it look like him or her.
- The clothing can be made from colored construction paper, fabric, plastic, glitter, etc. Be creative, but remember, this is your child’s project.
- Add hair (yarn works well), a face, shoes, socks, and anything else that will make the figure look more like your child. You may use any materials you desire.
- Please be sure your child’s name is written on the back of the figure.

Each child will be given time in class to show their model, tell how they made it, and share information about themselves with the class. The Student Information Sheet you completed (please complete and return if you haven’t done so) on your child will be read. If there is any other information that your child would like to share with the class, please help them be prepared to do so. They may want to tell about groups they belong to, such as dance or sports. They may want to share hobbies, accomplishments (awards, trophies), family activities, family vacations, favorite things, etc. We will do this activity on _____ at approximately _____. We would love to have you join us if you can! I hope this will be a memorable activity to share with your child. Thank you for your help and all the wonderful things you do to support me as your child’s teacher.

Sincerely,

Please do not hesitate to contact me (call or send a note) if you need basic materials sent home with your child: crayons, child scissors, glue, construction paper, yarn, etc.

Gingerbread Boy-Self Portrait/Model



Activity—Our Community Helpers

Standard II

Students will develop a sense of self in relationship to families and community

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Symbolization, observation, description, data collection, investigation, problem solving, form conclusions

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard II

Objective 2

Connections

Background Information

Children need an understanding of their surroundings, and how they fit into their family, community, and the world.

Invitation to Learn

Our Family Trip of National Symbols: The teacher will draw a basic road map (using markers) on the tablecloth and write “U.S.A.” at the top (ahead of time). The students will help the teacher make a car out of a cardboard box (ahead of time) large enough for a child to stand in and hold up. The students will sit in a circle around the tablecloth while the teacher describes what a tourist is, what U.S.A. stands for, and reads the books *The Best Vacation Ever* and *National Symbols*. Pictures of national symbols (that have been glued and laminated onto poster board) will be placed face up on the tablecloth. The students will be asked to pick a picture and hold it face down in front of them until the tourist is at their stop. Each child will be given a turn to go on a trip of national symbols while driving the cardboard car. The car will stop at each symbol, as the teacher talks about the symbol. After a few road trips, some children will be able to tell the tourist about their own symbol.

Materials

- ☐ pictures of national symbols laminated and glued onto posterboard
- ☐ a light/plain tablecloth
- ☐ paint and paint brushes
- ☐ markers
- ☐ a medium-sized cardboard box

Instructional Procedures

Materials

- ☐ books, pictures, and hats representing community helpers.
- ☐ (costumes, props, clothes, and miniature doll replicas could also

Our Community Helpers: Teacher Resource Book—*Hi, Neighbor—Projects and Activities about our communities*. Read the books *People Who Keep Us Safe* and *Picture Me Grown Up*. Choose books that represent the community helpers in your area. Use pictures, props, hats, dress up clothes, miniature dolls, etc., to depict these helpers to the students. Who could you have visit your classroom? (Police Officers, Fireman, Hospital Workers, Parents who may want to share, etc.) Where could you go on community field trips? (Post Offices—write and mail letters to self, Fire Stations, Public Libraries, Stores, Restaurants, Parks, Universities, Zoos, etc.) Ask other school personnel for ideas.

Possible Extensions and Adaptations

1. A walk around the neighborhood using observational journals

Assessment Suggestions

Observe the children and check for understanding.

Additional Resources

Check your school librarian to see what resources are available.

Allow students to explore the following web site which contains many activities for kindergarten students- [http://www.first-school.ws/theme/cp united states.htm](http://www.first-school.ws/theme/cp%20united%20states.htm)

Teacher Resource

Video: All About America, 37 min. GOODTIMES, 16 E. 40th Str., New York, N.Y.10016

Patriotic Books:

The Best Vacation Ever by

Me on the Map by Joan Sweeny
America's Symbols by Judith Bauer Stamper
U.S.A. Treasure Hunt-booklet, map & magnifier (Scholastic)
America: "A Patriotic Primer" by Lynne V. Cheney
Red White and Blue by Susan Canizares
Red, White, and Blue The Story of the American Flag by John Herman

Freedom for All by Janet Palazzo-Craig (Summarize)
Pledge of Allegiance by K. L. Frankel
The Pledge of Allegiance (Troll) by Kristine Lombardi Frankel
Why I'm Proud to be an American (Troll)
America the Beautiful by Katherine Lee Bates

LIBERTY

The Star-Spangled Banner

PURPLE MOUNTAIN MAJESTIES

My Country Tis of Thee by Samuel Francis Smith
A Picture Book of George Washington by David A. Adler
A Picture Book of Abraham Lincoln by David A. Adler
Martin's Big Words by Doreen Rappaport-Biography of Martin L. King Jr.

Thank You, Dr. King

Celebrate the 50 States! by Loreen Leedy

Our Community:

The Berenstain Bears, The New Neighbors by Stan & Jan Berenstain
Hi, Neighbor—Projects and activities about our community (Scholastic)
15 Easy-To-Read Neighborhood & Community Mini-Book Plays (Scholastic) by Sheryl Ann Crawford and Nancy I Sanders
At Play in the Community by Judy Nayer

Community Helpers:

People Who Keep You Safe by Cathy French
Who Are We by Tanner Ottley Gay
Alphie Gets in First by Shirley Hughes
The Builder by Kari James
Big Dig: A Pop-Up Construction! Let's go to work! by Paul Stickland
My Dentist by Harlow Rockwell
The Berenstain Bears Visit the Dentist by Stan & Jan Berenstain
The Berenstain Bears Go to the Doctor
Grandfather Tang's Story by Ann Tombert
On the Move by Ming Tan
My Walk by Zoe Sharp
I Went Walking by Sue Williams
I Jog Around-Learning the J Sound by Maryann Thomas

Activity—Forming Relationships Using Music and Rhythm

Standard II

Objective 3

Connections

Standard II

Students will develop a sense of self in relationship to families and community.

Objective 3

Express relationships in a variety of ways.

Process Skills

Symbolization, classification, segmentation and blending, form conclusions

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
3. Demonstrate responsible emotional and cognitive behaviors.
4. Develop physical skills and personal hygiene.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Materials

- ☐ Props: mouth mask, megaphone, hair hat, play fridge, a plastic red apple, a small green apple (large green cherry) four hats and a can of Lysol (optional)
- ☐ Visual Short Vowel Cards (copied, colored, and laminated)

Materials

- ☐ overhead projector
- ☐ a white spatula
- ☐ a laminate copy of the short vowel words (given at this workshop)

Background Information

Children need to be exposed to other cultures and traditions, making connections through music, dance, art, poetry, stories, and acting.

Invitation to Learn

1. **The Vowel Family Skit:** Directions are included on page 12-25.
2. **Scoop the Short Vowels:** Using an overhead projector and a transparency (copy the sheet) the students will be asked to locate the short vowels, as they read a three letter word and highlight it with the spatula.

Instructional Procedures

1. **Forming Relationships Using Music and Rhythm—Our culture:** Play a CD or tape of alphabet music, such as “We’re Marching Around the Alphabet.” Have the children form a large circle. Place the alphabet wall cards or flash cards face up in the center of the circle. The children will be asked to find the card with the capital letter of their first name. Then they will be asked to pick up a card and hold it face out, so that the other children can see their card, and walk around and try to find the match/pair to their alphabet card—large and small letters—help the children who need it. After every child has found their pair, ask the children to sing the ABC Song and see if they can get in ABC order (help the children who need it). Now ask the children to form two groups, one of vowels and one of consonants. Identify short vowel sounds for a, e, i, o, and u, with oral and visual cues. Identify parent and child letter shapes—Cc, Oo, Pp, Ss, Uu, Vv,

Ww, Xx, and Zz. (Reference Objective 1-Identify which children have been told that they look exactly like one of their parents or a relative). Match the rest of the big and little letters (Reference Objective 1-Identify which children do not look exactly like one of their parents). Group letters that have only one sound, more than one sound, etc.

2. **Other Cultures:** Ideas given on where to go to find multicultural books, music, stories, etc. in presentation and Additional Resources.
3. **Plays and Puppets:** Ideas and given in presentation and Additional Resources.
4. **Journaling:** Journals Made Easy—Ideas given in presentation
5. **Family/School Connection:** Ideas given and shared in presentation: School Wide Parent and Family Involvement Activities.

Materials

- ☐ wall cards or flash cards of all the letters in the alphabet (separate large and small letters)
- ☐ alphabet music-tape, CD, etc.
- ☐ multicultural books, music, stories, activities etc., and ideas-share
- ☐ journal
- ☐ a plastic slinky-to encourage inventive spelling-sound out/say fast

Possible Extensions and Adaptations

Pair them with another child for the Invitation to Learn Activities—Share one card or let them pick their card first—“Find the letter that your name starts with.”

Extended Activities: Have students from your classroom put on the Short Vowel Skit for other classes.

Use Small Square White boards—write specific alphabet letters, write alphabet pairs, write vowels, write consonants, and sound out and spell three letter words.

Magnetic Letters—Find specific alphabet letters, find alphabet pairs, find vowels, find consonants and spell three letter words.

Phonetic Readers-Sound out letters to form words

Assessment Suggestions

Letter/sounds Assessment

Basic Skills Assessment—each quarter

Additional Resources

Check with your school librarian to see what resources are available

Songs/Rhymes/Rhythm/Music:

25 Fun Learning Songs-lyrics on basic skills, alphabet, counting, safety rules, animal sounds, etc.

Kids Sing For Kids, 150 Songs, Lyrics Included (Direct Source Special Productions Inc.)

Alphabet Sing-Along Set, 26 lg. Alph. color cards & Sing Along Alph. Tape(Scholastic)

Teacher Resources:

35 Rubrics & Checklists to Assess Reading and Writing (Scholastic)

Sound Matching Sheets & Lessons That Build Phonemic Awareness (Scholastic)

Phonemic Awareness Activities (Scholastic)

Phonemic Awareness Songs & Rhymes

Fun Phonics Mini-Books (Scholastic)

Easy & Adorable Alphabet Recipes for Snacktime (Scholastic)

Reading/ABC's

When Will I Read by Miriam Cohen

The Alphabet Tree by Leo Lionni

Animal Alphabet by Bert Kitchen

ABC by Bob Reese

ABC I Like Me by Nancy Carlson

Alphabet Adventure by Audrey Wood

Letters and Sounds by Rosemary Wells

Word Family Wheels (Scholastic)

Books Are Better Than TV

Read To Me by Jacalyn Leavitt

PLEASE READ TO ME! By Elizabeth Rodgers

Plays/Puppets:

Teachers-Curtains! Familiar Plays for Little Actors by Diane Head

Learn-the-Alphabet PUPPET PALS-26 Reproducible stick puppets with stories

Puppets by Susan Canizares

25 Just Right Plays for Emergent Readers (Scholastic)

25 Emergent Reader Plays Around the Year (Scholastic)

25 Science Plays for Emergent Readers

Multicultural/Traditions:

A RAINBOW All Around Me by Sandra Pinkney
Let's Read About Squanto by Sonia W. Black
Ten Little Rabbits by Virginia Brossman & Sylvia Long
John Henry
Duke Ellington

Tales From Around the World:

Teacher Book-Fun with Fairy Tales by Jo Ellen Moore & Joy Evens
Teaching With Cinderella Stories From Around the World (Scholastic)
Why Mosquitoes Buzz in People's Ears by Verna Aandema
Anansi the Spider
Mufaro's Beautiful Daughters
Abuela's Weave by Omar S. Castaneda
Babushka Baba Yaga by Patricia Polacco
The Tale of Rabbit and Coyote by Tony Johnston
Market Days by Madhur Jaffrey

Teaching Math with Rhyme & Rhythm:

Collaboration Math Books-12 adorable Rhyming math book (Scholastic)
Mother Goose Math (Scholastic)
Move & Learn Math Activities (Scholastic)

Family Connections

Send a copy of the **Short Vowel Family Skit** home for the families to act out and reinforce.

Family bags—Alphabet flash card activities: Parent/child match, little/big letters separate and match, separate vowels from consonants, and sounding out and spelling three letter words.

Scoop the Short Vowels

Rhyming Words

(White spatula and overhead projector)

1. fat cat bat rat

2. red hen den pen

3. big pig dig fig

4. hot dog hog fog

5. hug bug mug rug

The Vowel Family Skit

(use props)

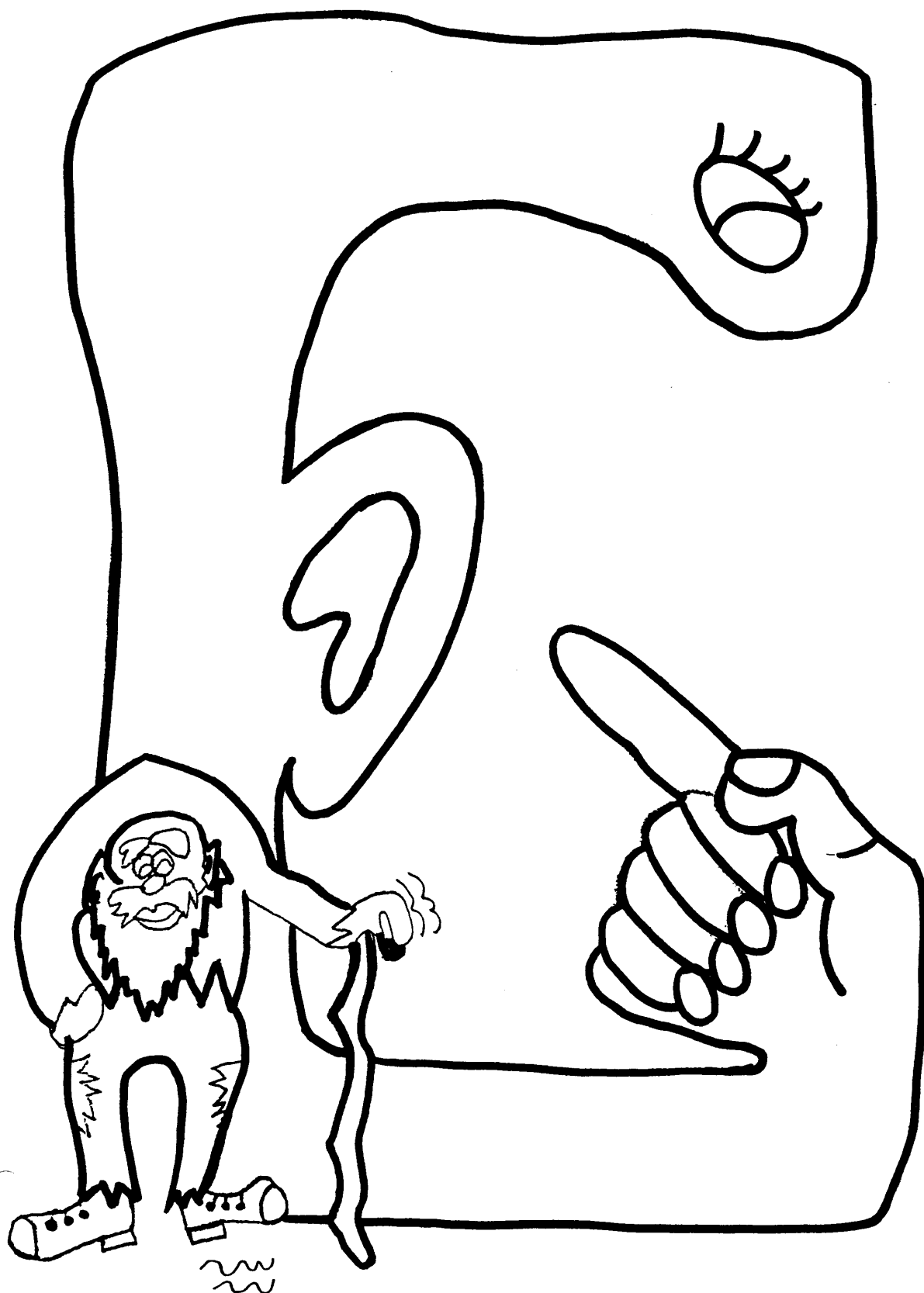
There was a family called the **Vowel Family**. Mr. and Mrs. Vowel had five children—four boys and one girl—and with all these children, they just could not decide what to name them. So Mama Vowel decided to watch each child for a while and then choose a name for each of her **five children**.

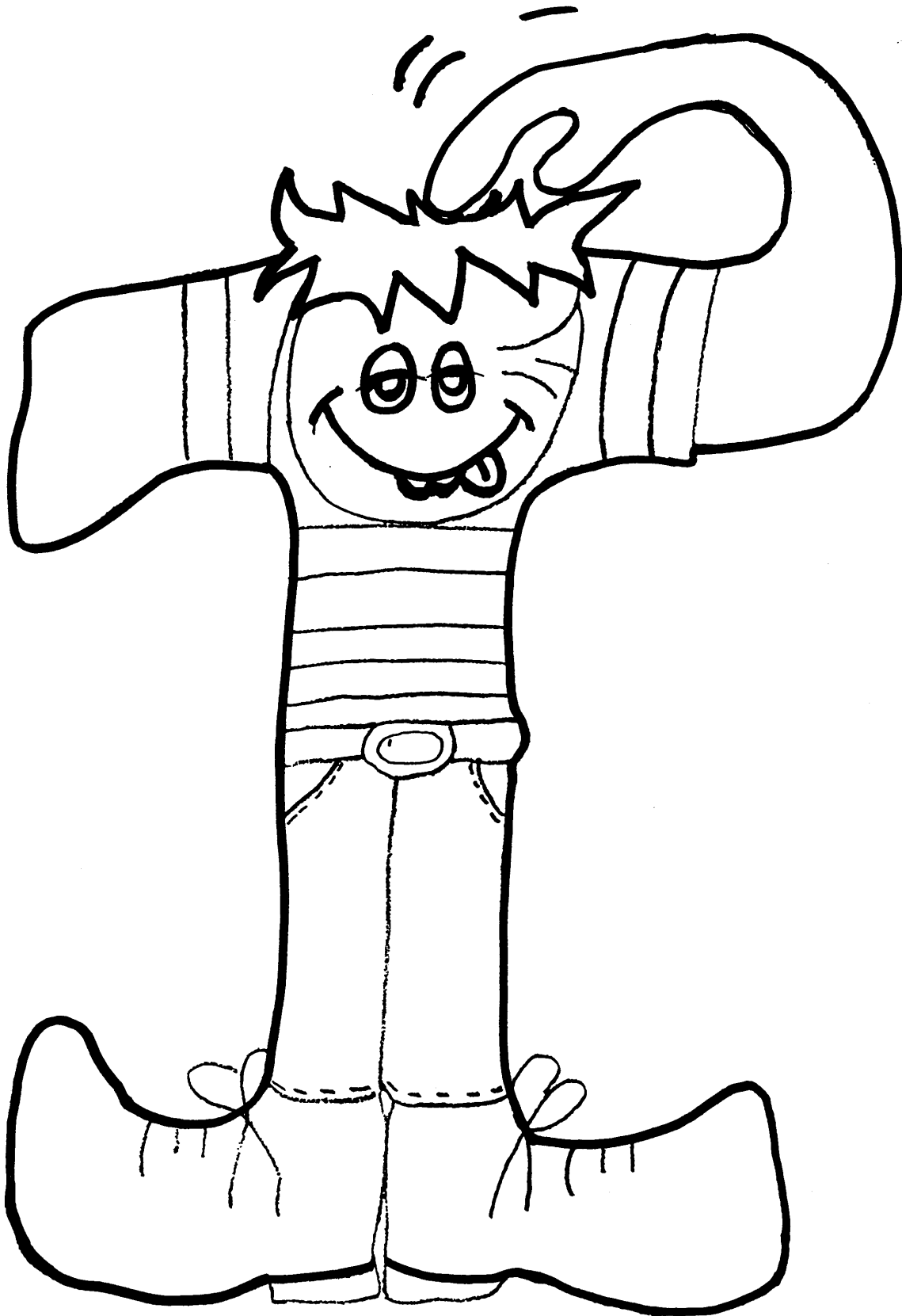
1. **First came along a little “a.”** Little “a” loved apples. Apples were all he wanted to eat for breakfast, lunch, and dinner. Mama kept the apples on top of the refrigerator and little “a” was always coming into the kitchen, pointing at the top of the fridge, and saying “a-a-a-a” since he was too little say the word “apple.” Mama Vowel said, “Let’s just call you “a” (action-point up).
2. **Second came along little “e.”** Little “e” loved her Grandpa “Y” (make connection later) more than anyone else in the world. Her Grandpa “Y” was old and he could not hear very well. So when anyone spoke to him, he would put his hand to his ear and say “e?- e?- e?- e?” Well, little “e” wanted to be just like her grandfather, so when anyone spoke to her, she would say, “e?- e?- e?- e?” too, just like grandpa. Mama Vowel said, “Let’s just call you “e” (action-lean and cup hand to ear).
3. **Third came along little “i.”** Little “i” had a terribly itch head, and he was always scratching it morning, noon, and night. He hated the way it itched and he was always coming to his mother scratching his head and saying, “i-i-i-i.” Mama Vowel said, “Let’s just call you “i” (action-scratch head).
4. **Fourth came along little “o.”** Little “o” loved his hot cereal in the morning for breakfast. When Mama Vowel finished cooking it, she would say, “Now, wait a few minutes before you try to eat your cereal because it is hot!” Little “o” would never wait. When it was in the bowl in front of him, he would take a big heaping spoonful. Then he would say, “o-o-o-o” and fan his mouth with his hands because it was so hot it burned his tongue. Mama Vowel said, “Let’s just call you “o” (action-fan mouth with hand).
5. **Last came along little “u.”** Now the Vowel family had a big cherry tree in their backyard. Every summer when the cherries hadn’t ripened yet, Mama Vowel would say, “Don’t eat those unripe cherries or you’ll get a tummy ache.” Little “u” loved all cherries, so he ate them anyway, and always ate too many. Almost every day he would come in holding his stomach, saying, “u-u-u-u.” Then Mama Vowel said, “Let’s just call you “u” (action-rub tummy with hand).

This is how the little vowels got their name.

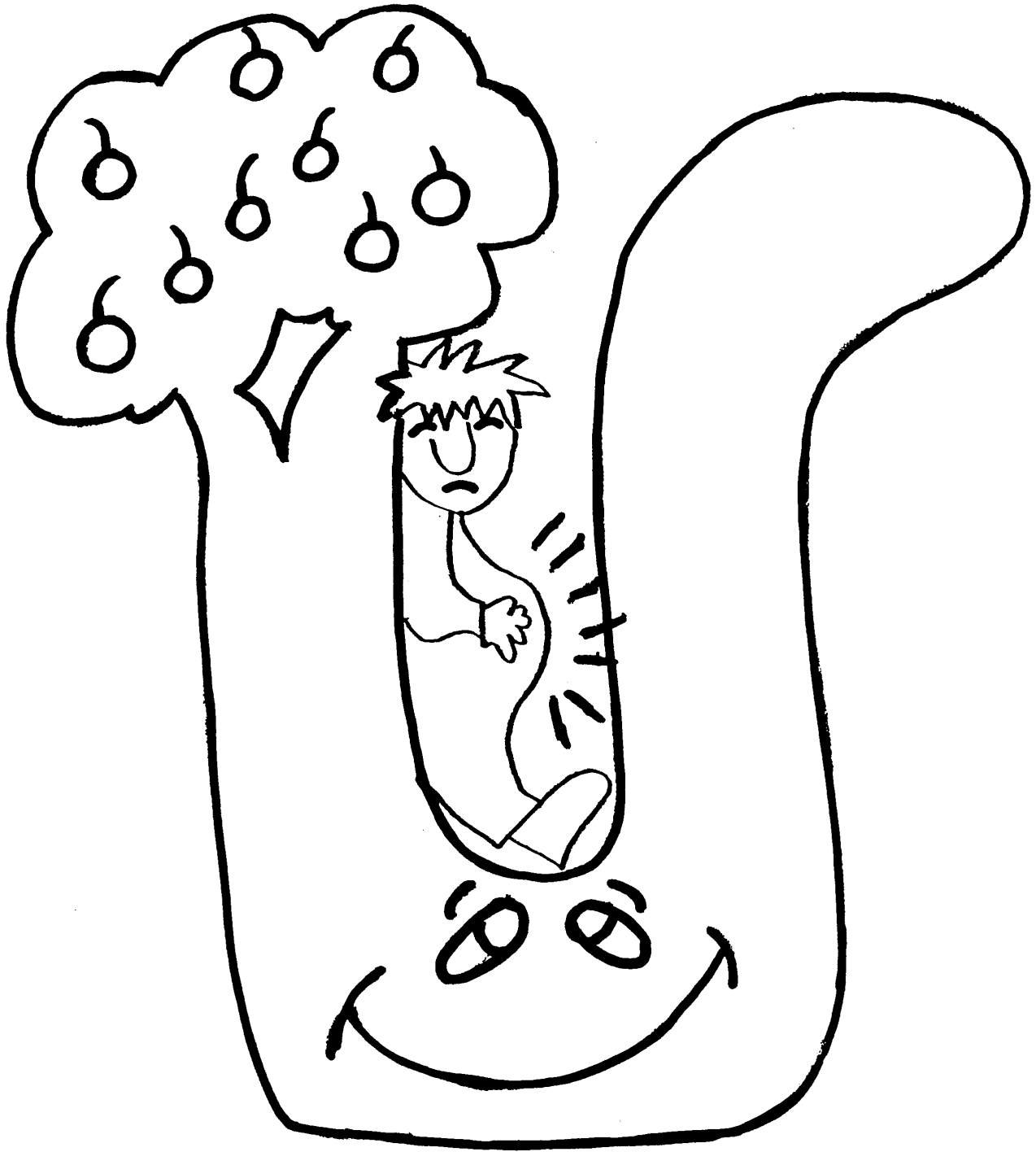
Say the short vowel sounds for “Let’s just call you a-e-i-o-u.”











Activity—I Grow

Standard II

Students will develop a sense of self in relation to families and community.

Objective 1

Describe factors that influence relationships with family and friends.

Process Skills

Symbolization, prediction, classification

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Standard II

Objective 1

Connections

Background Information

The passage of time is an abstract concept for kindergarten children. They can, however, be assisted to identify some personal changes, such as differences between themselves now and when they were babies.

The children can use their personal knowledge of how they have changed to write a book about themselves. They may “write” using letters or pictures. Their writing can fall into any of the stages of emergent writing. The most common will be writing some consonant sounds they hear in the word. They can be taught to stretch out the word to hear the sounds in the word and then write the symbols for those sounds. A predictable pattern of text can be used to reinforce high frequency and content related vocabulary words, such as “When I was little, I _____. Now I _____.”

Invitation to Learn

Read the book. Allow the children to share experiences about when they were babies versus now.

Instructional Procedures

1. Ask the children to give responses to complete the sentence, “When I was little...” Write their responses on chart paper with their initials beside them.
2. On another sheet of chart paper, record their responses to “Now I...” with the same procedures. Use a different color marker to give the children a visual cue that this is a different time period we are describing.
3. Give the children a book with the patterned sentence printed on it. Children will draw a picture of their ideas, and then “write” their responses, either from the chart or on their own.
4. You can even have the parents send in a wallet size baby picture and school picture to mount on each side of the page of the illustrator.

Materials

- ☐ *When I Was Little* by Jamie Lee Curtis
- ☐ copies of blackline book *When I Was Little* for class
- ☐ chart paper
- ☐ markers, crayons, pencils

5. Allow the children the opportunity to read their books to the class.

Differentiation of Instruction

1. For those children not ready to “stretch” a word out and write the symbols for the sounds they hear they can use the charts the teacher created from the students’ responses. The chart can be cut apart and the child’s response used at their table to copy from. Remember that initials were put by the children’s responses to aid in this process. Having the sentence physically on the child’s table is easier than trying to copy from the chart in the front of the room.
2. To develop oral language, picture cues can be used to identify certain vocabulary words that might be helpful such as pictures of a baby crawling, eating, sitting in a car seat, etc. (especially useful for E.L.L., low language learners).

Possible Extensions/Adaptations

Create a compare/contrast chart to show the differences between being a baby and a kindergartner.

Compare various measurements for each time period such as weight, height, number of teeth, and length of feet or hands. Nonstandard or standard tools of measurement may be used.

Assessment Suggestion

Analysis of the children’s text can indicate where the children are in their sound/symbol development. You can tell if they understand sound/symbol relationships, beginning sounds, ending sounds, or middle vowels.

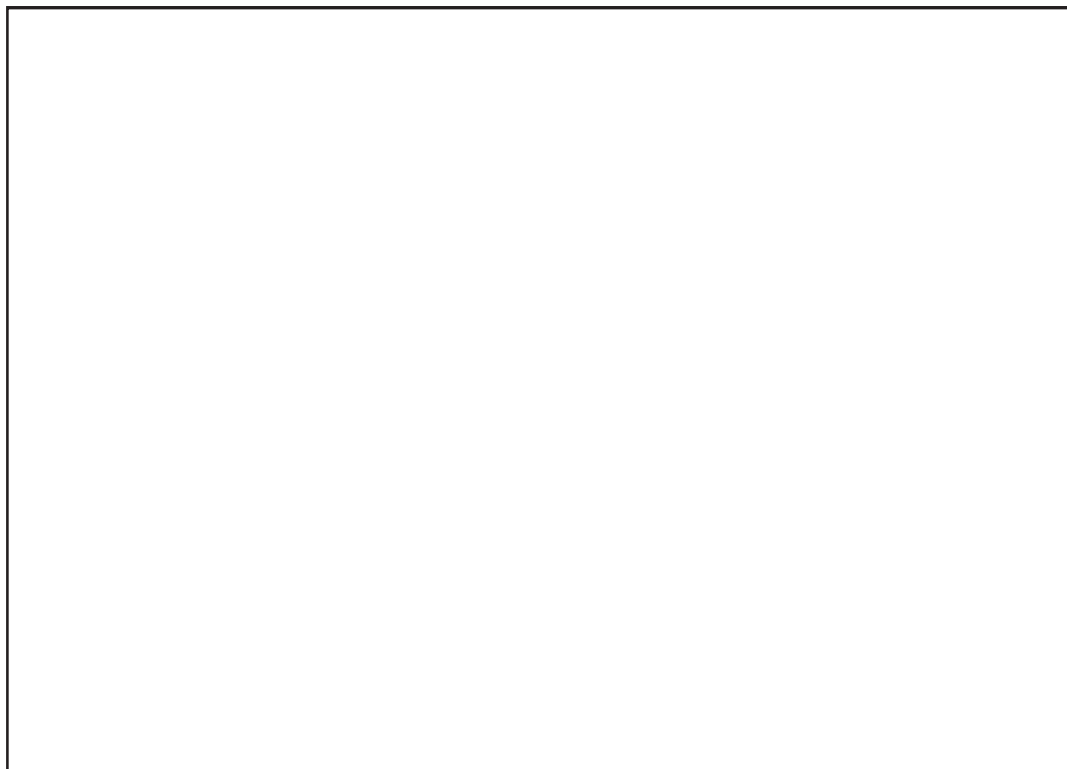
Additional Resources

See How I Grow published by Dorling Kindersley

Family Connections

Parents can write a short paragraph about what their child did as a baby and can do now. Parents can also help in the measurement of items comparing baby and kindergartner such as how long they were as a baby, and how tall they are now, how much they weighed versus what they weigh now, or even the size of their hand or footprint if they have one.

When I Was Little



Now I



When I was little I

Prints Page

Footprints



Left Foot



Right Foot

Handprints



Left Hand



Right Hand



Activity–Lots of Labels

Standard II

Objective 2

Connections

Standard II

Students will develop a sense of self in relation to families and community.

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Symbolization, data collection and interpretation, classification

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Background Information

Environmental print is one of the first places that children connect print with a message. It is a natural connection between learning to read and reading for a purpose in our community. You can have environmental print in your room by labeling items and procedures in your classroom such as tables, chairs, sink, etc, as well as class schedules, class rules, and other signs. You can also bring in print from the community through labels, pictures, and other means.

Invitation to Learn

Write the following question on a graph (your whiteboard or chalkboard works well for this). “Have you been to _____?” In the blank write a local restaurant, store, or other place children have visited. Use the picture or logo instead of the words. Underneath make a table with “yes” and “no” columns. As children come into class, have them pick up their name card and place it under the appropriate heading.

Have a child come up and help you “read” the graph. Read each word, including environmental print, and point to it as it is said. Have the helper lead the class in counting the number of name cards on the “yes” side and writes that number at the bottom of the graph. Next, count the number of name cards on the “no” side. Help him or her to write that number on the bottom. Ask the children which one has more. You can line them up side by side to compare if need be. Then have the helper child circle the larger one and cross out the small one (or some symbol you want to use to indicate smaller and larger. I would not introduce the greater than/less than sign until after much practice with this graph, if at all. It is not required in the core to know the symbol, just the concept of greater and less than.)

Instructional Procedures

1. Ask the children, “How did you know what this word said?” Discuss that there are some words they already know how to read. They know what the word is telling them. They know the message of the symbols.
2. Show some examples of environmental print and see if they can read them.
3. Model concepts of print: Read it from left to right. Point out capitals and any punctuation. Identify what is a word and what is a picture.
4. Ask if they can identify any letters they have studied and the sounds associated with that letter (e.g., M is for the “M” sound in Moose).
5. Choose a letter to focus on. Let’s use “A” as an example. Using a simple classification graphic organizer, label them “Aa” and “no Aa.”
6. Model for the class how to look for this letter in each word. If it contains an “Aa” place it on a stack on the “Aa” side. If it doesn’t, place it on the “no Aa” side. After modeling with a few examples the process used to look for the letter, you can do some quick assessment to see if they are ready for independent work (e.g., “Thumbs up if it has an Aa. Thumbs down if it doesn’t.” Or “Turn to your neighbor and tell them whether it has an Aa or not”). You can also call individual children up to place the card in the appropriate spot.
7. Place the cards and classifying graphic organizer at a center and let children sort them in small groups or independently. You may wish to have several graphic organizers with other letters available for further practice.

Aa	No Aa

Materials

- ☐ pictures or photos of local buildings which children visit often
- ☐ labels and logos
- ☐ name card for each of the children that can be placed on a graph (e.g., die cuts with magnetic tape on the back)

Possible Extensions/Adaptations

1. Sort the cards into other categories, such as a color, shape, numbers, etc.
2. Create an “I like _____” book in class with labels or pictures of things and places they like. Model this with some interactive writing. Guide the children as you call up a child to write a letter, then another student to write the next, etc. Write several examples together as a class before having them work independently.

Assessment Suggestion

Observe children as they sort the cards. You can do a cut and paste sheet of six to eight environmental print words and a classifying graphic organizer, just like the center. Parent letters, both before and after the unit, could request feedback of student behaviors regarding reading environmental print.

Additional Resources

I Read Sign by Tana Hoban

I Read Symbols by Tana Hoban

<http://www.dot.state.tx.us/kidsonly/splashpg/splashpg.htm>

www.readwritethink.org

Family Connections

Have the children bring in pictures or labels from home to read. You can have the children create predictable high frequency wordbooks to read at home. Provide pages with sentences such as “I go to McDonalds.” “I go to Smiths.” “I go to Wal-Mart.” “I go home.” and appropriate pictures. Children will make the book and then read it to each other and their parents. Share a variety of options for teachers to explore and use.

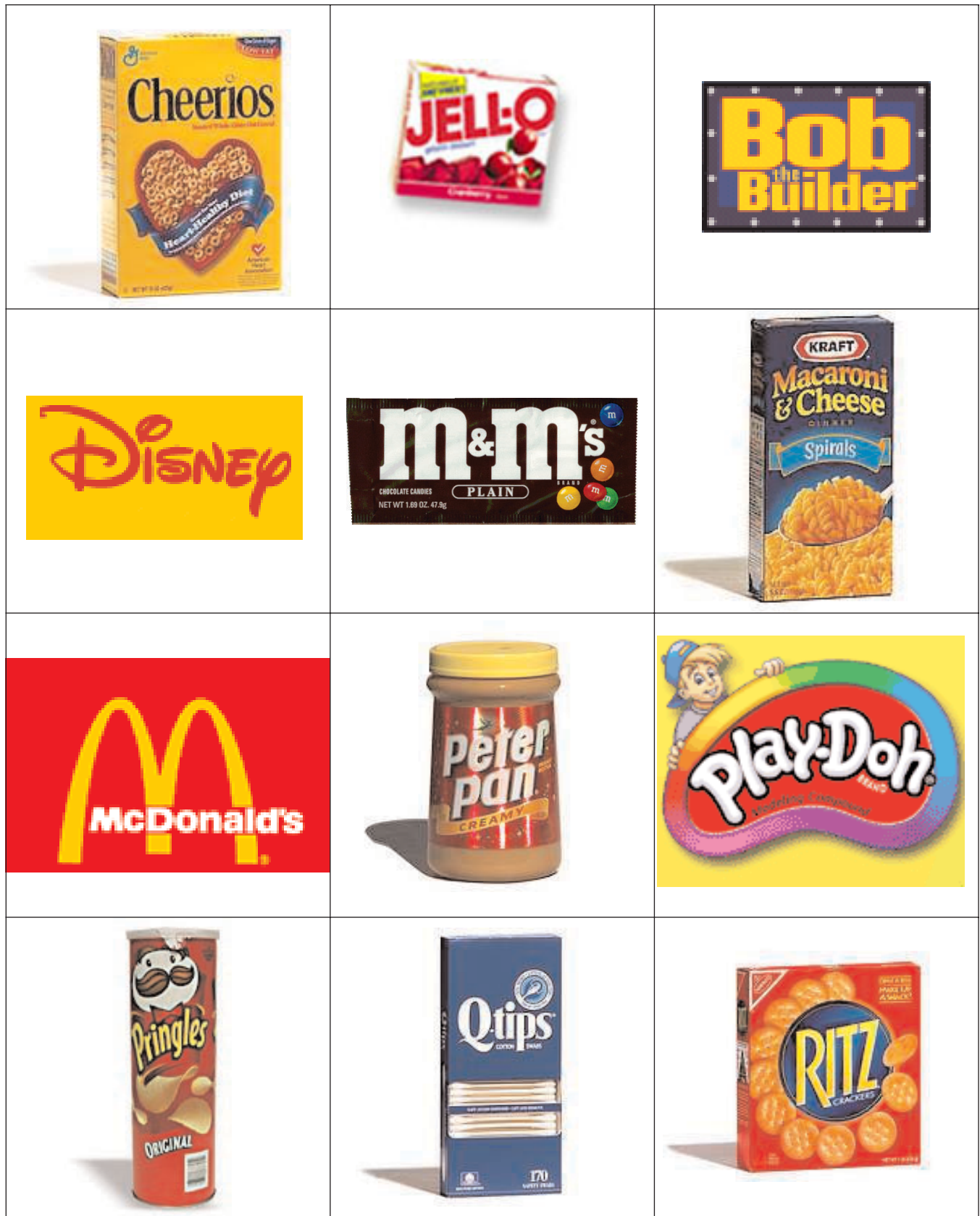
Graphic Organizer for Aa











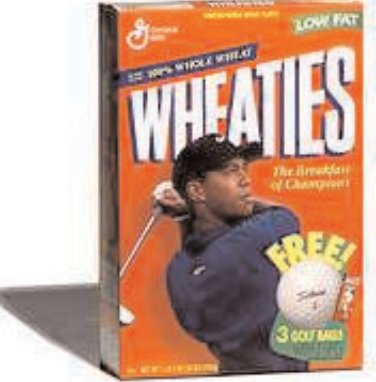



No

Aa








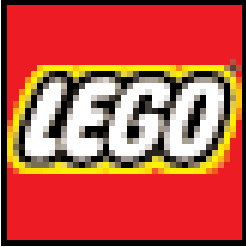



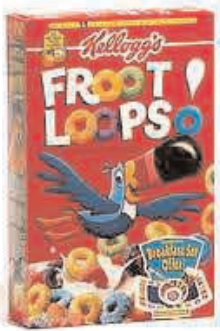
Labels and Logos



Labels and Logos, cont.

Labels and Logos, cont.

Activity—Family Centers

Standard II

Students will develop a sense of self in relation to families and community.

Objective 1

Describe factors that influence relationships with family and friends.

Process Skills

Classification, data collection, segmentation and blending, description

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Standard II

Objective 1

Connections

Background Information

The children will come from families with varying characteristics. This makes a wonderful opportunity to explore what a family is and how it can look different. A natural gathering of data can occur at this time. Be careful to stress that each family is unique and children should not be made to feel that one family type is better or worse than another child's family. Such gathering of data can illustrate the diversity of families.

Children can also write about families, since it is a topic of personal interest of which they have concrete knowledge. Many center activities can be designed around the idea of “families” to apply language and numeric skills.

Invitation to Learn

This poem by Mary Ann Hoberman is found on www.CanTeach.ca

What is a family?

Who is a family?

One and another makes two is a family!

Baby and father and mother: a family!

Parents and sister and brother: a family!

All kinds of people can make up a family.

All kind of mixtures can make up a family.

What is a family?

Who is a family?

The children that lived in a shoe is a family!

A pair like a kanga and roo is a family!

A calf and a cow that go moo is a family!

All kinds of creatures can make up a family

All kinds of numbers can make up a family

What is a family?

Who is a family?

Either a lot or a few is a family;

But whether there's ten or there's two in your family,

All of your family plus you is a family!

Materials

- ☐ pictures of families
- ☐ graphing framework graphic organizer
- ☐ magnetic or foam letters
- ☐ cards with family vocabulary words on them

Instructional Procedures

Below are several examples of family centers.

Math Center: Using pictures of families, children will pick two pictures, and then decide which has more and which has less. They can also sort the pictures by number of people, number of girls, more boys than girls, number of children, etc.

Math Center: Create a class graph of how many people are in your family.

Word Center: Students pull out a card with a family word on it (e.g., father, mother, sister, etc.) and then build the word with magnetic letters, letter cards, or wikki stix.

Writing Center: Students create an individual 4-6 page predictable pattern book “I love my ____.” Include word cards with picture clues for them to use to write. Students will also illustrate the picture to go along with the text.

Class book: Each student creates one page to put in a class book. The page is “I like to ____ with my family.” Children write and illustrate the page. The class book can then be used for the book center or read around the room time.

Dramatic Play: Have props for things families do together, such as camping, doing things at home, etc. Include labels for things and paper to make lists like packing lists, shopping lists, letters, etc.

Art Center: Trace dishes to make a place mat. Label each item (e.g. plate, fork, spoon, etc.). Decorate and send home with the child so she can use it as a model to set the table correctly.

Cooperative Activity: Give each child a large piece of butcher paper folded into thirds with the heading “moms do,” “dads do,” and “kids do.” Children will draw pictures of things that each person does to contribute in the family. The teacher or a helper can label things for the children as they draw them. Talk about the various roles children perceive in the family and what they can do to help at home.

Possible Extensions/Adaptations

A BINGO game can be made with family names or items around the house to improve vocabulary (especially helpful for ESL children).

Assessment Suggestion

Ask the children questions about the graph such as “How big is the family that the most people have?” “Who has the smallest family?” “Who has the largest family?”

Ask the children to explain how they sorted the family pictures. Answers will show the level of sophistication of the skill of sorting.

Look at the children’s writing to evaluate concepts they already know, such as beginning sounds, ending sounds, capitals and lowercase letters, or spaces in between words, etc.

Listen to the children as they talk about what roles or responsibilities members of the family have. You can gather oral language and anecdotal notes at this time as well.

Additional Resources

“What is a Family?” by Mary Ann Hoberman (www.CanTeach.ca)

“Family Theme Box” from Lakeshore Learning Materials

Families Are Different by Nina Pellegrini

How Can I Help? by Christine Hood (Creative Teaching Press)

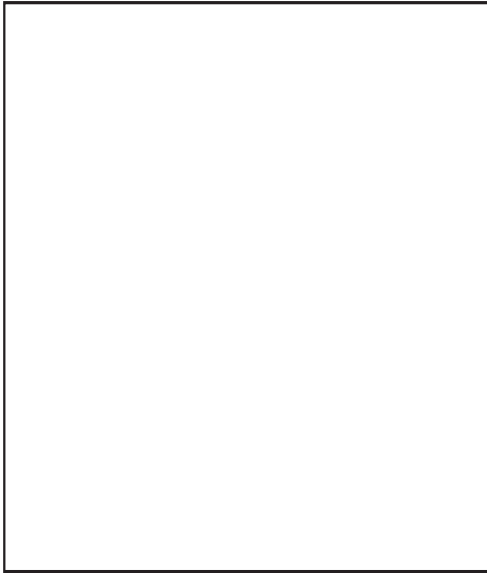
“Math With Connecting People Set” from ETA/ Cuisenaire

Family Connections

Send home a responsibility chart. The child and parent together think of about five things the child can do to help out at home. The parent then initials the job after it is completed. The chart is returned to school and shared with the class.

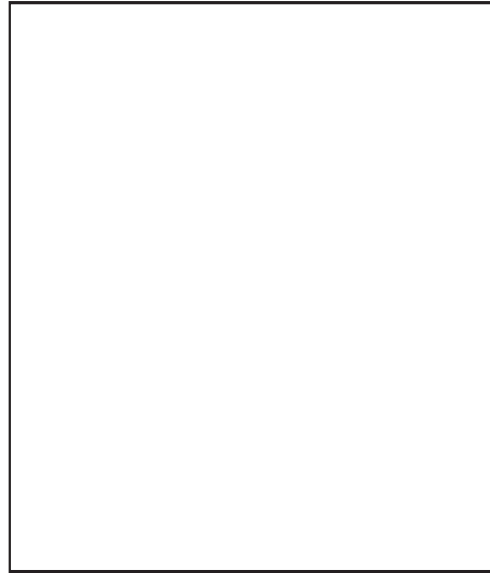
Family Book Pattern

My Family



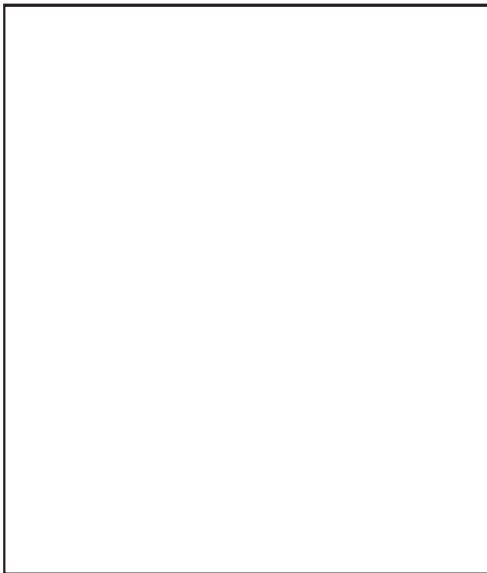
By _____

My Family



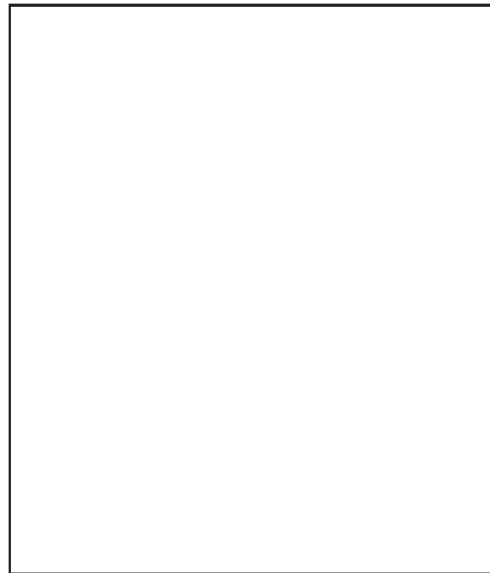
By _____

My Family



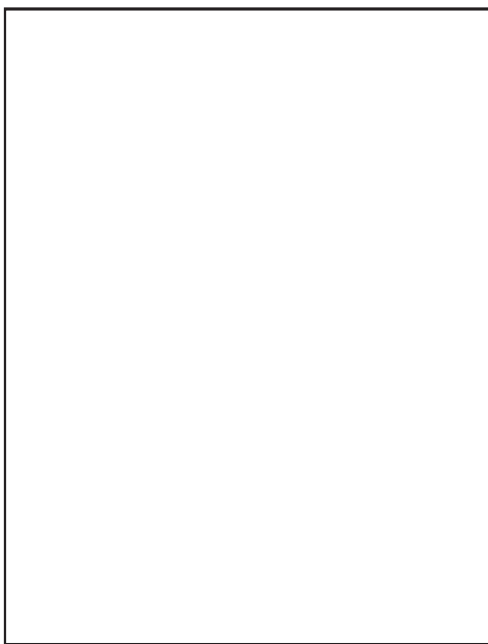
By _____

My Family

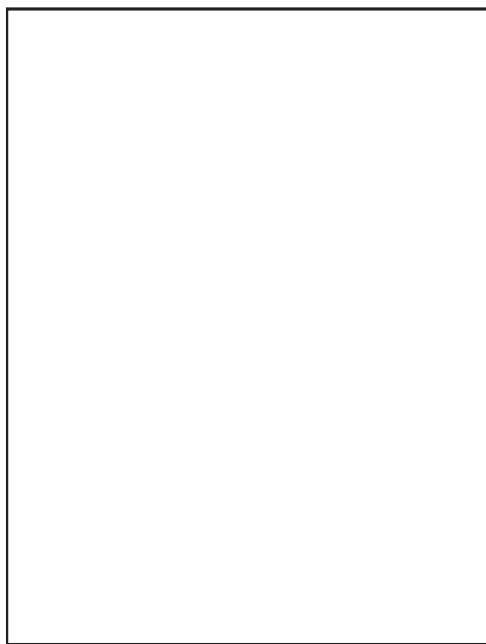


By _____

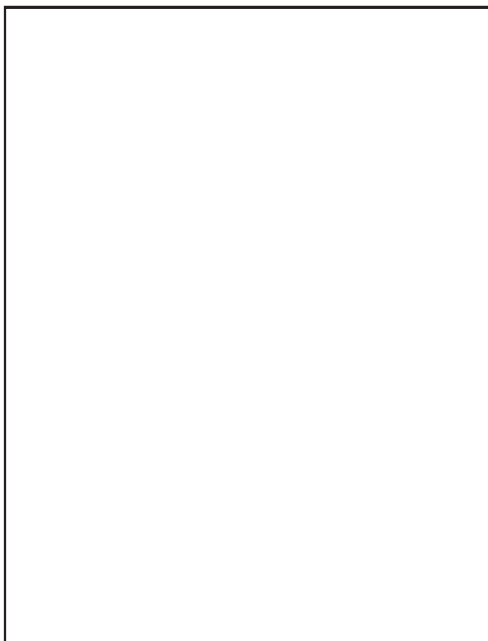
Family Book Pattern, cont.



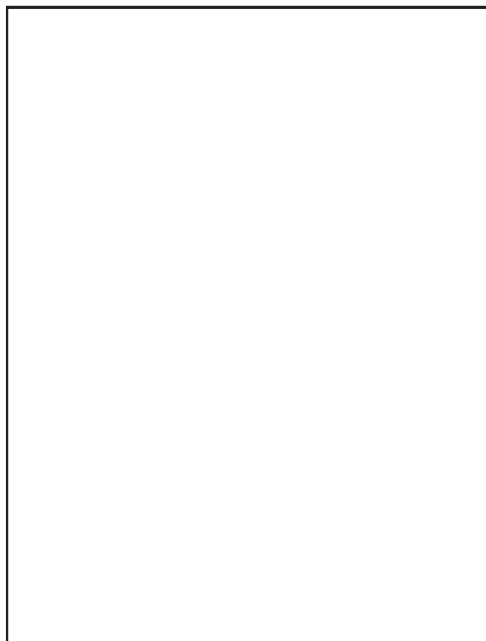
I love my_____.



I love my_____.

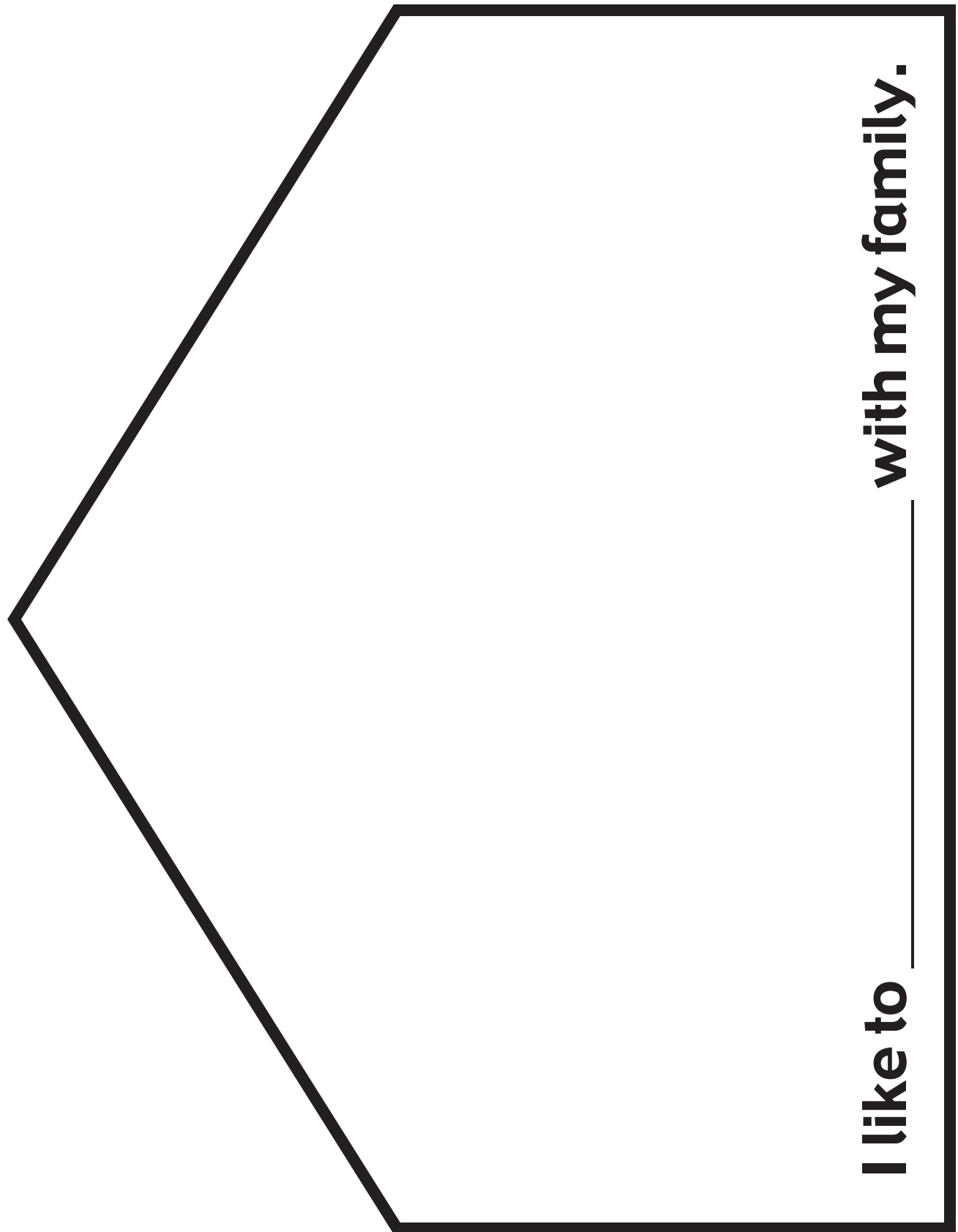


I love my_____.



I love my_____.

Family Book Pattern, cont.



I like to _____ with my family.



I Have Important Things To Do at Home

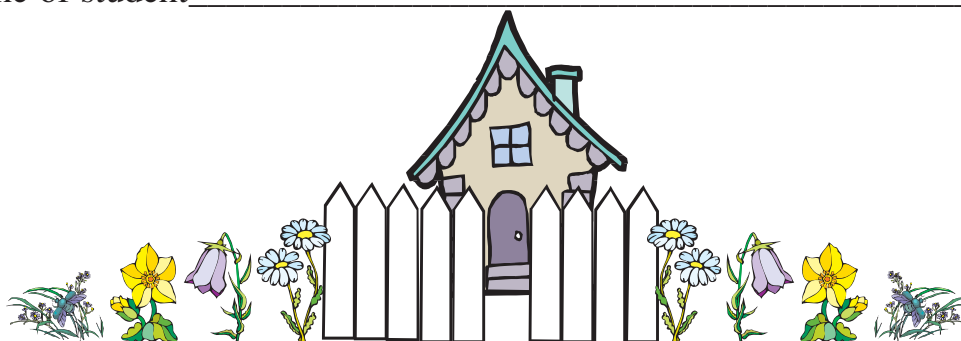
Dear Parents,

We have been learning about the important things we have to do at school to make our classroom a better place. Please help me think of three to five things that I can do at home that make our home a better place. They could be chores, jobs, or other responsibilities. List those items on the line below, and initial them, when I have completed them. Then return it to my teacher.

Thank you,

Responsibility	Initials
1. _____	_____
1. _____	_____
1. _____	_____
1. _____	_____
1. _____	_____

Name of student _____



Activity–My Community Book

Standard II

Objective 2

Connections

Standard II

Students will develop a sense of self in relation to families and community.

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Description, investigation, classification, conclusion formation

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Background Information

Students should be exposed to a variety of genres. Informational texts are often overlooked. If children are given many opportunities to use informational texts and discover how they work, they will be more comfortable and familiar with them when they are older and the reading is more complex. Kindergarten children can be taught the simple features of informational texts such as the index, table of contents, labels on pictures, and titles. Teachers should carefully choose high quality informational texts which contain: 1) topics of high interest to the children, 2) good quality photographs, 3) an appropriate amount of text per page, and 4) illustrations that closely match the text.

Invitation to Learn

Sing the song “Where are the places in my neighborhood?” (Use the tune to the Sesame Street song “Who are the people in your neighborhood?”) Have the children think of places in categories to substitute in the song such as:

“A playground is a place in my neighborhood, in my neighborhood, in my neighborhood. A playground is a place in my neighborhood, a place where I go to play.”

Instructional Procedures

1. Write down the list of places the children mentioned on chart paper.
2. Show an informational text on the topic. Point out the title and tell what a title is. Point out the capital and lowercase letters. Talk about the picture. Ask the children if they have ever been to a similar place.
3. Remind the children about the places listed on the chart. Model for the class how to tell about a fun place in one minute by telling

them about a place you have visited here in the community that was fun. Have the children then turn to a partner for one minute and tell their partner about where they went and what they did. Then give the other partner one minute to tell their experiences. Bring the class back together with a signal.

4. Model questions for the children such as “I wonder if my place will be in this book?” “I wonder how the information is organized in this book?” “I wonder what the pictures will be like?”
5. Browse through the book pointing out the bold print that indicates important words to know, the pictures, the heading, etc. Place highlighter tape over key words such as headings, vocabulary words, etc. Point out how the author of an information book uses different tools other than fictional authors to tell their message. Continue to wonder about things out loud to model for the children.
6. Read the book.
7. Ask the children for their questions. Remind them they can say, “I wonder...”
8. As questions arise after reading the book, you can write them down on sticky notes and put them on the book.
9. Go back to the student-generated list of places to play. Ask the children if the book reminded them of any other places to play in the community. Record those responses in a different color.
10. Tell the children “We will begin to make a class book about our community. This chapter will be about places we play.”
11. Model how this is done by creating the heading page “Places to Play” as a class (interactive writing). Call up different children to write the letter you tell them, modeling correct capitalization, left to right writing, spacing, etc. At this age, do not worry about the words being on the lines correctly. If a child makes a mistake, put corrective tape over it and try again.
12. Draw a picture to go with the text. Show how this page meets the requirements of a good informational text page (correct capitalization, correct letter size, pictures that go with the text).
13. Assign the children to draw a picture of their response and then label under their picture by copying the words you dictated for them on the list. Tell them you will be checking their pages for those three things in a rubric.
14. Assemble the pages together for part of a class book. Read the book to the class.

Materials

- ☐ informational book on community, such as *Community at Play* (Newbridge)
- ☐ sticky notes
- ☐ chart paper
- ☐ markers
- ☐ corrective tape or cover up label tape
- ☐ highlighter tape

15. Repeat the instructions for other chapters of the community book such as “Places to eat,” “Places to shop,” etc.

Possible Extensions/Adaptations

1. Class can tally how many children have been to each of those places.
2. A dramatic play can be set up like one of the places.
3. Children can create one of the places in their block center.
4. Oral story problems can be given relating to the places (e.g., “If my sister and I are at the park, and two friends join us to play ball, how many people are at the park?” “If four of us went to the skating rink, but one friend had to go home, how many are left?”).

Differentiation of Instruction

If a child has difficulty copying from the board, cut the chart paper into strips and let him take the word cards to his desk.

Some children might be ready to distinguish between places you go to play for free, and others you have to pay to play. They can sort the places with separate headings, or place a “\$” symbol by those where you have to pay.

Assessment Suggestion

During the interactive writing, assess sound/letter relationships. Use the following rubric to assess writing:

- Correct capitalization
- Letters correct size
- Picture goes with text

Additional Resources

<http://www.preschoolrainbow.org/helper-rhymes.htm> for rhymes, finger plays, and poems on community helpers.

Family Connections

1. Have families send in pictures of the children at those fun places. Display in the class.
2. Have families do a shape hunt, number hunt, or letter hunt at one of those places. The student can then share the information with the class.

Activity–Project School

Standard II

Students will develop a sense of self in relation to families and community.

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Description, investigation

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Standard II

Objective 2

Connections

Background Information

The school can be a wonderful place to do a project approach study. Everyone has access to their school and it is a personal and meaningful place to the children. Various places not normally studied can be investigated, such as the kitchen, mail boxes, the custodian's closet, or the school in general. The important thing is to have real investigation with real items, places, or people in a school. Data can be gathered with children carrying clipboards and displaying them for others to interpret.

Invitation to Learn

Complete a KWL chart about the school to determine what to investigate in the school.

Instructional Procedures

Ideas for investigating:

1. Count the number of classrooms, closets, doors, windows, etc. Display data on a chart with symbols created by the children.
2. Brainstorm and then investigate sets of 2's, 3's, and 4's in the school. (e.g. 4 legs on a chair, 3 hinges on a door, etc.)
3. Go on a shape hunt. Have children draw pictures of items that are squares, circles, rectangles, or triangles in the school.
4. Compare the weight of various school objects on a balance scale. Display the results.
5. List people that work in the school. Draw a picture or take a photo of them working.
6. List the kinds of rooms in a school (e.g., classrooms, offices, kitchen, gym, etc.)

Materials

- ☐ school map
- ☐ chart paper
- ☐ clipboards
- ☐ balance scale
- ☐ paper
- ☐ high frequency book
I See...
- ☐ pointers
- ☐ special glasses or spectacles
- ☐ items to weigh: crayon, chalk eraser, pencil, rubber eraser, scissors, single hole punch, rubber stamp, tape, paintbrush, staple remover

7. Measure various places in the school using the children's feet, bodies (laying down head to foot), or other nonstandard tools. (e.g., the gym is 12 children long, the classroom is ten children long, the desk is eight hands long)
8. Create a high frequency word book about school following the pattern "I see a ____." (I see a chair, I see a desk, etc.)
9. "Read the school:" With clipboards in hand, find words that have a certain letter in them. Write them down on the clipboard. Using pointers or special spectacles, read the signs and words printed around the school.
10. Identify the use of numerals throughout the school.

Culminating Activity

You could invite parents or other classes in to view children's investigations. Have children prepare to talk about what they learned. The class can sing the song "Everything I Learned, I Learned in Kindergarten" or other songs that describe the school community.

Possible Extensions/Adaptations

Adapt the book *Mary Had a Little Lamb* with the child's own version (e.g., "Amy had a little cat").

Assessment Suggestion

Analysis of the children's data and projects will reveal what they have learned. Ask the children questions about the graphs to see if they can interpret them (e.g., "What do we have more of, windows or doors?").

The comparing weight activity will let you know if children have a concept of more than and less than.

The shape hunt will tell you if they can identify shapes in the environment.

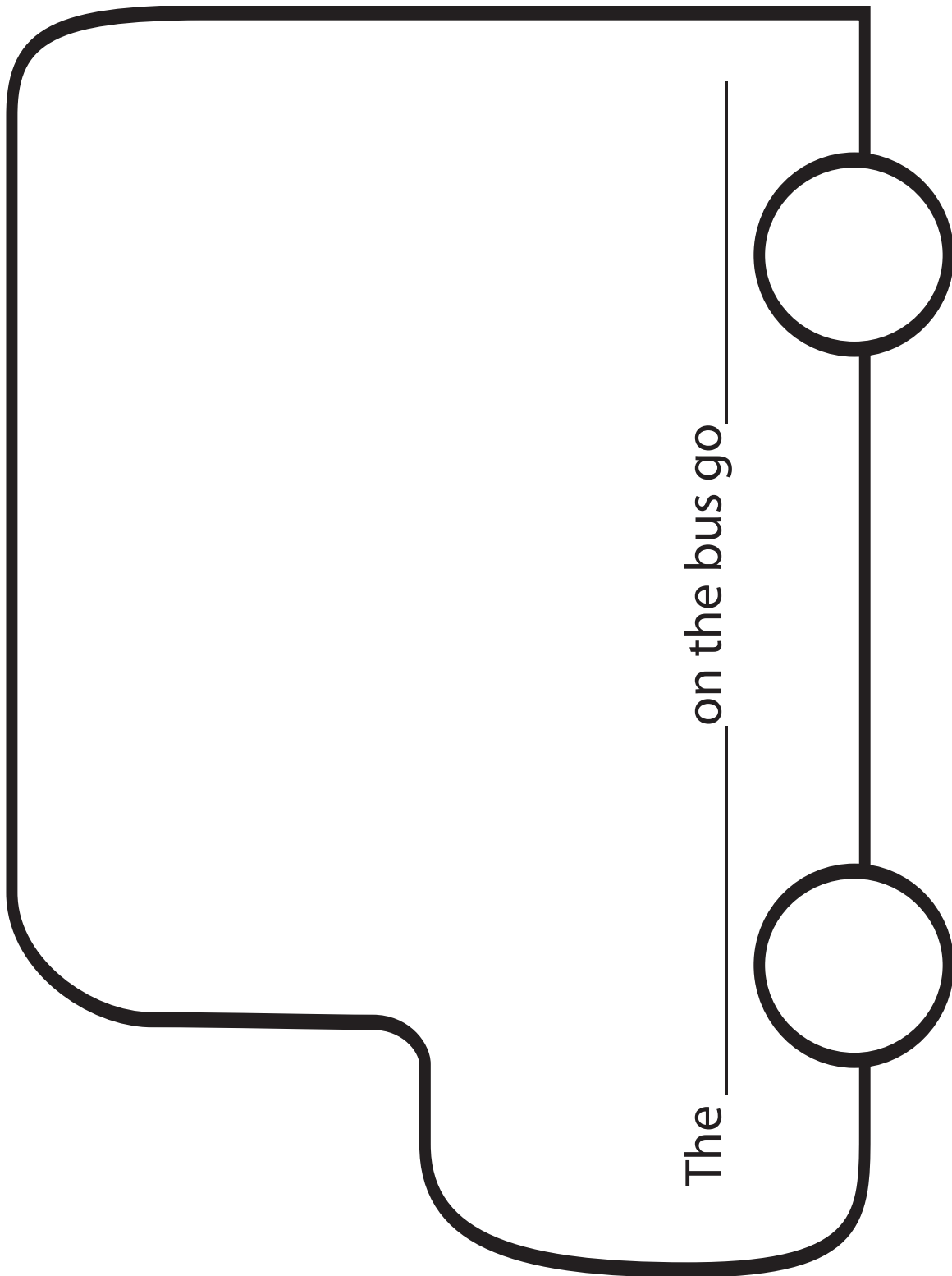
Additional Resources

Who's at School
Safety on the School Bus
Schools Help us Learn

Family Connections:

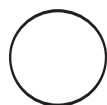
1. Families can be invited in for the culminating activity to share what the children have learned through field work.
2. Parent/Child homework: compare differences between parent's school and child's school.
3. Children can ask their grandparents or another relative what school was like for them.

School Bus Worksheet



Name _____

Shape Hunt



Circle



Square



Rectangle

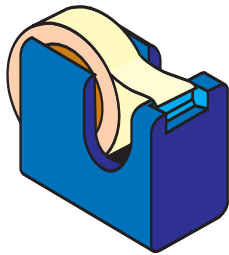
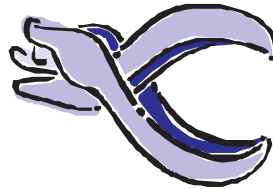
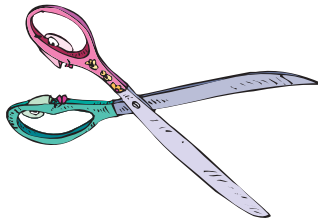
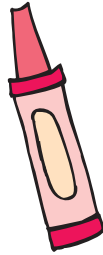
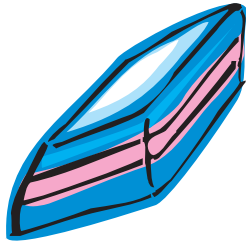


Triangle

Name _____

Comparing Weights of School Objects

Circle the object that is heavier.



Everything I Learned I Learned in Kindergarten

By Kerrie Neu

1
Oh, ev - 'ry-thing I learned I learned in Kin - der - gar - ten, in

1
Kin - der - gar - ten, in Kin - der - gar - ten. Ev - 'ry-thing I learned I learned in Kin - der - gar - ten to

5
Fine

9
last my whole life through. Hold Some hands, art, and stick to - geth - er, share the
a lit - tle mus - ic, the

9
Fine

13
ev - ery - thing, play fair in all you do. Put your things back where you found them, clean your
num - bers, and the lett - ers A to Z. Make good choic - es, do you best work, dis -

13

16
mess when you are through, say you're sor - ry, and live the gold - en rule. Oh,
cov - er your own world, share a smile, and be the best that you can be. Oh,

16

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Activity–National Symbol Patterns

Standard II

Objective 2

Connections

Standard II

Students will develop a sense of self in relation to families and community.

Objective 2

Identify important aspects of community and culture that strengthen relationships.

Process Skills

Symbolization, prediction

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.

Background Information

Patterning is an important part of kindergarten. It helps build a type of thinking that will be useful in many aspects of our lives. It also builds the foundation for algebraic thinking later in mathematics content. Students should be able to duplicate, extend, and then create patterns. At first, they will be simple patterns such as AB and AAB. Later in the year, more complex patterns can be introduced for those who are ready. These can include ABC, AABB, ABA, and growing patterns.

Invitation to Learn

Teacher shows the first part of a pattern on a strip. The rest of the pattern is hidden behind a tube. Gradually the teacher pulls the strip out of the tube to reveal the next part of the pattern. The class predicts what the next symbol will be.

Instructional Procedures

Materials

- ☐ red, white, and blue construction paper
- ☐ tracing pattern for three-cornered hat
- ☐ pictures or stamps of national symbols
- ☐ glue
- ☐ scissors

1. Children trace the pattern on to red, white, and blue construction paper.
2. Students cut out the hat pieces and staple them to make a three-corner hat.
3. Given copies of national symbols, children will cut out and glue the symbols on their hat in a pattern. Encourage appropriate complexity.
4. Students share their patterns with others in the class. The class identifies what kind of pattern was created.

Assessment Suggestion

A simple checklist can record whether or not the children created patterns and of what kind. Anecdotal notes can also be taken on what the children did.

Additional Resources

America's Symbols (Newbridge)

<http://bensguide.gpo.gov/index.html> (Click on grade K-2 and then Symbols of US Government)

www.mail.mcm.edu/~williamm/ussymbols/index.htm

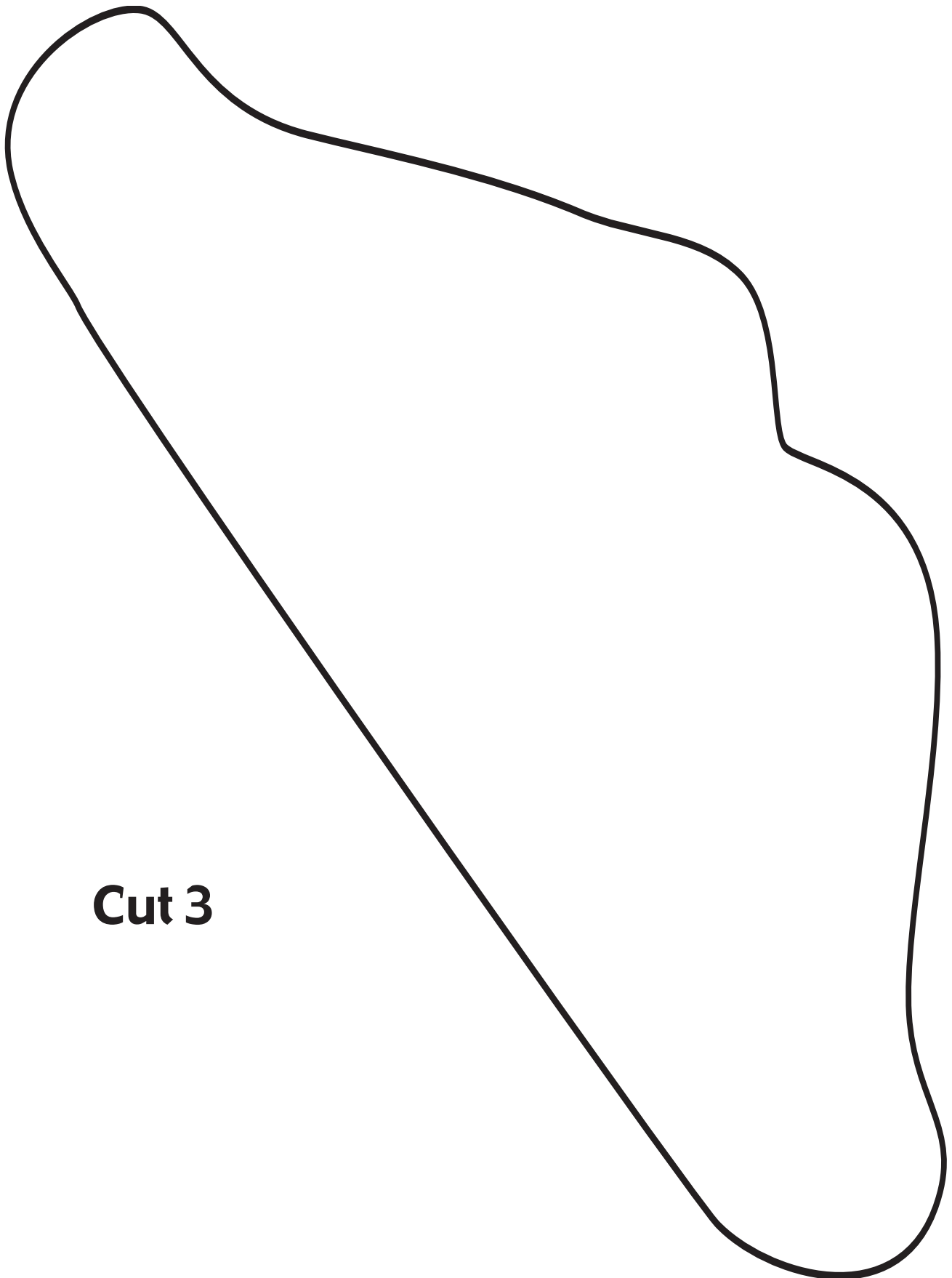
www.whitehouse.gov/kids

Open Court Kindergarten Unit 6 “Red, White, and Blue”

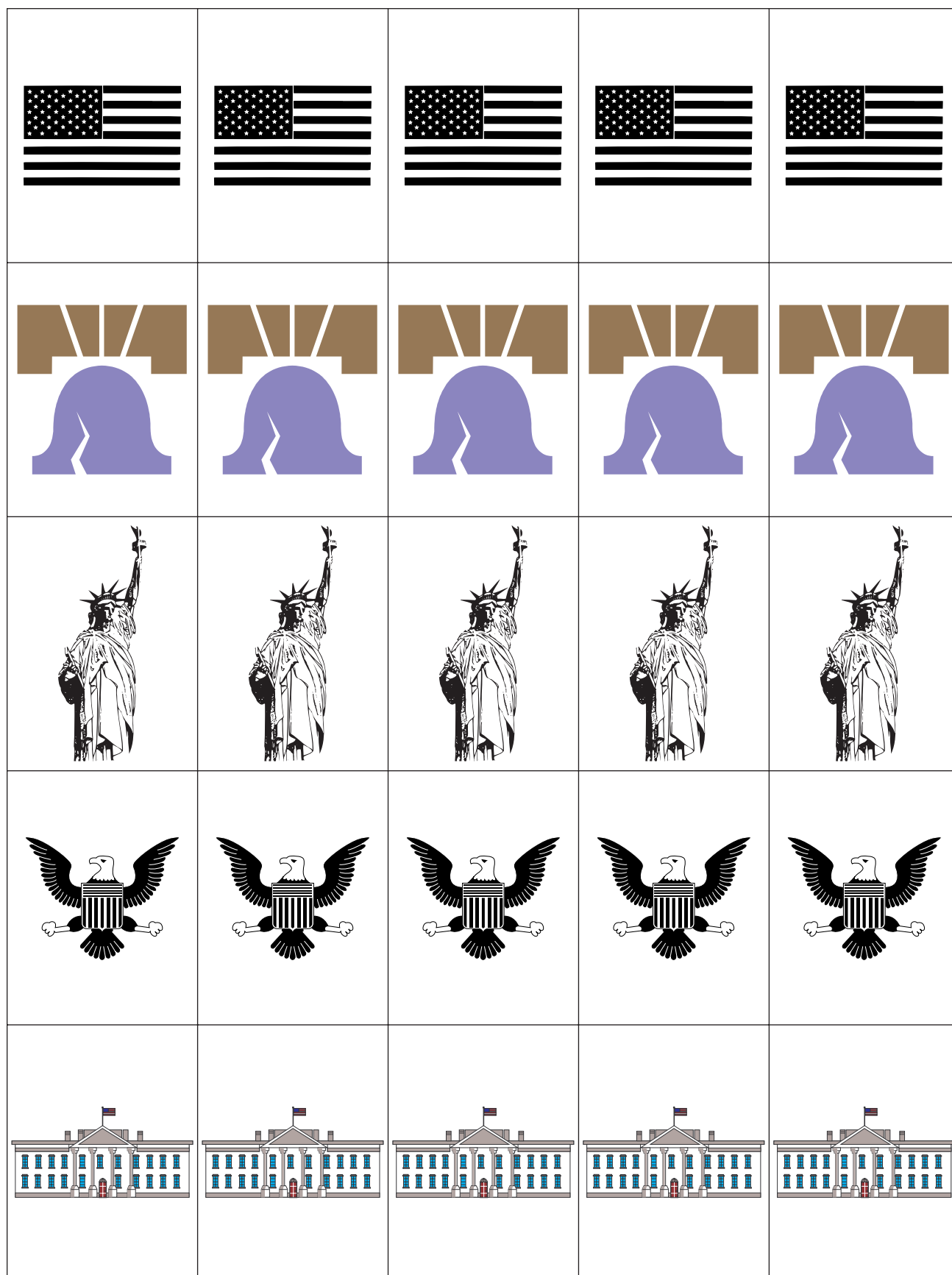
Family Connections

Encourage patterning at home. Children can find patterns in their environment, or duplicate and extend a parent’s pattern. Child and parent can take turns creating a pattern and having the other extend it further.

Three-Cornered Hat Tracing Pattern



National Symbols



Standard III

Activities

Activity—Favorite Season Circle Graph

Standard III

Students will develop an understanding of their environment.

Objective 1

Investigate changes in the seasons.

Process Skills

Symbolization, observation, description, communication, data collection

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
III**
**Objective
1**
Connections

Background Information

There are four seasons. They are winter, spring, summer, and fall. Seasons change in an ongoing and repeating pattern. The seasons have general characteristics that make each one of them different. These characteristics help us identify each season.

Invitation to Learn

Ask the students, “What is your favorite season of the year?” Allow them to discuss with a partner or with the whole group reasons why they particularly like a given season.

Instructional Procedures

Prior to beginning this activity the teacher should have a die-cut shape of a boy or girl to correlate with each of the students in the class. If you do not have access to a die-cut machine, cut pieces of paper 2 inches wide by 4 inches long to give to each student. Also, a large circle (big enough for all of the die-cuts to fit around the outside edge of the circle) should be drawn on the middle of a large chart paper. At the top of the paper the teacher should write the question, “What is your favorite season of the year?”

1. Show the chart to the class. Tell them that there are many ways to record information on different kinds of charts and graphs. Today the class is going to create a circle graph showing their favorite season.
2. Give each child a die-cut (boy die-cut for a boy, girl die-cut for a girl). Have each child write their name on the die-cut. The students may also like to draw themselves dressed appropriately for their favorite season on the die-cut.

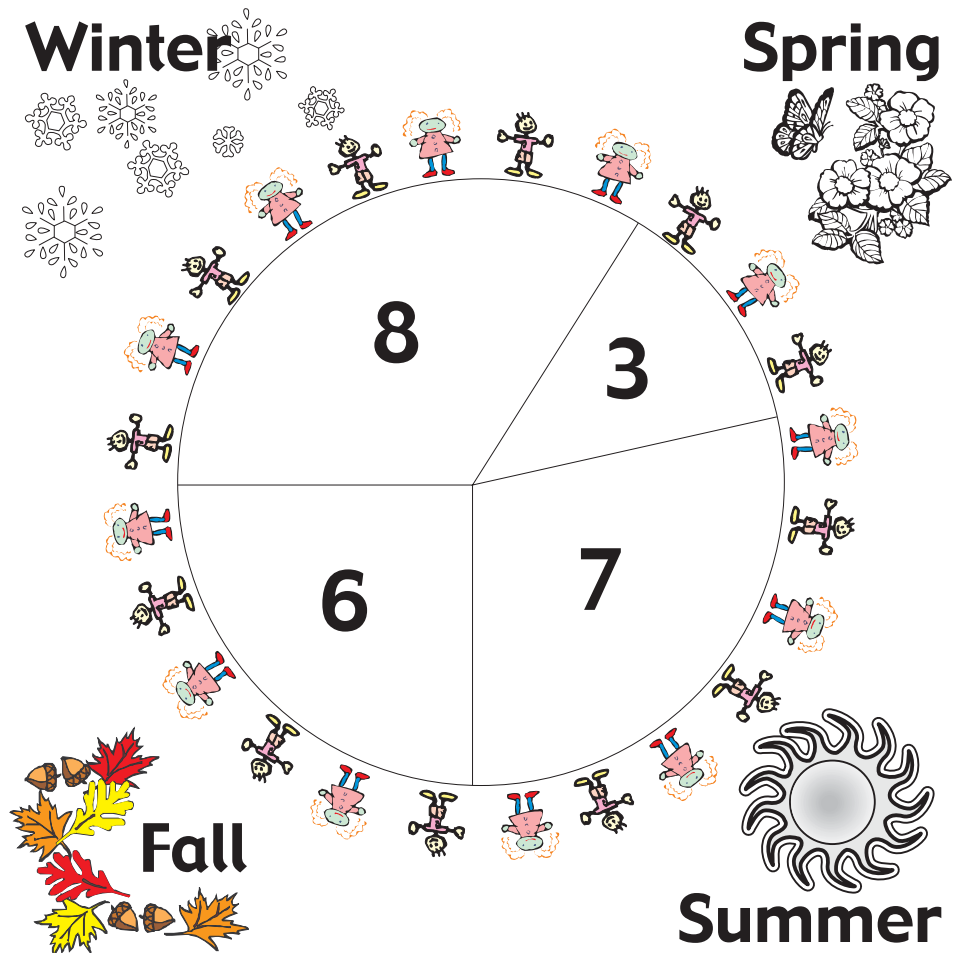
Materials

One per class:

- ☐ chart with circle graph
- ☐ markers for recording on chart

One per child:

- ☐ die-cut boy or girl shape 2x4” white paper
- ☐ crayons
- ☐ tape or glue stick



3. Begin by asking all the children who like winter best to bring their die-cut shape to the circle graph and glue or tape them on the chart around the outside edge of the circle.
4. Continue the same procedure with the seasons spring, summer and fall until the die cuts encircle the graph.
5. Use a marker to label each of the seasons on the appropriate places on the graph. You may also like to count out loud as a group the number of die-cuts that represent each season and write the number by the name of the season.
6. On the inner part of the circle, use four different colors of markers or crayons to color in the wedge shape in the circle to distinctly show how much of the circle is representative of winter, spring, summer, and fall.

Assessment Suggestion

Ask the students, “What can you tell me about this graph?” Allow students to share their observations with a partner or small group and then out loud with the entire class. Some of the things they should notice include concepts of greater than, less than, equal to, differences between a bar graph and a circle graph, and that the circle shows how the seasons change in an ongoing and repeating pattern.

If a particular child shares an idea that shows significant understanding in a certain concept you may wish to record this on a sticky note and include it in the student’s progress file.

As a class you may like to do further follow-up by reading aloud *My Favorite Time of Year* by Susan Pearson and discussing the different activities people are involved in throughout the different seasons.

Additional Resources

My Favorite Time of Year by Susan Person

Family Connections

Students may survey their family members by asking them the question, “What is your favorite season of the year?” The results may be recorded on a bar graph. After gathering the findings for the graph, the family members may discuss with their child the number concepts found. Another option would be to return the graph to school and allow students to compare their findings with each other.

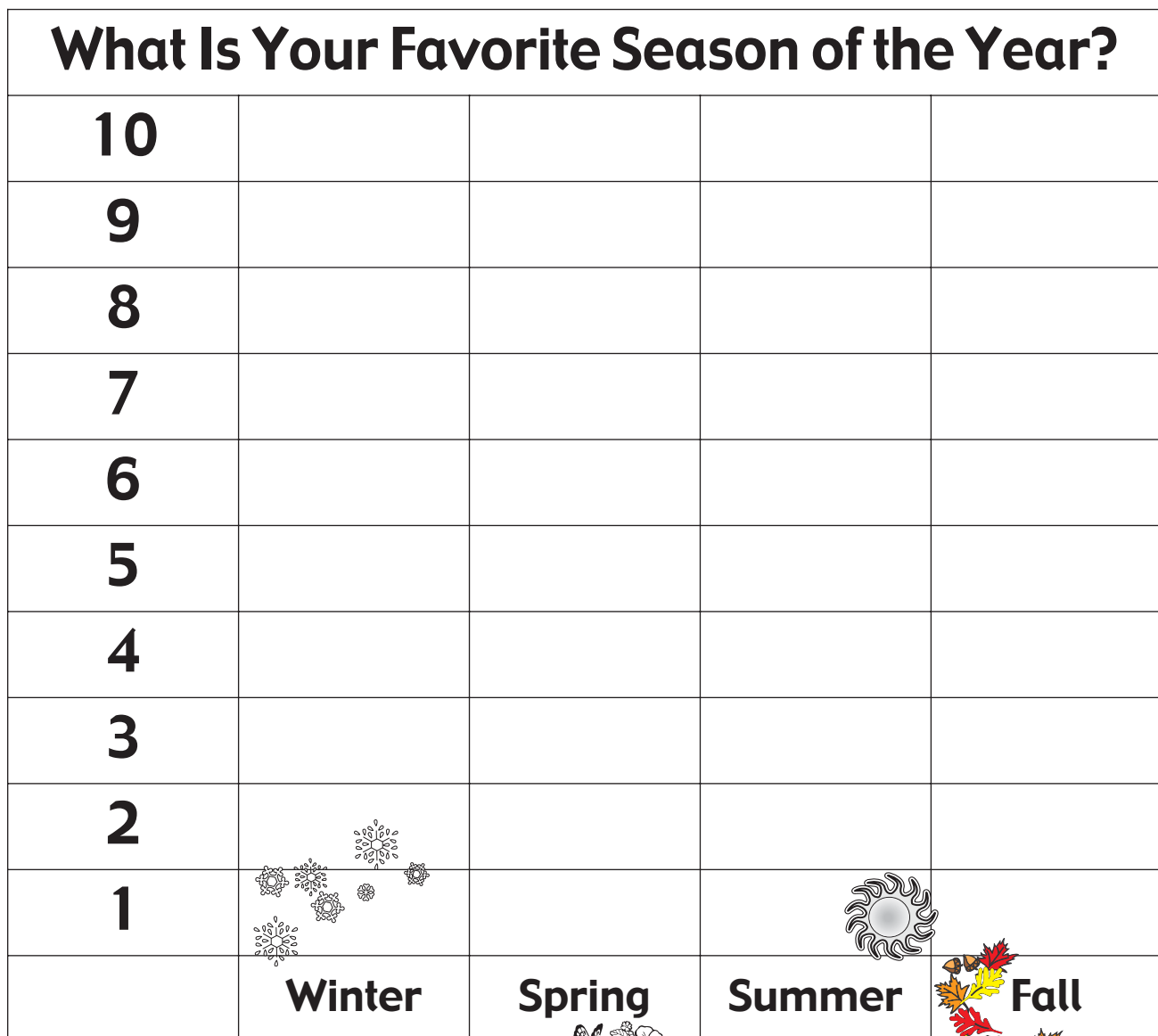
Date _____

Dear Family,

Your child will be asking members of your family the question, “What is your favorite season of the year?” Next, he or she will then mark the correct space on the bar graph. When the graph is complete please have your child tell you what he or she knows about the number concepts on the graph. For example: Which number is greatest? Which number is least?

Return this graph to school by _____. We will be sharing the information from our graph with the class.

Sincerely,



Activity—Claude Monet Seasonal Painting

Standard III

Students will develop an understanding of their environment.

Objective 1

Investigate changes in the seasons.

Process Skills

Description, form conclusions

Intended Learning Outcomes

3. Demonstrate responsible emotional and cognitive behaviors.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
III**
**Objective
1**
Connections

Background Information

Over a period of time, present to the class a variety of art prints by Claude Monet (half price calendars are a great source for prints). Particularly notice and discuss Monet's fascination with light and how it changes the whole look of the same landscape. Monet has several series of paintings in which he paints the same landscape or scene at various times of the year (seasons) and/or during various times of the day. These include haystacks, Notre Dame, poplars, water lilies, etc.

As the students observe the artwork, point out how Monet used colors to let the observer know each painting was completed at a different times of the year (for example, he uses reds and oranges to show the fall season, and blues and whites to show the winter season). Also notice Monet's style of painting which includes his use of large brush strokes, blobs of paint on the canvas, and indistinct features of scenes.

Depending on each individual circumstance, the teacher may choose one of the following ways to organize the painting process:

1. Divide the class into four groups, each assigned to paint one season (summer, fall, winter, or spring).
2. Allow students to choose which season they would like to represent in their painting.
3. Have the whole class complete a painting representing only one season chosen by the teacher.

Invitation to Learn

Remind the students of the art prints by Claude Monet previously viewed and discussed. Tell them that they will be making their own "Claude Monet" painting of a season today. Ask them to think in their minds about the season they will be painting and the style of Monet's artwork.

Materials

- ☐ a variety of Claude Monet prints
- ☐ 9x12" sheet of white art paper for each student
- ☐ paint brush for each student
- ☐ tempera paint of the following colors: blue, brown, white, green, red, orange and pink (may be altered according to the season chosen)
- ☐ paper plates
- ☐ water
- ☐ containers

Instructional Procedures:

1. Demonstrate to the students how Monet painted using large brush strokes and an almost careless approach to his painting. Show the students on a piece of paper how to use the paintbrush to obtain a Monet-like painting with large blots of paint.
2. Students use blue paint to complete the sky and brown, green, or white paint (depending on the season) to create the ground. Encourage the students to make sure the sky and ground meet. There should be no white space in between the ground and the sky. Allow that portion of the painting to dry completely.
3. Students use brown paint to create a tree in the center of the page. Allow it to dry.
4. Students use their knowledge of colors apparent in each season to complete the painting (e.g. pink trees for spring blossoms, white or bare trees for winter, green trees for summer, and red, yellow, and orange trees for fall). Allow it to dry.
5. Students may also want to add “blobs” of white and yellow in the sky to represent clouds and sunshine. Flowers or leaves may be added to summer, spring, and fall paintings. Allow the paintings to dry.
6. Have students title their paintings and share them with others.

Possible Extensions/Adaptations

This activity may be done several times throughout the year. Each time this activity is completed, a different season may be represented. This is especially effective if the season being painted is the season that is currently being experienced.

Assessment Suggestions

This activity may act as its own form of a summative assessment as the teacher observes the paint choices the students make as they are painting their trees. If students have been assigned a specific season to represent, the teacher may identify if the student appropriately creates the season. The titles given by the students may also indicate student understanding of identification of seasons. Paintings may be kept from the beginning until the end of the year in order to observe the development in the student’s fine motor skills and knowledge of the seasons.

Additional Resources

Claude Monet: Sunshine and Waterlilies by True Kelley

Monet by Mike Venezia

Katie Meets the Impressionists by James Mayhew

<http://www.expo-monet.com/>

Family Connections

The students may share their knowledge of art styles and colors with their family by going to an art museum together. While there, they may notice the different art styles of the artists as well as their use of color to represent a variety of seasons, times of day, or feelings.

Activity–Outdoor Observation

Standard III

Objectives 1, 2, 3

Connections

Standard III

Students will develop an understanding of their environment.

Objective 1

Investigate changes in the seasons.

Objective 2

Observe and describe animals in the local environment.

Objective 3

Recognize symbols and models used to represent features of the environment.

Process Skills

Symbolization, observation, description, data collection, form, conclusions

Intending Learning Outcomes

1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Background Information

There are five senses: seeing, hearing, smelling, tasting, and touching. We use our five senses to gather information about the world around us. For example, we use our five sense to identify the characteristics of the seasons winter, spring, summer, and fall. Sometimes we use instruments or tools to enhance our senses, such as a magnifying lens. A magnifying lens helps us to see things better so we have even more accurate information about the thing we are studying.

Materials

One for the group to share:

- ☐ Four seasons read aloud books
- ☐ chart paper and markers

One per student:

- ☐ pencil
- ☐ crayons
- ☐ magnifying lens
- ☐ clipboard
- ☐ outdoor observation

Invitation To Learn

After sharing a variety of your favorite read aloud books about the current season with your class, brainstorm and create a list of the types of outdoor observations that may be made using one or more of the five senses. (e.g., weather conditions, animal behavior, changes in plants, people's clothing, or activities.)

Instructional Procedures

1. Tell the students that they will be making outdoor observations of their own. They should look for and be aware of the same things noticed in the books that were read.
2. Give each student a clipboard, pencil, crayons, magnifying glass, and outdoor observation page (these pages are included in this packet) for the current season.

3. Take the class outside with their materials. Have them watch as you model how to be aware of the five senses they are using and how to accurately record their observations as they write and draw their information.
4. Allow the students to record their findings on the given page. The students should be encouraged to actively engage in this activity for at least 20 minutes.
5. Repeat this activity throughout the year so that students may record their findings for each of the four seasons.
6. After completing each page, discuss as a group how the information gathered for the current season is the same or different from the past season.

Assessment Suggestion

This outdoor observation page is an excellent assessment tool. After completing each page, date it and save it in the student's portfolio. Look for progress in the student's ability to record details and specifics in seasonal drawings, phonetic spelling, descriptive language, use of more than one sense, etc.

Additional Resources

Caps, Hats, Socks, and Mittens by Louise Borden

Sky Tree by Thomas Locker

Run, Jump, Whiz, Splash by Vera Rosenberry

Snowy, Flowy, Blowy by Nancy Tufari

On A Hot, Hot Day by Nicki Weiss

Animal Seasons by Brian Wildsmith

Family Connections

Students may identify, draw, and label things they see, hear, smell, taste, and touch in their neighborhood during a given season. Students may return their paper to school and share their findings with each other.






Date _____

Dear Family:

We have been using our five senses to observe the signs of the current season. For example, in the summer, we may taste lemonade, touch sand and water, hear birds, smell flowers, and see fireworks. Please allow your child to identify, draw, and label signs of the season they may see in your neighborhood. Return the paper to school by _____ so that we can share what we learned with each other at school.

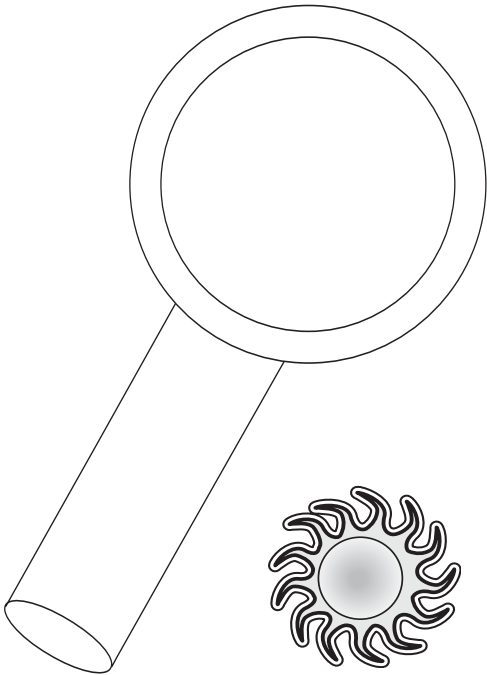
Sincerely,

(Season)

see	hear	smell	taste	touch
				

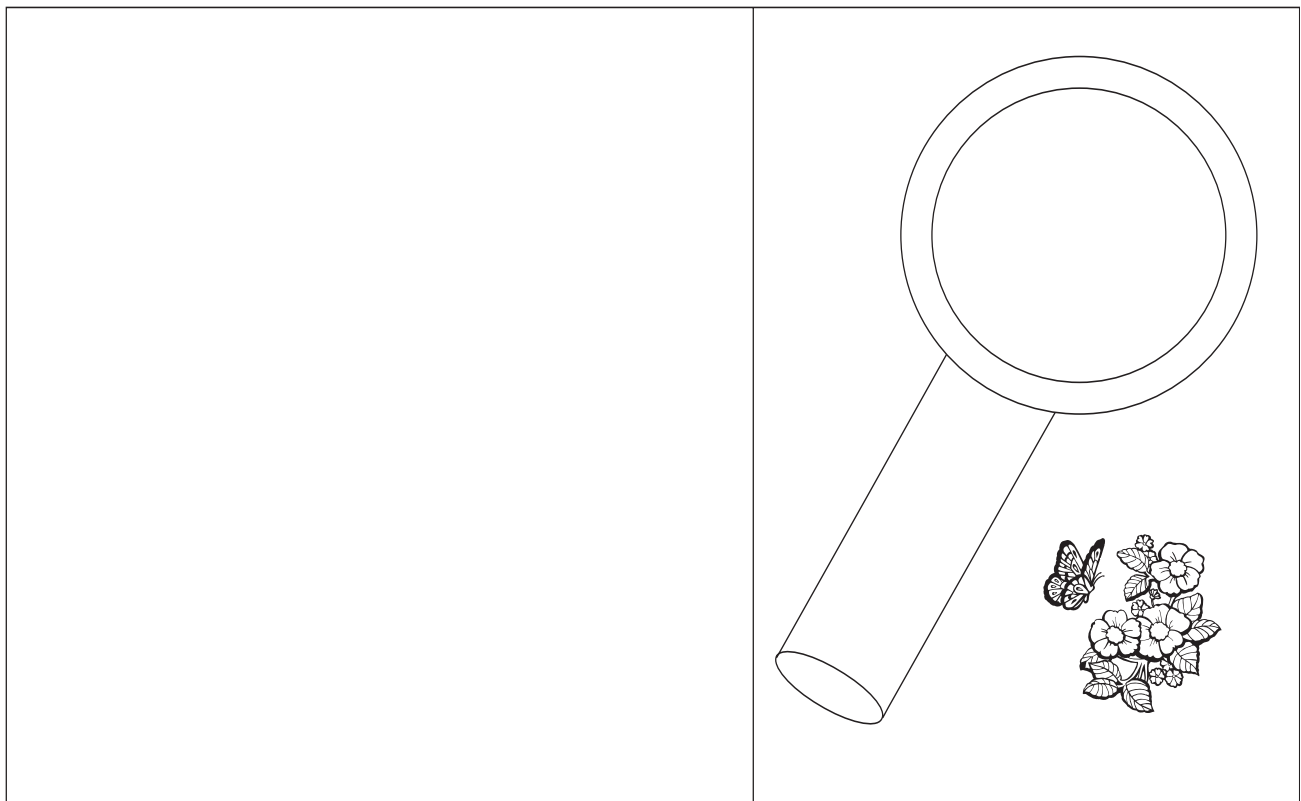
Name _____

This is What I Know About the Summer Season

	
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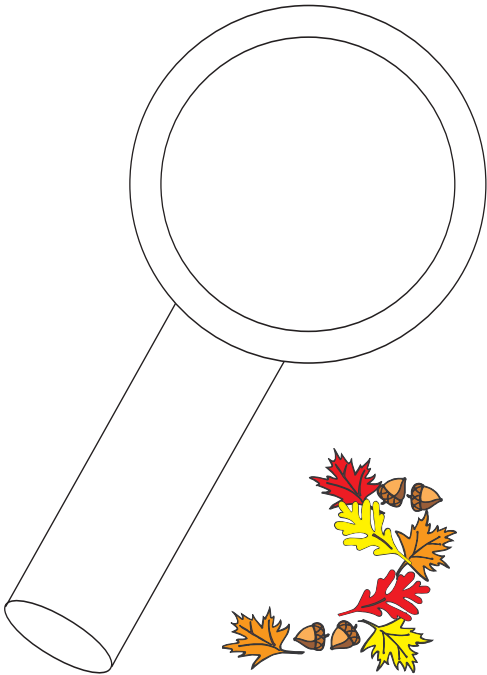
Name _____

This is What I Know About the Spring Season



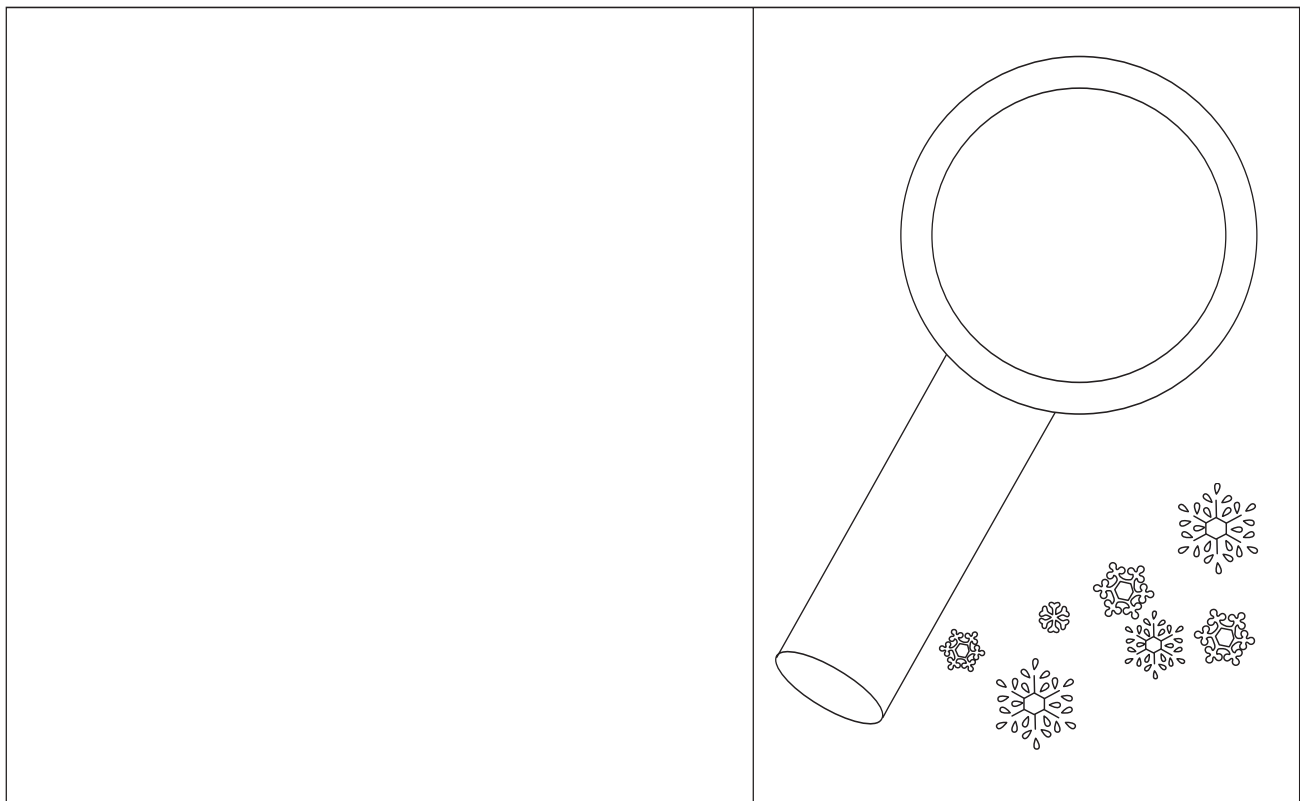
Name _____

This is What I Know About the Fall Season

	
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Name _____

This is What I Know About the Winter Season



Activity—Four Seasons Class Mural

Standard III

Students will develop an understanding of their environment.

Objective 3

Recognize symbols and models used to represent features of the environment.

Process Skills

Symbolization, observation, description/communication, data collection, classification

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard III

Objective 3

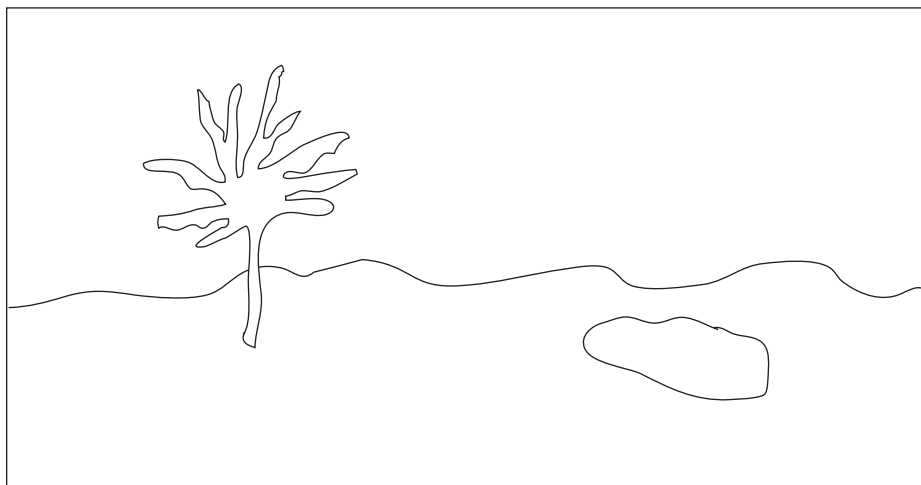
Connections

Background Information

There are four seasons: winter, summer, spring, and fall. Animals and people change their behaviors as the season changes. These unique behaviors help us identify the various seasons.

Invitation to Learn

Ask the students, “What outdoor activities do you like to do during the summer (fall, winter, spring)?” Have the class discuss to discuss their choices.



Materials

One per class:

- ☐ 3x5 foot butcher paper mural with a green ground, blue sky, a pond, and a bare, brown tree (see illustration).

One per student:

- ☐ 4x4 sheet of white art paper
- ☐ pencil
- ☐ crayons
- ☐ tape or glue stick
- ☐ scissors

Instructional Procedures

1. As a class, read various books about the seasons. Discuss the behaviors of people and animals during a given season.
2. The teacher will prepare the background for the mural using butcher paper. Include the sky, ground, a pond and bare tree.
3. Each student will be given a 4x4 piece of white art paper. On this paper, students will illustrate themselves participating in an activity appropriate to the season being studied. The illustration should also show how the student should be dressed for the particular season. The students may also select an animal to draw and show the behavior of that animal during that season.
4. Each student will dictate/write a statement describing his or her illustration. Have the students glue or tape their illustration and writing in the appropriate place on the mural.
5. After the mural is assembled, the class will tally up the various activities that were illustrated on the mural.
6. As a class, produce a shared writing (caption, poem, narrative). Attach the writing to the mural.

Assessment Suggestions

This activity in itself is an assessment tool. Do the children correctly depict themselves doing activities that are appropriate to the season being discussed?

Additional Resources

My Favorite Time of Year by Susan Person
Summer by Nicola Baxter (also *Spring, Autumn, Winter*)
Caps, Hats, Socks and Mittens by Louise Borden
Summertime by Ann Schweninger (series)

Family Connections

Each child could ask family members what activities that they enjoy doing during the summer. Choose a summer activity and participate in the activity. Report back to the class what your family enjoys doing.

Activity–Vacation Matrix

Standard III

Students will develop an understanding of their environment.

Objective 3

Recognize symbols and models used to represent features of the environment.

Process Skills

Observation, description, symbolization

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard III





Objective 3

Connections

Background Information

A matrix is a tool for organizing information. Students will use prior knowledge of where they spent their summer vacation and transfer that knowledge to the matrix. Students will identify if their summer vacation locale was near/far from their home and if it was near land or water.

Teacher preparation includes making the matrix and the headings prior to the lesson presentation.

	land 	water 
near 		
far 		

Materials

One per class:

- ☐ 1 large piece of butcher paper for the matrix background. Draw a 4x4 table on the butcher paper.

- ☐ 1 set of near/far and water/land labels

- ☐ wall map

One per student:

- ☐ 4x4 sheet of white art paper
- ☐ pencil
- ☐ crayons
- ☐ tape or glue stick

Invitation to Learn

Ask the students: “Where did you go on your summer vacation?”
Allow the class to discuss the various places that they visited.

Instructional Procedures

1. As a class, read aloud *The Best Vacation Ever* by Stuart J. Murphy.
2. On a wall map locate various vacation spots. When locating the various vacation spots, use mapping vocabulary (near, far, land, water) to describe where the students took their vacation.
3. Give each student a piece of 4x4 white art paper and have him or her illustrate the place where they spent their summer vacation. Have each student dictate/write a statement describing his or her vacation.
4. Have each student report whether their vacation location was near their home and had water, near their home and on land, far from their home and near water, or far from their home and on land. The student will then place their illustration in the appropriate quadrant of the matrix. Count or tally and record how many vacations were taken to each location.

Assessment Suggestions

Ask the students, “What can you tell me about our matrix?” Students should be able to talk, using basic graphing terms, about their summer vacation spot. They may include information about the number of choices in each quadrant and how their vacation spot is the same/different from the class choices. Students should use the vocabulary near/far and land/water in their description.

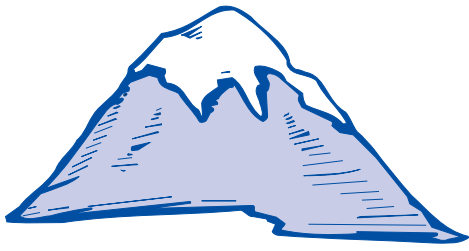
Additional Resources

How I Spent My Summer Vacation by Mark Teague
Where Are You Going? by Kimberlee Graves and
Rozanne Lanczak Williams
Maps by Joellyn Thrall Cicciarelli

Family Connections

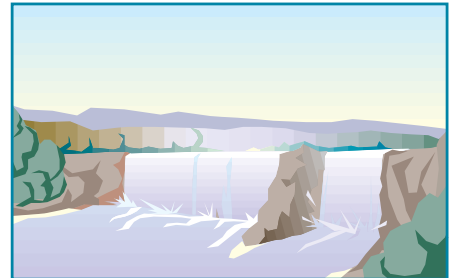
Invite students to bring an item or picture to school that shows where they went on their vacation. Students may tell the class about their vacation. Describe the locations with the mapping vocabulary of near/far and land/water.

Heading Labels

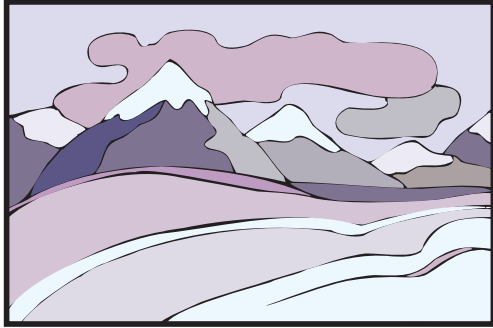


near

water



Heading Labels, cont.



far

land



Activity—Animal Growth Journal

Standard III

Students will develop an understanding of their environment.

Objective 2

Observe and describe animals in the local environment.

Process Skills

Description, observation, prediction, data collection and interpretation

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Standard III

Objective 2

Connections

Background Information

Select books about animals in your environment. These books should include information about animal growth. The students should also have knowledge of how to use nonstandard measurement tools.

Invitation to Learn

Ask the students to recall information about different animals that they have seen. Share information about the growth of animals. Read and discuss your favorite books on how animals grow.

Instructional Procedures

1. Show the class the animal growth capsule. Have the class predict how long it will take the capsule to grow to its full size. Predict how big the “animal” will be at the end of the cycle.
2. Place the capsule in the water container and observe the capsule.
3. Have students record their observations in their Animal Growth Journal. They may include the starting day/time of the observation. A nonstandard measurement may also be taken during the initial observation.
4. Return to the water container an hour later. Observe and record changes in the Animal Growth Journal. Discuss the changes that are evident.
5. Observe the animal growth capsule after another hour. Observe and record observations in the Animal Growth Journal. Measure and note the changes that have happened.
6. Have a class discussion about what has happened during the various stages of observation. Ask the students if their predictions for the animal’s growth were accurate.

Materials

One per class:

- ☐ animal growth capsule
- ☐ container for animal growth capsule
- ☐ water
- ☐ various tools for nonstandard measurement (paper clips, crayons, etc.)

One per student:

- ☐ “Animal Growth Journal” handout
- ☐ pencil
- ☐ crayons

Assessment Suggestions

Give each child a copy of the animal growth assessment page. Each child may choose an animal of their choice and draw the changes that happen during the life cycle of the animal. Each child may share their findings with other members of the class.

Additional Resources

Becoming Butterflies by Anne Rockwell

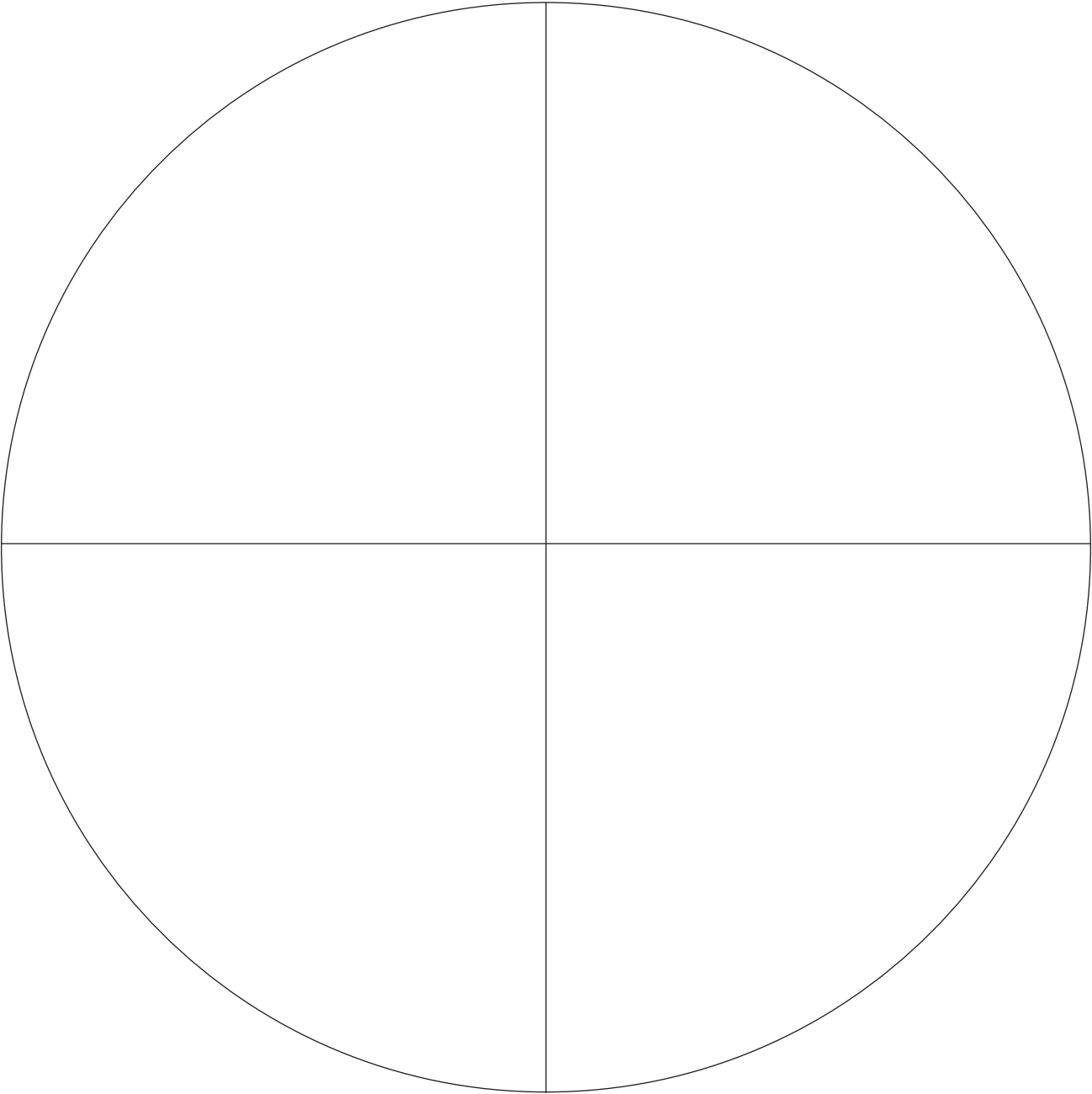
Habitat and Discovery Kit www.insectlore.com, 1-800-LIVE BUG

Instant Insects (capsules), Wal-Mart

Family Connections

Each child should go home and invite their family to help them look around their neighborhood for animals in various stages of development in their environment. Bring your written descriptions back to class and discuss what was learned.

Animal Growth Chart



<div></div>	<div></div>
<div></div>	<div></div>

Animal Growth
Journal

By _____

Activity—Animal Research and Report

Standard III

Students will develop an understanding of their environment.

Objective 2

Observe and describe animals in the local environment.

Process Skills

Observation, description, data collection and interpretation, investigation, problem solving, form conclusions

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
III**
**Objective
2**
Connections

Background Information

The teacher will be responsible for identifying an animal that can easily be found and observed in the local area. The setting in which children observe or interact with the animal should be safe both for the child and the animal. Some creatures to consider are insects, worms, frogs, toads, lizards, turtles, rabbits, birds, and fish. The teacher should be prepared to help the children find books, web-sites, resource people, etc. so they can find information to answer questions generated by the class.

Invitation to Learn

Create an anticipation guide to introduce the animal that will be studied by the class. An appropriate anticipation guide for kindergarten students would consist of three to five true or false questions written on a chart or overhead. The students listen and follow along as the teacher reads aloud the questions. After each question the class indicates whether the answer is true or false. This can be done by having the students show thumbs up for true or thumbs down for false. The teacher can write on the chart or overhead the response that the majority of the students indicate. The teacher then reads a short selection of text that answers each of the questions. After listening to the text, the teacher and students reread the questions and check to see if their answers are correct. Each question should be clearly answered from a portion of the text (see the example “Anticipation Guide” about frogs).

Materials

One per class:

- ☐ 4-5 sheets of chart paper
- ☐ markers
- ☐ animal of teacher's choice
- ☐ books and other resources to obtain information about the given animal

One per student:

- ☐ paper
- ☐ pencil and/or crayons
- ☐ clipboard

Instructional Procedures

Tell the students that they are going to begin an in depth study of an animal that lives near them. The study of frogs will be the example given here. However, these steps and strategies can be used to study any topic of the teacher or student's choice.

1. Give each student a clipboard, pencil, and paper. Take students to a place where they can carefully observe a frog. Students should record with drawings and words the interesting things they notice about the frog.

*Our Observations
About a Frog*

Questions About a Frog

2. After making individual observations, ask the class to share their observations with the class. The teacher should record these findings on a large chart paper entitled "Our Observations About a Frog."
3. Ask the class, "Now that we have made some interesting observations about the frog, do you have any questions that you wonder about or that come to your mind?" Record the class questions on another chart entitled "Our Questions About a Frog." It is suggested that the class only record three to five questions that are especially interesting to them. This will make finding the answers to the given questions more manageable.

4. Tell the class, “These are some great questions! I can’t wait to find out the answers to these questions. Do any of you have some ideas about how we could get answers to our questions?” The class will brainstorm a variety of ways to get answers to questions. The list should at least include different kinds of books, internet options, resource people, and possible places to visit.
5. The teacher should model for students and help them understand the different ways that questions can be answered. This is an example of modeling how to read and listen to find answers in books. A teacher could begin by saying, “I think we could do some reading so we can answer our questions. I’ll read part of this book. Listen for information that might answer this question (identify a specific question for the question chart) and give me the thumbs up sign when you hear some information we should remember.” After reading, allow the students to tell the answer they think they heard to a partner sitting near them. Record the answer the class agrees upon on a separate chart entitled, “Answers to Our Questions?” This chart should be placed by the question chart so that the students can clearly see the relationship between the question and the answer. This process of finding answers to questions is repeated over several days until all of the questions have been answered.
6. Throughout the animal research process, a separate chart containing content vocabulary words could be created. The chart may be entitled, “Words About Frogs.” As the class comes across new vocabulary words in their reading the words could be added to the chart. One or two students could draw a simple picture next to the word illustrating its meaning. This list does not need to be lengthy. Rather it should simply meet the immediate needs of the students.
7. After the class has found answers to their questions, the students may be asked to work independently or with a partner to draw a picture and write a simple sentence showing their understanding of one of the new facts they learned. These pages could be shared orally with the class and then compiled into a class book.

Assessment Suggestion

As an entire class, create a summary paragraph about what the class learned and what they would still like to know. The paragraph could be written on chart paper or on the overhead (see the example summary paragraph).

Additional Resources

All About Frogs by Jim Arnosky

Amazing Frogs and Toads by Barry Clarke, Eyewitness Juniors

Frogs by Gail Gibbons

How to Hide, A Meadow Frog by Ruth Heller

It's a Frog's Life by Steve Parker

The Frog Alphabet Book by Jerry Pallotta

Tale of a Tadpole by Barbara Ann Porte

Frog's Eggs Alex Ramsay and Paul Humphrey

From Tadpole to Frog by Kathleen Weidner Zoehfeld

Family Connections

Each child should select a local animal of their choice to research at home with their family and create a book about the animal to share with the class (see the example parent letter and animal fact book format).

Anticipation Guide

What Do You Know About Frogs?

- True or False 1. Frogs have dry and bumpy skin.
- True or False 2. Frogs jump to get away from predators.
- True or False 3. Frogs live on every continent except Antarctica.

All About Frogs

excerpts taken from the book by Jim Arnosky

“Frogs and toads are similar but different animals. Frogs have moist, smooth skin. Toads have dry, bumpy skin. Frogs have large hind legs and can jump great distances. Toads have small hind legs and can only make short hops.

Because of the jumping ability, frogs almost always try to flee from danger. Toads squat down and stay motionless. Many predators eat frogs. Few predators eat toads because when a toad is threatened its skin excretes moisture that irritates the eyes, mouth, and nasal membranes of many animals including humans.

Frogs live on every continent except Antarctica. Worldwide, there are more than one thousand species of frogs. Everyone can be identified by its color and markings.”

Summary Paragraph

(Topic Title)

Although I already knew that _____
_____,
by observing and reading, I learned _____
_____.
Another fact I learned was _____
_____.
Finally, I learned that _____
_____.
However, one question I still have is _____
_____.
Some new words I learned about _____ were _____,
_____, and _____.
I think studying about _____ was _____
_____.

Dear Parents:

During the next week, your child will have a unique homework opportunity that will require your help. Each child will be making their own animal fact book entitled *My Book About* _____.

Please help your child select an animal that is of interest to him or her. At school we have been focusing on animals in our local environment. It may be any kind of animal (mammal, reptile, amphibian, bird, or fish). The animal selected will be the topic for the book. After selecting an animal, find two or three resource materials that will help your child learn more about that particular animal. You may wish to use a book, encyclopedia, magazine, or internet site.

Beginning today, your child will bring home all of the pages for the book. Complete one page per day and return it on _____. We encourage you to complete only one page per day. The quality of your child's work is greater when he or she does not have to complete the book all at one time. The resource materials that you have chosen will help you answer the questions for each day of the week. Below is a suggested schedule.

Day 1: What does it eat?

Day 2: Where does it live?

Day 3: How does it move?

Day 4: Who are its enemies?

Day 5: What is its body covering? (scales, fur, feathers, etc.)

To help your child successfully complete this project, please use the following steps each night as you work on a page.

1. Brainstorm possibilities.
2. Research to find the facts. Read the information aloud to your child. Let your child study pictures they may wish to use as part of their illustrations.
3. Rough Draft: On a scratch paper, have your child draw with a pencil or crayons a facsimile of what he or she would like on the final copy. We have been working on using all of the space on the paper and adding pertinent details. Practice copying words your child may choose to write. Remember to spend most of your time on the final copy.
4. Final Copy: Your child may use any medium he or she would like to illustrate their book (markers, construction paper cutouts, crayons, chalk, magazine pictures, etc.) You and your child may decide who will write the text of the story.

When all of the book pages are completed and returned to school, we will bind each child's book. The completion of this project will allow your child to achieve many important goals. Each child will orally present the information about their animal to the class. We will compare and contrast the different animals that we learn about. We will work on many Utah State Core Skills in the area of language arts, math, and science. We would also like to include this project in your child's portfolio.

We hope you will support us in making this a very positive learning experience. We appreciate your help.

Sincerely,

My Book About

by



It eats...

It lives in...



It moves by...

Its enemies are...



Its body covering is...

Activity—Animal Track Mural

Standard III

Students will develop an understanding of their environment.

Objective 2

Observe and describe animals in the local environment.

Process Skills

Symbolization, observation, description, investigation

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
5. Understand and use basic concepts and skills.

Standard III

Objective 2

Connections

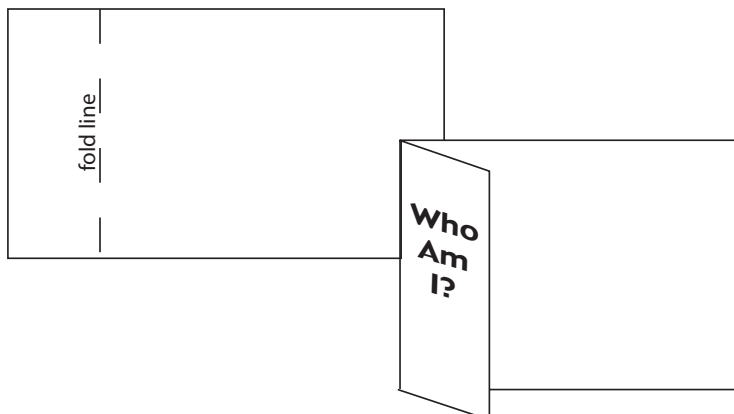
Background Information

The teacher will become familiar with local animals and locate these animals in picture books and nonfiction books to share with students. Animals leave indications of their presence behind when they move from location to location. Some animals leave footprints while others leave feathers, droppings, scratches on trees, nuts, shells, etc. We can track the movement of the animal by looking at the evidence left and create a scenario of the situation by careful observation.

Be prepared to show the students several books listed in the additional resources section to introduce students to the concept that animals leave behind evidence of their presence in their environment. Notice in books, photos, and your own environment animal tracks and other traces left by animals.

The teacher will prepare for each student an 8x14" white paper folded over three inches from the long end.

Prior to the lesson the teacher will need to select which animal prints (stamps) will be used in order to focus the student discussion and to inform students of the choices available to them.



Invitation to Learn

Read the book *Animal Tracks* by Arthur Dorros and show the students how they can be a “nature detective” by looking at animal tracks and other evidences left by animals. Share the picture books and photos you have collected demonstrating pieces of evidence that animals have left. Let them know they are going to be creating a personal mural in which they will be able to leave clues for others to figure out their chosen animal.

Instructional Procedures

Materials

- ☐ animal tracks stamps
- ☐ stamp pad
- ☐ 8x14” white paper (previously prepared by teacher—see background information)
- ☐ crayons
- ☐ picture books

1. Have students choose an animal from the list provided by the teacher.
2. On the outside of the flap, have the students write the words “Who Am I?” Students may also create a pattern border around the flap. This may be a simple color pattern or related in some way to their animal.
3. On the rest of the paper, have students illustrate the habitat appropriate for their chosen animal. The habitat should include “clues” (source of water, food eaten by the animal, type of environment, etc.) for the observer to use to identify the hidden animal. For example, a student illustrating a bear would include mountains, bushes with berries, a pond with fish, a beehive in a tree, and trees.
4. The student will draw the chosen animal underneath the flap that says, “Who am I?” so that the animal is hidden from view when the flap is closed. The student may want to illustrate the animal in its “home” such as a bear in its den or a bird in its nest.
5. Under the animal, have the student write the animal’s name.
6. Help students use a track stamp, starting at the opposite side of the page from where the animal is located, and proceed to stamp the footprint of the animal across the page until reaching the animal.

Assessment Suggestion

After the students have completed their murals, allow each to share it with the class. Observe the student as he/she presents the mural. Check to make sure the mural includes a proper environment, as well as food and water sources for their animal. As classmates identify the student’s hidden animal, ask them what clues they used to figure out what the hidden animal was. Students should be looking at the type of footprint as well as the environmental clues in the illustration.

Additional Resources

In the Snow: Who's Been Here? by Lindsay Barrett George
Around the Pond: Who's Been Here? by Lindsay Barrett George
In the Woods: Who's Been Here? by Lindsay Barrett George
Big Tracks, Little Tracks: Following Animal Prints
by Millicent E. Selsam
Footprints in the Snow by Cynthia Benjamin
Footprints in the Sand by Cynthia Benjamin

Family Connections

Students may look around their home and neighborhood for evidence of animals. Students may record tracks they find, as well as other items left behind by animals, through illustrations and labels or photographs. Students may complete and return the attached family connection paper and share their findings with the class.

Date _____

Dear Family:

We have been learning about animals in our environment. We have discussed the animals we might find in our area and what their habitat looks like. We have also been noticing and identifying animal tracks and other pieces of evidence that animals leave when they move from place to place. Please allow your child to notice evidence of animals around your home or neighborhood. Draw and label these findings on the paper or attach a photograph if desired. Please return the paper to school by _____ so we can share our observations with each other.

Sincerely,

Date _____

Dear Family:

We have been learning about animals in our environment. We have discussed the animals we might find in our area and what their habitat looks like. We have also been noticing and identifying animal tracks and other pieces of evidence that animals leave when they move from place to place. Please allow your child to notice evidence of animals around your home or neighborhood. Draw and label these findings on the paper or attach a photograph if desired. Please return the paper to school by _____ so we can share our observations with each other.

Sincerely,

Activity—Map the Path in My Father's Dragon

Standard III

Students will develop an understanding of their environment.

Objective 3

Recognize symbols and models used to represent features of the environment.

Process Skills

Symbolization, description, prediction

Intended Learning Outcomes

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

**Standard
III**
**Objective
3**
Connections

Background Information

My Father's Dragon by Ruth Stiles Gannett is a short chapter book. It is an excellent way to introduce kindergarten students to listening to a longer work of text. In each chapter there will be opportunities to pause and discuss as a group what predictions and questions come into the students' minds as the story unfolds. There is also a map at the back of the book showing all the places the main character visits. *My Father's Dragon* has ten chapters. Each chapter can be read in about five minutes. It is suggested that the class read no more than one chapter each day. Before and after reading each chapter it would be appropriate to discuss the events in the story for the given day and move the main character on a large map that is described in the materials section.

Invitation to Learn

Read the short paragraphs on the back of the book introducing the plot of the story and the author. Ask the students if they think this will be a book about fact or fiction. Have them tell you why they think it is fact or fiction. (Students should be able to tell you that there are no real dragons.) After the class has established that this is a work of fiction, discuss with the class if they think it would be fun to visit an imaginary place called Wild Island. Tell the students that by reading this book together they will all be able to visit this place in their mind. Also tell the students, "As we read the story out loud, you should have pictures come into your mind of what this place would be like."

Materials

One for the group to share:

- ☐ *My Father's Dragon* by Ruth Stiles Gannett
- ☐ enlarged map from the back of the book
- ☐ small sticky note with a student drawn picture of the main character
- ☐ colored tape

Instructional Procedures

It is suggested that the class read only one chapter each day. For the first chapter, ask the students to listen to find out the setting and characters in the story.

After reading each chapter, ask the following types of comprehension questions:

1. Ask the class two or three general who, what, where, when, type of questions to make sure they are following the story line.
2. Ask students to describe any pictures that came into their minds (imagery) as they listen to the story.
3. Encourage the students to discuss any questions they have based upon what has already happened in the story.

After the class discussion, move the picture of the main character on the large map and have the class use the appropriate terms to describe Elmer's movement, such as up, down, left, right, etc.

Prior to reading all other chapters, read the title of each chapter. Next, ask the students to predict what events might take place. Another opportunity to predict comes in each chapter as the students try to figure out what Elmer will use from his knapsack to try to help each animal he meets solve their problem.

Assessment Suggestions

During each chapter the students should be able to verbalize to a partner or the class questions and predictions about the events of the story. Students should also use language that clearly describes the direction (top, bottom, left, right, far, near, etc.) of the path taken on the map as the picture of the main character is moved around on the map. This would be an informal type of assessment in which the teacher would listen and observe student responses and adjust the discussion from chapter to chapter as needed. The teacher may want to record specific student responses on sticky notes to place in a child's progress file. However, to maintain the enjoyment associated with a chapter book read aloud, the teacher should focus on developing rich class discussions rather than formal assessment.

Additional Resources

These books are the other titles in this series. They provide many great opportunities for students to practice listening and comprehension strategies. There are no related map skills in these other books.

Elmer and the Dragon by Ruth Stiles Gannett

The Dragons of Blueland by Ruth Stiles Gannett

Family Connections

After reading *My Father's Dragon* with the class, encourage families to select and read a chapter book together at home.