

Pre-Kindergarten

April 12-16, 2021



Student Name: _____

School: _____ Teacher: _____

Monday

Literacy Overview, Parent Information, and Weekly Lessons

Morning Meeting: CD-SC4.4a, CD-SC4.4b, APL2.4a

Follow the directions to complete the Gather & Greet, Message Board, Make it Move KWL chart lessons.

Large Group Literacy: CLL2.4a

Introduce the Make it Move vocabulary words.

Phonological Awareness: CLL6.4b

Students will use the Erase A Rhyme handout to review rhyming words.

Reading: CLL8.4a, CD-SC4.4b

Read *Move It! Motion, Forces and You* by Adrienne Mason and discuss what you learned about motion.

Specials: CD-SS2.4a

The students will listen to a puppet script about Learning in Kindergarten and review the Listening Rules Cards.

Math: CD-MA2.4c

After listening to *How Many Bugs in a Box?* By David A. Carter the students will practice combining and naming quantities with plastic bugs.

Science and Social Studies: CD-SC4.4a

Watch Swings, Slides and Science Physics for Kids by SciShow Kids to learn about force, gravity, and friction.

Tuesday

Morning Meeting: CLL2.4a, CD-SC4.4b

Follow the directions to complete the Morning Meeting lessons.

Large Group Literacy: CD-SC3.4c, CLL8.4c

Follow the directions to teach the shared reading lesson using the Hands Poem.

Phonological Awareness: CLL6.4f

Students will listen to the sounds at the end of words and decide if they are alike or different.

Reading: CLL8.4e, CLL5.4c, CD-SC4.4a

Read *Oscar and the Cricket A Book About Moving and Rolling* by Geoff Waring and discuss the different ways things moved in the story.

Specials: CLL1.4b, CD-SS2.4a

The students will participate in a story and discussion about Learning in Kindergarten.

Math: CD-MA2.4c

After listening to *The Very Hungry Caterpillar* by Eric Carle the students will practice combining and naming quantities using the food the caterpillar ate. You will need the Very Hungry Caterpillar Story Pieces.

Science and Social Studies: CD-SS4.4d

Follow the directions to complete the It's Electric lesson.

Pre-Kindergarten

April 12-16, 2021

Wednesday

Morning Meeting: CLL7.4a, CLL8.4d

Follow the directions to complete the Gather & Greet, Message Board, and Alphabet Knowledge lessons.

Large Group Literacy: CLL6.4f, CLL6.4c

Follow the directions to teach the Can You Stretch These Words? Lesson.

Phonological Awareness: CLL6.4f

When shown two [Final Sounds Picture Cards](#), students will decide if the end sound is the same or different.

Reading: CD-SC4.4a

Read *Sheep in a Jeep* by Nancy Shaw and discuss examples of force and motion from the book.

Specials: PDM3.4a, CD-SC4.4b

The students will follow the movement directions in Freeze dance 2.0.

Math: CD-MA2.4c

The students will use the [Domino Parking Lot](#) page and [Domino Template](#) to combine the dots on dominoes and park them in the correct quantity space.

Science and Social Studies: CD-SC4.4a, CD-SC1.4d

Complete the Roll, Blow, Bounce activity and discuss the speed and motion of the ball.

Thursday

Morning Meeting: CLL8.4b, CLL8.4c

Follow the directions to complete the Morning Meeting lessons.

Large Group Literacy: CLL8.4c, CD-SC3.4c, CLL1.4c

Use the Hands Poem to practice concepts of print and discuss what else we can do with our hands.

Phonological Awareness: CLL6.4f

Students will produce words with the same ending sounds as the word given.

Reading: APL4.4a, APL2.4b, CD-SC4.4a

Read *Forces Make Things Move* by Kimberly Brubaker Bradley to learn new information.

Specials: CLL3.4b, SED2.4a

The students will listen to the story *Kindergarten Rocks!* By Katie Davis.

Math: CD-MA2.4c

The students will practice separating and naming quantities with counters.

Science and Social Studies: CD-SC4.4b

Follow the directions to play Simon Says to Exercise.

Pre-Kindergarten

April 12-16, 2021

Friday

Morning Meeting: CLL7.4a, CLL8.4d

Follow the directions to complete the Gather & Greet, Message Board, and Alphabet Knowledge lessons.

Large Group Literacy: CLL8.4e, CLL5.4c

Follow the directions to teach the Story Elements lesson and complete the [Story Map Template](#).

Phonological Awareness: CLL6.4f

When shown [Segmenting Phonemes Picture cards](#), students will sound out each phoneme.

Reading: CLL5.4c, CLL5.4e

Read *One Duck Stuck* by Phyllis Root and answer comprehension questions.

Specials: CD-CR2.4a

The students will learn how to make a moving frog.

Math: CD-MA2.4c

The students will practice combining, separating and naming quantities with sticks.

Science and Social Studies: CLL9.4c

Add new information learned to the [Make it Move KWL chart](#).

Development of Literacy Skills in Pre-Kindergarten

FOCUS OF THE WEEK

Reading: Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

Alphabet Knowledge: Review

Phonological Awareness: Segmenting phonemes, identifies the last sound in a word

Print Concepts: With prompting and support, tracks words from left to right, top to bottom and page to page.

Writing: Uses writing for a variety of purposes.

Early Reading

Standards

CLL5 The child will acquire meaning from a variety of materials read to him/her.

CLL6 The child will develop early phonological awareness (awareness of the units of sound).

CLL7 The child will demonstrate increasing knowledge of the alphabet.

CLL8 The child will demonstrate awareness of print concepts.

What is an emergent reader?

- ✓ Knows some letters of the alphabet
- ✓ Understands that writing conveys a message
- ✓ Uses “scribble” when writing
- ✓ May recognize some words or letters in their environment (words like “stop” or “exit” or letters like “P” for Publix or the golden arches “M” signifying McDonald’s)



When reading with an emergent reader:





- ✓ Model finger-point reading. Follow the words with your finger from left to right as you read them. As your emergent reader starts to read, they will learn to do the same thing.
- ✓ Encourage “reading” or “pretend reading.” Reading from memory provides practice with retelling and practice navigating books correctly.
- ✓ Talk about the story. When your child is finished with a book, be sure to talk about what happened in the story, and “re-read” favorite parts. Talk about any interesting words or new concepts.
- ✓ Let them know how proud you are! By sharing a book with a child, you are sharing the joys and excitement of reading.

How are phonological awareness and alphabet knowledge different?

- ❖ Phonological awareness activities can be done in the dark – they are all about sound.
- ❖ Alphabet knowledge activities have to be done with the lights on – they are all about what letters look like.

Online Access to Books





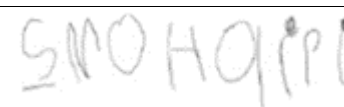


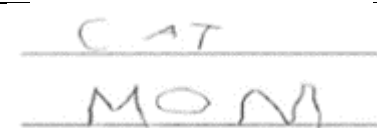
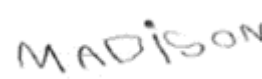


Fulton County Library Website http://fulcolibrary.org/ 	Register for a library card online https://bit.ly/30xCLCT 	Fulton County Library Curbside Service https://www.fulcolibrary.org/curbside/ 
<p style="text-align: center;">MackinVIA</p> <p>Students have access to a complete eResource management system providing eBooks, read-alongs, audiobooks, databases, and videos.</p> <ol style="list-style-type: none"> 1. Go to www.fultonschools.org. 2. Find Classlink. Your child's username is their student ID and their password is their birthdate (MMDDYYYY) 3. Click the e-library app folder. Click on MackinVIA. <div style="text-align: right;">  </div>		

Early Writing

Standards

CLL9 The child will use writing for a variety of purposes.

Stages of Emergent Writing		
Stage	Description	Example
Drawing	Drawings that represent writing	
Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or mock handwriting	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
Letter-like forms or mock letters	Letters and marks that resemble letter-like shapes	
Letter strings	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	
Transitional writing	Letters with spaces in between to resemble words: letters/words copied from environmental print; letters often reversed	
Invented or phonetic spelling	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	
Beginning word and phrase writing	Words with beginning, middle, and ending letter sounds; short phrases	
Conventional spelling and sentence writing	Correct spelling of words, generally the child's name and words such as <i>mom</i> and <i>dad</i> ; sentences with punctuation and correct use of uppercase and lowercase letters	

What is the framework of emergent writing practices?

Composed of three domains: conceptual knowledge, procedural knowledge, and generative knowledge.

Domains	Conceptual Knowledge learning the function of writing	Procedural Knowledge mechanics of letter and word writing (e.g. name writing), includes spelling and gaining alphabet knowledge	Generative Knowledge children's abilities to write phrases and sentences that convey meaning
Characteristics of Emergent Writing	<ul style="list-style-type: none"> ✓ Young children learn writing has a purpose and print is meaningful (i.e. communicates ideas, stories, and facts) ✓ Recognize certain symbols, logos, and markings have specific meanings (i.e. red street sign says <i>Stop</i>) 	<ul style="list-style-type: none"> ✓ Learning the alphabetic code (including how to form letters and the sounds associated with each letter) is essential component ✓ Children benefit from multiple opportunities throughout the day to develop fine motor skills and finger dexterity using variety of manipulatives (e.g. magnetic letters, pegboards) and writing implements 	<ul style="list-style-type: none"> ✓ Ability to translate thoughts into writing that goes beyond word level ✓ Teachers lay foundation for generative knowledge as children learn to express themselves orally and experiment with different forms of written communication (composing a story, writing notes, creating lists, taking messages) ✓ Children dictate words, phrases, or sentences that an adult can record on paper, or they can share ideas for group writing

Six main types of emergent writing:

Writing Types	Teaching Opportunities
Writing names	Provide opportunities for children to practice writing their names to communicate the message, "this belongs to me."
Labeling	Teach children labeling communicates what something is, where things are located, or who someone is.
Listing	Explain to children lists are useful for organizing and communicating important information.
Corresponding with others	Teach children that writing, like talking, is an important way to communicate with other people. Give them chances to practice writing messages to others.
Expressing opinions and preferences	Encourage children to think about discussions you have had and ask them to express their own opinions in writing.
Expository writing	Help children use writing to explain and describe facts about the world.



Name Writing



Labeling



Listing



Corresponding



Expressing Opinions



Expository Writing

Resources:

<https://www.readingrockets.org/article/emergent-readers-look-s-my-letter>
<https://www.coxcampus.org/>
<https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>

GKIDS Readiness Check

What is the GKIDS Readiness Check?

The Georgia Department of Education (GaDOE), in collaboration with the Department of Early Care and Learning (DECAL), has developed a kindergarten readiness check to enhance the existing Georgia Kindergarten Inventory of Developing Skills (GKIDS). The GKIDS Readiness Check measures twenty concepts and skills, determined to be the most essential by Georgia educators, in three areas, or domains:

- Foundations of School Success
This area of learning includes students' approaches to learning, social and emotional development, and physical development and motor skills. These attributes and skills, while often viewed as non-academic, are leading indicators of students' progression towards future academic success.
- English Language Arts
This area of learning includes children's early language and literacy development. These skills are foundational for fluent and effective communication and literacy skills such as reading and writing.
- Mathematics
This area of learning includes an understanding of shapes and spatial relationships, problem solving, identifying similarities and differences, and basic numeracy concepts.

When is the GKIDS Readiness Check given?

- ✓ The GKIDS Readiness Check will take place during the first six weeks of kindergarten.
- ✓ Teachers may administer activities at any time during this window by observing and working with children as they engage in regular classroom learning and routines.

How will the GKIDS Readiness Check impact my child?

- ✓ Teachers will use the GKIDS Readiness Check to help understand and meet your child's individual needs in all areas of development.
- ✓ With the GKIDS Readiness Check, teachers will have information to share with families to work together so children can thrive in kindergarten and beyond.

English Language Arts

This area of learning includes children's early language and literacy development. These skills are foundational for fluent and effective communication and literacy skills such as reading and writing.

Skills

- Differentiates sounds
- Recognizes upper & lower case letters
- Tracks words
- Draws pictures, letters and numbers
- Follows multi-step directions
- Uses spoken language
- Uses writing tools

FOCUS OF THE WEEK

English Language Arts

- Tracks words
- Draws pictures, letters and numbers

Tracks Words

When a child demonstrates print awareness, she understands that print is read from left to right and top to bottom, and that oral language is related to written language. Tracking (pointing to each word as it is pronounced or read) from left to right is not a natural process but is rather a skill that needs practice. Tracking each word with a finger can be a helpful tip when reading with young children. *

Activity Ideas:

Guided Reading

While reading, tell your child that you are going to begin reading at the top of the page, and when you reach the bottom you will start at the top of the following page to find out what happens next.

Reading Together

Have your child read to a younger child and invite the younger child to turn the page or point out where to read next.

Descriptive Reading

Use direct phrases such as: "This is the first page." "Where would I read next?"

Reading and Tracking

Choose one of your child's favorite books. Encourage your child to use his index finger to follow along from left to right and top to bottom as you read to him. You may need to demonstrate and track the words as you read. Moving your finger under each word as you say it will model this concept for him.

Where to Next?

As you read to your child, ask her to point to the top of the page and to the bottom of the page. At the end of each page, ask her where you should read next. If she is unsure what to do, model for her that the story continues on the next page by turning the page.

Reading Helper

Read stories to your child with large print and predictable or repetitive text. Point to the words on the page as you read and invite him to turn the page for you when necessary.

Draws Pictures, Letters and Numbers

Most young children enjoy the process of writing. Early writing is a strong predictor of a child's reading success in later years. It is a foundational literacy skill that develops understanding of print concepts, alphabet knowledge, and sounds in language. Drawing is how a child writes in the early years. Drawing pictures and copying letters and numbers leads to children using writing for a variety of purposes. *

Activity Ideas:

May I Take Your Order?

Play restaurant in your kitchen and have your child take your order on a notepad.

Create a Sign

Give your child a card on which his name is written. Ask him to practice writing his name by copying from the card. He can create a name sign for his bedroom, toy box, or bathroom.

Explain the Drawing

Ask your child to explain her drawing while you write down her words.

Sign Your Work

Invite your child to sign (and later label) his work, which may include scribbles or initials.

What Do You See?

Give your child a clipboard or a sturdy book. Walk around the house and have him "write" letters and numbers that he sees. In the beginning, the letters may be scribbles, or written backwards or sideways. This is a great start to copying letters and numbers.

Family Portrait

Have your child draw a family picture. Write the name of each family member on the picture, then encourage your child to copy the name.

Grocery List

Have your child write a grocery list before going to the store. She may scribble or ask you which letter comes next.

*Justice, L. M., & Piasta, S. B. (2011). Developing children's print knowledge through adult-child storybook reading interactions: Print referencing as an instructional practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 200–213). New York, NY: Guilford Press.

*Gerde, H. K., Bingham, G. E. & Wasik, B. A. (2012). Writing in early childhood classrooms: Guidance for best practice. *Early Childhood Education Journal*, 40(6), 351–359.

Pre-Kindergarten Parent Overview

April 12-16, 2021

Morning Meeting	
Theme: Every Which Way (Ways Things Move)	Activities that take place during Morning Meeting: <ul style="list-style-type: none"> Gather and Greet Message Board Alphabet Knowledge Class Schedule
What is a KWL chart? <ul style="list-style-type: none"> KWL stands for (Know, Want to Know, Learned) Starts students thinking about what they know about a topic (activates background knowledge), develops a purpose for learning, and summarizes learning 	Filling out the chart: <ul style="list-style-type: none"> When a question in the W-section is answered, the result should be posted in the L-section. If your child thinks of additional questions about the topic of study, you can add them to the W-section.
Phonological Awareness	
What is Phonological Awareness? <ul style="list-style-type: none"> Phonological awareness is being able to recognize the sounds of spoken language: words, syllables, and phonemes (the smallest unit of spoken language). <ul style="list-style-type: none"> Phonological awareness teaches the sounds of language and refers to oral language Phonological awareness activities can happen in the dark Involves a continuum of skills that develop over time and are crucial for reading and spelling success 	Levels of Phonological Awareness: <ul style="list-style-type: none"> Listening Rhyming Alliteration Sentence Segmenting Syllable Blending and Segmenting Onset Rime Blending and Segmenting Phoneme Blending, Segmenting and Manipulation
Parent Tips	
<p>Phonological Activities for the Car</p> <ol style="list-style-type: none"> I Spy in the Car Say, "I spy something in the car that begins with /s/." Let your child guess the object. For /s/ it might be seat or seatbelt. Take turns being the caller and the finder. Count the words. Have your child make two fists. Say a sentence and then have your child say it with you. As each word is said, tell your child to put up one finger. Count how many words are in the sentence. This activity helps your child build an awareness of words. Clap the syllables. Take #2 a step further. Clapping is a fun hands-on way to determine parts (syllables) of a word. Say a word and have your child clap the parts of the word. Play with beginning sounds. Have your child name something they see outside their window. Repeat the word and ask, "What sound do you hear at the beginning of _____?" Then, say the word again and let your child respond with the correct beginning sound. 	

5. "Stretch it Like a Rubber Band".

For this activity you will say a short word such as bed, fun, or cat. Have your child use their hands to stretch the word out like a rubber band and say each sound he hears in the word.

6. "Name That Sound."

This game involves listening and speaking. Ask your child to be very quiet and listen for sounds on your trip. When she hears a sound, have her name it. For example, she might hear the beep-beep of a horn. Then, have her tell you the beginning or ending sound of the object that made that sound. In this example the beginning sound is /h/ and the ending sound is /n/.

Play these phonological awareness games in the car to help your child develop pre-reading skills!

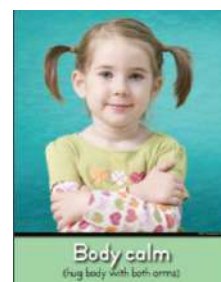
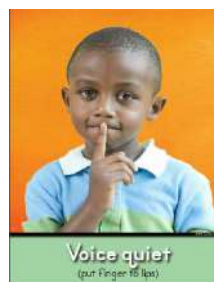
Social Emotional Learning

Learning in Kindergarten:

Your child is reviewing the skills that will help him or her learn in kindergarten:

- Listening (Follow the Listening Rules: Eyes watching. Ears listening. Voice quiet. Body calm.)
- Focusing attention (Use an attent-o-scope.)
- Using self-talk (Self-talk helps you remember what you need to do.)
- Asking assertively for what you need or want (Face the person and use a strong, respectful voice.)

Practicing these skills will help your child be a better learner and get along with others in kindergarten.



Parent Tips

Play a game with your child to practice remembering and following directions.

Say: **We're going to play Listen, Repeat, Do. You are going to listen to me while I say three directions. You repeat the directions. Then you do them!** Before you give the directions, remind your child to listen and focus attention on you.

1) Touch your nose. 2) Hold up one hand. 3)

Turn around. Wait for your child to repeat and then follow the directions.

Continue playing, using any three directions you can think of.

Math

Combining, Separating and Naming Quantities:

Four-year-olds can manipulate sets of objects by combining them, separating them, then counting the objects in the sets to tell how many. They can participate in solving simple math problems using manipulatives. "There are four blocks on the rug and two blocks in the truck. How many blocks in all?"

After building strong number sense, the next skill Pre-K children work on is addition.

Having a strong addition foundation is extremely important! Math fact fluency affects student performance in other math skills later in their education. If children don't know basic math facts, it is hard for them to learn more complex skills.

Parent Tips

Children should have daily experiences with addition and subtraction strategies and activities. There are many opportunities to teach addition and subtraction strategies and solve problems throughout the day. This does not only happen at school in the classroom. These opportunities can be initiated as they arise in our daily situations, such as a story in a book, setting the table, putting clothes away, and so forth.

Graphics for this bundle can be found at:



Monday

Morning Meeting

Gather & Greet: Let's Get Started and Wake Up! By AO Kids

<https://www.youtube.com/watch?app=desktop&v=dwIDbh-Tzho>

Message Board: Good morning Pre-K friends. Today is Monday. We will begin learning about the way things move.

Create Make it Move KWL chart (fill out K- know and W- want to know sections)

Large Group Literacy

We will be learning about how things move in different directions and at different speeds. Let's think about how things move. I can take a toy car and push it down a ramp. It will move fast. Let's look at our vocabulary cards.

Introduce Make It Move Vocabulary

Down – in a lower place; This is a big red arrow. The pointed end is at the bottom. It is pointing down.

Fast – to move quickly; During a race, the cars move very fast. Look at how the objects in this picture are blurry, that's because of how fast the cars are moving.

Slow – not fast or quick; This is a slow turtle. Look how big it is. Its shell looks very heavy. I think that makes it hard for the turtle to move fast.

Start – begin to do something; This looks like a race. The race will start as soon as the runners are all lined up at the starting line.

Stop – to quit or not do something anymore; This is a stop sign. When you are driving a car and come to this sign, you stop so that pedestrians (people walking) and approaching vehicles can go.

Up - in a higher place; This is a big red arrow. The pointed end is at the top, so the arrow is pointing up.

Speed – how fast or slow something moves; A speed limit sign tells how fast you can drive on the road.

Motion – when an object moves; The snowboarder is in motion. The snow is being pushed out of the way as he glides downhill.

Force – a push or pull, makes an object move or stop, speed up or slow down; The girls are using force to move the wagon. One girl is pushing while the other is pulling.

Push – making an object move away from you (roll, kick, throw, bounce, write, etc.) The boy is pushing the girl on the swing. I wonder how high she will go.

Pull – making an object move toward you; The man is pulling the girls in the wagon. I wonder if he is going fast or slow?

Position – a place where something is located or has been put; The dog is sitting under the desk while his human is working. Do you think he is always in this position?

Gravity – an invisible force that pulls objects toward Earth; The sky diver uses the parachute to help control his speed as gravity pulls him down to Earth.

Roll – to move by turning over and over; The girl is playing with a small ball. When she pushes the ball, it rolls away.

Weigh – to measure how heavy or light something is by using a scale; This is a balance scale. We have this type of scale in our classroom to weigh objects.

Phonological Awareness

Rhyming

Materials: On a dry erase board draw a picture of a boy with eyes, ears, nose, mouth, hair, arms, hands, pants and shoes.

*If you don't have a dry erase board use the Erase A Rhyme page. Have the child cross out each rhyme instead of erasing it.

Erase A Rhyme

Read each sentence and have your child say the rhyming word and erase that word.

Why is there a **bear** in a chair sitting in my _____. (hair)
 I think that bug just might **land** right in my _____. (hand)
 Did someone put **ants** in my _____. (pants)
 Oh dear oh **dear**, there is a bee near my _____. (ear)
 Bye, bye little **flies**, it's time for me to close my _____. (eyes)
 Sound the **alarm**, there is a monkey on my _____. (arm)
 Get the **hose** and clean out my _____. (nose)
 Did you hear the **news**? I have two brand new _____. (shoes)
 Please brush this **sand** off my _____. (hand)
 I can't **hear** you. I think I have something stuck in my _____. (ear)
 Pigs live on a **farm** and a duck just landed on my _____. (arm)
 A breeze just blew in from the **south** blowing some dust right into my _____ (mouth)



Reading

Read *Move It! Motion, Forces and You* by Adrienne Mason

<https://www.youtube.com/watch?v=n9Z46AsujL4>

Before reading: This week, we will be talking about ways things move. We began creating our KWL chart this morning and included information about what we want to know about ways things move. Let's see if this book answers any of our questions.

During reading: Mute video and read the book out loud. Stop and discuss as prompted by student.

After reading: What did you learn about motion? Do we have any new information to add to the KWL chart?

Specials

Learning in Kindergarten

Materials: Stuffed Animal, Listening Rules Cards

Say **bold** words when teaching the lesson.

Teacher: **You've just finished learning all the Second Step skills. Your skills will help you be better learners and get along with others in kindergarten.** Bring out Stuffed Animal.

Stuffed Animal: **I know something that will help them in kindergarten!** She turns to children in the class. **I'll show you and you guess, okay?** Stuffed Animal demonstrates the Listening Rules.

Teacher: **I recognize those! Pat your head if you can guess what _____ (Stuffed Animal) just showed you.** (Listening Rules.) **Yes, those are our Listening Rules.**

Stuffed Animal: **The Listening Rules help me be a good listener at group time. You'll have group time in kindergarten too.**

Teacher (to Stuffed Animal): **Will you help us practice the Listening Rules?**

Stuffed Animal: **Yes!** Place Listening Rules Cards on table.

Stuffed Animal: **When I point to a card, say the rule and do the action with me!** Have Stuffed Animal point to each card, say the rule, and do the action. Give child time to practice with him/her. **Eyes watching. Ears listening. Voice quiet. Body calm. Stuffed Animal claps. Hurray! We know the Listening Rules!**

Teacher: ____ (Stuffed Animal) **said he/she uses the rules to help him/her listen at group time. Put your thumbs up when you hear other times you use the Listening Rules. Story time. Line-up time. Clean-up time.** Add other times children typically use the Listening Rules. **You can use the Listening Rules to help you listen at the same times in kindergarten.**

Math

Combining and Naming Quantities

Materials: Two small boxes, small plastic bugs or other type of counter and a die or number cards (1-6).

Read *How Many Bugs in a Box?* by David A. Carter. <https://www.youtube.com/watch?v=UCuCI58GLQw>

Have the child roll a die or draw a number card to place creepy bugs in a box. Ask, "You have three bugs in one box and two bugs in another box. How many bugs do you have in all? Repeat until the child shows understanding of combining and naming quantities.

Science and Social Studies

Watch *Swings, Slides and Science Physics for Kids* by SciShow Kids

<https://www.youtube.com/watch?v=JvSCIz3vHOI>

Before watching: We are going to watch a short video that explains force using an example of something we are all familiar with, slides and swings.

After watching: Review information learned about force, gravity, and friction. What force makes you swing?

What makes you stop? What other forces can you discover when playing outside?

Tuesday

Morning Meeting

Gather & Greet: Let's Get Started and Wake Up! By AO Kids

<https://www.youtube.com/watch?app=desktop&v=dwIDbh-Tzho>

Message Board: Good morning Pre-K friends. Today is Tuesday. We will listen for the final sounds in words.

Review Make It Move vocabulary words. Ask one of the questions below to initiate conversation:

What do these words tell us about how things move? Why do things go slow or fast? Does going up or down affect how things move? How do you stop things from moving? How do you start them?

Large Group Literacy

Shared Reading: Hands Poem

We talked about how things move in different ways and directions. Listen to this poem about how we can move our hands in different ways.

Read the poem aloud. Use gestures to show actions such as snap, touch, clap. Read the poem again. Ask student to imitate the actions. Display the poem and read it again. Have student point to each word as you read it together.

Phonological Awareness

Final Sounds - Listen to This

Model/Guided Practice: Read the first verse of the poem slowly and with expression. Say- **Listen to the sound at the end of these two words: hands, fingers. Are these end sounds alike or different? They're alike, /z/. Let's try two more words: pet, then. Are the end sounds alike or different? They're different, /t/, /n/. Now listen for words that end the same sound as your, /r/. Read the third verse. Does together have the same end sound as your?**

Hands
Hands up high.
Hands down low.
Hands behind you.
Where'd they go?

Snap your fingers.
Touch your nose.
Now your chin.
And then your toes.

Clap your hands.
Then give a clap.
Put your hands together
In your lap.

Your Turn: Have child perceive differences between similar sounding words by producing words that end with the same sound. Say each word and isolate the final sound. Have child produce a word that ends with the same sound.

lap, /p/ nose, /z/ chin, /n/

If child cannot perceive differences in similar sounding words or produce words that end with the same sound, then model again, isolate the final sounds, and have child repeat them.

Reading

Read *Oscar and the Cricket A Book About Moving and Rolling* by Geoff Waring

<https://www.youtube.com/watch?v=ESg905sVipl>

Before reading: Ask student to point to the title of the book. Read the title. Point to the author's name (Geoff Waring) and explain that he is both the author and the illustrator. Ask student to tell you what that means.

Model using the title to predict what Oscar and Cricket will do to make things move and roll.

During reading: Mute the video and read it aloud.

After reading: What are the different ways things moved in the story? Rewind and discuss as necessary to facilitate the discussion and reinforce the concepts.

Specials

Learning in Kindergarten

Say **bold** words when teaching the lesson.

Yesterday____(Stuffed Animal) **helped us practice the Listening Rules. They'll help you listen in kindergarten. Let's practice them again. I'll say the rule, and you do the action. Eyes watching. Ears listening. Voice quiet. Body calm. Now use them as you listen to this story.**

Show the photo. Ask children what is happening and how the child in the photo feels. Point out the story elements. **This is Caleb. He just started kindergarten. Caleb's teacher is explaining an activity to him. He is using the Listening Rules to help him listen.**



1. **Caleb also needs to focus his attention on the teacher. Tap your shoulder if you know a way to help focus your attention.** (An attent-o-scope.) **Yes, an attent-o-scope helps you focus your attention.** Demonstrate and have children practice. **Caleb uses his attent-o-scope to help him focus on the teacher and listen to the directions. The teacher says to write his name at the top of the paper first and then draw a picture of his family. Caleb quietly tells himself over and over what he needs to do.**
2. **What skill is Caleb using to remember what he needs to do?** Give think-time. (Self-talk.) **Self-talk helps you remember what you need to do. Caleb remembers to write his name first. While he's drawing his picture, his pencil breaks. Caleb needs another pencil to finish his drawing.**
3. **Who can Caleb ask for help?** (The teacher. A friend.) **Caleb faces his neighbor and respectfully asks for a pencil. He uses it to finish his drawing. Focusing attention, listening, using self-talk, and assertively asking for what he needs help Caleb do the activity. These same skills will help you be better learners in kindergarten too.**

Math

Combining and Naming Quantities

Materials: The Very Hungry Caterpillar Story Pieces (cut apart)

The Very Hungry Caterpillar by Eric Carle <https://www.youtube.com/watch?v=oFRYjOkbxE>

Retell the story having the children count out the pieces of food. Ask questions such as, "The caterpillar ate one apple and three plums. How much food has he eaten now?" Repeat until the child shows understanding of combining and naming quantities.

Science and Social Studies

It's Electric

Materials: paper, writing utensil, flashlight

Refer back to Oscar and the Cricket from Book #1. Oscar's ball does not use electricity to move. What made it start to roll?

Explain that toys that need batteries use electricity. Use a flashlight with its batteries out to demonstrate that some things do not work without batteries. Today we will make a list of toys you have that use electricity as a source of energy. Have student list toys they have that DO use electricity. Ask him to identify the source of electricity, such as battery or electrical outlet. Record student's ideas.

Wednesday

Morning Meeting

Gather & Greet: Let's Get Started and Spread a Little Sunshine Start the Day Song by Jack Hartmann
<https://www.youtube.com/watch?v=E0lvFmXwxec>

Message Board: Good morning Pre-K friends. Today is Wednesday. We will stretch words.

Alphabet Knowledge: Show something you know. It can be a letter, word, punctuation mark, etc.

Large Group Literacy

Can you stretch these words? (pen, hen, map, cap, pot, cot)

Remind student we stretch a word by saying it slowly and listening for the sounds we hear. Display the pictures from the bundle.



*Make it easier: Ask child to identify initial consonant sound and letter that makes the sound.

Make it harder: Have child identify the 3 sounds and write the words.

Phonological Awareness

Final Sounds

Materials: Final Sounds Picture Cards (can, corn, fan, doll, hen, hose, lamp, man, pen) cut apart.

Introduce/Model: Say- **Chin and then end with the sound /n/. Display the pen Picture Card. Does pen end with /n/? Yes, so let's clap.** Display the hen Picture Card. **Does hen end with /n/? Yes, so let's clap.** Display the doll Picture Card. **Does doll end with /n/? No, so we are not going to clap. What does doll end with? /l/.**

Your Turn: Display and name each Picture Card. Have child clap if the word ends with /n/.

If child cannot perceive differences in similar sounding words or produce words that end with the same sound, then model again, isolate the final sounds, and have child repeat them.

Reading

Read *Sheep in a Jeep* by Nancy Shaw

<https://www.youtube.com/watch?v=Whilywoy4Eg>

Before reading: Review vocabulary words force and motion. Tell student that as you read the book, they should look and listen for examples of force and motion.

During reading: Mute video and read the book aloud.

After reading: What are some examples of a force and resulting motion from the story?

Specials

Music

Freeze Dance 2.0 | Please Don't Move | Virtual Recess | Freeze Song | PhonicsMan Freeze

<https://www.youtube.com/watch?v=MMCebyg4tZg>

Have child follow directions in the song.

Math

Combining and Naming Quantities

Materials: Domino Parking Lot page and Domino Template (cut apart).

Domino Parking Lot

Have the child place the dominoes on the parking lot according to how many dots there are combined. For example, a child picks up a domino with three dots on one end and one dot on the other, then they would place it on the number four parking space. Continue until all of the dominoes have been parked.

Science and Social Studies

Roll, Blow, Bounce

Materials: plastic ball, timer (watch or phone) paper, pencil

Hold up a plastic ball. We can move the ball across the room in different ways. We can push it, blow on it, and bounce it. Which way do you think is fastest? (Record child's prediction) Let's find out which is fastest. Have child blow the ball across the room. Time how long it takes and write it on the paper. Have the child roll the ball across the room. Time and record it. Have the child bounce the ball across the room. Time and record it. Ask, "Which way was the fastest? Was your prediction correct?"

Thursday

Morning Meeting

Gather & Greet: Let's Get Started and Spread a Little Sunshine Start the Day Song by Jack Hartmann
<https://www.youtube.com/watch?v=E0lvFmXwxec>

Message Board: Good morning Pre-K friends. Today is Thursday. We will play Simon Says to review different types and speeds of motion.

Have student point to each word as you read the morning message. Ask student to circle 3 words. He does not need to be able to read the words, you are assessing that the child understands that letters form words and words are separated by spaces in print.

Large Group Literacy

Hands Poem

Re-read the poem, having student point to each word as you read it together. Review things hands do in the poem. Ask, what else can we do with our hands? Reflect: What might be different if our hands were attached to our head where our ears are now?

Phonological Awareness

Final Sounds

Introduction/Model: Tell child that in the Hands poem, there are many words that have the same ending sounds. Say **Nose and toes both end with the sound /z/. I know lots of other words that end with /z/ too. Hands, fingers, clothes and rose all end with /z/.**

Your Turn: Have child produce words that end with the same sounds. Say each word and then say the ending sound. Have child name words that have the same ending sound.

big /g/ ball /l/ stop /p/ red /d/ phone /n/

If child cannot perceive differences in similar sounding words or produce words that end with the same sound, then model again, isolate the final sounds, and have child repeat them.

Reading

Read *Forces Make Things Move* by Kimberly Brubaker Bradley
<https://www.youtube.com/watch?v=502rVAVejr8>

Before reading: This is an informational text. Does that mean it's real (non-fiction) or make believe (fiction)? Review questions in the W column of the KWL chart. Tell students to listen for that information as you read the book.

During reading: Stop and discuss as prompted by student. This is a longer book so it is okay if you need to break it up into 2 story time sessions.

After reading: Did you learn anything about the questions in the W column? If so, add it to the L section of the KWL chart. If not, ask student to share 2 things he learned.

Specials

Learning in Kindergarten

Kindergarten Rocks! by Katie Davis

<https://www.youtube.com/watch?v=AmQqC6l9jdw>

Dexter is about to start kindergarten. He's not scared, but his stuffed dog Rufus is very worried. Rufus is worried about riding the bus, getting lunch, making friends, that his teacher will be mean, and many other things.

Dexter's older sister, Jessie, suggests that Dexter give Rufus a hug when he feels worried. She then tells him, "But don't worry, kindergarten rocks!" Soon Dexter and Rufus find out that kindergarten really does "rock"!

After the story ask your child if they are nervous about starting kindergarten? What excites them most about kindergarten?

Math

Separating and Naming Quantities

Materials: You will need a sheet of construction paper with a line drawn to divide the page in half, ten counters and a die.

Gone Game

Have the child put all the counters on the upper half of the paper. Have the children roll the die and remove that number of counters from the top half of the paper and place on the lower half. Have them count how many they still have on the upper half. Say, "You started with ten counters and removed four counters from the top half of your paper. How many do you have left?" Repeat until the child shows understanding of separating and naming quantities.

Science and Social Studies

Simon Says to Exercise

Refer back to Oscar and Cricket. Oscar and Cricket both exercise. Oscar chases the ball and uses muscles to pull a large branch. Cricket uses leg muscles to jump. Exercise is fun and healthy! Let's play Simon Says.

When playing the game, give directions focusing on different types and speeds of motion. Simon says jump up and down. Simon says jump faster. Simon says jump slowly. Simon says run in place. Simon says run slowly. Simon says run faster. Simon says clap your hands. Simon says clap very fast. Simon says clap very slowly.

Friday

Morning Meeting

Gather & Greet: Let's Get Started and It's Friday by Skoolbo Music

<https://www.youtube.com/watch?v=yXhyE2hxtUs>

Message Board: Good morning Pre-K friends. Today is Friday. We will add information to the L section of our KWL chart.

Alphabet Knowledge:

Show something you know. It can be a letter, word, punctuation mark, etc.

Large Group Literacy

Story Elements

Materials: Book chosen by child, Story Map Template, pencil, crayons/colored pencils

Allow student to choose a book from your collection for this activity.

Before reading: Ask child to show you the front, back, top, and bottom of the book. Ask child to point to the title. Read the title of the book and the name of the author and illustrator. Ask child to tell you what each person does. Open the book and ask child to point to where you should begin reading the story. After reading: Complete the Story Map handout. Have child draw pictures for each story element and write what she says.

Phonological Awareness

Segmenting Phonemes

Materials: Segmenting Phonemes Picture Cards (box, cup, egg, fan, log, nut, ox, top, key, kite) cut apart.

Model: Read the first verse of the Jazmin Can't poem. Say- **To find out how many sounds are in the word *hug*, I can take apart the word.** Hold up a finger for each sound in hug. **There are three sounds: /h/ /u/ /g/. Say them with me: /h/ /u/ /g/.**

Jazmin Can't
Jazmin can't talk with her shadow
Or give it a hug.
She can't zip it or keep it
Or give it a tug.

She can't save it or buzz it
Or paint it or bake it.
She can't turn it or juggle it
Or skip it or break it.

Jazmin can't scare her reflection
Or send it a joke.
She can't test it or pitch it
Or hear it if it spoke.

Jazmin plays with her shadow,
Her reflection she sees.
But they can't reach out
and hold her,
I think she agrees!

Practice: Display and identify each Segmenting Phoneme Picture Card. Point to a card. Have child segment the sounds and then say the word.

Reading

Read *One Duck Stuck* by Phyllis Root

<https://www.youtube.com/watch?v=wKiTASVQ0xs>

Before reading: Read the title of the book. Model using the title and cover to help predict what the story will be about. Say, "This book is called *One Duck Stuck*. Look at the cover of the book. Where do you think the duck gets stuck? I see grass and mud, I wonder if he's in the swamp. Let's read the story and find out."

During reading: Mute the video and read out loud. Push in vocabulary to help with understanding.

Marsh – a type of wetland very similar to swamps

Muck - mud

After reading: Where did the duck get stuck? The animals worked together to get the duck out of the muck but the author doesn't say what they did. How do you think the animals got the duck out of the muck?

Specials

Art

Materials: Construction paper, black marker or crayon, scissors, glue stick.

Funny Frogs

<https://www.youtube.com/watch?v=fCiq-a-l-tw>

Follow directions in the video to make a funny moving frog!



Math

Combining, Separating and Naming Quantities

Sharing Sticks

Have the child find sticks and bring them to you. Ask questions, “Laura has two sticks and Ethan has three sticks. How many sticks do we have all together?” Have the child lay the sticks down together. Encourage them to touch each stick to add them together. Next ask, “We have five sticks. If I break one in two pieces, how many do we have now?” Keep it going. “If we have six sticks and I throw two away, how many do I have?”

Science and Social Studies

Add new information learned to the L section of the KWL chart. Explain that we will continue studying ways things move next week and ask if the student has anything she would like to add to the W section.



Make It Move

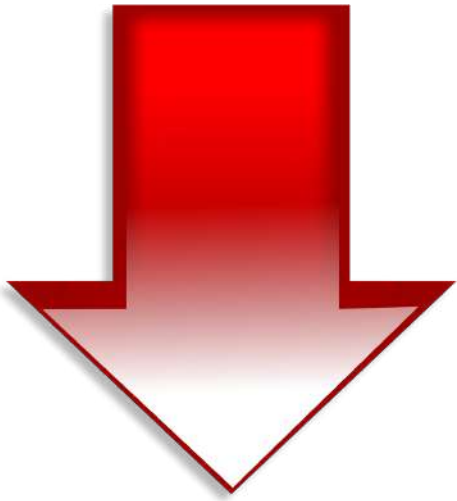


K

W

L

Make It Move Vocabulary



down



fast



slow



start



stop



up



speed



motion



force



push



pull



position



gravity



roll



weigh





Eyes watching

(point to corners of eyes)



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Ears listening

(cup ears with hands)



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Body calm

(hug body with both arms)



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Voice quiet
(put finger to lips)

Hands



Hands up high.

Hands down low.

Hands behind you.

Where'd they go?



Snap your fingers.



Touch your nose.

Now your chin.

And then your toes.



Clap your hands.

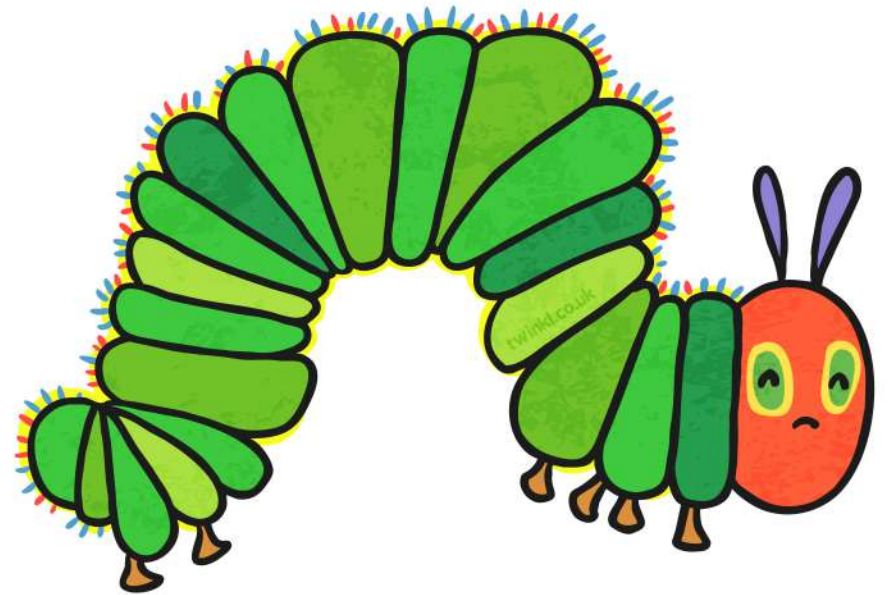
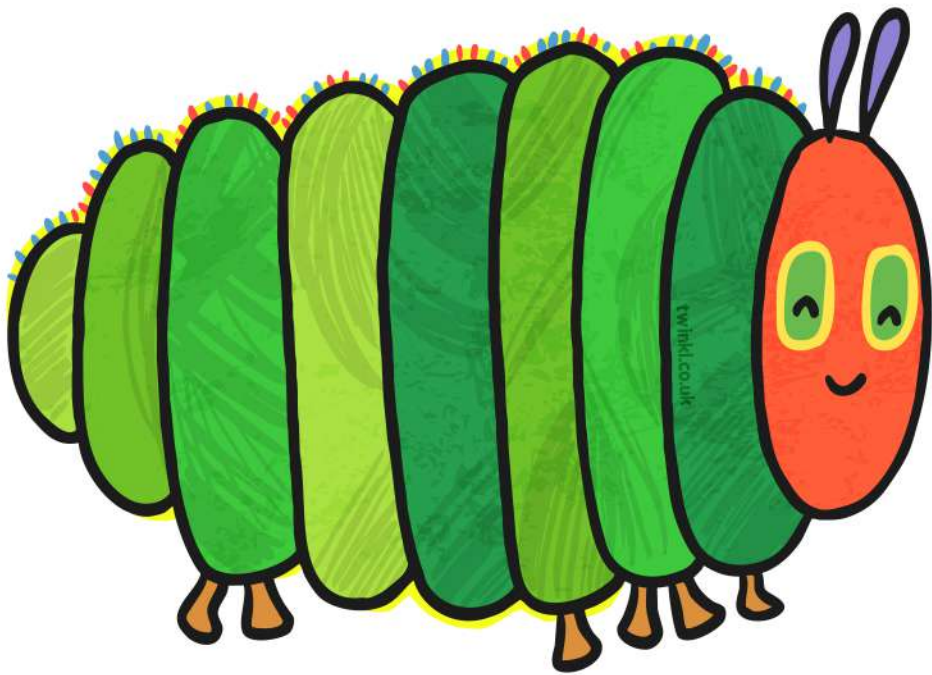
Then give a clap.

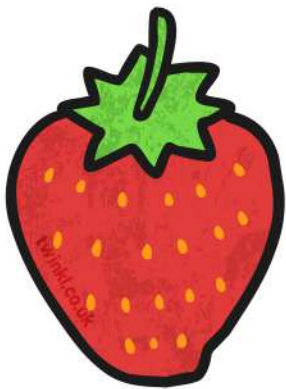
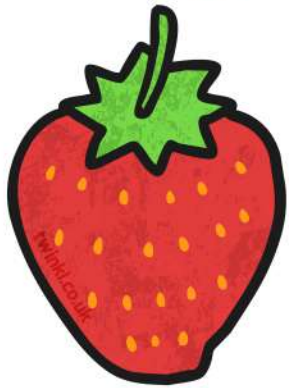
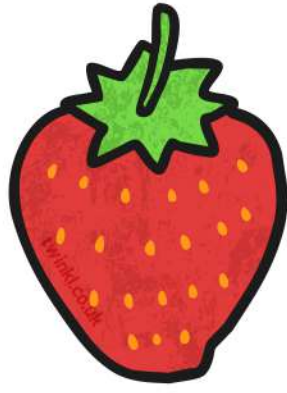
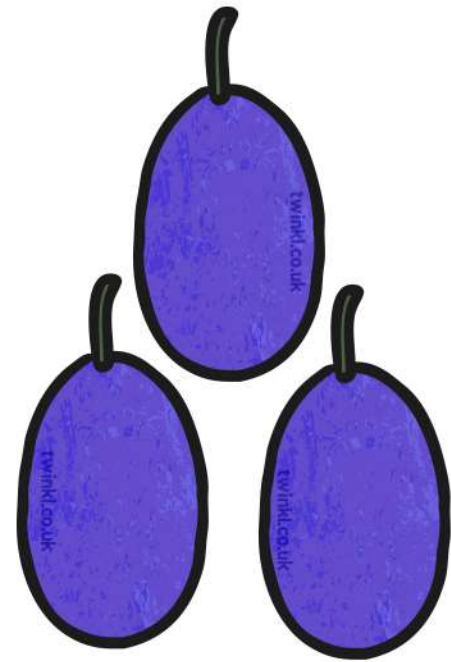
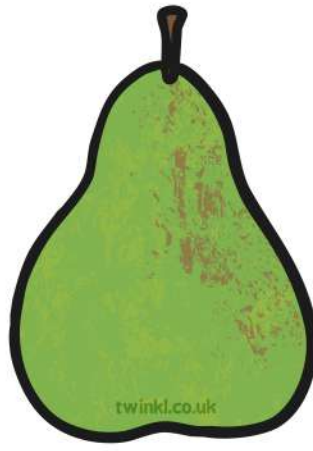
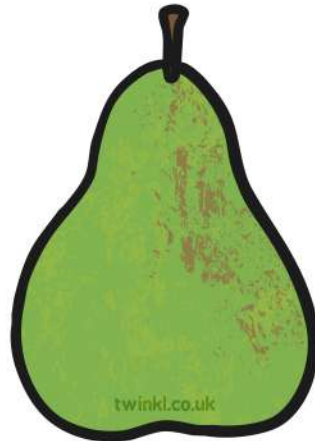


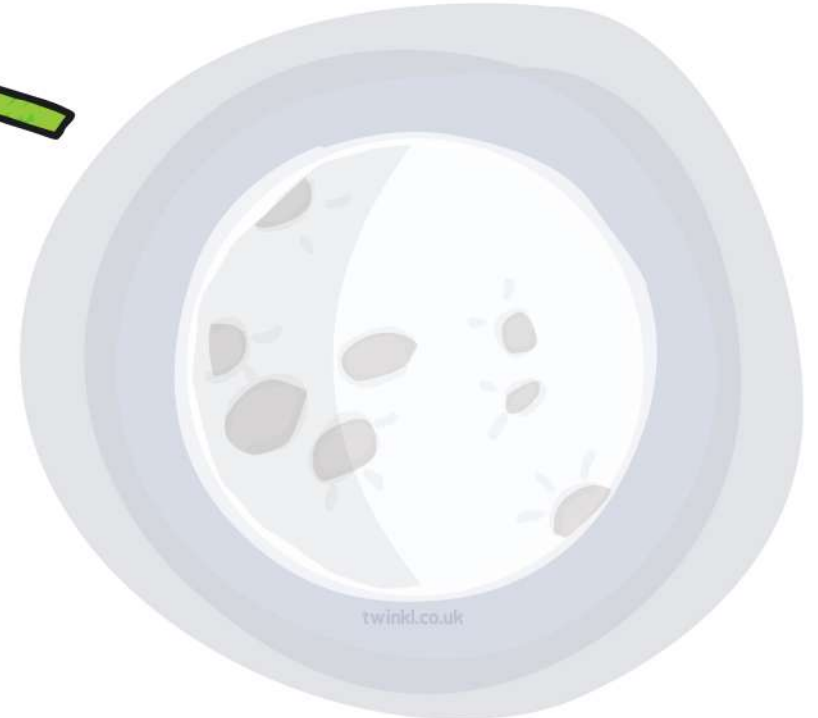
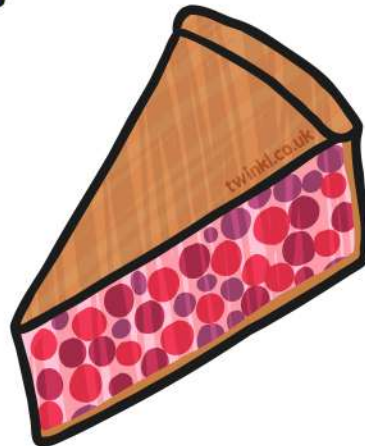
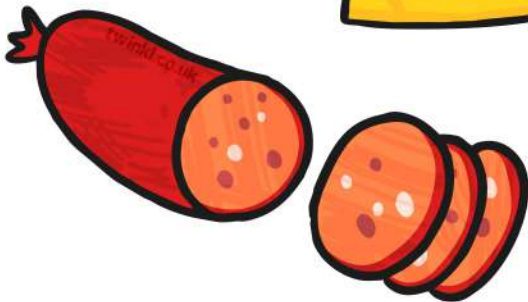
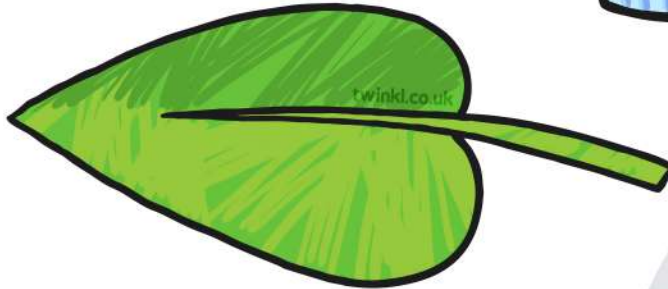
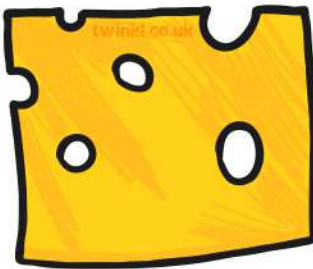
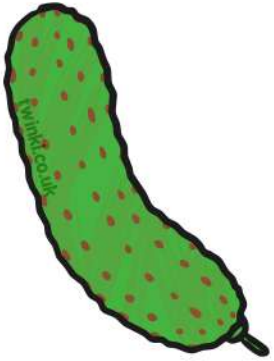
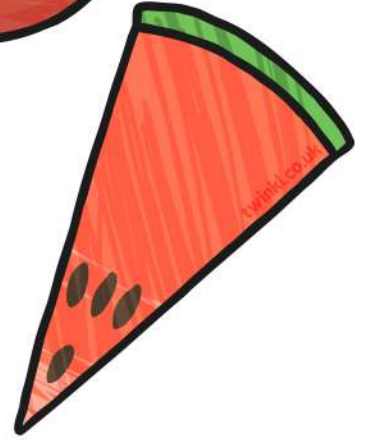
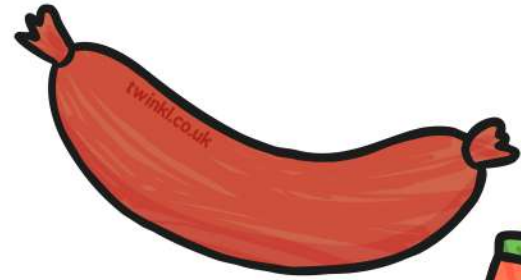
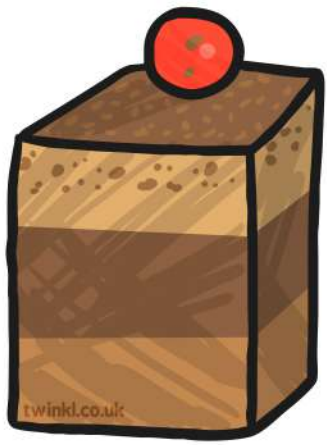
Put your hands together

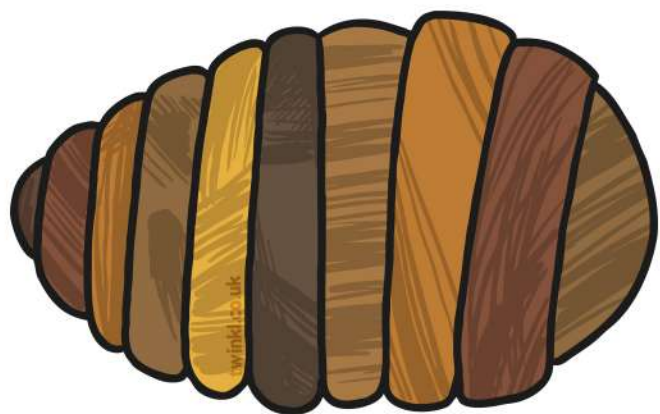
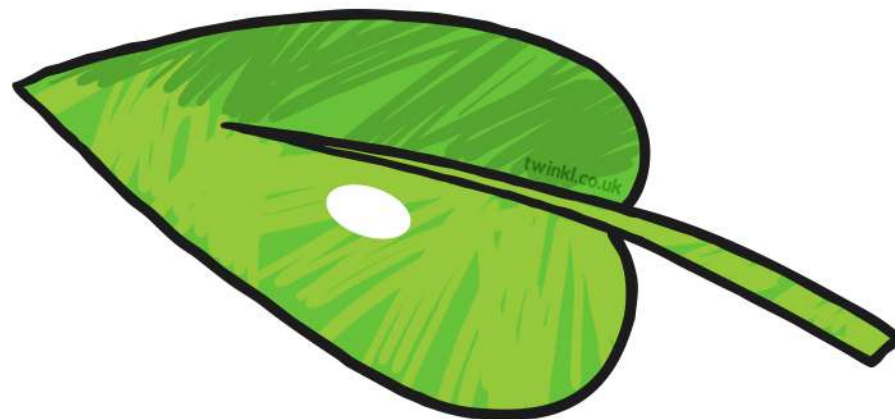
In your lap.

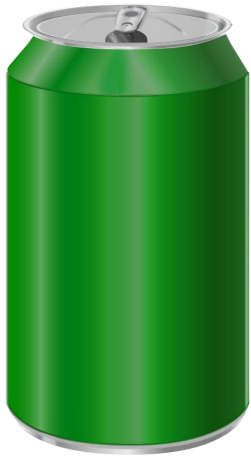







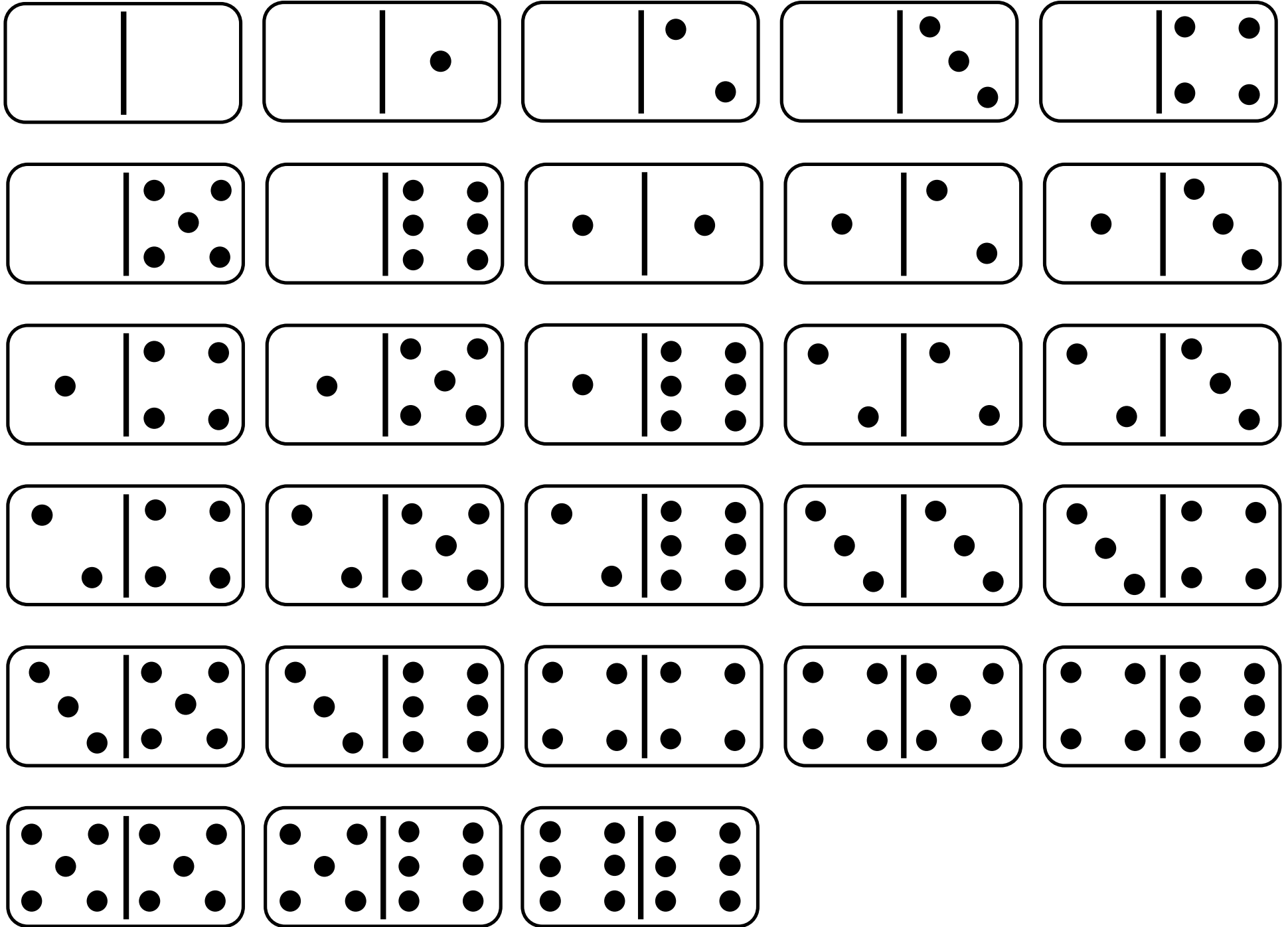






Domino Parking Lot

0	1	2	3	4	5	6
7	8	9	 No Parking	10	11	12



Name _____



STORY MAP

Setting

Characters

Beginning

Middle

End

