



Brrrr! It's Cold!

Daily Lesson Guide for Kindergarten

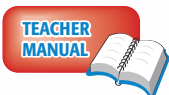
by NAD Kindergarten
Steering Committee

Book 1	<i>The Bravest Dog Ever: The True Story of Balto</i>
Book 2	<i>Mama, Do You Love Me?</i>
Book 3	<i>Alaska Animal Babies</i>
Book 4	<i>The Emperor's Egg</i>

by Natalie Standiford
by Barbara M. Joosse
by Deb Vanasse
by Martin Jenkins

INTRODUCTION

PHILOSOPHY



Kindergarten is an important time of transition for young children—a stepping stone between home, early childhood education, and the primary grades of school. It is a “children’s garden” where young ones, uniquely created in God’s image, are nurtured to think, learn, choose, and grow. It is imperative to be responsive to individual differences in developmental stage, ability, and interest. Strive to achieve a balance between guiding children’s learning and following their lead, honor prior knowledge as new concepts are developed, and celebrate the intrinsic worth and value of each child. Children bring to the classroom different sets of beliefs, customs, traditions, values, and experiences. The goal of Adventist education is to guide kindergarten children into a loving relationship with God so they, through service, may reflect His love to others. Refer to the *Teacher Manual*, Section 1.

SYNOPSIS OF THEME

Brrrr! It's Cold! is a theme focusing on the polar regions of our earth and God’s care for His precious children and creatures. Four books have been selected to help the children explore and understand the extreme environments of Earth’s poles and God’s intentional design of the creatures who thrive there. In *The Bravest Dog Ever: The True Story of Balto*, the sled dog Balto is successful in delivering medicine desperately needed by sick children stranded in a snowbound village. In the book *Mama, Do You Love Me?*, an Inuit child tests the depth of her mother’s love by comparing how much her mother loves her with the familiar things in her arctic environment. *Alaska Animal Babies* features pictures of baby animals that thrive in cold places and interesting facts about each one. *The Emperor’s Egg* helps children identify with the harsh conditions penguin parents endure as they work together raising their offspring. Together the books show the children different aspects of the coldest parts of our Earth and help them compare and contrast arctic conditions with the environments in which they live and with which they are most familiar. The suggested activities for this unit will help the children grasp how much Jesus cares about them.



SPIRITUAL CONNECTIONS

THEME: JESUS CARES FOR ME!

In the Sermon on the Mount, Jesus repeatedly highlighted a teaching that He wanted His followers to exemplify. While sitting on the hillside, Jesus reminded His listeners that they shouldn't be worried about food or clothing because God would take care of them. Using the birds and the flowers surrounding them as illustrations, Jesus used words that reach across the centuries to remind us that because God takes good care of His creation, we can trust Him to take good care of us too. Rather than worry, Jesus encourages us to trust in a loving God Who wants to take care of us every day. Ellen White wrote:

In one of His most impressive lessons Christ says, "Behold the fowls of the air; for they sow not, neither do they reap, nor gather into barns; yet your heavenly Father feedeth them. . . ." The Great Teacher is here leading our minds to understand the parental care and love which God has for His children. He directs them to observe the birds flitting from tree to tree, or skimming upon the bosom of the lake, without a flutter of distrust or fear. God's eye is upon these little creatures; He provides them food; He answers all their simple wants. Jesus inquires, "Are ye not much better than they?" If God cares for and preserves the little birds, will He not have far greater love and care for the creatures formed in His image? (*In Heavenly Places* 114)

God cares for all the animals He made and designed environments for them. When children learn about the polar regions of Earth and the animals living there, they begin to have a better understanding of how much Jesus loves and cares for us. Yes, He cares for emperor penguin chicks, polar bears, and seals, but He cares for His children even more. The spiritual theme for *Brrrr! It's Cold!* is "Jesus Cares for Me!" By learning about how Jesus cared for people while He was here on Earth, children will learn that they can trust Jesus to take care of them here and now.

KEY CONCEPTS AND BIBLE VERSES

Theme Book	Spiritual Connection: Jesus Cares for Me!	Bible Story
<i>The Bravest Dog Ever: the True Story of Balto</i>	Key Concept: Jesus cares for me when I'm sick.	"Jesus Makes a Sick Boy Well"
	Bible Verse: "I am with you and will take care of you." Jeremiah 1:19 (NLT)	
<i>Mama, Do You Love Me?</i>	Key Concept: Jesus will always love and care for me.	"A Loving Father"
	Bible Verse: "I will . . . love you forever!" Isaiah 54:8 (CEV)	

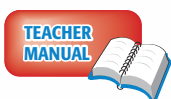


KEY CONCEPTS AND BIBLE VERSES (continued)		
Theme Book	Spiritual Connection: Jesus Cares for Me!	Bible Story
<i>Alaska Animal Babies</i>	Key Concept: Jesus cares for me and gives me what I need.	"Jesus Feeds Many People"
	Bible Verse: "Your Father knows exactly what you need." Matthew 6:8 (NLT)	
<i>The Emperor's Egg</i>	Key Concept: Jesus takes good care of me.	"Little Peter"
	Bible Verse: "I made you, and I will care for you." Isaiah 46:4 (NLT)	

THEME PLANNING

PLANNING ICONS

The activities suggested below are ongoing throughout the theme and may require some advanced preparation and planning.



This icon is used to indicate that additional information is located in the *Teacher Manual*.



This icon is an alert to any potentially dangerous procedure included in the activity. Within the activity an explanation is provided on how to perform it in a safe environment.



This icon is an alert to follow general safety guidelines when using food with children in the classroom. Refer to the *Teacher Manual*, Section 3 for more information on food safety in the classroom.

ONGOING ACTIVITIES

Igloo

Collect milk jugs for igloo construction (photos on page 122). Coffee shops or bottling companies often save or donate jugs for classroom projects. You will need 200–300 milk jugs and a hot glue gun, velcro, or clear packing tape. Velcro is an expensive option, but it makes reassembling the igloo easier. Be sure to sanitize the jugs first, especially if they contained milk or milk products. Construction steps and pictures of finished igloos are posted on various websites; use "milk jug igloos" as your search term.

Begin construction by laying out 25–26 whole jugs in a complete circle. Point the caps toward the center. Remove 3–4 jugs for the entrance. Hot glue, tape, or velcro the remaining jugs to each



other. (If you use hot glue, large sticks of high-temp glue work best.) Add the second and third tiers of jugs. Place the third tier slightly toward the center of the igloo. On the fourth tier, begin going over the entrance. Continue to add tiers of jugs, placing each slightly more toward center than the previous tier. End with several jugs filling in the roof at the very top.

You may prefer to purchase a child's igloo play tent. A white sheet over a small pup tent also gives the illusion of an igloo.

Black-and-White Day



Ask families to plan for a Black-and-White day at the end of this theme. Collect black and white items. You may also want to consider arranging for some black-and-white food, such as burritos made with black beans, white rice, white Monterey Jack cheese, and sour cream. White pumpkin seeds, cauliflower, fresh coconut, and blackberries may also be provided. Yogurt or carob-covered raisins, black and white sandwich cookies, frosted cupcakes, chocolate covered vanilla ice cream bars, black and white jelly beans or licorice could be offered for desert. Refer to the *Teacher Manual*, Section 3 for more precautions to take when serving food to children at school.

BOOK/CD/DVD LIST

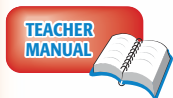
This theme contains activities tied to the following books, CDs or DVDs. One copy of each title will be needed. If you choose not to use these books, CDs or DVDs, please choose another book or activity that will deal with similar aspects of the topic. The book number indicates where the book, CD or DVD is first used.

Book 2: Language: *The Jacket I Wear in the Snow* by Neitzel; *Houses of Snow*, *Skin*, and *Bones* by Shemie

Book 3: Language: The book *Arctic Tale* by Baines; National Geographic DVD *Arctic Tale*; *Life Cycle of a Polar Bear* by Sjonger and Kalman; Science: *Where in the Wild* by Schwartz, Schy, and Kuhn

Book 4: Language: CD *Saving the Wildlife* by Mannheim Steamroller

FAMILY CONNECTION



When a new theme book is introduced, blacklines of *Kindergarten News* are provided to introduce the theme and suggest ways families may become involved by talking with their children about the book, discussing the featured Bible story, and doing theme-related activities. You may want to use the digital templates on the NAD website, *Kindergarten Stepping Stones*, to personalize the letters and address the specific activities, needs, and interests



of the children in your class and their families. Blackline H may be used by families to record times children are read to or how much independent reading children do outside of school. For more ideas about how to connect with the families of the children in your class refer to the *Teacher Manual*, Section 4: “Connecting with Families.”

BULLETIN BOARDS

Bible Bulletin Board

“Jesus Cares for Me Wherever I Am”

Take a photograph of each child hiding in the classroom, on the playground, or in other areas around the school. Ask each child to cut out two large red hearts. On one, print the phrase “When I’m _____.” Help each child write where he or she is hiding in the picture you took (under the table, behind the slide, beside the tree). Glue the child’s picture under the words. On the second heart, print the words “Jesus Cares for Me.” Invite the children to decorate their hearts with glitter, lace, and stickers. Staple the hearts together with the picture heart on top to create a flip-up heart. Display hearts on a bulletin board.

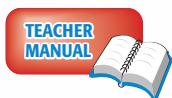
Social Studies/Science Bulletin Board

“At Home in the Arctic”

Cover a bulletin board or wall with light blue cloth or paper. Arrange white, brown, and dark blue paper to create an arctic landscape. Show the children pictures of people at home in the arctic. Invite them to draw or create different types of homes families might live in to add to the bulletin board. As the children learn about the animals that make their homes in the harsh arctic environment, invite them to create or draw animals to add to the bulletin board.

Language Arts Bulletin Board

Theme Word Board



Designate a special place in the classroom for a Theme Word Board (chart paper, poster board, pocket chart, or bulletin board) where words that relate to the theme are listed. **These words are specific to the theme and assist the children who are**

Home Reading Log

Reading at home is an important part of our total reading program. Please set aside time each evening to read with your child. Remember that family worship can be included in your minutes.

Name	
Day	Number of minutes child 'read' or was read to. Recommended: 15 minutes five days a week
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Sabbath	
Total	75 minutes suggested
Parent's Signature:	Date:

© 1994/2000 Office of Education

Brrrr! It's Cold



developmentally ready to write about the theme. Refer to the *Teacher Manual*, Section 3: “Teaching Language Arts” for more ideas on how to use these words. Use Blacklines A–E to make word cards.

THEME WORD BOARD

General theme words: arctic, Antarctica, winter, snowball, poles, igloo, snowflakes

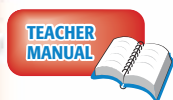
Book 1: Balto, dog, sled, train, Bible, pets, sick, cold

Book 2: mama, love, Inuit, stars, mittens, parka, umiak, mukluks

Book 3: polar bear, seal, musk ox, whale, fox, walrus, ptarmigan, puffin

Book 4: egg, father, chick, mom, penguin, male, female, feathers

CENTERS



Provide tables, shelves, a section of counter space, or corner of the room for the children to work with and explore materials on a variety of subjects. For more information refer to the *Teacher Manual*, Section 3: “Centers.”

Art Center

Make available a variety of art materials such as white paint, glue, silver glitter, fake snow, white packing peanuts, and paper doilies for the children to make snow- and winter-related crafts and art projects. Have play dough, soft soap bars, and/or other sculpting material available for carving, sculpting, and etching activities. Provide materials for the children to create personal valentines.

Dramatic Play Center

Use clean plastic milk jugs to build an igloo. Two to three hundred jugs will be needed to complete the igloo; these can be collected and added to the structure throughout the month. Coffee shops are often willing to rapidly collect gallon jugs for this purpose. Dairies might be willing to give you new, clean jugs. Complete directions for making an igloo can be found on pages 3 and 4.

As an alternative, cover a tent with white felt or sheeting, or purchase a child's igloo play tent from a vendor.

Math Center

Arrange various patterning, sequencing, and sorting activities using arctic animal toys, “snowballs” (made from decorative trim or foam balls), and mittens or mitten cutouts. Have a variety of measuring tools available for comparing and contrasting arctic animal heights, weights, lengths, etc.



Reading Center

Display books and recorded stories about the arctic and Antarctica from the bibliography for the children to look at and/or listen to. Supply objects for the children to use in retelling theme-related stories. Stuffed toy arctic animals can be provided for the children to “read” to. Words cards from the Theme Word Board can be available for the children to “read.” Duplicate sets of these cards can be available for the children to match and sort. Student-made books and class books made from Predictable Charts can also be accessible for the children to read. Three-dimensional objects and word cards can be prepared for the children to match.

Science Center

Help the children begin to understand the magnetic pull of the North Pole. Provide a compass and a variety of magnets (bar magnets, horseshoe magnets, disc magnets, wand magnets, etc.) for the children to explore and experiment with in the Science Center. Encourage children to use bar magnets to discover that the North and the South end of the magnets attract each other while similar ends repel each other. Provide objects that magnets will attract (nuts and bolts, scissors, metal trucks, etc.) and objects that magnets will not attract (crayon, pencil, marker, coins, etc.). Let the children discover magnetic force by placing a magnet in the fingertip of a mitten and picking up paper clips and other magnetic objects. Let the children share their observations with you and their classmates.

Social Studies Center

Provide the children with Inuit clothing (parkas, mukluks, mittens) for dress up and dramatic play. Supply blocks with which the children can build a dogsled pulled by stuffed-animal dogs. Create a hospital emergency room, or first-aid center.

Writing Center

Make available a variety of writing materials for writing/journaling stories about the arctic. Snowflake stickers, stamps, confetti, blue and white construction paper, lined paper, colored pencils, markers, and glitter entice the children to be creative and invite them to write. Display a variety of pictures of arctic animals, people, and environments for the children to look at for reference, to copy, and/or to trace.

CULMINATING ACTIVITIES

Black-and-White Day



Plan a Black-and-White Day. Snack ideas for Black-and-White Day include yogurt and carob-covered raisins, pumpkin seeds, blackberries, cauliflower, black beans, coconut, Oreo™ cookies, Little Debbie™ Chocolate Cupcakes and Swiss Rolls, Eskimo Pies™, black olives stuffed with cream cheese, or Zero™ candy bars. Refer to the *Teacher Manual*, Section 3 for more precautions to take when serving food to children at school.



Polar Animal Expert

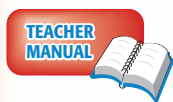
Provide supplies for the children to create a zoo using pictures, sculptures, and/or toys depicting the arctic animals they have studied. Encourage each child to learn facts about a specific polar animal and share his or her knowledge with the rest of the class, other classrooms, and/or his or her family.

Field Trips/Guest Speakers

Visit a zoo, an animal hospital, the local Society for the Prevention of Cruelty to Animals, or the Humane Society. Invite a veterinarian to speak to the class about animal care. Visit local museums.

MANAGEMENT

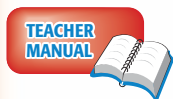
SELECTING ACTIVITIES



This unit contains numerous activities for each subject area. It is not expected that all activities will be completed. Select activities based on the Kindergarten Scope and Sequence, your grade configuration, the children's needs, and time constraints. Many activities in this *Daily Lesson Guide* are designed for whole-class instruction; others are designed for use with small groups or as independent work. A variety of activities are suggested in each subject area to help meet a wide range of developmental needs for individual children. Themes are planned to last approximately one month. Refer to the *Teacher Manual* for more ideas about how to implement *Kindergarten Stepping Stones* effectively.

Use your judgment to determine when activities have been completed. Keep in mind the yearly time frame and the advantages of covering all nine units. The time spent on a book may vary depending on geographic location and resources available. Some books and their related activities will take one week to cover; others may last longer. Notice that this unit utilizes four theme books.

SCHEDULE



The suggested daily schedule allows time for a variety of learning experiences and also sets aside large blocks of time for the children to sustain and extend their work time. The schedule is repeated daily so that children can predict what will happen next. A daily schedule might look like the sample on the following page. For more ideas on how to organize your classroom and the time you spend there, refer to the *Teacher Manual*, Section 3: "Schedules."



KINDERGARTEN CLASSROOM SCHEDULE SUGGESTION

8:00–Opening the Day

Arrival/Signing In/Pledge to the Flag

Worship:

Singing

Experiencing the Bible Story

Bible Verse

Prayer

8:30–Language Arts Routines

Phonemic Awareness

Sound–Letter Activities

Kindergarten Stepping Stones: Stairway to Reading (when ready)

Reading Workshop

Writing Workshop

Fine Motor Skills

Listening/Speaking

9:30–Outdoor Time

Morning Snack (optional)

Physical Education

10:00–Math Routines

Large-Group Activities

Small-Group Activities

Independent Activities

10:30–Center Time

Center Suggestions

Art

Writing

Library

Dramatic Play

Construction/Blocks

Technology

Practical Life

Sand/Water Table

Manipulatives/Puzzles

Fine Motor/Sensorial Activities

Theme-Based Projects

Science Explorations

Social Studies Activities

Math Activities

Writing Center

Listening Center

Puppets

11:45–Lunch/Recess Time

12:45–Rest/Quiet Time

1:45–Free Choice (as the children wake up)

Sharing Time

Music/Movement

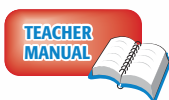
2:15–Outdoor Time

2:30–Science/Social Studies

3:00–Closing the Day/Dismissal

ROUTINES

PHILOSOPHY

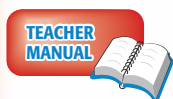


The following daily routines offer strong support for the core areas of Bible, language arts, and math. Research supports the theory that children learn better within an authentic context when they have a reason or motivation to do so. The intentional integration of the subjects in *Kindergarten Stepping Stones* provides this theme-based, instructional framework. Activities for the subject areas of science, social studies, physical education, art, music, dramatic play, and technology are centered around the same literature selected for language arts



but daily routines are not provided. Additional information on the integration of curriculum is found in the *Teacher Manual*, Section 3.

WORSHIP/BIBLE ROUTINES



Young children learn best through active involvement. When planning, include the following components to help the children experience the Bible story and understand the key concept. This routine is designed to help the children get to know, love, and follow Jesus. For a more complete explanation of Bible routines, refer to the *Teacher Manual*, Section 3: “Teaching Bible.”

Singing

Theme Song: “Jesus Cares for Me”

This four verse plus chorus song has been written specifically for this program intending that the children learn a new verse each week. The *Kindergarten Stepping Stones* Music CD provides piano accompaniment and children’s voices singing each verse of the theme song. The sheet music for “Jesus Cares for Me” is located in the *Teacher Manual*, Section 5.

In addition to the theme song, choose songs that are appropriate for your class and that relate to the key concept. Suggested songs include:

“All Our Needs,” #85, *Little Voices Praise Him*, Review and Herald

“God Cares for Me,” # 86, *Little Voices Praise Him*, Review and Herald

“God Is So Good,” # 88, *Little Voices Praise Him*, Review and Herald

“God Takes Care of Me,” #90, *Little Voices Praise Him*, Review and Herald

Experiencing the Story

Each Bible story is presented in interactive ways to help the children experience the story and apply it to their lives. Not all the activities need to be completed. However, the progression of “Experiencing the Story” is important in helping the children understand and apply the key concept.

Introducing: This activity builds on shared experiences that are common to most young children and helps activate prior knowledge. The activity helps to introduce the Bible story and begins relating the key concept to children’s everyday lives.

Presenting: Use the Kindergarten Bible story lapbook *Jesus Cares for Me* to tell the story. Read the story with enthusiasm. This *Daily Lesson Guide* features many interactive strategies for the children to participate in the Bible story while it is being read or told. The Bible verse is introduced and related to the Bible story.

Reviewing: Use the Kindergarten Bible story lapbook, role-playing, and questioning to help the children start talking about the Bible story. The children may want to help you tell the Bible story if they already know it. The Bible verse is reviewed and related to the Bible story.



Practicing: This component allows the children to practice what they've been learning. Suggested activities provide the children with an opportunity to reteach the Bible story and key concept to each other before going home and sharing the Bible story and key concept with their families at the completion of the lesson. The children interact with each other and may make something to take home to further apply and share the key concept with their families.

Applying: By the end of the progression, the children should be very familiar with the Bible story, the Bible verse, and the key concept. Use the individual *Kindergarten Bible Story Readers* for the children to “read” the story to themselves or to a friend. A closing activity allows you to repeat the key concept and encourages the children to apply the concept. Children practice how they will share the Bible story, Bible verse, and key concept with their families when they go home.

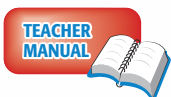
Bible Verse

Spend a few moments every day reviewing the Bible verse with the children. Locate the verse in the Bible and point to it to help the children understand that the verse they are learning comes from the Bible. A variety of activities are provided to help the children learn the Bible verse and understand its meaning on a personal level.

Prayer

Close your worship every day with prayer.

LANGUAGE ARTS ROUTINES



Use the following framework to plan a balanced literacy experience for your class. These routines work together to help the children enjoy literature and take their first steps toward becoming lifelong readers and writers. Use as many activities each day as the children's needs and time permit. The framework of Phonemic Awareness, Sound-Letter Activities, Reading Workshop, Signing In, Writing Workshop, Fine Motor Skills, and Listening/Speaking will help the children take pleasure in the language surrounding them as they begin their journey of literacy development. For a more complete explanation of language arts routines, refer to the *Teacher Manual*, Section 3: “Teaching Language Arts.”

Phonemic Awareness

Activities in this routine will help the children discover how **oral language** works. It is essential for the children to hear and manipulate oral sound patterns before they connect them with printed letters. Children need to understand spoken language before they can recognize words in print. Phonemic awareness is a precursor to phonics instruction, which associates sounds with letters of



the alphabet. The objective is not for the children to recognize the differences in sounds, but to know how sounds can be manipulated.

The stepping stones of phonemic awareness in this kindergarten program are sequential: after the children are aware of the words they speak, they hear syllables, followed by chunks (onsets and rimes), and then the individual sounds “inside” words. There are four phonemic awareness activities coordinated with each theme book. **Mastery of these levels is not expected in kindergarten.** Phonemic awareness is an ability that takes time to develop. Children learn best by being exposed to a variety of experiences rather than repeated drills.

Sound–Letter Activities

Not all children begin to hear and identify initial sounds at the same time because children develop on their own time schedules. When children consistently distinguish between sounds and sort words by initial sounds, they are ready to start the logical and sequential phonics strand of *Kindergarten Stepping Stones—Stairway to Reading*. Because this ability doesn’t develop for every child at the same time, Sound–Letter Activities are provided with each theme book that coordinate with the theme. Research supports the theory that many children are able to work with more complex symbolic work within an authentic context when they have reason or motivation to do so. *Kindergarten Stepping Stones* provides natural, authentic ways to help the children learn to associate beginning sounds with letters of the alphabet. Sound–Letter Activities help the children begin to understand how to “write the sound” they already recognize with a letter as they are involved in a theme-related activity. Suggested Sound–Letter Activities are provided with each theme book to emphasize a particular letter and the sound associated with it while completing an activity. As children mature and construct their learning, they begin to “connect the dots” of all the language arts routines, and the mystery of the printed page unfolds before them.

Reading Workshop

This is a daily routine that provides times for the children to enjoy literature and discover how reading helps them learn new concepts and explore different ideas. Whatever their prior knowledge, the children also expand their phonemic awareness skills and increase their sense of rhythm and rhyme while listening to stories, poetry, and repetitive or predictable text. During this time the children also practice print concepts such as tracking words from left to right and reading from the top to the bottom of a page. A wide variety of literature and activities are introduced during Reading Workshop to develop children’s desire to read. Their vocabularies are expanded while their auditory discrimination and comprehension skills are fine-tuned. The primary goal of Reading Workshop is not for children to master skills, but to build on their prior knowledge and establish a strong foundation for literacy learning.



- 1. Reading to children (daily read-aloud)** every day is a crucial part of their scaffolding as they construct knowledge about words, ideas, and how we use them to communicate with others. Along with the theme books, children need to have a variety of books read aloud to them every day: alphabet books, rhyming books, predictable books, information books, and story books. Invite the children to bring favorite books from home about the polar regions to share with the class. Choose literature available to your classroom from your school or public library. Tailor your selections to meet the needs and interests of your class. The bibliography at the end of this *Daily Lesson Guide* provides suggestions corresponding to the theme.
- 2. Reading with children (thematic/guided reading)** is the balanced literacy component where the children “read” and talk together about a wide variety of text including rhyming books, big books, predictable text, favorite books, and interactive charts. Children may interact with print by touching and moving the words and phrases of poetry, songs, and Bible verses written on sentence strips and displayed in a pocket chart. The print materials used in this shared experience may be more difficult than some children can read by themselves and may require guidance. Guided reading incorporates four components found in the language arts section for each theme book.
- A. Before Reading (Introduction of Book)**
- Point out the title of the book, title page, and dedication.
 - Present author/illustrator background; identify other books by the same author available to the class.
 - Invite the children to make predictions. Have them examine the cover of the book. What is the story about? Is the story real or fiction?
 - Connect the book to the children’s prior knowledge, unit study, and concept development.
 - Picture walk through the book to extend children’s predictions.
- B. During Reading (Model Strategies)**
- First reading: Read through the whole book without stopping. Allow the children to enjoy the book without interference.
 - Second reading: Allow the children to chime in, comment, and ask questions spontaneously while you read.
 - Compare the children’s predictions with the actual content of the story.
- C. After Reading (Build Comprehension)**
- At the end of the second or third reading, begin to measure the children’s comprehension.
 - Ask questions requiring the children to make inferences about and explain several story events: Who is the story about? What happened? When did it happen? Where did it happen? Why did it happen?



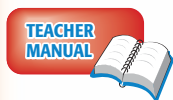
- Engage children's higher level thinking skills by asking, "What would you do? What might happen next? Why do you think that happened?"
- Ask general comprehension questions in a game format.
- Refer to the *Teacher Manual*, Section 3: "Teaching Language Arts" for more information.

D. Additional Rereadings (Reconstructing Information and Providing Explanations)

- Build specific skills.
- Invite the children to find rhyming words in the text.
- Encourage the children to spell words with big letter cards.
- Teach the children echo reading. This helps children understand the flow, rhythm, and emphasis of text.
- Choral read in a variety of formats. Groups might rotate pages as they read. Group One can read all but the last word; Group Two reads the last word.
- Use the cloze technique or the guess-the-covered-word strategy to increase comprehension.
- Encourage the children to act out the story.
- Refer to the *Teacher Manual*, Section 3: "Teaching Language Arts" for more information on teaching strategies that can further develop your children's literacy skills.

3. Reading by children (independent reading and conferencing) is a regularly scheduled part of the day during which the children choose literature to enjoy independently. Provide a wide variety of books you have already read together for the children to enjoy at their leisure. The repeated words, refrains, choruses, pictures, patterns, and rhymes in predictable books you have read repeatedly to and with the class allow the children to "pretend read" their favorite selections. Also make available seasonal picture books and books about the arctic, Antarctica, and other subjects you observe the children enjoying. Some children may begin to independently read predictable books, rhyming books, and leveled phonetic readers during this time.

Signing In



This is an authentic way to teach the children how to recognize their names in print and how to practice forming each letter correctly. Refer to the *Teacher Manual*, Section 3: "Teaching Language Arts" for more ideas on how to implement this routine effectively.

Use Blacklines F and G to create daily signing-in sheets.



[illegible]

This is an integral component of a balanced literacy program and is a meaningful extension of the monthly theme. Writing Workshop is a teaching technique that invites children to write by making the process an integrated part of the day. Children are encouraged to write about ideas, concepts, and discoveries they have made during the monthly theme. Writing in various forms is an expected daily activity. The children are exposed to the organization and thought required to create a story or write about a favorite topic. Because they are often allowed to choose the topic, children are motivated to create and complete works to read to their classmates. The Writing Workshop format includes story planning, revision, teacher editing, and direct instruction in the mechanics of grammar. In kindergarten, Writing Workshop incorporates writing with children and writing by children.

- 15

the children in your discussion of the process you are following. This helps the children expand their vocabulary within the context of your writing. Talk about the strategies you are using.

- **Predictable Charts** are written with children in a shared writing experience. Because the charts are repetitious and predictable, most children can read them. Ideas come from the monthly theme books, classroom activities, and seasonal events. Predictable Charts can be turned into classroom books for the children to read and enjoy all year.

2. Writing by children: Independent “writing” gives the children an opportunity to write for different reasons and provides insight into the level of each child’s understanding of print concepts. Children begin writing when they first scribble something meaningful to themselves. Once they are able to form letters, they begin to use letters instead of the scribbles because they resemble conventional writing. When children are able to hear individual sounds in words, they write one or more letters per word based on the sounds in the words. The final stage is conventional writing. Invented spelling allows all children to write independently at their developmental level. Refer to the *Teacher Manual*, Section 3: “Teaching Language Arts” for more information about the developmental stages of writing and what to expect from young writers.

Fine Motor Skills

TEACHER
MANUAL

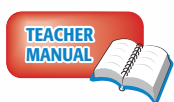


When children are involved in school activities, developing an understanding of the world, and learning how to care for themselves and their environment, fine motor skills are essential. These activities are designed to help the children strengthen the muscles in their hands and practice eye–hand coordination. As they grow and mature, strength and dexterity develop naturally when they practice skills such as buttoning, snapping, tweezing, pouring, eating, and turning pages in a book. Children’s organization, coordination, concentration, and independence are also developed by engaging in these activities, giving the children a sense of personal satisfaction. After showing the children how to use the



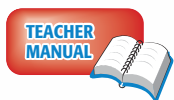
materials in these activities, demonstrate how to replace them on a tray or other container. Show the children where manipulatives will be stored in the room. Let them know times during the day when they can choose to work on fine motor tasks independently. Explain that when they are finished with their work, it is important for them to put materials away so they are ready for the next person to use. Refer to the *Teacher Manual*, Section 3: “Teaching Language Arts” for more ideas on how to implement this routine effectively.

Listening/Speaking



An important part of oral language development is listening and speaking. Speaking in front of the class (“Show-’n-Tell”) encourages the children to share information and ideas, sequence events, and add details while communicating clearly in coherent sentences. The importance of listening and how to listen carefully and politely are also taught in this authentic setting. Refer to the *Teacher Manual*, Section 3: “Teaching Language Arts” for more information and ideas on how to effectively implement this routine.

MATH ROUTINES



The math component of *Kindergarten Stepping Stones* is based on the premise that young children best learn mathematical concepts through hands-on experiences with concrete objects and experiences. In *Kindergarten Stepping Stones* the children will be actively involved in the learning process which will help enable them to internalize concepts as a result of their interactions with concrete materials as well as with each other.

Math work in *Kindergarten Stepping Stones* is designed to be hands-on. The children begin with concrete activities and experiences using manipulatives and progress to pictorial/graphic representations before ultimately working at the symbolic/abstract level as they mature and develop greater understandings. In math, concepts are addressed through a variety of routines in multiple settings:

- Large-Group Work
- Small-Group Work
- Independent Work

During “Large-Group Work” you will engage your whole class through your favorite calendar activities; a weekly graphing and estimating activity; songs, fingerplays, and theme-related literature; oral problem solving; and direct instruction of concepts in a large-group setting. Children are actively involved in a variety of different experiences that are designed to help them internalize mathematical concepts.

During “Small-Group Work” you will have the opportunity to work with a small group of children as they develop math concepts. This is an ideal time for a teacher to focus on a specific target skill



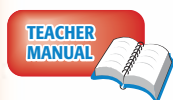
with a group of children. Small-group time also provides children with the interaction that they need with each other as they work cooperatively together and learn from each other.

“Independent Work” time provides the children an opportunity to practice math skills and develop a deeper understanding of mathematical patterns through the use of meaningful, hands-on materials. At this level of independent work a teacher can personalize and individualize the work that each child needs. This also provides the teacher time to work one-on-one with a child to help develop mastery of sequential skills. In addition, this allows time for a child to choose math work that intrigues him or her.

In each *Daily Lesson Guide*, you will find numerous suggestions and activities for large-group work, small-group work, and independent work to help build mathematical thought in the children. These math activities are related to each literature selection and are tied to the theme. To further build mathematical understanding in the children, choose to do as many activities as time permits and student interests and needs allow during the week. For more ideas and information about managing and teaching math in a kindergarten classroom, refer to the *Teacher Manual*, Section 3: “Teaching Math.”

ASSESSMENT

PHILOSOPHY



Assessment is the process of observing, recording, and otherwise documenting a child's work as the basis for a variety of educational decisions that affect the child. Assessment involves incorporating the information into planning for individuals and groups, collecting information on a child's development and learning, determining the significance of that information in light of educational goals and objectives, and communicating findings to families and all other involved parties. The primary purpose of assessment is to drive the curriculum—to improve instruction.

During this theme, you will assess the children in multiple ways. Evaluate their overall growth and development by listening to them count, observing their interactions with other children, and collecting samples of their journal writing, painting, and other fine motor activities. Record your observations of how children participate in Reading and Writing Workshops. Check for comprehension as you read to them. If some children have begun to read, you might want to have them read into a tape recorder. Several assessments are project based. For more background information and assessment suggestions, refer to the *Teacher Manual*, Section 4: “Assessment.”

