

How is kindergarten like preschool? How is it different?

Vocabulary—English: kindergarten, prediction, school subject, anticipate

Spanish: kindergarten, predicción, asignatura, esperar

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------------|---|---|---|---|---|
| Interest Areas | Library: photos of kindergarten classrooms | Library: chart from large group; writing materials | Blocks: photos of kindergarten classrooms | Toys and Games: memory matching games | Library: fiction and nonfiction books about going to kindergarten |
| Question of the Day | Which of these looks like a classroom? (Display a few pictures: one of an elementary school classroom and two other rooms that are very different, e.g., restaurant, post office, doctor’s office, etc.) | Which of these is one of our classroom rules? (List three things, one classroom rule and two other statements, e.g., wear your coat inside all day, leave the toys on the floor when you’re finished, etc.) | How many syllables are in the word <i>kindergarten</i> ? | Which of these is different? (Display three similar objects and one that is different, e.g., three different mittens and one glove, or three hardcover books and one paperback.) | How are these the same? (Display three objects that have a common characteristic, e.g., a marble, a beach ball, and an orange.) |
| Large Group | Movement: Clap the Beat Discussion and Shared Writing: What Do We Know About Kindergarten? Materials: Mighty Minutes 59, “Clap the Beat”; a collection of photos of kindergarten classrooms | Rhyme: Are You Ready? Discussion and Shared Writing: Planning for a Site Visit Materials: Mighty Minutes 73, “Are You Ready?”; chart paper for site visit predictions | Game: Thumbs Up Discussion and Shared Writing: Preparing for Our Site Visit Materials: Mighty Minutes 33, “Thumbs Up”; list of site visit predictions | Poem: “High in the Tree” Discussion and Shared Writing: What Is Different About Kindergarten? Materials: Mighty Minutes 51, “High in the Tree”; chart paper for “What Is Different About Kindergarten?” chart | Game: I Spy With My Little Eye Discussion and Shared Writing: What Is the Same About Kindergarten? Materials: Mighty Minutes 19, “I Spy With My Little Eye”; chart paper for “What Is the Same About Kindergarten?” chart |
| Read-Aloud | Selection of a fiction book from the “Children’s Books” list | <i>Get Set! Swim!</i> Book Discussion Card 41 (first read-aloud) | Selection of a fiction book from the “Children’s Books” list | <i>Get Set! Swim!</i> Book Discussion Card 41 (second read-aloud) | Selection of a poetry book from the “Children’s Books” list |
| Small Group | Option 1: What’s Missing? Intentional Teaching Card LL18, “What’s Missing?”; collection of familiar classroom objects; bag or box; large piece of paper or cardboard Option 2: Memory Games Intentional Teaching Card LL08, “Memory Games”; set of memory cards that reflect common items found in the classroom | Option 1: Dinnertime Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; utensils; napkins; cups; placemats Option 2: Let’s Go Fishing Intentional Teaching Card M39, “Let’s Go Fishing”; child-sized fishing poles made from a stick or dowel, string, and a magnet; set of fish cards; paper clips | Option 1: Same/Different Book Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies; clipboards Option 2: Same/Different Computer Book Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies | Option 1: Same/Different Book Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies; clipboards Option 2: Same/Different Computer Book Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies | Option 1: Observing Changes Intentional Teaching Card M07, “Ice Cubes”; ice cubes; paper towels; cups; measuring tools Option 2: Baggie Ice Cream Intentional Teaching Card M08, “Baggie Ice Cream” (See card for equipment, ingredients, and recipe.) |
| Mighty Minutes™ | Mighty Minutes 20, “I Can Make a Circle” | Mighty Minutes 50, “1, 2, 3, What Do I See?” | Mighty Minutes 75, “Busy Bees” | Mighty Minutes 18, “I’m Thinking Of…” | Mighty Minutes 64, “Paper Towel Rap”; a paper towel roll for each child |

Make Time for...

Outdoor Experiences

Physical Fun

- Review Intentional Teaching Card P16, “Body Part Balance.” Follow the guidance on the card.

Family Partnerships

- Send families the letter at the beginning of the *Teaching Guide* that explains the end-of-year experience.
- Invite families to assist with supervision during the visit to a kindergarten classroom.
- Invite families to send in photos of family members in kindergarten.

Wow! Experiences

- Day 3: Visit to a kindergarten classroom

Arrange to visit a kindergarten classroom and another special room in the school, such as the cafeteria, gymnasium, or library.

Invite families to visit the class at any point over the next four weeks to talk about their kindergarten memories.

How do we feel about going to kindergarten?

Vocabulary—English: words that describe feelings (e.g., *uneasy, joyful, confident, timid, eager*, etc.), *realistic, adventure*

Spanish: palabras que se usan para describir emociones (e.g., *intranquilo, alegre, seguro de sí mismo, asustadizo, entusiasta*, etc.), *realista, aventura*

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------------|--|---|---|---|--|
| Interest Areas | <p>Library: personal journal for each child; variety of writing tools</p> <p>Art: materials for drawing and writing</p> | <p>Library: books about going to kindergarten</p> | <p>Dramatic Play: props or puppets for storytelling</p> | <p>Dramatic Play: props or puppets for storytelling</p> | <p>Music and Movement: recordings of lively music</p> |
| Question of the Day | How do you feel today? | Which book would you like to read? (Offer three choices of books about going to kindergarten.) | Have you ever felt nervous? | What comes next in the pattern? (Create a simple repeating pattern for children to extend.) | Which of these children look excited? (Display three different photos of children with different facial expressions or doing different actions.) |
| Large Group | <p>Movement: Leaping Sounds</p> <p>Discussion and Shared Writing: Words For Our Feelings</p> <p>Materials: Mighty Minutes 17, “Leaping Sounds”; chart paper; book selection from the Children’s Book Collection</p> | <p>Movement: The Wave</p> <p>Discussion and Shared Writing: Feelings About Kindergarten</p> <p>Materials: Mighty Minutes 34, “The Wave”; books from the question of the day; chart paper</p> | <p>Rhyme: Three Rowdy Children</p> <p>Discussion and Shared Writing: Feeling Nervous</p> <p>Materials: Mighty Minutes 53, “Three Rowdy Children”; familiar book about feelings; chart paper</p> | <p>Game: Let’s Pretend</p> <p>Discussion and Shared Writing: Feeling Excited</p> <p>Materials: Mighty Minutes 39, “Let’s Pretend”; new materials to introduce to the group; chart paper</p> | <p>Song: “My Body Jumps”</p> <p>Discussion and Shared Writing: How Do We Show Excitement?</p> <p>Materials: Mighty Minutes 72, “My Body Jumps”; chart paper</p> |
| Read-Aloud | <p><i>Get Set! Swim!</i></p> <p>Book Discussion Card 41 (third read-aloud)</p> | <p>Selection of a poetry book from the “Children’s Books” list</p> | <p><i>The Upside Down Boy</i></p> <p>Book Discussion Card 42 (first read-aloud)</p> | <p>Selection of a nonfiction book from the “Children’s Books” list</p> | <p><i>The Upside Down Boy</i></p> <p>Book Discussion Card 42 (second read-aloud)</p> |
| Small Group | <p>Option 1: Character Feelings Intentional Teaching Card SE05, “Character Feelings”; books that focus on the feelings of the main character</p> <p>Option 2: Feelings Intentional Teaching Card SE06, “Talk About Feelings”; pictures of people exhibiting different emotions or interacting in different ways; writing and drawing materials</p> | <p>Option 1: Where’s the Beanbag? Intentional Teaching Card M56, “Where’s the Beanbag?”; beanbags; basket or tub; masking tape</p> <p>Option 2: Stepping Stones Intentional Teaching Card M55, “Stepping Stones”; masking tape or chalk</p> | <p>Option 1: Writing Poems Intentional Teaching Card LL27, “Writing Poems”; paper and pencils; audio recorder</p> <p>Option 2: Writing Poems Intentional Teaching Card LL27, “Writing Poems”; paper and pencils; audio recorder; poems that describe different feelings</p> | <p>Option 1: Action Patterns Intentional Teaching Card M35, “Action Patterns”; action cards; pocket chart</p> <p>Option 2: Picture Patterns Intentional Teaching Card M45, “Picture Patterns”; a collection of photos of familiar classroom objects with patterns; digital camera; paper and writing materials; collage materials</p> | <p>Option 1: Storyboard Intentional Teaching Card LL46, “Storyboard”; images from question of the day; tape; construction paper; writing tools</p> <p>Option 2: Kindergarten Story Intentional Teaching Card LL46, “Storyboard”; images from question of the day and site visit; tape; construction paper; writing tools</p> |
| Mighty Minutes™ | Mighty Minutes 20, “I Can Make a Circle” | Mighty Minutes 24, “Dinky Doo” | Mighty Minutes 15, “Say It, Show It” | Mighty Minutes 88, “Disappearing Rhymes” | Mighty Minutes 03, “Purple Pants” |

Make Time for...

Outdoor Experiences

Physical Fun

- Review Intentional Teaching Card P12, “Exploring Pathways.” Follow the guidance on the card.

Family Partnerships

- Invite families to continue sharing photos of family members in kindergarten.

How do we make and keep friends in kindergarten?

Vocabulary—English: *memories, expression, cooperate*

Spanish: *recuerdos, expresión, cooperar*

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------------|--|--|--|---|--|
| Interest Areas | Blocks: digital camera | Library: books about friendship | Library and Art: materials for adding to Sunshine Message Board | Library: materials for making cards; Intentional Teaching Card SE19, “Friendship & Love Cards” | Music and Movement: recordings of music for dancing |
| Question of the Day | Do you remember this day? (Display a photo from an event earlier in the school year.) | Do these two words rhyme? (Display two words with images.) | How do you like to show kindness to someone? | What do you like to do with a friend? | Which of these is easier to do with a partner? (Display photos or props for different activities such as riding a bike, playing a board game, and brushing teeth.) |
| Large Group | Rhyme: Riddle Dee Dee Discussion and Shared Writing: Remembering the Beginning of the Year Materials: Mighty Minutes 04, “Riddle Dee Dee”; chart paper | Story: Listening Story Discussion and Shared Writing: How Do We Make Friends? Materials: Mighty Minutes 86, “Listening Story”; audio or video recorder | Song: “The Kids Go Marching In” Discussion and Shared Writing: Being Kind to Others Materials: Mighty Minutes 70, “The Kids Go Marching In”; chart paper | Song: “Hello Friends” Discussion and Shared Writing: What Do We Do With Friends? Materials: Mighty Minutes 78, “Hello Friends”; chart paper | Rhyme: Humpty Dumpty Discussion and Shared Writing: Friendship Materials: Mighty Minutes 81, “Humpty Dumpty”; book from the Children’s Book Collection; chart paper |
| Read-Aloud | Selection of a book from the “Children’s Books” list that focuses on the feelings of characters | <i>The Upside Down Boy</i> Book Discussion Card 42 (third read-aloud) | Reread the book from Day 1 that focuses on the feelings of characters. | <i>I Took the Moon for a Walk</i> Book Discussion Card 43 (first read-aloud) | Selection of an information book from the “Children’s Books” list |
| Small Group | Option 1: Bookmaking Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies Option 2: Desktop Publishing Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies | Option 1: Bookmaking Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies Option 2: Desktop Publishing Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies | Option 1: Nursery Rhyme Count Intentional Teaching Card M13, “Nursery Rhyme Count”; cotton balls or white pompoms; green construction paper; numeral cards Option 2: Bounce & Count Intentional Teaching Card M18, “Bounce & Count”; a variety of balls that bounce | Option 1: Story Problems Intentional Teaching Card M22, “Story Problems”; collection of manipulatives to be added and subtracted Option 2: More or Fewer Towers Intentional Teaching Card M59, “More or Fewer Towers”; interlocking cubes; more–fewer spinner; numeral–quantity cards or die | Option 1: Tallying Intentional Teaching Card M06, “Tallying”; clipboard; paper; pencils or crayons; chart from large group Option 2: Graphing Intentional Teaching Card M11, “Graphing”; large graph paper or lined chart paper; markers; stickers; charts from yesterday’s and today’s large group |
| Mighty Minutes™ | Mighty Minutes 26, “Echo Clapping” | Mighty Minutes 85, “Listen for Your Name” | Mighty Minutes 49, “A Tree My Size” | Mighty Minutes 16, “Nothing, Nothing, Something” | Mighty Minutes 10, “Words in Motion” |

Make Time for...

Outdoor Experiences

- Generate a list of children’s favorite outdoor activities. Encourage children to choose a new activity each day to play.

Family Partnerships

- Invite family members to join the class for the end-of-year celebration next week.

Reflecting and Celebrating

Vocabulary—English: goal, accomplishment, reflect, look forward to

Spanish: objetivo, logro, reflexionar, anhelar

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---------------------|---|---|--|--|--|
| Interest Areas | Library: personal journal for each child; variety of writing tools | Library: personal journal for each child; variety of writing tools | Art: materials for creating illustrations | All: displays of children’s learning throughout the year | All: displays of children’s learning throughout the year Art: materials for working on the mural |
| Question of the Day | Which was your favorite study this year? (List the studies completed in your class.) | What are you proud of? | How old will you be when you go to kindergarten? | What was your favorite thing about preschool? | What is your favorite memory of our year together? |
| Large Group | Movement: Spatial Patterns Discussion and Shared Writing: What Did We Learn This Year? Materials: Mighty Minutes 38, “Spatial Patterns”; artifacts from the year’s studies; audio or video recorder; chart paper | Game: My Name, Too! Discussion and Shared Writing: What Did We Learn This Year? Materials: Mighty Minutes 35, “My Name, Too!”; chart paper | Rhyme: Ticky Ricky Discussion and Shared Writing: Writing a Letter Materials: Mighty Minutes 12, “Ticky Ricky”; letter writing materials; chart paper | Rhyme: A-Hunting We Will Go Discussion and Shared Writing: Planning Our Celebration Materials: Mighty Minutes 58, “A-Hunting We Will Go”; chart paper | Game: Simon Says Discussion and Shared Writing: Reflecting and Celebrating Materials: Mighty Minutes 13, “Simon Says” |
| Read-Aloud | <i>I Took the Moon for a Walk</i> Book Discussion Card 43 (second read-aloud) | Selection of a fiction book from the “Children’s Books” list | <i>I Took the Moon for a Walk</i> Book Discussion Card 43 (third read-aloud) | Selection of a fiction book from the “Children’s Books” list | Books that children have made throughout the year |
| Small Group | Option 1: Making Numerals Intentional Teaching Card M41, “Making Numerals”; modeling dough or clay; numeral–quantity cards Option 2: Math Collage Intentional Teaching Card M78, “Math Collage”; construction paper; glue; collection of small collage materials, e.g., craft sticks, pom-poms, sequins, feathers, or other small materials related to the study topic; pencils or crayons; numeral–quantity cards | Option 1: Letters, Letters, Letters Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored ink pads; construction paper or magnetic letters and board Option 2: Shaving Cream Letters Intentional Teaching Card LL13, “Shaving Cream Letters”; shaving cream; art smocks | Option 1: Morning, Noon, and Night Intentional Teaching Card M60, “Morning, Noon, & Night”; magazines; scissors; chart paper; glue sticks; markers Option 2: Which Container Holds More? Intentional Teaching Card M32, “Which Container Holds More?”; sand table; various clear plastic containers; paper cup, measuring cup, or can; funnel | Option 1: A Mural of Memories Intentional Teaching Card SE26, “Making a Mural”; materials for making a mural, e.g., smocks, paint, paintbrushes, etc. Option 2: A Mural of Memories Intentional Teaching Card SE26, “Making a Mural”; materials for making a mural, e.g., smocks, paint, paintbrushes, etc.; collection of photos and videos from earlier in the year | Making a Snack to Share <i>Come Cook With Me!</i> or an <i>Intentional Teaching Card™</i> for the recipe chosen yesterday; ingredients and materials for making recipe |
| Mighty Minutes™ | Mighty Minutes 08, “Clap the Missing Word” | Mighty Minutes 32, “Walk the Line”; masking tape or yarn; letter cards | Mighty Minutes 52, “Walk Around the Shapes”; shape cards | Mighty Minutes 82, “Let’s Clean Up!” | Mighty Minutes 40, “Clap A Friend’s Name” |

Make Time for...

Outdoor Experiences

Physical Fun

- Review Intentional Teaching Card P17, “Balance on a Beam.” Follow the guidance on the card.

Family Partnerships

- Invite family members to join the class for the end-of-year celebration.
- Invite older siblings, if possible, to share their personal kindergarten experiences.