

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

This pacing guide is intended to be lengthened/modified according to your students' needs. Please continue to revisit and support all skills and concepts that are introduced in the first few weeks. Our ultimate goal is for students to become familiar with the school setting and ultimately ready for kindergarten.

As you prepare to implement the First 20 Days of Reading and Writing: Prekindergarten, please keep in mind that it will be necessary to be flexible with your time based on your student's needs. Based on each day's lessons, you may find you need that you need extended time for one activity setting as you put systems into place. Use your judgment, based on your students' needs to adjust instructional time.

Day	Oral Language	Literacy	Writing	Teacher Tips
Day 1,2, 3	<p><b>Getting to Know You Activity</b> Set up a table for a getting to know you activity. Choose puzzles, Play Doh®, large Legos, or another activity that will allow the students to be engaged if the teacher needs to be supportive of a student that is having difficulty adapting to the school environment. As the students arrive they may work on the activity with the teacher. The teacher should use the activity as a time to talk with the students and get to know them. This should last about 20 minutes. Sing the clean up song and show the children how you want them to clean up the table.</p> <p><b>Clean Up Songs</b> (Tune: Mary Had a Little Lamb) <i>It is time to clean up now Clean up now, clean up now It is time to clean up now Clean up we know how.</i></p> <p><i>We can clean up, you will see You will see, you will see We can clean up, you will see Just how clean our room can be.</i></p>	<p><b>Vocabulary For the First Days</b> Restroom, tissues, sink, desk, tables, carpet, teacher, line, clean up.</p> <p><b>Line Poem</b> – Use the line poem to help teach the children to walk in the hallway and in a line. Read the poem with the students. Talk about each line of the poem and model expectations for the students. Allow the students to practice making a line on the carpet and then at the door.</p> <p><b>Line Poem</b> <i>My hands are right beside my sides. I am standing very tall. I am quietly looking straight ahead. I am ready for the hall. or My hands are by my sides I'm standing very tall I'm very, very quiet I'm ready for the hall</i></p> <p><b>Poema para ponerse en fila</b> <i>Mis manos estan a los lados. Estoy parado muy alto. Estoy derecho viendo para enfrente. Estoy listo para caminar en el pasillo. or Mis manos pegaditas a cada lado, Derechito y muy alto,</i></p>	<p><b>Sign-in</b> Show the student the large sign in chart. Allow the students to find the current day. Teacher should model signing his/her name under the current day then have all 5 students sign their name under the current day. You may need to offer scaffolding for name signing such as providing students with a name card with their name and you should accept all attempts even scribbles.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Sign-in Aug. 24, 2009</b></p> <p><b>Monday</b></p> <p><b>Tuesday</b> Ms. Jones Harry Juana Sue Tom Jorge</p> <p><b>Wednesday</b></p> </div> <p><b>Art/Writing</b> <b>Introduce Crayons and Writing Paper</b> Show the students where the crayons and writing paper are kept. Allow the students to take turns modeling how to get the crayons and paper. Discuss guidelines for using the crayons and the procedures for placing them back</p>	<p><b>Teacher Tips:</b> Be sure to limit access to centers that are not open at this time. You will want to develop systems for students to self-managing in centers. Think about:</p> <ol style="list-style-type: none"> <li>How will the students know (and recall) the objectives for the centers? One option is creating a list (with pictures) of what students "can do" at each center. Photographs can be taken as students model the use of the center. The photos are then placed on a "Can do" anchor chart in the center.</li> <li>Introduce your clean up signal "BEFORE" introducing your centers. Explain the signal and model expected behavior for when the students hear the signal. It is always a good idea to have the students practice this behavior before they actually go to centers.</li> <li>How will the students know how to clean up each center? (i.e. Using photos, "shelf shadows", or icons of where it items are placed in the centers so students know where items belong.) Write a step-by-step anchor chart (process criterion chart) with the students regarding the clean up of each center.</li> </ol>

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<p><b>Cancion de Limpiar</b> <i>Limpian, Limpian Ya es hora de limpiar. Limpian, Limpian Pongan todo en su lugar.</i></p> <p><b>Classroom Tour</b> Next take a tour of the classroom. This is a time to point out the areas in the classroom and briefly talk about the procedures for each area. Be sure to point out:</p> <ul style="list-style-type: none"> <li>• <b>Restrooms</b> While visiting the restroom give every child a turn to use the restroom. Discuss how school restrooms are different from home bathrooms. Show children where the paper is located and how to flush a school toilet. Inform children that a school toilet makes a lot of noise, as this is very intimidating to some children.</li> <li>• <b>Tissues</b> Show students where the tissue box is located in the classroom. Teach children how to pull only one tissue out at time and to always put used tissues in the trashcan. Using tissues is always followed by hand washing.</li> <li>• <b>Sink</b> After each child has used the restroom lead students to the sink. Show students how to turn on the water on low so that it doesn't splash. Model using the hand soap and proper hand washing procedures. Teach</li> </ul>	<p><i>Calladito mirando al frente Ya estoy listo para entrar en el pasillo.</i></p> <p><b>Campus Tour</b> Take the children on a tour of the campus. This is a time to point out places in the school to which we will be traveling during this school year, and briefly talk about each one. Be sure to point out:</p> <ul style="list-style-type: none"> <li>• The cafeteria</li> <li>• The office</li> <li>• The health room</li> <li>• Library</li> <li>• Playground</li> </ul> <p><b>Read</b> <i>Hooray for PK</i> <b>!Que viva el preescolar!</b> Before reading, introduce the book by allowing the students to look at and talk about the cover. As you read the book, take time to look at the illustrations and point out or talk about how these things look (or will look) in our classroom or school. Discuss the similarities in the classroom to the classroom in the book.</p> <p><b>Centers</b> Begin by introducing the center management system. Introduce both the name cards and the centers signs in each center. Model choosing a center and placing your name card in the center. Talk about removing only your own name card.</p> <p><b>Open the Dramatic Play</b> center. Take the students into this center and allow them to examine the materials. Then discuss appropriate use of center materials and the procedures for returning items back where they</p>	<p>where they belong. Allow the students to draw pictures of things they like about school. Allow them to tell you about their pictures while you take dictation for them.</p> <p>Be sure to take pictures of the students and print them to be ready for name activities for next week.</p>	<ol style="list-style-type: none"> <li>4. How will vocabulary be modeled and reinforced in centers? - Model the focus words from each unit during centers. This will allow the students time to practice listening to and speaking using academic vocabulary.</li> <li>5. What should students do if they have a problem at centers? Talk about problems before and as they arise. Teach the students specific problem solving strategies to help them deal with small issues. For example: Telling other students to, "PLEASE STOP". Or, "It makes me sad when you..." &amp; "I'm sorry I made you feel sad."</li> <li>6. What supplies can students help replace on the shelves? For example: Do students know where the paper is kept? If the paper in the art center runs out, can the students get paper from under the sink to continue their task without asking the teacher? This is an opportune time to teach students how to self-manage centers.</li> <li>7. Above all model, model and model some more. Allow the students to model for each other after you have modeled. Always practice the, "I do", "we do", before ever going to the, "you do" portion of the task. For Example, Model the task and show the children your exact expectations. (This is the "I do" portion of the lesson) Then do the task together. (This is the "we do" portion of the lesson. Then allow the students the opportunity for independent practice. (This is the "you do" portion of the lesson) By providing the students opportunities to see the task and do it with you, you</li> </ol>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

<p>students that they should only use one paper towel at a time.</p> <ul style="list-style-type: none"> <li>• <b>Teacher's desk</b> Inform students that this is your workspace and what your expectations are for this space.</li> <li>• <b>Student tables</b> Teach students what your expectations are for sitting and working at tables.</li> <li>• <b>Learning carpet</b> Teach students your expectations for sitting on the carpet and how you expect them to show respect for all during group lessons.</li> </ul> <p>You will also want to point out the centers in the rest of the room, but we will explore them later.</p> <p><b>Transition Song:</b> DLM Where is Thumbkin/Pulgarcito CD - Teach <i>Where is Thumbkin</i>. Focus on teaching the words and actions. Ask the children to listen closely and follow directions.</p> <p><b>Recess</b> Review the procedure for lining up. Take the children out to the playground at a time when there are not too many other classes already there. Allow the children to sit by the playground. Discuss each feature of the playground and how it should be used. Choose a student to model the feature once it is introduced. Continue until all features have been discussed and all children have a chance to model at least one aspect of the playground. Discuss the</p>	<p>belong. Introduce the language for and model how to share and take turns. Allow the students to help you model what sharing and taking turns looks like in this center. Interact with the students in the center; continue modeling vocabulary and appropriate purposeful play. When it is time for clean up, use the same song introduced earlier. Discuss and model how to clean up the center having everyone join in the process.</p> <p><b>Open the Block Center.</b> Take the students into the block center and allow them to look at the items in this center. Ask them what they think can be done with each item. Then discuss the appropriate use of the block center materials and give instructions for returning the items where they belong. Be sure to introduce the academic vocabulary for this center as well as terms for sharing and taking turns. Model how the items in the center are used. Allow the children to model the use of the items as well as taking turns and sharing materials. BEFORE allowing the students to work in the center, discuss and model how the center should be cleaned.</p> <p><b>Open the Manipulatives Center.</b> These center items will change frequently, but today we will introduce puzzles. Take the students into this center and allow them to examine the materials. Then discuss appropriate use of center materials and the</p>	<p>scaffold for student success.</p> <p><b>Management tips for Dramatic Play:</b></p> <ol style="list-style-type: none"> <li>1. Stock the center with just a few items at first. This will allow the children to get used to playing in the center without being distracted by all of the props.</li> <li>2. Discuss rules for this center before the students begin to play here.</li> <li>3. Show the children how to clean up when they are finished in the center.</li> </ol> <p><b>Management tips for blocks:</b></p> <ol style="list-style-type: none"> <li>1. Please build no higher than your chin. (Please do not stand on anything but the floor to build.)</li> <li>2. Please do not build in the "no building zone in front of the block center as other students will be walking in that space to get supplies.</li> <li>3. Be sure to have pictures or "shadow shapes" and clear labels for the students to assist them with clean up.</li> <li>4. Be sure to include pictures and literature about building to inspire the children's work. This could include photographs of unusual buildings.</li> <li>5. Talk about your procedures for leaving structures to be continued the next day. (You will need to decide if you have the space to leave the blocks out where they will not be accidentally knocked down.)</li> </ol>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>signal for lining up, i.e. a bell, whistle, etc. and where the children will make their line when it is time to come in. Have the children show you their line at the designated place. Then, allow the children to go and stand beside something on the playground and then give them the lining up signal. The students should run to line up at the designated spot. Allow them to play on the playground, reviewing the line-up signal periodically during playtime. At the end of recess, give the signal and have the students line up at the designated spot.</p> <p><b>Lunch</b> <b>Pre-training</b> Review the procedure for lining up. Take the children to the cafeteria at a time in the morning when others are not already there. Allow the children to walk through the cafeteria line. Discuss cafeteria procedures for getting lunch and paying for it. Show the children how to hold their trays and take them to sit at the table designated for your class. Show them how to sit at the table and how to get help if needed, especially with milk cartons. Discuss when, where and how to line up to leave the cafeteria - including table washing and tray clean up.</p>	<p>procedures for returning items back where they belong. Introduce language for puzzles and model how to share and take turns. Allow the students to help you model what sharing and taking turns looks like in this center. Interact with the students in the center; continue modeling vocabulary and appropriate, purposeful play. When it is time for clean up, use the same song introduced earlier. Discuss and model how to clean up the center having everyone join in the process.</p>		<p><b>Management tips for Manipulatives Center:</b></p> <p><b>Puzzle Center Tips</b></p> <ol style="list-style-type: none"> <li>1. Begin with several (no more than 4) basic puzzles for the children to practice their puzzle solving strategies and build fine motor skills.</li> <li>2. Model how to dump the puzzle into a plastic/paper plate. This keeps all of the puzzle pieces from mixing together.</li> <li>3. Model finding the edge pieces first and then filling in the middle pieces as one strategy. Matching colors is another strategy to model.</li> <li>4. Discuss what to do if they cannot complete a puzzle. (Asking for help rather than simply leaving the puzzle.)</li> <li>5. Decide what to do with the puzzle if clean up time is over and the puzzle is still not completed.</li> <li>6. If a puzzle is missing pieces use a permanent marker to outline the shape of the missing piece and write the word missing in the middle. This allows students to complete the puzzle with less frustration.</li> <li>7. If you have more difficult wooden puzzles (10 or more pieces) try using a fine point permanent marker to outline the puzzle pieces on the board. Model for the students how to look for the matching shapes when assembling the puzzle.</li> </ol>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

Day	Oral Language	Literacy	Writing	Teacher Tips
Day 4	<p>Getting to Know You Activity Set up a table for a getting to know you activity. Choose puzzles, Play Doh, large Legos, or another activity that will allow the students to be engaged if the teacher needs to be supportive of a student that is having difficulty adapting to the school environment. As the students arrive they may work on the activity with the teacher. The teacher should use the activity as a time to talk with the students and get to know them. This should last about 20 minutes. Sing the clean up song and show the children how you want them to clean up the table.</p> <p>Clean Up Songs (Tune - Mary Had a Little Lamb)</p> <p><i>It is time to clean up now Clean up now, clean up now It is time to clean up now Clean up we know how.</i></p> <p><i>We can clean up, you will see You will see, you will see We can clean up, you will see Just how clean our room can be.</i></p> <p><b>Cancion de Limpiar</b> Limpian, Limpian <i>Ya es hora de limpiar. Limpian, Limpian Pongan todo en su lugar.</i></p> <p><b>Song</b> Teach the song, "This is Tiffany"/"Esta Es Tiffany," from the DLM teachers guide. Sing the song and introduce the children to one another until all of the students have been introduced. You may want to sing this song each day until the children are</p>	<p><b>Introduce the library center.</b> Take the students into this center and allow them to examine the materials. Then discuss appropriate use of center materials and the procedures for returning items back where they belong. Introduce language for the library center and model how to share and take turns. Allow the students to help you model what sharing and taking turns looks like in this center. Interact with the students in the center; continue modeling vocabulary and appropriate, purposeful play. When it is time for clean up, use the same song introduced earlier. Discuss and model how to clean up the center having everyone join in the process.</p> <p><b>Wiggle Your Fingers</b> Wiggle your fingers, wiggle your toes, Wiggle your shoulders, wiggle your nose. Now there are no more wiggles left in me, And I'll be as still as still can be. Because it is story time you see. <b>Menearse/I Wiggle</b></p> <p><b>I Wiggle/Menearse</b> Meneo, meneo, meneo mis dedos de la mano. Meneo, meneo, meneo mis dedos del pie. Meneo, meneo, meneo mis hombros. Meneo, meneo, meneo mis nariz. No me quedan mas meneos en mi cuerpo, Por eso me siento tan</p>	<p><b>Sign-in</b> <b>Continue the Weekly Sign in learned last week.</b> If the large chart is too difficult for your classroom, you might consider using one 8 1/2 by 11 sheet of paper for each day and allowing the students to sign the paper as they come in. At the end of the day, insert the sheet into a 3 ring binder to make a class book of attendance. The children will like reading the names of the students that were there each day and there will be one page per day added to the book.</p> <p>As children become more familiar with sign in chart, move to sing-in page 8 1/2 by 11 that has their picture beside a space</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; margin: 0;">Sign-in Wednesday, Aug. 25, 2009</p> </div> <p><b>Our friends have names</b> Song: "What is your name?" by Hap Palmer. Introduce the concept that everyone has a name. You may want to sing this song for several days to assist the children in matching names to their friends. You can add print to this song by printing the student names on sentence strips and allowing the children to read the names as they fill in the blanks from the song. The children can write their own names under the names on the card. A picture of the student on the name card is a big help for the students.</p> <p>Song: Tu nombre by Beverly Irby Si tu nombre empieza con _____, Empieza con __, empieza con _____.</p>	<p><b>Transition</b> - If you are happy and you know it/Si estas contento. Tell the students you are happy they are here today.</p> <p><b>Management tips for the Library Center</b></p> <ol style="list-style-type: none"> <li>1. Mr. Wiggle by Paula Craig is an excellent book for introducing book care with young children.</li> <li>2. Begin right away with the proper handling of books and explain that we have many more books that we will be using this year so we must take good care of them.</li> <li>3. Teach the children how to choose a book and different ways to "read" a book independently or with a buddy. They can "read" or talk about the pictures that they see in the book and tell the story by looking at the pictures. They may know some of the words and can read the print or they may want to tell the story in their own words.</li> </ol> <p><b>Book Suggestions for the First 20 Days of school.</b></p> <p>This list is not an exhaustive list of books to be read during the first 20 days of school, but rather a starting point for you. Many of these books will be in your school library or the library at PDC located at Allan Elementary.</p> <ol style="list-style-type: none"> <li>1. <b>The Kissing Hand</b> by Audrey Penn.</li> <li>2. <b>Hooray for Prek</b> by Ellen Senisi</li> <li>3. <b>Curious George Goes to School</b> by Margaret Rey</li> <li>4. <b>Froggy Goes to School</b> by Jonathan London</li> <li>5. <b>David Goes to School</b> by</li> </ol>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>familiar with the names of their classmates</p> <p><b>Classroom Tour</b> Next take a review tour of the classroom. This is a time to point out the areas in the classroom and allow the students briefly review each area. Be sure to point out:</p> <p><b>Restrooms</b> <b>Sink</b> <b>Tissues</b> <b>The teacher's desk</b> <b>Student tables</b> <b>Learning carpet</b> You will also want to point out the centers in the rest of the room, especially the dramatic play, blocks, manipulatives and art/writing centers.</p> <p><b>Transitions</b> can be difficult times for students. Always have a song fingerplay, or activity ready for transition time. The best way to end an activity is to start something else. Simon says is an easy transition and requires no materials. After many of the students are finished cleaning their centers, begin a game of Simon Says on the carpet. This will allow the children who are finished with their task to have something engaging to do and will help the other children clean more quickly in order to join you on the carpet.</p> <p><b>Introduce a New Song</b> Teach the students The ABC Song. Be sure to point to the letters on the chart as students are singing.</p>	<p>callado como callado puedo estar.</p> <p><b>Read</b> a "Going to School Book" See listing of suggestions in the classroom management box. <b>Before</b> reading the book, plan questions for stopping points in the book to discuss concepts /vocabulary and check for comprehension. Before reading the book, use a fingerplay to help the students focus and get them ready to listen. <b>Be Very Quiet!/Callense!</b> <b>During reading</b>, discuss the book as you read, Help the students make text to self-connections about the book. For example, "Corduroy has books in his class. We have books in our class too, etc. <b>After reading</b>, When the book is finished, ask open-ended thinking questions or questions to help check for understanding.</p> <p><b>Class Rules</b> - Read a book to the students about rules. (See some suggested titles in the classroom management section. Explain the meaning of the word rule and make connections to the book. Ask the children if they know any rules that would keep our classroom a safe and wonderful place to be. Listen and discuss the students responses are you make a chart of them. Help them put their suggestions in a positive sentence. For example, "We don't run." can be stated as "We walk." Draw a picture next to the rule to allow the children to remember the meaning. Rules should be limited to 4 or 5 total. When you have completed the list, read the</p>	<p>Si tu nombre empieza con____, Levantate por favor.</p> <p><b>Clothespin game</b> Model for the children how clothespins work. Explain that today we are going to play a game with the clothespins that will make our hands stronger so we can be better writers. Be sure to talk about expectations for how they will handle the clothespins. (example - the clothespins should be used for pinching the paper only.) Give each child a clothespin. Take a cardboard shape and pass the shape to the child next to you in the circle with your clothespin. You will need to show them how you open your clothespin when the other child closes their clothespin on the shape. As they pass the shape around the circle, have the other children say, "Susie is passing the triangle to Jody." Now Jody is passing the triangle to Juan." Etc.</p> <p><b>Return to the Manipulatives Center.</b> These center items will change frequently, but today and for the next few days we will work with puzzles. Remind the children of the rules for using the puzzles. Choose a student to model the expected behavior in the puzzle center. Interact with the students in the center; continue modeling vocabulary and appropriate, purposeful play. When it is time for clean up, use the same song introduced earlier. Discuss and model how to clean up the center having everyone join in the process</p>	<p>David Shannon 6. <a href="#">Corduroy Goes to School</a> by Don Freeman 7. <a href="#">The Wheels on the Bus</a> by Raffi 8. <a href="#">If You Take a Mouse to School</a> by Laura Numeroff 9. <a href="#">Dinosaurs Go to School</a> by Jane Yolen. 10. <a href="#">Dinofours - It's Time for School!</a> By Steve Metzger</p> <p><b>Books about School Rules</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">School Rules (Rookie Choices)</a> by Larry Dane Brimmer and Christine Tripp</li> <li>2. <a href="#">Know and Follow Rules</a> by Cheri J. Meiners M.Ed. and Cheri J. Meiners</li> <li>3. <a href="#">The First Days of School</a> by Dr. Harry Wong</li> <li>4. <a href="#">Conscience Discipline</a> by Dr. Becky Bailey</li> <li>5. <a href="#">Classroom Routines that really work for Pre-K &amp; Kindergarten</a> by Kathleen Hayes &amp; Renee Creange</li> </ol> <p>Suggestion: Teachers can go the process of developing class rules together by discussing problems such as; "When we can't hear because someone is talking what could we do?"</p>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

		<p>rules together with a pointer and then allow the students to practice reading the chart with a pointer. (Be sure to talk about and model pointer safety before allowing the students to use the pointer.)</p> <p>Should we include a list of suggested rules stated in a positive fashion? Some Suggested Rules: 1. We are kind. 2. We use Walking Feet 3. We Use Listening Ears 4. We Use Hands are for Helping not Hurting 5. We are Responsible</p>		
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 5	<p><b>Getting to Know You Activity</b> Continue with the getting to know you activity from the previous four days. This should last about 20 minutes. Sing the clean up song and show the children how you want them to clean up the table.</p> <p><b>Greet the Students:</b> Review the song, "This is Tiffany"/"Esta Es Tiffany." Sing the song and introduce the children to one another until all of the students have been introduced. You may want to sing this song each day until the children are familiar with the names of their classmates.</p> <p><b>Review Class Rules:</b> Using the chart from yesterday's lesson, review the classroom rules before we begin our day. You may want to review the rules periodically throughout the day during the first two weeks of school.</p> <p><b>Thinking about Listening</b> Today we are going to talk about listening. Play a short</p>	<p><b>Open the Listening Center</b> Show the children the listening center. Take the students into this center and allow them to examine the materials. Discuss the names of the items in the center. (for example, headphones, volume, loud, soft, tape, CD, turning pages, book) Then discuss appropriate use of center materials and the procedures for returning items back where they belong. Model how to share and take turns with the equipment. Allow the students to help you model what sharing and taking turns looks like in this center. Interact with the students in the center; continue modeling vocabulary and appropriate, purposeful play. When it is time for clean up, use the same song introduced earlier. Discuss and model how to clean up the center having everyone join in the process.</p> <p><b>Wiggle Your Fingers</b> Wiggle your fingers, wiggle your toes,</p>	<p><b>Introduce Writing Materials - (Marker and Paper)</b> Discuss the use of markers in the classroom. Model correct marker use including where to place the marker top when it is not in use and how to be sure it is on tightly. You may want to show them a marker that is dried out and allow them to tell why it is important that we put the lids on our markers. Show the children where the paper is kept and talk about how much paper they may use, or pass out a paper to each child and let them explore with markers. Talk to the students about using all of the paper, recycling paper they are finished with, and using recycled paper whenever possible. Discuss how the markers will be stored in the classroom and ask for several volunteers to model marker storage. Put the markers away for today and explain that we will use them again tomorrow.</p> <p><b>Portfolio Sample</b> - Discuss the concept of a portfolio. If you have a sample one, it would be great to show at this time. Tell the children that today we are going to put two items in our</p>	<p><b>Song for Transition:</b> Here We Go Round the Mulberry Bush/Aqui vamos vuelta de la morera including new made up verses that describe things the children do at school (This is the way we eat our snack, This is the way we line up for art, This is the way we sit on the carpet.)</p> <p>Tips for Opening the Listening Center</p> <ol style="list-style-type: none"> <li>1. Color code the CD Player/tape recorder to allow the children to use it independently. A green dot for play, a yellow dot for rewind and a red dot for stop.</li> <li>2. Color code or symbol code the books and the CD's or tapes to allow the students to put the correct CD or tape in with the correct text.</li> <li>3. Children love to hear their own voices. Make your own CD's or tapes as you read aloud with your students. These will be the most popular books in the class!</li> <li>4. Allow students to practice selecting a text and returning it to its appropriate location in the listening center.</li> <li>5. Be sure to talk about noise</li> </ol>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

<p>part of a song and ask the students to listen to it. Then ask them to tell you about listening. Help them understand that we use our ears to listen. We hear sounds and make sense of them with our brains. Have students close their eyes and sit quietly to listen to sounds. Discuss all of the sounds the children heard. Brainstorm together what kinds of rules we should have for listening. Create an anchor chart for listening.</p> <p><b>Something like:</b>          Our mouths are closed,          Our eyes are looking,          Our ears are listening          Our brains are thinking          Our hands are in our own space.          (illustrate the anchor chart with rebus pictures to help student read the chart.)</p> <p><b>Timer Time</b>          Show the students a kitchen timer. Allow them to hear the ticking sound the timer makes. Let them cover their eyes while you hide the timer. Hide the timer in a place where they can easily find it if they follow the ticking clock. Allow them to listen for the ticking and find the timer. As they polish their listening skills, hide the timer in increasingly difficult places.</p>	<p>Wiggle your shoulders, wiggle your nose. Now there are no more wiggles left in me, And I'll be as still as still can be. Because it is story time you see.</p> <p><b>I Wiggle/Mencarse</b>          Meneo, meneo, meneo mis dedos de la mano.          Meneo, meneo, meneo mis dedos del pie.          Meneo, meneo, meneo mis hombros.          Meneo, meneo, meneo mis nariz.          No me quedan mas meneos en mi cuerpo, Por eso me siento tan callado como callado puedo estar.</p> <p><b>Reading about School</b>          Before reading our modeled reading selection, use a fingerplay to help the students focus and get them ready to listen. <b>Be Very Quiet!/Callense!</b> Read another text about going to school. Remember to stress the school vocabulary that is the focus for this week. <b>Listen Buddy</b> by Helen Lester is an excellent choice for today. If you do not have it in your library, you may want to borrow it from another AISD libraries using the Library Media Center website. <b>Before</b> reading the book, plan questions for stopping points in the book to discuss concepts /vocabulary and check for comprehension. <b>During reading</b>, discuss the book as you read, Help the students make text to self-connections about the book. For example, "Corduroy has books in his class. We have</p>	<p>portfolios. Today we are going to write our names and we are going to draw a picture of ourselves. Give the students markers and remind them to do their best work. You may want to give them portfolio pages to write on instead of blank paper to help with organization. For example</p> <div data-bbox="824 575 1175 785" style="border: 1px solid black; padding: 5px;"> <p>This is how I wrote my name in September 2009</p> </div> <div data-bbox="824 816 1175 1058" style="border: 1px solid black; padding: 5px;"> <p>This is how I drew myself in September 2009</p> </div> <p><b>Continue all previously opened centers.</b></p> <p><b>Just a dot of glue, will do!</b>          Show the children a bottle of glue. Introduce vocabulary such a bottle, glue, squeeze, dot, wipe, clean, twist, turn, etc. Show the children the steps for gluing.</p> <ol style="list-style-type: none"> <li>1. First twist the lid on the glue to open the bottle.</li> <li>2. turn the bottle upside down .</li> <li>3. Postion the bottle where you want the glue to go.</li> <li>4. Squeeze gently to allow the glue to come out.</li> <li>5. Squeeze with control.</li> </ol> <p>Remember, just a dot of glue will do.</p> <ol style="list-style-type: none"> <li>6. Turn the glue rightside up.</li> <li>7. Twist the top closed.</li> <li>8. Clean the glue top.</li> </ol> <p>Using a dot-to-dot sheet or a sheet with many dots on it, allow the children to practice gluing with control by placing glue on each dot.</p>	<p>level and how to keep your voice soft when wearing headphones.</p> <p><b>Set up a system</b> for your student portfolios. A file folder for each student or an accordion envelope works well. Label one for each student with his or her names. Begin a list of items that are in each students portfolios and determine an organization system to be sure you have samples from each student.</p> <p><b>Friend Puzzles</b>          Write each student's first name on one side of a sentence strip and glue on a picture of him or her on the other side. Cut the pieces into two sides making the cut in the middle different each time so that only the correct pieces fit together. Ask the children to work together to put together their puzzle pieces.</p> <p><b>Writing Caddies</b>          Have writing caddies around the room filled with soft toys, different shaped notepads, pencils, etc..</p> <p><b>Teacher Tips for Glue</b></p> <ol style="list-style-type: none"> <li>1. If you take off the glue lids and spray the inside of them with PAM. The glue will not clog as easily. (They will need to dry several hours before use.)</li> <li>2. Making a glue anchor chart for the children to refer to throughout the year, will assist children in remembering how to use glue with control.</li> </ol>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

		<p>books in our class too, etc.  <b>After reading</b>, When the book is finished, ask open-ended thinking questions or questions to help check for understanding.</p> <p><b>Reading about Friends</b>            Read a text about friends. When you are finished remind the children of all of the friends we have in our classroom and in our school. Talk about friends. Make a chart of the names of our friends in our classroom and in our school (Principal, Vice Principal, Counselor, Librarian, etc.) Use sentence strips for names and place student/staff pictures on them if you have them. When you call out a friend's name, allow the child to find his/her name and put it on the chart. You may want to put out friend puzzles in the manipulative center.</p> <p>Mr. Wiggle and Mr. Waggle/Senor Wiggle Wiggle y Senor Waggle. Allow the students to participate in the story with hand gestures. (This would be a good tape to put in the listening center.)</p>	<p>These will dry and be bumpy. The children like to feel the glue after it has dried.</p>	
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 6	<p><b>Getting to Know You Activity</b>            Continue with the getting to know you activity from the previous four days. This should last about 20 minutes. Sing the clean up song and show the children how you want them to clean up the table.</p> <p><b>Greet the Students:</b>            Review the song, "This is Tiffany"/"Esta Es Tiffany."            Sing the song and introduce</p>	<p><b>Create a schedule</b> to go along with your classroom calendar. Using pictures of the students doing various activities around the classroom and school create a schedule depicting the classroom routine for the day. Each day change the schedule to fit the day's activities and allow the children to read the activities for the day.</p>	<p><b>Review Marker Use:</b>            Allow the children to discuss the use and storage of markers before using markers and paper in centers today.</p> <p><b>Dry Erase</b>            Add dry erase markers and white boards to the writing center. Be sure to introduce their use by modeling how to gently press with the markers, take the lids on and off, where to put the lids when they are not in use and how to</p>	<p>After today's lesson on helping, make a job chart using the suggested jobs agreed upon when you made the job list. Make sure that each job title has a picture next to it so children will know exactly what their job is. You can help helpers place their names next to the jobs they would like or you can assign jobs and rotate them on a regular system so each child gets a turn at each</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

<p>the children to one another until all of the students have been introduced. You may want to sing this song each day until the children are familiar with the names of their classmates.</p> <p><b>Review Class Rules</b> Review the classroom rules before we begin our day. You may also want to review the rules periodically throughout the day during the first two weeks of school.</p> <p><b>Thinking about Listening</b> Review listening from the previous week's lesson. Remind the students that we use our ears to listen, we hear sounds and make sense of them with our brains. Have students close their eyes and sit quietly to listen to sounds. Discuss all of the sounds the children heard. Review our created anchor chart for listening.</p> <p><b>Something like:</b> Our mouths are closed, Our eyes are looking, Our ears are listening Our brains are thinking Our hands are in our own space. (illustrate the anchor chart with rebus pictures to help student read the chart.)</p> <p><b>Eyes Closed, Ears Open</b> Show the children several objects that make a sound. (ie, a bell, a clicker, a block, a crayon on paper, etc) Allow the children to close their eyes and listen to the sound of the of the objects. Ask the children to tell which object they heard.</p> <p><b>Vocabulary</b></p>	<p><b>Reading about School</b> Before reading our modeled reading selection, use a fingerplay to help the students focus and get them ready to listen. <b>Are you Listening/?Me estan escuchando?</b> Read another text about going to school. Remember to stress the school vocabulary that is the focus for this week. <b>Listen Buddy by Helen Lester</b> is an excellent choice for today. If you do not have it in your library, you may want to borrow it from another AISD libraries using the Library Media Center website. <b>Before</b> reading the book, plan questions for stopping points in the book to discuss concepts /vocabulary and check for comprehension. <b>During reading</b>, discuss the book as you read, Help the students make text to self-connections about the book. For example, "Corduroy has books in his class. We have books in our class too, etc. <b>After reading</b>, When the book is finished, ask open-ended thinking questions or questions to help check for understanding</p> <p>Mr. Wiggle and Mr. Waggle/Senor Wiggle Wiggle y Senor Waggle. Allow the students to participate in the story with hand gestures. (This would be a good tape to put in the listening center.)</p> <p><b>Reading about Friends</b> Read a new text about friends. When you are finished reading, remind the children of all of the friends we have in our classroom and in our school. Review reading our pocket chart of the</p>	<p>erase the board. Be sure to show the difference between markers for the dry erase board and markers for paper. Orphaned socks make great dry erase erasers.</p> <p><b>Apples</b> Tearing paper makes for strong hand muscles. Give the children a white circle and allow them to tear red, yellow or green construction paper to glue onto the white circle to fill it and make an apple. Let them cut out leaves and you have a "bushel full "of apples for a bulletin board.</p> <p><b>Modeled Writing</b> Introduce the helper chart. Read a book about helping, The Berenstain Bears Lend a Helping Hand is one choice. Talk about ways that we can all help each other in our classroom. Let them think of jobs that they have seen need to be done in the classroom. The teacher should make a list of the jobs including a picture for each. Explain that from their list, the teacher will make a job chart for us to begin using tomorrow.</p> <p><b>Introduce Cutting with Scissors</b> Show the children a pair of scissors. Introduce the scissors with a discussion on cutting with scissors including the vocabulary terms that go along with cutting. (ie, cut, snip, open, close, away from, safety, hand -as in give to someone-, handles). You may wish to introduce the scissor rules with rebus pictures.</p> <p><b>Scissor Rules can be something like:</b></p> <ol style="list-style-type: none"> <li>1. Place your fingers in the holes inside the handle.</li> <li>2. open and close the scissor blades to make them cut.</li> <li>3. Cut away from your body.</li> <li>4. Pass scissors safely.</li> </ol>	<p>job.</p> <p><b>Some possible job:</b> Line leader Door Holder Caboose Plant Helper Pet Helper Library Helper Weather Person Calendar Attendance helper Clean up Capitan Messenger Daily News reporter Calendar Helper Substitute</p> <p>Stress the importance of every child being present daily to do their job. Pictures can be taken if you can't find a picture of a job. You can be very creative in developing jobs.</p> <p>Body Books <b>My First Body Board Book (My 1st Board Books)</b> by DK Publishing <b>Me and My Amazing Body</b> by Joan Sweeney and Annette Cable <b>Body Parts</b> by Bev Schumacher <b>Here Are My Hands/Aqui estan mis manos</b> by Bill Martin Jr., John Archambault, and Ted Rand <b>Body Parts Las Partes Del Cuerpo (Spanish Edition)</b> by Bev Schumacher My Body Talks/Mi cuerpo habla (DLM) Arthur's Eyes/Los ojos de Arthur by Marc Brown.</p> <p><b>Teacher tip for class meetings.</b> One idea for a talking device is a stuffed pet frog. Our class frog "Hoppy" only hopped down from the shelf for morning meeting. Hoppy "hopped" from child to child in the circle and</p>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

<p>This week we will concentrate on body parts. Make a vocabulary chart with the focus vocabulary from this week and pictures to match. If you place the pictures and words on sentence strips, you can have the students practice matching them in the pocket chart. Sing Head and Shoulders Knees and Toes to begin our study.</p> <p><b>Take time to talk about Talking</b> Use a device (e.g. a fake microphone, wand, etc.) to signify turn taking during classroom discussions. Only the person with the device is allowed to talk. As the children get more adept at taking turns during discussion times, you can phase out the device.</p> <p><b>Morning Meeting</b> Begin meeting each day on the carpet to have a class meeting. This is the time of day that the class meets together to talk about things that are happening at home, at school and what will happen during our day. The children can use the talking device to go around the circle and talk. In the beginning you may want to ask a question and allow them to tell the answer. As the year progresses you will want to offer a question, but also allow the choice of them telling us something that they want us to know. (ie. My cat had kittens, I got new shoes yesterday, I drew a picture at home last night.)</p>	<p>names of our friends in our classroom and in our school (Principal, Vice Principal, Counselor, Librarian, etc.) When you call out a friend's name, allow the child to find his/her name and put it on the chart. Allow the children to use a pointer at center time to review reading the names on the chart.</p> <p><b>Read a Counting Book</b> Discuss how learning to count and think about numbers is something we will do everyday. Today we will open the math center. Take the students into this center and allow them to examine the materials. Then discuss appropriate use of center materials and the procedures for returning items back where they belong. Introduce language for the math center, including the academic and informal mathematical terms. Model how to share and take turns. Allow the students to help you model what sharing and taking turns looks like in this center. Interact with the students in the center; continue modeling vocabulary and appropriate, purposeful play. When it is time for clean up, use the same song introduced earlier. Discuss and model how to clean up the center having everyone join in the process.</p>	<p><b>Scissor Handling Practice</b> Allow the children to sit in a circle. Show them how to hand scissors to another person by holding onto the blade end and handing the handle end to the other person. Allow the children to practice handing the scissors around the circle. One child says, "Would you please hand me the scissors?" The other child replies, "Yes!" and hands the scissors to the first child. The first child replies, "Thank you" The second child replies, "You are welcome." Then the child beside the first child asks the question and keeps the game going. You can allow the children to practice cutting with the scissors or wait until tomorrow to introduce correct cutting.</p>	<p>only the child that had hoppy was allowed to speak. At the end of the child's turn, Hoppy hopped to the next child. Be sure to model how you want the students to practice the movement of Hoppy from child to child. As Hoppy leaves one child and goes to another, it is a great time for the rest of the children to make a response to the speaking child. A simple "Good Morning, _____ (insert child's name here.) is a quick and easy response and a wonderful way for students to learn each other's names.</p>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

Day	Oral Language	Literacy	Writing	Classroom Management
Day 7	<p><b>Attendance Chart</b> Today we will begin taking our attendance on an attendance chart. Have the students names available on sentence strips or in die cut shapes for the theme. Allow the children to find their own names each day as they arrive and place their names in the appropriate place. During circle time allow the attendance helper count the children who are present and the number that are absent. They can then inform the class and write down their data.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite center in our classroom?"</p> <p><b>Review Listening</b> Review the listening chart from yesterday. As you point to the print, ask the children to read the listening rules that we established yesterday. As the children are practicing their listening, explain the listening game - Go and Stop/Sigue y détente from the DLM Early Childhood express page 42. Following the game sit in a circle with your talking device and allow the children to take turns talking about the game we just played</p> <p><b>Talking through a book-</b> Using a wordless book, talk with the children about the story. Introduce vocabulary</p>	<p><b>Action Story</b> Teach the action story "My BodyTalks/Mi Cuerpo habla. As the story is read, allow the children to point to the body parts they hear. Explain how using the movements in the story they, can "talk" without saying a word. (pg 38 SRA)</p> <p>Read a book about body parts. Allow the students to think of things they are able to do with their hands. At the art table allow the children to paint their hands and make handprints on paper. Allow these to dry overnight as we will use them tomorrow for a writing activity.</p> <p><b>Open the science center</b> Take the students into this center and allow them to examine the materials. Then discuss appropriate use of center materials and the procedures for returning items back where they belong. Introduce language for and model how to share and take turns. Allow the students to help you model what sharing and taking turns looks like in this center. Interact with the students in the center; continue modeling vocabulary and appropriate, purposeful play. When it is time for clean up, use the same song introduced earlier.</p> <p>Allow the children to use hand lenses to look at their hands. What do they notice. Use the talking stick to allow the students to take turns talking about their</p>	<p><b>Introducing Cutting</b> Precut several strips of scrap paper. Review the rebus rules from cutting introduced yesterday. Allow the children to practice snipping and cutting the strips. Review vocabulary for cutting as you teach the lesson.</p> <p><b>Sensory table-</b>Create a sensory table in the sand &amp; water table. Add scissors and newspaper, magazines, scrap paper or anything students may use for cutting. Have students practice cutting a straight line by giving them half pages from the want add section of the newspaper. Model cutting on the column lines thus cutting strips of newspaper. Students can staple the ends together creating a pompom and may take their pompoms home with them.</p> <p><b>Morning Message</b> Today we will begin our Morning Message. This is the time of the day that the teacher writes down information about the day. The news can include the day of the week, the weather, what is scheduled for the day or a special upcoming event. It can be done in a news format or even as a letter to the students.</p> <p><b>Sample Morning Message</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Today is Tuesday, September 5, 2009. The weather is rainy. We are learning about our 5 senses.</p> </div> <p><b>Sample Letter</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Dear Terrific Students, Today is Tuesday, September 5, 2009. Today we will play a listening game. We will open a</p> </div>	<p>Some Options for Wordless Books. See also -AISD ibistro for more suggestions Alike, Tabby. Anderson, Lena. Bunny Story Day, Alexandra. Carl Goes Shopping Day, Alesandra. Carl's Afternoon in the Park Meyer, Mercer - A Boy, A Dog, A Frog and A Friend Crews, Donald - Truck Depoula, Tomie - Pancakes for Breakfast</p> <p><b>Items for the science center - Beginning of the year</b></p> <p>Books on body parts Hand lenses Rocks Leaves Other nature items for children to look at through the hand lenses Body part puzzles</p> <p>Vocabulary Words should be written word first then picture. Each word should have a picture, even if it is hand drawn. The wall should be placed at the child's level. Words should be</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>as you walk through the pictures and encourage the children to make text to self, text to text and text to world connections.</p> <p><b>Getting Ready to Read</b> Each time before you read, allow the students to review the listening rules to be sure they are ready for the activity to come.</p> <p><b>Action Story</b> Teach the action story "My Body Talks/Mi Cuerpo habla. As the story is read, allow the children to point to the body parts they hear. Explain how using the movements in the story they, can "talk" without saying a word.</p>	<p>observations. Put the hand lenses in the science center.</p> <p>Meneo, meneo, meneo mis dedos de la mano. Meneo, meneo, meneo mis dedos del pie. Meneo, meneo, meneo mis hombros. Meneo, meneo, meneo mis nariz. No me quedan mas meneos en mi cuerpo, Por eso me siento tan callado como callado puedo estar. Introduce language for and model how to share and take turns. Allow the students to help you model what sharing and taking turns looks like in this center. Interact with the students in the center; continue modeling vocabulary and appropriate, purposeful play. When it is time for clean up, use the same song introduced earlier. Allow children to use hand lenses to look at their hands. What do they notice. Use the talking stick to allow the students to take turns talking about their observations. Put the hand lenses in the science center.</p> <p><b>Letter Wall</b> Introduce the letter wall and discuss that this is where the class vocabulary words will be placed along with all of the children's name cards that have their pictures. This week add the</p>	<div style="border: 1px solid black; padding: 2px;"> <p>new center. We will have a terrific day. Love, Mrs. Smith</p> </div> <p><b>Return to the Manipulatives Center.</b> These center items will change frequently, but today we will introduce the stringing beads. Take the students into this center and briefly allow them to review the use of the puzzles. Tell them today we will learn to use something else in this center. Allow them to examine the materials. Then discuss appropriate use of center materials and the procedures for returning items back where they belong. Introduce language for and model how to share and take turns. Allow the students to help you model what sharing and taking turns looks like in this center. Interact with the students in the center; continue modeling vocabulary and appropriate, purposeful play. When it is time for clean up, use the same song introduced earlier. Discuss and model how to clean up the center having everyone join in the process.</p>	<p>directly below the letters. Proper names should start with capital letters, all others should not.</p>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

		student name cards to the letter wall along with their pictures. Each day, be sure to call attention to the board and read the words displayed on the board.		
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 8	<p><b>Attendance Chart -</b> Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite color?"</p> <p><b>Circle Time</b> Place several objects on a tray in the circle. Ask the children to think about how we use our hands. Allow the children to look at their hands closely. Count fingers, point to knuckles and fingernails and allow the children to say these words with you. Discuss how their fingers move, hands move and wrists move. Talk about the objects on the tray. Discuss how we use our hands differently to pick up different sized and shaped objects. Pick up a pencil on the tray and allow them to discuss how you picked it up. (vocabulary word grasp) Pick up a larger block (one that can be picked up with one hand. Show them how we grasp it differently. Some items are so big, we use two hands. Pick up a larger item and model this</p>	<p><b>Read Aloud</b> Read a book about sizes. Today we will be working on the words big and small. If your students know these words, you may want to incorporate the words bigger, biggest, and smaller, smallest. Before the lesson, cut out hand shapes in two sizes (big and small) in several colors. (A large hand and a small hand shape in red, yellow, green, blue, purple, etc) Laminate these so they can later be used in a center. Put the words big and small on the pocket chart. Allow the children to choose two hands from a pile on the carpet that are the same color. Have them put the big one on the pocket chart under the word big and the small one under the word small. Be sure to put a picture on the word cards to assist the children with their reading. Allow the children to do the activity again at center time at the pocket chart center. Be sure to show them what clean up looks like for this area.</p>	<p><b>Morning Message</b> Each Day we will continue our Morning Message. The news can include the day of the week, the weather, what is scheduled for the day or a special upcoming event. It can be done in a news format or even as a letter to the students.</p> <p><b>Circle Time</b> During circle time today, allow the students to generate a list of things they can do with their hands. When the list is complete. Allow them to choose the one they like the best and write it on their handprint paintings from yesterday with this stem. With my hands, I can_____. Model writing on the blank for the student. This is not copying from the list, but rather their own spelling and letter formation. Be sure to take dictation for the students under the blank.</p> <p>Give everyone a spoonful of finger paint on a sheet of finger paint paper. Allow the students to listen to music and move their hands on the paper to the rhythm of the music.</p> <p><b>Art Center Addition</b> Print each students name on a large sheet of construction paper. Model using the ink pad to use finger prints to trace the name on the paper. Allow the students to trace their names with ink finger prints at center time.</p>	<p><b>Painting Tips</b> Painting can be messy. Organization is key to keeping the lesson fun and enjoyable for all.</p> <ol style="list-style-type: none"> <li>1. Print the students names on the backs of their paper before the day begins.</li> <li>2. Have the paint ready - be sure to have enough of several different colors for today's lesson.</li> <li>3. Have plenty of rags and/or paper towels on hand for messes.</li> <li>4. Work at a table near the sink.</li> <li>5. If the children are working independently, ask them to ask a friend to turn the sink on for them.</li> <li>6. Men's dress shirts make good paint smocks. You can obtain them from families in the class or at second hand stores. Many thrift stores will give you old dress shirts if you tell them that you are a teacher.</li> <li>7. Have a place for clean and dirty shirts. This will allow the students to get clean shirts and not to get paint on them from a dirty shirt.</li> </ol>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>for them. Allow them to take an item off of the tray and tell the class whether they grasped it with their fingers, grasped it with one hand or grasped it with two hands. Allow everyone to have a turn.</p> <p>Sing "Hand Jive" from Greg and Steve, <i>We all Live Together</i> Volume 4. (ESL Option)</p> <p><b>Talking through a Book.</b> Reread the wordless book from yesterday. This time, pass out the discussion device and allow the children to take turns telling about the story as you turn the pages. This might be a fun version to record to put in the listening center later.</p>									
Day	Oral Language	Literacy	Writing	Teacher Tips						
Day 9	<p><b>Attendance Chart</b> Today we will continue taking our attendance on an attendance chart.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite thing to do afterschool?"</p> <p><b>Review School Vocabulary</b> Play the game, "what is in the Bag?" In a small bag, place items from around the classroom. Allow the children to:</p> <ol style="list-style-type: none"> <li>1. Reach in the bag and feel an item. They may talk about what they feel and then say what they think the item is. For example, "It is long and skinny." "I</li> </ol>	<p><b>Read a Story about the Human body</b> Use pictures and words on sentence strips in the pocket chart to review some of the vocabulary from this week. As you point to the word allow the children to look at the pictures and say the vocabulary word with you. Use it in a sentence and allow the students to generate sentences to go along with the words. Then point to the words with a pointer all allow the children to find one in the classroom or to act out the word. This weeks words about body</p> <table border="1" data-bbox="505 1732 797 1919"> <tr><td>Listen</td></tr> <tr><td>Speak</td></tr> <tr><td>Body</td></tr> <tr><td>Ears</td></tr> <tr><td>Mouth</td></tr> <tr><td>Hands</td></tr> </table>	Listen	Speak	Body	Ears	Mouth	Hands	<p><b>Morning Message</b> Each Day we will continue our Morning Message. The news can include the day of the week, the weather, what is scheduled for the day or a special upcoming event. It can be done in a news format or even as a letter to the students.</p> <p><b>Circle Time</b> During circle time today, allow the students to generate a list of things they can do with their hands. When the list is complete. Allow them to choose the one they like the best and write it on their handprint paintings from yesterday with this stem. <b>With my hands, I can _____.</b> Model writing on the blank for the student. This is not copying from the list, but rather their own spelling and letter formation. Be sure to take dictation for the students under the blank.</p>	<p>Body Part Puzzles are fun for the children to put together and they help orient them to body parts. If you do not have a large commercial body part puzzle, you can make one from two laminated body part posters. (available from the teacher supply store) Leave one poster intact and cut the other poster into 19 large pieces. This will allow you to model putting a piece of the puzzle on the other poster and still have one puzzle piece left for each of the children in your class to place a piece too. The best thing is that the posters are inexpensive and they come in both English and Spanish.</p>
Listen										
Speak										
Body										
Ears										
Mouth										
Hands										

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>think it is a crayon. <i>Another version</i> of What is in the Bag, allows you to give clues as to what is in the bag and the children try to guess the item. When they have finished guessing, you can open the bag to check their predictions.</p> <p><b>Review Listening for directions</b> Play Simon Says or Follow the Leader to improve skills in the area of listening for directions.</p>	<p>Sing the Hokey Pokey to review body parts at the end of the lesson.</p>		
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 10	<p><b>Attendance Chart</b> - Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite thing to do on the playground?"</p> <p><b>Purposeful Review</b> Take stock of your classroom. Think about how your circle time is going, how centers are working, do children seem engaged and learning. Are there procedures that need to be reviewed. Take some time to review the specific</p>	<p><b>Read a body book</b> Review our body part vocabulary with the chart that we introduced earlier. Read a book about our bodies and how they work. See list of suggestions under classroom management. Be sure to introduce vocabulary words as you come to them. Select stopping points in the book to stop and discuss the concepts presented in the book. End with the song Eyes, Ears, Mouth and Nose/Ojos. Orejas. Boca y Nariz.</p>	<p><b>Morning Message</b> Each Day we will continue our Morning Message. The news can include the day of the week, the weather, what is scheduled for the day or a special upcoming event. It can be done in a news format or even as a letter to the students.</p> <p><b>Review</b> one of the centers we have already opened. Make an I Can chart for this center using the children's dictated words and pictures of them modeling what can be done at this center.</p> <p>For Example" <b>In the Blocks Center "I Can"</b></p> <ol style="list-style-type: none"> <li>1. Build with the big blocks.</li> <li>2. Build with the small blocks</li> <li>3. Build with the legos.</li> <li>4. Read books about buildings.</li> </ol> <p>Post the Chart in the center to remind students of the types of things that are done in this center.</p>	<p>Today is a great day to review the procedures that need to be solidified for your classroom success. You may also use this day to do any activities that you missed during the 1<sup>st</sup> nine days or activities that need to be retaught in a different way to ensure academic success.</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	procedures needed for your classroom success today.													
Day	Oral Language	Literacy	Writing	Teacher Tips										
Day 11	<p><b>Attendance Chart</b> – Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite thing to do at school?"</p> <p><b>Introduce Name Cards</b> Show the students their name labels. These labels are for the students to use for their assignments. The children may get their label and stick it on a large sheet of manila paper. Underneath (or above) their name label, they may write their name. They will continue to use the labels until they are able to write their name without assistance. For today's lesson model how you would find your name labels and how you would take one off and put it on the manila paper in the top corner. Then ask the students where they would find their labels, how would they get them on the paper, where would it go on the paper. Then allow them to put their own label on a large piece of Manila paper to be used in writing on Tuesday.</p> <p><b>Vocabulary</b> This week we will</p>	<p><b>Focus on the Five Senses</b> This week we will study the 5 Senses. Check your library for books on the 5 Senses as well as ibistro online for books to read aloud in the classroom. My 5 Senses by Aliko is an excellent choice for beginning the unit. Be sure to mark the book with stopping points to check for comprehension and to point out new vocabulary</p>	<p><b>Morning Message</b> Each Day we will continue our Morning Message. The news can include the day of the week, the weather, what is scheduled for the day or a special upcoming event. It can be done in a news format or even as a letter to the students.</p> <p><b>Hard and Soft Collage.</b> You will need the large manila paper with name labels on it from this mornings lesson. Show the children the Hard and Soft word cards you have written on index cards for them. Allow them to glue one word on one side of the paper and the other word on the other side of the paper. Place some items on the table in bowls. Allow the children to get one item from each bowl and glue it under the correct bowl. When they are finished gluing, allow them to label their pictures with the names of the object.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><b>Hard</b></td> <td style="padding: 5px;"><b>Soft</b></td> </tr> <tr> <td style="padding: 5px;">pebble</td> <td style="padding: 5px;">Cotton ball</td> </tr> <tr> <td style="padding: 5px;">bead</td> <td style="padding: 5px;">tissue</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </table> <p><b>Tongue Depressors in a Cup</b> Bring a pile of tongue depressors to the carpet and a cup to put them in. Show the children that you are going to make one stick for each child. Model writing their names on the stick saying each letter as you write. When you are finished with each stick ask them whose name you just printed. Put all of the sticks in the cup and show the children that whenever we need to</p>	<b>Hard</b>	<b>Soft</b>	pebble	Cotton ball	bead	tissue					<p><b>Name Labels</b> The teacher makes a sheet of labels for each student. (1 inch labels from the warehouse work well) Each student label should have the student's first name printed in DeNelian for the student. The children keep their sheet of labels in their cubby and peels off a label when they need it o put their name on a paper. If labels are not available, simply use the label template to make a sheet of labels and cut them out. Place them in an envelope and teach the students to put them on their papers with a glue stick. The students should always write their names under or above the label.</p> <p>Touch Box – A box that is closed, but has a hole cut in it so that the children can stick their hands inside to feel the objects inside.</p> <p>Books about our Five Senses** 1., Touch by Maria Ruis 2. Taste by Maria Ruis 3. Smell by Maria Ruis 4. Hearing by Maria Ruis 5. Sight by Maria Ruis 6. My 5 Senses by Aliko 7. The Listening Walk by Paul Showers 8. Let's Learn about the 5 Senses by Nuria Roca 9. My Five Senses by Margaret Miller 10. My Hands by Aliko</p> <p>**Most of these titles are available in Spanish.</p> <p>The vocabulary under oral language should be added to the Letter Wall.</p>
<b>Hard</b>	<b>Soft</b>													
pebble	Cotton ball													
bead	tissue													

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>concentrate on (among others) the following words Listen - Escuchar Speak - Hablar Name - Nombre Vocabulary - Vocabulario Write - Escribir Body - Cuerpo Ears - Oreja Eyes - Ojos Mouth - Boca Hands - Manos Make a vocabulary chart with the focus vocabulary from this week and pictures to match. If you place the pictures and words on sentence strips, you can have the students practice matching them in the pocket chart.</p> <p><b>A Touch Box</b> Collect a pile of small objects. Allow the students to see each object, hear you name the object, and then repeat the name of the object as you place it in the touch box. Allow each student to have a turn to stick their hand in the box and feel an object inside. They must tell what they think the object is and then pull it out of the box to see if they are correct. Put the items in a center for the children to practice. Use the cup of tongue depressors to see what order the children choose from the box.</p>		<p>take turns, you might use the names in the cup to decide what order we go. Add a green dot to one end and red dot to the other end. Red will signify a turn has been taken and you will put tongue depressor upside down in the cup. Dismiss the children from the carpet using their name sticks so they can see how the process works.</p>	
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 12	<p><b>Attendance Chart -</b> Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day.</p>	<p><b>Touch</b> Read the book Touch by Maria Ruis or another book that covers the topic of touch. Before reading mark stopping points in the book with sticky notes which contain questions to ask the students. These questions should check for</p>	<p><b>Morning Message</b> Each Day we will continue our Morning Message. The news can include the day of the week, the weather, what is scheduled for the day or a special upcoming event. It can be done in a news format or even as a letter to the students.</p>	<p><b>Assessment:</b> Refer to pg. 1 of the 1<sup>st</sup> 9 weeks Assessment Rubrics for Pre-K. Observe children as they follow simple directions.</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p><b>Continue Morning Meeting:</b> Today's talking question could be, "Where is your favorite place to go?"</p> <p><b>Vocabulary Study</b> Review the word "touch" and the body parts learned last week. Allow the children to march around a circle made with construction paper cards made from different colors. Play a song and then stop the song. The children should stop behind the letter card they are closest to and listen for direction. The teacher will say, "touch the letter with your toes, (or other body part) All of the children will follow directions. The teacher can ask one student to name the color of their card (or the letter on the card if the student's have that level of knowledge) that they are touching and then the activity continues.</p>	<p>comprehension as well as guide new learning.</p> <p>Place a bucket of objects in the center of the circle as well as two word cards. The cards should say hard and soft. Allow the children to choose an item out of the bucket and place it under the word card hard or soft as appropriate. When you are finished with the lesson, place the word cards and the bucket in a center so the children can continue practicing</p>	<p><b>Introduce Journal Writing</b> The teacher will model drawing a picture as he/she tells a story about something that happened to them. When the picture is complete, the teacher will label the picture with a caption and may even want to label some items in the picture. Teach the children to use a date stamp and allow them to date their pictures under their names. Then allow them to make their own picture. Use markers so the children do not erase, but cross out any mistakes instead.</p>	
<b>Day</b>	<b>Oral Language</b>	<b>Literacy</b>	<b>Writing</b>	<b>Teacher Tips</b>
<b>Day 13</b>	<p><b>Attendance Chart -</b> Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite thing to play?"</p>	<p><b>Focus on the Five Senses</b> Continue reading books about the 5 senses. Check your library for books on the 5 Senses as well as ibistro online for books to read aloud in the classroom. Be sure to mark the book with stopping points to check for comprehension and to point out new vocabulary. As you study a sense each day and know more about that sense assist the children in making connections between what they know and new knowledge.</p>	<p><b>Morning Message</b> Each Day we will continue our Morning Message. The news can include the day of the week, the weather, what is scheduled for the day or a special upcoming event. It can be done in a news format or even as a letter to the students.</p> <p>Add pencils, markers, clipboards and paper to the block center. Teach the children how to make "blueprint" sketches of their buildings.</p> <p>Add pencils, markers and clipboard to the dramatic play center. Allow the children to make grocery lists,</p>	<p><b>Adding writing utensils to centers</b> is an excellent way to promote literacy. It is important to remember that the use of these materials will need to be modeled by the teacher. Students should understand the use, care of and correct storage of the materials before they are allowed to use them.</p> <p>It is extremely important to keep samples of student work throughout the year for assessment and to illustrate growth.</p> <p>Designate a place in the</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p><b>Take a book Talk Walk -</b> Choose a wordless book. (See a list of suggested wordless books on day 7.) Using a wordless book, talk with the children about the story. Introduce vocabulary as you walk through the pictures and encourage the children to make text to self, text to text and text to world connections.. Use the discussion object to help students take turns.</p> <p><b>Introduce the concept of rhyme.</b> Read a rhyming book. Dr. Seuss has some excellent ones. As you read, emphasize the words that rhyme. Allow the children to think about the book and remember two words from the book that rhyme. Allow them to illustrate the words and label the pictures with the rhyming words. Date the pictures and place them in the child's portfolio as a baseline for rhyming.</p>	<p><b>Read a book about Sight</b> Read the book Sight by Maria Ruis or another book that covers the topic of Sight. Before reading mark stopping points in the book with sticky notes which contain questions to ask the students. These questions should check for comprehension as well as guide new learning.</p> <p>Play "I Spy" with the students. Model first how the game is played with the teacher being the person that "spys" the object. Discuss how to give clues without saying the name of the object. Allow the children to take turns spying things around the room.</p> <p>Introduce the Felt Board Using felt shapes, allow the children to play a sight game. Place one object on the board and say its name. Continue placing objects on the board and saying their names until you reach 4 objects. Then allow the children to close their eyes while you take one object away. Can they remember which object is now missing. Use you cup of tongue depressors to call upon the children.</p>	<p>write letters, take food orders, etc.</p> <p>Discuss 1 of the centers we have opened. Make an I Can chart for this center using the children's dictated words and pictures of them modeling what can be done at this center.</p> <p>For Example" In the Library Center "I Can" 1. Read a book by myself. 2. Read a book with a buddy. 3. Read a book to a stuffed animal.</p> <p>Post the Chart in the center to remind students of the types of things that are done in this center.</p> <p><b>Continue Journal Writing</b> Each day the teacher will model drawing a picture as he/she tells a story about something that happened to them. When the picture is complete, the teacher will label the picture with a caption and may even want to label some items in the picture. Teach the children to use a date stamp and allow them to date their pictures under their names. Then allow them to make their own picture. Use markers so the children do not erase, but cross out any mistakes instead. Create folders to keep all of the student journal papers inside. At the end of each week, staple the pages together to file for assessment.</p>	<p>classroom to hold student portfolios. Be sure to collect work to go in the portfolio. This week would be a good time to take a journal sample and an art sample.</p> <p>Designate another place in the room to hold the student journal pieces. Each week the students will make one entry each day. On Friday the journal pages will be stapled together and placed into there folders. The journal entries will show growth over time and should be kept and shown at the spring conference.</p>
Day	<b>Oral Language</b>	<b>Literacy</b>	<b>Writing</b>	<b>Teacher Tips</b>
Day 14	<p><b>Attendance Chart -</b> Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the</p>	<p><b>Focus on the Five Senses</b> Continue reading books about the 5 senses. Check your library for books on the 5 Senses as well as ibistro online for books to read aloud in the classroom. Be sure to mark the book with</p>	<p><b>Continue Morning Message</b> <b>Continue Journal Writing</b> Each day the teacher will model drawing a picture as he/she tells a story about something that happened to them. When the picture is complete, the teacher will label the picture with a caption and may even want to label some</p>	<p>Rhyming words Song Rhyming Word Sound the Same Tune: Looby Loo Rhyming words sound the same. Rhyming words sound the same. Rhyming words sound the same. Yes, rhyming words sound the same.  _____ sounds like _____</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>day.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite sound?"</p> <p><b>Read another rhyming book.</b> Sing this song Rhyming Words Sound the Same using commercial or teacher made rhyming card with pictures. Free rhyming pictures are available at carlscorner.us.com.</p> <p><b>Sound Jars</b> Model the use of sound jars for the students by choosing two jars and asking them to listen to see if both jars make the same sound. If you think they are the same, check your answer. Pass out the sound jars 1 to each student. Allow them to walk around to the others and shake their sound jars to see if they match another child. When they find the person they think they match they make check their answer. If they are correct, the pair may sit down. If they are incorrect they may go and look for their correct partner.</p>	<p>stopping points to check for comprehension and to point out new vocabulary. As you study a sense each day and know more about that sense assist the children in making connections between what they know and new knowledge.</p> <p><b>Read a book about Sound</b> Read the book Hearing by Maria Ruis or another book that covers the topic of touch. Before reading mark stopping points in the book with sticky notes which contain questions to ask the students. These questions should check for comprehension as well as guide new learning.</p>	<p>items in the picture. Teach the children to use a date stamp and allow them to date their pictures under their names. Then allow them to make their own picture. Use markers so the children do not erase, but cross out any mistakes instead. Create folders to keep all of the student journal papers inside. At the end of each week, staple the pages together to file for assessment in the student portfolios. <b>Assessment today</b> This would be a good time to look at your stages of writing to better inform your teaching - located on the Pre-K Assessment Rubric.</p> <p>Add shaving cream to the art center by spraying the shaving cream and a small spoonful of washable paint onto finger-paint paper. Allow the children to make designs in the paper until they find one they like and then hang it up to dry. Be sure they use their name labels and write their names on their papers before they begin.</p>	<p>_____ sounds like _____ _____ sounds like _____ yes, rhyming words sound the same.</p> <p>Time for Rhymes/Hora de Rimar Tune to the Adams Family by Pam Schiller</p> <p>Hora de rimar (hacer ruido con las palmas de sus manos dos veces). Hora de rimar (hacer ruido con las palmas de sus manos dos veces). Hora de rimar, hora de rimar, hora de rimar. Verso: Hay pan y hay tan, Hay flan y hay plan. Hay van y hay gran, La familia de "-an." Versos adicionales: Masa, casa, asa, pasa, grasa, brasa..</p> <p>Sound Jars Find several unbreakable containers that are the same size. Film canisters are great and most film developing places will save them for you if asked. You can put the objects in the containers making two containers have the same objects inside. Tape the lid shut so the children will not rearrange the items. Place matching stickers on the bottom of the jars that match so students can check their answers.</p>
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 15	<p><b>Attendance Chart -</b> Continue to take attendance on the chart introduced previously. Allow time to talk about how many</p>	<p><b>Read a book about Smell</b> Read the book Smell by Maria Ruis or another book that covers the topic of</p>	<p><b>Continue Morning Message</b> <b>Continue Journal Writing</b> Model, thinking, drawing and writing. Date stamp your work.</p>	<p>Create a poster for the students Star of the Day Chart. See sample poster below. You can make one poster and</p>

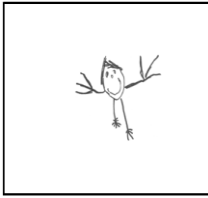
# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

<p>students are present and how many are absent. This is also a good time to go over the schedule for the day</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What did you do over the weekend?"</p> <p><b>Vocabulary</b> This week we will concentrate on (among others) the following words:</p> <p><b>Vocabulary</b> Communicate Conversation Vocabulary Question Print Books Ideas Sentence</p> <p>Make a vocabulary chart with the focus vocabulary from this week and pictures to match. If you place the pictures and words on sentence strips, you can have the students practice matching them in the pocket chart.</p> <p>Introduce the letter wall and discuss that this is where the class vocabulary words will be placed along with all of the children's name cards that have their pictures. _____</p> <p><b>Stand for a Rhyme –</b> The teacher says two words. If the words rhyme, the children stand. If the words do not rhyme, the children stay seated. Or If students are not ready for a rhyming activity, work on auditory discrimination by saying two words and allowing the student to tell</p>	<p>Smell. Before reading mark stopping points in the book with sticky notes which contain questions to ask the students. These questions should check for comprehension as well as guide new learning. Place a smelly sticker on the bottom of a 2 inch block. Place another (matching one on an index card) Allow the children to smell the index card sticker and then see if they can find the block that smells the same. Help them to discover that after 2 or 3 different smells, the nose has a harder time distinguishing smells. Discuss this concept. Place the blocks and cards in a center for further practice.</p> <p><b>Lets make a graph -</b> Which Smell do I like Best? Choose two smells. Vinegar and Vanilla are easy smells. Put them on cotton balls in two airtight containers. Allow the children to smell both containers and choose the one they like the best. Give them a rectangle piece of paper that is one color if they like vanilla and another color if they like vinegar. Allow them to put their name label on their rectangles. Use the rectangles to build a graph on chart paper. Tally the number of people who like vinegar and tally the number of people who like vanilla. Total the numbers to see which smell we like best.</p> <p><b>Read for Enjoyment -</b> Read the book, "Brown Bear, Brown Bear by Bill Martin Jr. You will be adapting this book during the week.</p>	<p>Allow the children to think, draw and write. Allow them to date stamp their work and use their name label (if necessary) to put their name on their paper. (They will need to write their name under their name label.)</p> <p><b>Cinnamon People.</b> Cut out a gingerbread man or woman shape for each child out of sand paper. Allow the students to rub the sandpaper with a cinnamon stick. The cinnamon smell will rub off on the sandpaper person. Allow the children to decorate their cinnamon people with crayons.</p> <p><b>Interactive Writing</b> Begin Star of the Day Charts. Choose one student to be the Star of the Day. You may want to put the students names on craft sticks and place them in a cup. Each day you could draw a name from the cup to determine who will be the star of the day. Sometimes taking turns can be a difficult challenge for a student and having a system to choose names will help. Fill in the Star of the Day chart as you interview the Star Student of the day Have the student spell his or her name for the class as you write it on sentence strip paper. Explain to the class that this student's name is a word. Names are special words and always begin with a capital letter. After you write the letters, cut the letters apart as you name each letter. Allow the Star Student to put their name back together on the pocket chart. Hand out paper to the other students and let them draw their friend and write his or her name. Allow the Star Student to design the cover of the book. Place the pages together and bind for the student to take home or for you to place in the class library.</p>	<p>laminate it. Then use a dry erase marker to fill in the blanks each day. Or, you could make a blank poster for each child and hang them in the room for the children to use them during read around the room time.</p> <p><b>Sample Poster</b></p> <p>_____ 's is our Star of the Day</p> <p>_____ is our Star of the Day.</p> <p>_____ likes to eat _____.</p> <p>_____ likes to _____.</p> <p>_____ 's favorite color is _____.</p> <p>_____ is _____ years old.</p> <p><b>Completed Poster</b></p> <p>Zoë is our Star of the Day</p> <p>Zoë is our Star of the Day. She likes to eat hamburgers. She likes to swim. Zoë's favorite color is _____ Zoë is 4 years old.</p> <p><b>Teacher Tips:</b> As you continue to open new centers, model expectations for the students. Be sure to discuss behavior as well as procedure for working in the center. Allow the students to</p>
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# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>you if the two words you said were the same word twice or two different words. For example: Teacher says: "bear, bear" (same word twice). The student responds, "Those two words are the same." Next the teacher says, "dog, bear" two different words. The student responds, "Those are two different words."</p>	<p><b>Introduce the magnetic board center</b> Place magnetic letters in bins and allow the children to search for the letters in their names and spell them on a metal surface. (The side of a file cabinet works well for this, or the front of the teachers desk.)</p>		<p>model behavior and procedures for each other before the entire class is allowed to go to the center. Discuss clean up procedures for each center BEFORE the class plays in the center.</p>
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 16	<p><b>Attendance Chart</b> - Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite book?"</p> <p><b>Sing to follow</b> <b>Directions and review body parts.</b> Hap Palmer's "Learning Basic Skills Through Music Vol. 1" - Put Your Hands Up In The Air, Greg &amp; Steve's "Kids in Motion" - Body Rock &amp; The Freeze, Dr. Jean's "Keep On Singing and Dancing - Let Me See you Boogaloo are all songs which allow children to follow direction and review body parts. Head, Shoulders, Knees,</p>	<p><b>Re-Reading</b> - Reread Brown Bear Brown Bear, by Bill Martin Jr. You may wish to allow the children to retell the story using props. (Paper cutouts, felt pieces, etc.)</p> <p><b>Pocket Chart Center</b> Place two copies of the children's names in the pocket chart and allow the children to play "memory" with them to match the names. Children who need a scaffold might simply match the names without trying to remember where they are placed face down.</p>	<p><b>Continue Journal Writing</b> Model, thinking, drawing and writing. Date stamp your work. Allow the children to think, draw and write. Allow them to date stamp their work and use their name label (if necessary) to put their name on their paper. (They will need to write their name under their name label.)</p> <p><b>Continue Star of the Day</b> <b>Continue Morning Message</b></p>	<p><b>Assessment</b> See Oral Language on the 1<sup>st</sup> 9 weeks Pre-K Assessment Rubric</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>and Toes/Cabeza, Hombros, Rodillas y dedos, This is my Head/Esta es mi cabeza by Rafeal Lara-Alecio &amp; Beverly J. Irby, All by Myself/ Todo lo Puedo Hacer by Veverly Irby &amp; Rafael Lara-Alecio</p> <p>Chant - Who Stole the Cookies from the Cookie Jar. Using the children's name cards draw a name card and allow the children to say the chant while inserting the name of the child on the name card.</p>			
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 17	<p><b>Attendance Chart</b> - Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite animal?"</p> <p><b>Re-Read or Retell with props,</b> the book Brown Bear Brown Bear. Allow the students to "read" along with you. Place the children in a circle. Begin with the student on your left and go around the circle allowing the children to substitute their names in place of the story animals to make a new story.</p>	<p><b>Reread or Read a new book about working together or friendship.</b></p> <p><b>Read a book about shapes.</b> <b>Read</b> a book about shapes. (See listing of suggestions in the classroom management box.) <b>Before</b> reading the book, plan questions for stopping points in the book to discuss concepts /vocabulary and check for comprehension. Before reading the book, use a fingerplay to help the students focus and get them ready to listen. <b>Open, Shut Them/Abranlas, cierrenlas</b> <b>During reading,</b> discuss the book as you read, Help the students make text to self-connections about the book. For example, "Corduroy has books in his class. We have books in our class too, etc. <b>After reading,</b> When the book is finished, ask open-</p>	<p><b>Continue Journal Writing</b> Model, thinking, drawing and writing. Date stamp your work. Allow the children to think, draw and write. Allow them to date stamp their work and use their name label (if necessary) to put their name on their paper. (They will need to write their name under their name label.)</p> <p>Continue Star of the Day Continue Morning Message</p>	<p><b>Brown Bear Brown Bear book innovation sample</b></p> <p><b>Blank Sample Page</b></p> <p>_____, _____ who do you see?</p> <p>I see _____ looking at me.</p> <p><b>Filled in sample:</b> Brian, Brian, "Who do you see?"</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <p><small>Figure 2: 4 1/2 year old's person drawing</small></p> <p>I see Maria looking at me.</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

	<p>For Example: Class Chants "Mary, Mary. Who do you see? Mary looks to her left and replies, "I see Juan, looking at me." Class Chants: "Juan, Juan. Who do you see?" Juan looks to his left and replies, "I see Tamika looking at me."</p>	<p>ended thinking questions or questions to help check for understanding</p>		<p>(Can we erase the line under this picture?)</p>
Day	Oral Language	Literacy	Writing	Teacher Tips
Day 18	<p><b>Attendance Chart</b> - Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is your favorite kind of cookie?"</p> <p><b>Talking through a book-</b> Using a wordless book, talk with the children about the story. Introduce vocabulary as you walk through the pictures and encourage the children to make text to self, text to text and text to world connections.</p> <p><b>Chant -</b> Review the Cookies from the cookie jar chant and say the chant again using the name cards as in the previous lesson.</p>	<p><b>Read</b> another "Shape book" See listing of suggestions in the classroom management box. <b>Before</b> reading the book, plan questions for stopping points in the book to discuss concepts /vocabulary and check for comprehension. Before reading the book, use a fingerplay to help the students focus and get them ready to listen. <b>Are You Listening?/ ¿Me estan escuchando?</b> <b>During reading</b>, discuss the book as you read, Help the students make text to self- connections about the book. For example, "Corduroy has books in his class. We have books in our class too, etc. <b>After reading</b>, When the book is finished, ask open- ended thinking questions or questions to help check for understanding.</p> <p><b>Shape Sorting</b> Discuss attributes of shapes and allow the children to short pattern blocks by shape in the mathematics center.</p>	<p><b>Continue Journal Writing</b> Model, thinking, drawing and writing. Date stamp your work. Allow the children to think, draw and write. Allow them to date stamp their work and use their name label (if necessary) to put their name on their paper. (They will need to write their name under their name label.)</p> <p>Continue Star of the Day Continue Morning Message</p>	<p><b>Shape books</b> 1. Who's Got the Button? /Quien tiene el boton? (DLM) 2. A Day with Shapes by Monica Heinze 3. Shapesville by Andy Mills 4. Shapes, Shapes, Shapes by Tana Hoban 5. So Many Circles, So Many Squares by Tana Hoban. 6. Who Am I? By Leo Dillon 7. Circles and Squares Everywhere by Max Grover 8. My Shape/Mis Formas by Rebecca Emberley 9. Shapes/Las Formas by KD Publishing 10. I See Shapes/ Veo Formas by Marcia Fries 11. Amigos by Alma Florada</p>

# First 20 Days of Reading and Writing: Prekindergarten English - 2009-2010

Day	Oral Language	Literacy	Writing	Teacher Tips
Day 19	<p><b>Attendance Chart</b> – Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day.</p> <p><b>Continue Morning Meeting:</b> Today's talking question could be, "What is one thing that you want to tell us about today?"</p> <p><b>Talking through a book.</b> Reread the wordless book from yesterday. This time, pass out the discussion device (for example, a talking stick, discussion wand, stuffed frog, etc.) and allow the children to take turns telling about the story as you turn the pages. This might be a fun version to record to put in the listening center later.</p>	<p><b>Read</b> a "Shape book" Tana Hoban's book, I see Shapes is an excellent book for today or Veo Formas by Marcia Fries <b>Before</b> reading the book, plan questions for stopping points in the book to discuss concepts /vocabulary and check for comprehension. <b>Before</b> reading the book, use a fingerplay to help the students focus and get them ready to listen. <b>During reading</b>, discuss the book as you read, Help the students make text to self-connections about the book. For example, "Corduroy has books in his class. We have books in our class too, etc. <b>After reading</b>, When the book is finished, ask open-ended thinking questions or questions to help check for understanding.</p> <p><b>Take a walk</b> Take a shape walk around the school. If possible take a picture of the children with different shaped objects. Discuss the shapes of the objects that we see. Print the pictures to use in tomorrow's lesson.</p>	<p><b>Continue Journal Writing</b> Model, thinking, drawing and writing. Date stamp your work. Allow the children to think, draw and write. Allow them to date stamp their work and use their name label (if necessary) to put their name on their paper. (They will need to write their name under their name label.)</p> <p><b>Today is a good day to collect the writing from this week for assessment purposes.</b></p> <p><b>Continue Star of the Day</b> <b>Continue Morning Message</b></p>	<p><b>Assessment</b> Refer to Pre-K assessment Rubric for Listening</p>
Day	Oral Language	Literacy	Writing	Teacher Tips
20	<p><b>Attendance Chart</b> – Continue to take attendance on the chart introduced previously. Allow time to talk about how many students are present and how many are absent. This is also a good time to go over the schedule for the day. Start graphing the students' attendance.</p> <p><b>Continue Morning Meeting:</b> Today's talking question</p>	<p><b>Read</b> a "Shape book" See listing of suggestions in the classroom management box. <b>Before</b> reading the book, plan questions for stopping points in the book to discuss concepts /vocabulary and check for comprehension. <b>Before</b> reading the book, use a fingerplay to help the students focus and get them ready to listen. <b>Open, Shut Them/Abranlas, cierrezlas</b> <b>During reading</b>, discuss the book as you read, Help the students make text to self-</p>	<p><b>Continue Journal Writing</b> Model, thinking, drawing and writing. Date stamp your work. Allow the children to think, draw and write. Allow them to date stamp their work and use their name label (if necessary) to put their name on their paper. (They will need to write their name under their name label.)</p> <p><b>Continue Star of the Day</b> <b>Continue Morning Message</b></p>	

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	<p>could be, "What is your favorite song?"</p>	<p>connections about the book. For example, "Corduroy has books in his class. We have books in our class too, etc. <b>After reading</b>, When the book is finished, ask open-ended thinking questions or questions to help check for understanding.</p> <p><b>Making a Class Book</b> Using the pictures taken from the previous lesson, make a "We See Shapes" book for our class library. Discuss the pictures that we took. Write down the people and the shapes that are in the pictures, under each picture. For Example: Maria, Jose and Elena saw a rectangle on the playground. Judy, Aricelli and Dominic saw a triangle under the slide.</p>		
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