

Teaching Reading *in* Kindergarten

A Structured Approach to Daily Reading
That Helps Every Child Become a Confident, Capable Reader

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New York • Toronto • London • Auckland • Sydney
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Kindergarten Yearlong Plan

WEEK	THEME/ WORDS/ CHUNKS	BOOKS/CHARTS	ACTIVITIES
Aug. 23 5 days	Busy Bee, Rules <i>I</i>	<i>Busy Bee</i> chart <i>Miss Bindergarten Gets Ready for Kindergarten</i> <i>Copy Cat's Animal Noises</i> <i>First Day Jitters</i> <i>1 is for One</i> <i>Panda Kindergarten</i> <i>A Place Called Kindergarten</i> <i>A School Day</i> <i>Splat the Cat</i>	Back-to-School scavenger hunt; individual assessments; introduce rules/ROAR; playground rules; recognize first name; copy first name correctly; #s 1-9 w/# poems; graph # of letters in first names; start voice-print match; start learning letters in name; count school days; explain Wednesday folders; model thinking aloud about text; introduce "Say Something"; free explore manipulatives; <i>I</i> paper book; make busy bees; Name Game (pass busy bee on stick, say "Busy Bee, Busy Bee, can you say your name for me?"); no calendar until September; giant Busy Bee notes
Aug. 30 5 days	First Names <i>me</i> <i>am</i>	<i>Me</i> chant <i>Spend Time With Me</i> <i>The ABC Book</i> (w/writing) <i>The Monster at the End of This Book</i> <i>Meet the Barkers</i> <i>My Mouth Is a Volcano</i> (blurting)	Continue copying/writing names correctly; continue learning letters in name; #s with # poems; free explore manipulatives; snip scraps; "just a dot, not a lot" gluing; Me game (hold up a name card, student says, "That's me, m-e!"); <i>I Like</i> paper book; <i>I Am</i> paper book; <i>I Am</i> class book with photos/names of classmates; voice-print match; learn alphabet song, practice pointing to letters while singing; giant Busy Bee notes; arrange school bus ride (First Student 241-1570); building blocks; put up calendar together; introduce days-of-the-week song
Sept. 6 4 days	Birthdays <i>a, red</i>	<i>Cakes</i> <i>Happy Birthday</i> song chart <i>It's My Birthday</i> <i>Bingo</i> chart <i>r-e-d</i> song and chart <i>1, 1, Cinnamon Bun</i> chant <i>1, 2, Buckle My Shoe</i>	Bingo song and clapping patterns; continue writing names; learn letters in names; discuss/graph birthdays; months-of-the-year song and dance; put calendar up together; finger patterns to show #s; <i>1, 2, Buckle . . .</i> sequence cards; match fingers to # cards; voice-print match; days-of-the-week song; <i>Red Stuff</i> paper book; <i>The Color Book</i> paper book; <i>A Good Book</i> paper book; <i>It's My Birthday</i> paper book; giant Busy Bee notes; send note for bus ride; practice touch and count/move and count; introduce magnetic letters; birthday cake color word sheet; "things that are red" sheet



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Sept. 13 4 days	Bus <i>the, stop</i>	<i>The Bus for Us</i> <i>The Little School Bus</i> <i>School Bus</i> <i>The Wheels on the Bus</i> <i>The Wheels on the School Bus</i> <i>Don't Let the Pigeon Drive the Bus</i> <i>t-h-e</i> chant/chart <i>Hey Diddle Diddle (the)</i>	Continue copying/writing names correctly; continue learning letters in name; school bus visit and ride; you can draw a bus; bus floor puzzle; voice-print match; <i>Stop</i> paper book; <i>The Color Book</i> paper book; <i>I Ride</i> paper book; giant Busy Bee notes; send home letter about parent volunteers beginning in October; ordinal numbers with <i>Little School Bus</i> characters; introduce the bad boys; copy first five pages of bus coloring book
Sept. 20 5 days	Colors <i>I, see, color words</i>	<i>I Went Walking</i> <i>Brown Bear, Brown Bear</i> book <i>Brown Bear, Brown Bear</i> chart <i>Cat's Colors</i> <i>Pete the Cat—I Love My White Shoes</i> (public library) <i>Little Pink Pup</i> (school library)	Continue copying/writing names correctly; continue learning letters in name; voice-print match; sort and count m&ms; <i>Brown Bear</i> paper book; color song CD; find color words on crayons and markers; <i>Bears in Squares</i> paper book; <i>I See My Classmates</i> class book (need to take students' pictures; this book goes in independent book bags); <i>The Bus</i> paper book; <i>I Can See</i> paper book; introduce color chart; <i>The Color Book</i> paper book; colorful critters sheet; <i>I Can See</i> class book with Q-tip® painting; pattern block animal books; model how to listen to stories on tape and CD, begin at center time; send conference request note
Sept. 27 5 days	Scarecrows <i>is, it, color words</i>	<i>What Is It?</i> <i>I'm a Little Scarecrow</i> chart <i>Six Crows</i> <i>The Lonely Scare Crow</i> <i>Little Bear Makes a Scarecrow</i> <i>Ten Black Dots</i> read-aloud	Continue copying/writing names correctly; continue learning letters in name; voice-print match; write #s on dry-erase boards w/# poems; "wiz of is" hats; make a crow; <i>Scarecrow Colors</i> paper book; color song CD; <i>What Is It?</i> paper book; scarecrow class book (color one element of picture; text for pages → <i>Is the hat blue? The corn is yellow.</i>); <i>Dots</i> paper book; change calendar together; months-of-the-year song; begin 1st quarter assessments; send note for walking field trip
Oct. 4 5 days	Safety <i>is, stop, go, can, color words</i>	<i>Marvin K. Mooney</i> <i>Can I Go?</i> <i>My Hands Can</i> <i>B-I-N-G-O</i> song chart (<i>go</i>) <i>The Little Old Lady Who Was Not Afraid of Anything</i> <i>Stop, Drop, Roll</i> <i>A Day in the Life of a Firefighter</i>	911; 911 role play scenarios; traffic signals; traffic light walking field trip; traffic light art; <i>What Is Hot?</i> paper book; color song CD; play red light/green light; fire safety; firefighter visit; months-of-the-year song; <i>I Can See My Friends</i> class book (w/student photos); note to parents (Oct. changes); telephone #s cut and glue; start individualized reading instruction; start independent journal writing; start take-home books



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Oct. 11 4 days	Apples up, like, color words	<i>Ten Apples Up on Top!</i> <i>Apples</i> <i>Ten Apples Up On Top!</i> chart <i>10 Little Apples</i> chart <i>Johnny Appleseed</i> <i>Johnny Appleseed</i> song <i>The Seasons of Arnold's Apple Tree</i> <i>Up, Up . . . It's Apple Picking Time</i> <i>Little Mouse and the Big, Red Apple</i> <i>The Apple Pie Tree</i> <i>B-O-N-E-S</i> song chart	<i>10 Apples Up on Top!</i> coloring/cutting/counting activity; <i>I like ____ apples</i> predictable reading chart w/student photos; apple snacks; paper plate apple (tear red paper, glue to plate, add brown stem and green leaf); play red apple/green apple (red light/green light); <i>Apples</i> paper book; balance beanbags on head for apples up on top; Johnny Appleseed hats; color apples by color words; color song CD; apple counting; introduce "Ask Questions"
Oct. 18 3 days	Leaves is, can, color words, -an chunk	<i>Fall Leaves Fall</i> <i>I Like Leaves</i> <i>The Leaves on the Trees</i> <i>We're Going on a Leaf Hunt</i> <i>The Fox and the Falling Leaves</i> <i>Skeleton Hiccups (up)</i> <i>There Was an Old Lady . . .</i> <i>Leaves</i> <i>Dan, the Flying Man</i> <i>The Little Old Lady Who Was Not Afraid of Anything</i>	Leaf coloring (color words); color song CD; <i>My Leaf Book</i> paper book; go on a leaf hunt; learn to blend colors while coloring leaves (copy real leaves from hunt); lots-of-leaves color by color words; review past charts
Oct. 25 5 days	Halloween -at words, look	<i>There Was an Old Lady Who Swallowed a Bat</i> <i>In the Haunted House</i> <i>Ghosts in the House</i> <i>Shake Dem Halloween Bones</i> <i>Tucker's Spooky Halloween</i> <i>Boo! (oo)</i> <i>Boo Hoo Bird</i> (school library)	Rhyming song with -at words; <i>The Look Book</i> class book w/pictures of students in costumes (<i>Look! Is it a witch? No, it's just Ashley.</i>); Halloween rhyme paper (<i>bat, cat, hat, rat</i>); begin independent reading (w/ take-home books) at Independent Center; begin shared reading books/charts review at Assistant Center
Nov. 1 4 days	T-Shirts look, sh, -e words	<i>Counting on Calico</i> (teen #s) <i>T-Shirts</i> <i>B-O-N-E-S</i> song chart <i>Sh!</i> <i>The 13 Days of Halloween</i>	Rhyming song to the tune of <i>If You're Happy and You Know It</i> ("if you change the <i>m</i> in <i>me</i> to an <i>h</i> , if you change the <i>m</i> in <i>me</i> to an <i>h</i> , if you change the <i>m</i> to an <i>h</i> , then <i>me</i> becomes <i>he</i> , if you change the <i>m</i> in <i>me</i> to an <i>h</i>); Name Game (hold up name cards, students write <i>he, she, or me</i>); introduce <i>The Good Boys</i> ; -e word family w/magnetic letters; change calendar together; months-of-the-year song; Word Wall word game; Word Wall search



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Nov. 8 5 days	Voting, Little Red Hen <i>little, yes, no, go, so</i> <i>(said and will if I do the class book)</i>	<i>Would You Rather?</i> <i>Mary Had a Little Lamb</i> <i>Mary Had a Little Lamb</i> song books (2) <i>Mary Had a Little Lamb</i> <i>Little Bo Peep</i> <i>Little Boy Blue</i> chart <i>Little Miss Muffet</i> chart <i>Little Red Hen</i> big book	<i>Little Red Hen</i> flannel characters; use <i>yes</i> and <i>no</i> for voting; <i>yes</i> and <i>no</i> Bingo game; spell <i>yes</i> or <i>no</i> for snack; vote on whether animals should get the bread; vote on choices throughout the day; write <i>yes</i> or <i>no</i> to answer silly questions; Name Game with -e words (teacher shows names; kids write <i>he, she, or me</i>); independent reading (w/take-home books) at Independent Center; shared-reading books/charts review at Assistant Center; start class book (“Not I,” said Gia, “I am reading.” Also, I am writing, I am counting, etc.); “Mary had a little lamb”—cut/order phrases; introduce Make Connection”; introduce “Say Something to Your Partner”
Nov. 15 5 days	Little Red Hen <i>little, not, will</i>	<i>Little Red Hen</i> small book <i>Little Red Hen</i> small book <i>Little Red Hen</i> medium book <i>The Little Yellow Chicken</i> <i>The Little Yellow Chicken’s House</i> <i>Who Will Help?</i> big book	<i>Little Red Hen</i> flannel characters; paint the setting for <i>Who Will Help?</i> /glue on characters/make wall story; write <i>me</i> or <i>not me</i> to answer questions; write “do not . . .” rules for shared reading; independent reading (w/take-home books) at Independent Center; shared reading books/charts review at Assistant Center
Nov. 22 2 days	Thanksgiving <i>you (thank you), said</i>	<i>Thanksgiving Day</i> <i>I Know an Old Lady Who Swallowed a Pie</i> <i>The First Thanksgiving</i> <i>10 Turkeys in the Road</i> (p.l.) <i>The Secret of Saying Thanks</i> <i>Over the River and . . .</i> <i>Thanksgiving Is for Giving Thanks</i> <i>Setting the Turkeys Free</i> <i>Saying Thank You</i> <i>Grateful</i> (and CD)	Sing <i>Happy Birthday</i> but spell out <i>y-o-u</i> while singing; handprint turkey art (after reading <i>Setting the Turkeys Free</i>); Thank you for my . . . cut and glue sentences; fourth time to be Busy Bee—teacher writes a quote by the Busy Bee to introduce quotation marks and the word “said”
Nov. 29 5 days	Family, Houses <i>Mom, Dad, little, my, will</i>	<i>T-Shirts</i> <i>There Were Ten in the Bed</i> <i>Houses (ou)</i> <i>My Little House</i> <i>Bear’s Busy Family</i> <i>Families One and All</i> big book <i>My Family</i> <i>A Clean House . . . Mole and Mouse</i> <i>The Rhyming Dust Bunnies</i> <i>Here Comes the Big . . . Dust Bunny</i>	<i>My Family</i> paper book (after reading <i>Bear’s Busy Family</i>); color T-shirts to match book; silly questions with <i>Mom</i> and <i>Dad</i> (teacher asks questions, some silly, kids answer by writing <i>Mom</i> or <i>Dad</i>); <i>Mom</i> or <i>Dad</i> picture sheet; family member stencils; change calendar together; months-of-the-year song and dance; start holiday gifts for family; begin 2nd quarter assessments



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Dec. 6 5 days	Opposites <i>yes, no, big, little, cat, dog, and</i>	<i>S-A-N-T-A</i> song chart <i>The Mitten</i> <i>You and Me: We're Opposites</i> <i>One Fish, Two Fish</i> chart <i>Outfits (and) (ou)</i> <i>Black, White, Day, Night</i> (MCPLD) <i>Cat and Dog</i> big book <i>The Quiet Book</i> (public library) <i>The Loud Book</i> (public library) <i>Funny Feet</i> chart (<i>right, left</i>) <i>The Wheels on the Bus</i> <i>Sink or Float</i> big book <i>City Dog, Country Frog</i>	<i>Yes</i> and <i>no</i> Bingo; <i>left</i> and <i>right</i> walk; decorate right and left mittens to match; start holiday gifts; write tags with <i>to/from</i> ; card factory game with <i>to/from</i> ; "and hand" hat; connect words/photos/first names with <i>and</i> ; connect opposites with <i>and</i> ; class book with photos of students showing opposites; sink or float experiments; Hokey Pokey song; opposite puzzles and matching cards; opposite matching cards; send home gingerbread decorating homework; Hokey Pokey dance (learn <i>right</i> and <i>left</i>); "and hand" connector activities
Dec. 13 5 days	Gingerbread Man <i>can, -an words, my</i>	<i>The Gingerbread Man</i> (different versions) <i>Maisy Makes Gingerbread</i> <i>My Hands Can</i> <i>The Gingerbread Cowboy</i> <i>The Gingerbread Man Loose in School</i> (MCPLD) <i>S-A-N-T-A</i> song chart <i>Helping Hands</i> big book <i>The Gingerbread Girl</i> (read last)	Write a book: <i>My Gingerbread Man can walk, can run, can sleep, can ride on a fox, etc.</i> ; display gingerbread men made at home; Little Debbie gingerbread cookies; model magic gingerbread man; gingerbread man magnets, puppets, and felt characters for retell; <i>My Hands Can</i> class book; gingerbread man hunt around school; matching gingerbread boy art, gingerbread boy floor puzzle; gingerbread man color-by-number; write down kids' recipes; gingerbread playdough; buy Enstrom's chocolate bees as gifts for students
Dec. 20 2 days	Christmas <i>are, -ar words, to, from</i>	<i>S-A-N-T-A</i> song chart <i>Christmas Cookies</i> <i>Twinkle, Twinkle Little Star</i> <i>Bark, George</i> <i>a-r-e</i> song <i>Little Rabbit's Christmas</i> <i>There Was a Bold Lady Who Wanted a Star</i> <i>12 Days of Christmas</i> <i>12 Dogs of Christmas</i> <i>Santa's Noisy Night</i> <i>Who Will Guide My Sleigh Tonight?</i> <i>Nell's Elf</i>	For the <i>-er</i> chunk, read <i>Move Over, Rover</i>



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Jan. 3 4 days	New Year's, Last Names <i>you</i>	<i>P. Bear's New Year's Party</i> <i>Just in Time for New Year's</i> <i>And Here's to You</i> <i>You and Me</i>	Introduce last names; start writing last names; change calendar together; months-of-the-year song and dance; start king of/queen of photos for first/last name chunks and blends; get crowns from Burger King; Sing <i>Happy Birthday</i> but spell out <i>y-o-u</i> while singing
Jan. 10 5 days	Martin Luther King, Jr. <i>-ing words, blends (swing, bring, spring)</i>	<i>i-n-g</i> song chart <i>Hands Are Not for Hitting (ing)</i> <i>Why Do I Wash My Hands?</i> <i>B-I-N-G-O</i> song <i>Ping</i> <i>The Giving Tree</i> <i>Ding-a-ling-a-ling</i> big book <i>Ten Little Monkeys Jumping on the Bed</i> big book <i>Old King Cole</i> chart <i>Martin's Big Words</i>	MLK, Jr. cut-and-glue art project; MLK, Jr. writing project; king of <i>-ing</i> crowns; write <i>-ing</i> words on dry-erase boards and in computer lab; play missing # game on 100 number chart; write in missing numbers on a 100 chart; start practicing writing to 100 on own by the 100th day; introduce and model "Say Something Share"
Jan. 17 4 days	Winter Snow <i>sn blend, blends</i>	<i>I'm a Little Snowman</i> chart <i>Hello, Snow</i> <i>The Snowman</i> <i>Mouse's First Snow</i> (public library) <i>Snow Friends</i> <i>There Was a Cold Lady Who Swallowed Some Snow</i> <i>All You Need for a Snowman</i> <i>Let It Snow (ing)</i> <i>I Love Snow</i> big book <i>A Very Special Snowflake</i>	Psychedelic coffee-filter snowflakes; you can draw a snowman; start pointing out and talking about blends; snowman art; winter out our window art; left and right mittens (make them match, then cut them out and use them for the Snowkey Pokey); paper plate snowman art For the <i>-er</i> chunk, read <i>Move Over, Rover</i>
Jan. 24 5 days	Sunshine and Shadows	<i>Go to Sleep, Groundhog</i> <i>Light</i> big book <i>My Favorite Star</i> big book <i>The Grouchy Lady Bug</i> <i>Little Rabbit's First Time</i> book <i>I Love My Shadow</i> <i>A Second Is a Hiccup</i>	Send note home about 100th day of school activities; practice adding <i>s</i> to the end of words and covering up <i>s</i> to read words; make a clock; learn time to the hour; start king of/queen of photos; go outside and notice/play with shadows; trace around and measure shadows at different times of day; make shadows with doc cam and discuss; draw pictures with sun and shadows in computer lab



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Jan. 31 4 days	100th Day of School (Feb. 8, 2011) <i>day, -ay, have, has, had</i>	<i>Wolf's Chicken Stew</i> <i>100 School Days</i> <i>From One to One Hundred</i> <i>100 Days of School</i> <i>100 is a Lot</i> poem <i>My Lucky Day</i> (read after <i>Wolf's Chicken Stew</i>) <i>Miss Bindergarten . . . 100th Day May I?</i> (-ay chunk)	Send home note about Valentine's Day party; send class list for valentines; 100 chart number hunt; collect 100 snacks; <i>My 100 Book</i> paper book; try to write numbers to 100 w/o using number chart; <i>I have 100 . . .</i> predictable chart/book with photos of students and items; cut out 100 pancakes and 100 doughnuts; change calendar together; months-of-the-year song; <i>If I had 100 . . .</i> writing paper; weigh and compare sets of 100 items; color 100 balloons
Feb. 7 5 days	Valentine's Day, Friends <i>love, very, to, from</i>	<i>I Love You</i> rebus poem book <i>We are the Busy Bees</i> song <i>The Jacket I Wear in . . . Snow</i> <i>Mama Loves You</i> <i>Guess How Much I Love You</i> <i>I Love you Because You're You</i> <i>The Pout-Pout Fish</i> <i>I Love You, Good Night</i> <i>I Love You More</i> <i>I Love Words</i> <i>Chester Raccoon and . . . Bully</i> <i>Who Ate All the Cookie Dough?</i> (<i>know</i> ; CAFÉ book in library)	<i>I Love You</i> rebus poem pocket-chart activity; decorate valentine bags; valentine picture sequencing; start publishing student writing; card factory with <i>to/from</i> ; hand out lips, take picture of kids with lips; deliver valentines to bags <i>before</i> the party; rhyming valentine hearts; color hearts the right color; learn to write <i>I love you</i> ; make a valentine bag; introduce/model "I Remember" strategy; handprint valentines for parents
Feb. 14 5 days	USA of	<i>Our Country/Flag</i> big book <i>This Land is Your Land</i> chart <i>America Is . . .</i> (public library) <i>George Washington</i> <i>Abe Lincoln's Hat</i> <i>Pledge of Allegiance</i> chart	Wear red, white and blue; hand out American flags; learn <i>It's a Grand Old Flag</i> ; learn <i>This Land Is Your Land</i> ; United States of America; Statue of Liberty art and measuring; <i>of</i> glove; <i>My Book About the USA</i> paper book; send note about Wacky Wednesday; make an American flag; send home <i>wh</i> trivia question homework
Feb. 21 4 days	Questions, Dr. Seuss <i>wh</i> question words <i>feet</i> (-ee chunk)	<i>Dr. Seuss</i> books <i>The Foot Book</i> <i>Funny Feet</i> chart <i>Why Do I Sleep?</i> <i>Chicken Butt</i> (in library; CAFÉ) <i>You Know What?</i> <i>Wacky Wednesday</i> <i>Who Took the Cookie From The Cookie Jar?</i> chart <i>Rhyming Dust Bunnies</i> (rhyming and non-rhyming; CAFÉ)	<i>My Book of Questions</i> paper book; dress up wacky on a Wednesday close to Seuss' birthday (March 2); teach how to raise voice for a question mark; sequencing puzzle cards; <i>wh</i> trivia questions game; measure feet (Investigations activity); <i>How Many, Many Feet You Meet</i> class book; <i>Meet Our Feet</i> class book; begin 3rd quarter assessments



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Feb. 28 5 days	Ducks <i>all, -all words, number words</i>	<i>Who's Tall? Who's Small?</i> <i>A Duck So Small</i> <i>Little Quack</i> <i>Duck Rabbit</i> <i>Duck on a Bike</i> <i>Duck at the Door</i> <i>One Potato, Two Potato</i> <i>Five Little Ducks</i> big book <i>I Know an Old Teacher</i> <i>Nine Ducks Nine</i> big book	Paper plate duck art; <i>ck</i> at end of words; change calendar together; months-of-the-year song and dance
Mar. 7 4 days	Spring Weather <i>all, -all words</i>	<i>Humpty Dumpty</i> chart <i>Mouse's First Spring</i> <i>Rain, Rain Go Away</i> <i>Wind</i> <i>Rain</i> <i>Sun</i> <i>Sunshine on My Shoulder</i> <i>My Favorite Star</i> big book <i>Mouse's First Spring</i> <i>Class Picture Day</i> (whenever class pictures are)	Order caterpillars to arrive Apr. 8; introduce/model "Picture in Your Head"; human wind experiments; you can draw a kite; grocery sack kites; addition activities; plan dental assistant visit; start working on endings (<i>s, -ing, -ed, -er</i>), especially noticing them while reading and trying them out in the computer lab; teach "sounds like a <i>t</i> but it's really <i>ed</i> for writing"; schedule end-of-the year DRA testing for April teacher work day and subsequent Wednesday early release days.
Mar. 21 5 days	Cats	<i>There Are Cats in This Book</i> <i>There Are No Cats in This Book</i> <i>What Will Fat Cat Sit On?</i> (CAFÉ book in library) <i>Cat the Cat</i> <i>Chester</i> <i>Splat the Cat</i>	Schedule end-of-the year DRA testing for April teacher work day and subsequent Wednesday early release days.
Mar. 28 4 days	Plants	<i>The Seed Song</i> chart <i>Ten Seeds</i> <i>April Foolishness</i> (read on April 1) <i>It's April Fools' Day!</i> <i>April Fool</i> <i>Grow Flower Grow</i> <i>Flowers</i> <i>Leaves</i> <i>Roots</i> <i>Seeds</i>	Plant seeds (marigolds in double paper cups; peas, beans, sunflowers in terrariums); change calendar together; months-of-the-year song and dance; <i>Ten Seeds</i> subtraction paper; send home end-of-year assessment appointment letter; dirt dessert; The Vowel Song



WEEK	THEME/ WORDS/ CHUNKS	BOOKS/CHARTS	ACTIVITIES
Apr. 4 5 days	Caterpillars and Butterflies -ou/-ow words	<i>The Very Hungry Caterpillar</i> <i>Natl. Geographic Butterfly</i> book <i>Butterfly Song</i> chart <i>There Was an Old Lady Who Swallowed a Fly</i> <i>Becoming Butterflies</i> <i>From Caterpillar to Butterfly</i> <i>Eency Weency Spider</i> chart (ou/ow)	Butterfly life cycle art; <i>The Very Hungry Caterpillar</i> paper book; butterfly magnets for Mother's Day; observe caterpillars changing to butterflies; predict when butterflies will hatch; start KPAs (send home notices about individual assessment times before and after school); do KPAs first, then bring kids in for a second appointment for their DRA or to finish up their DRA; introduce and model Important Words and Phrases strategy; butterfly color-by-number; I can draw a butterfly; symmetry butterfly
Apr. 11 5 days	Teeth too, -oo, -ed ending	<i>Where's Your Tooth?</i> big book <i>The Tooth Book</i> <i>My Teacher Is the Tooth Fairy</i> <i>Andrew's Loose Tooth</i> <i>How the Tooth Fairy Got Job</i> <i>Clifford's Loose Tooth</i> <i>Tooth Trouble</i> <i>The Tooth Book</i> <i>Visit to the Dentist</i> <i>Why Do I Brush My Teeth?</i>	Dental assistant visit; plan a graduation and/or graduation party; start putting together an end-of-year DVD of kindergarten photos; string Cheerios in groups of ten with a bead in between
Apr. 18 5 days	Earth Day, Earth's Animals, Easter	<i>Picture Dictionary of Mammals</i> big book <i>Big Picture Book ANIMALS</i> <i>Put Me in the Zoo</i> <i>Clementine</i> (public library) <i>Fairy Houses</i> <i>Pouch!</i> (ou, ch) <i>Touch the Earth</i> <i>The Curious Garden</i> (MCPLD) <i>The Earth and I</i> <i>Never, Ever Shout in a Zoo</i> <i>There's a Zoo in Room 22</i> <i>My School Is a Zoo</i> <i>Little Rabbit Foo Foo</i> <i>Miss Moo Goes to the Zoo</i> <i>Over in the Grasslands</i> <i>Animal Strike at the Zoo</i> <i>Who's in the Zoo?</i> <i>Lazy, Lonely Rhino</i> big book <i>Just This Once</i> big book <i>Biggest, Strongest, Fastest</i> (-est ending) <i>An Egg Is an Egg</i> <i>The Cow That Laid an Egg</i> <i>There Was an Old Lady Who Swallowed a Chick</i>	Start DRAs; <i>Coloring Eggs</i> paper book; <i>What Is in This Egg?</i> paper book; <i>Humpty Dumpty</i> paper book; Easter egg hunt; jelly bean patterns; jelly bean art



WEEK	THEME/ WORDS/ CHUNKS	BOOKS/CHARTS	ACTIVITIES
Apr. 25 <i>5 days</i>	Farm, Baby Animals	<i>G Is for Goat</i> <i>Farmer McFee</i> big book <i>Russell the Sheep</i> <i>Funny Farm</i> <i>The Cow Loves Cookies</i> <i>Farm Animals</i> <i>If You Were Born a Kitten</i> <i>The Last Puppy</i> <i>See What It Will Be</i> big book <i>Just the Right Size</i> big book <i>Bedhead</i> (class pictures)	“Gee, that’s a cute goat” (how to remember <i>g</i>); pig cut-and-glue art; field trip to Moon Farm; hand out bandanas that day; learn to write a riddle after reading <i>See What It Will Be</i> ; read <i>Look Out Kindergarten, Here I Come</i> kdgn round-up; have current class out of the room 10:15-10:45 so I can bring in the new kids during kdgn round-up
May 2 <i>3 days</i>	Mother’s Day <i>-ay, -ot, got</i>	<i>Flower Garden</i> big book <i>The Cooking Pot</i> big book <i>How Much, How Many</i> <i>My Monster Mama Loves Me</i> <i>My Mom Is Great</i> <i>Are You My Mother?</i> <i>Does a Kangaroo . . . Mother, Too?</i>	Make Mother’s Day card (clock with <i>Mothers love all the time</i>); Mother’s Day gifts (plants, coffee filter/butterfly magnet)
May 9 <i>5 days</i>	Watermelon	<i>The Enormous Watermelon</i> big book <i>Watermelon Day</i> <i>One Watermelon Seed</i> <i>Down by the Bay</i> book/song other enormous stories, including <i>Moose’s Loose Tooth</i>	Make watermelon half-ovals/sprinkle with watermelon Kool-aid or Jello; predict—will a watermelon sink or float, then eat it; paper plate watermelons (cut plate in half); thumbprints in green ink to print watermelons and do watermelon math; write an enormous story
May 16 <i>5 days</i>			Catch up, do end-of-year activities, or plug in any theme
May 23 <i>5 days</i>	Pizza	<i>Little Red Hen Makes a Pizza</i> <i>Pete’s a Pizza</i> <i>Pizza for Everyone</i>	Make a pizza (cut circle, cut out toppings); make mini English muffin pizzas; pizza video; celebrate summer birthdays; write a letter to first-grade teachers; act out <i>Pete’s a Pizza</i> ; music program on last day of school followed by graduation celebration in classroom (print certificates)

Letter Formation Cues for Lowercase and Uppercase Letters

The cues listed below serve as short prompts or reminders for students. Use them as they are or tailor them to match your teaching style, curriculum, and student needs. Encourage students to verbalize the cues as they form letters, especially those letters that are difficult to make or often turn out reversed.

a	Make a c, up, down
b	Start at the top, straight down, circle around
c	Curve up and around and touch the ground
d	Make a c, go all the way up, and trace it down
e	Straight across and around
f	Curve up and around, down, and cross it
g	Make a c, go up, trace it down, down with a hook
h	Start at the top, go down, trace it up with a bump
i	Straight down, dot in the sky
j	Straight down, down with a hook, dot in the sky
k	Start at the top, straight down, little sideways v at the bottom
l	Start at the top, straight down to the ground
m	Go down, trace it up, bump, bump
n	Go down, trace it up, bump
o	Start at the top, circle back, close it perfectly
p	Straight down, down, trace it up, and circle around
q	Make a c, go up, straight down, down with a tail
r	Go down, trace it up with a curve
s	Forward c, backward c

Tip: Since the formation of many letters begins with the letter c, teach the letter c as early as possible.

Tip: Having students start at the *top* rather than the *skyline* works with both unlined and lined paper, whereas starting at the *skyline* might be confusing on unlined paper.

Tip: Having students make a c first helps prevent b and d reversals. Be sure students understand that *trace* means to go over part of a line that was already made.

Tip: Mentioning the *little sideways v* will prevent lowercase k from turning out to be a capital K.

Tip: Although lowercase o does not start at the top (as in where the *skyline* is), reminding students to start up high thwarts the action of starting o at the bottom and circling forward.



t	Start at the top, go down, and cross it
u	Go down, curve it up, trace it down
v	Diagonal down, diagonal up
w	Diagonal down, up, down, up
x	Diagonal down, diagonal down
y	Short diagonal, long diagonal
z	Forward, diagonal back, forward again

Tip: Point out to students that although *t* is a tall letter, it is not as tall as the other tall letters. You may want to refer to it as “teenager *t*.”

Tip: Teach students what *diagonal* means.

Tip: Repeatedly remind students that the short diagonal needs to go down low, not up at the top.

Tip: Use the terms *capital* and *uppercase* interchangeably.

Letter Formation Cues for Capital Letters

Follow the relevant tips given in the lowercase letter formation cues chart, as well as the new ones mentioned here.

A	Start at the top, diagonal down, diagonal down, cross it
B	Start at the top, go down, hop to the top, bump, bump
C	Curve up and around and touch the ground
D	Start at the top, go down, hop to the top, big bump
E	Start at the top, go down, hop to the top, stick, stick, stick
F	Start at the top, go down, hop to the top, stick, stick
G	Make a C, cut in
H	Start at the top, down, down, across
I	Start at the top, straight down, across the top, across the bottom

Tip: Though it may seem easier to start at the bottom to make capital A, it is important to be consistent with starting letters at the top.

Tip: Show students that they have to lift their pencils to *hop to the top*.

Tip: Since students write capital *I* so frequently, you will have many opportunities to remind them to make all three lines as straight as they can.



J	Start at the top, down with a hook, across the top
K	Start at the top, straight down, big sideways V
L	Start at the top, straight down and across
M	Start at the top, straight down, hop to the top, down, up, down
N	Start at the top, straight down, hop to the top, down, up
O	Start at the top, circle back, close it perfectly
P	Start at the top, straight down, hop to the top, one bump
Q	Start at the top, circle back, close it perfectly, add a tail
R	Start at the top, straight down, hop to the top, one bump, diagonal down
S	Start at the top, forward c, backward c
T	Start at the top, straight down, across the top
U	Start at the top, go down, curve it up
V	Start at the top, diagonal down, diagonal up
W	Start at the top, diagonal down, up, down, up
X	Start at the top, diagonal down, diagonal down
Y	A little v up high, straight line down
Z	Start at the top, forward, diagonal back, forward again

Tip: Remind students that capital *M* has points; lowercase *m* has bumps.



Ideas for Introducing and Teaching Letter Names and Sounds

Work mainly with lowercase letters, as this is about 95% of what students will make use of while writing and encounter while reading. Present letters in their capital/lowercase pairing as often as possible (for example, on the picture alphabet, with flashcards, in student journals). Say the letter formation cues while modeling how to write letters and encourage students to say them while writing. Students will often repeat the cues to help them recall letter names.

Aa	<p>Introduce <i>a</i> as a word within the first two weeks, with either the /ā/ or /ǔ/ pronunciation. Discuss it as it appears in student names.</p> <p>Focus on it during an Apples theme (or other theme that begins with the letter <i>a</i>).</p> <p>"It's the screaming letter. Make a (quiet) screaming sound."</p> <p>To teach the two main sounds, have students repeat an ABAB pattern: /ǎ/, /ā/, /ǎ/, /ā/, . . . If using the /ǔ/ pronunciation for the word <i>a</i>, constantly remind students that that is really letter <i>u</i>'s sound.</p> <p><i>Lowercase letter formation cue:</i> "Make a c, up, down."</p> <p><i>Uppercase letter formation cue:</i> "Down, down, across."</p>
Bb	<p>Discuss it as it appears in student names.</p> <p><i>Lowercase letter formation cue:</i> "Down, trace it up, with a /b/, /b/, ball."</p> <p><i>Uppercase letter formation cue:</i> "Down, hop to the top, bump, bump."</p>
Cc	<p>Discuss it as it appears in student names.</p> <p>Students learn this letter when learning the formation cues for letters <i>a</i> ("Make a c, up, down."), <i>d</i> ("Make a c, up really high, down."), and <i>g</i> ("Make a c, up, down with a hook.").</p> <p>To teach the two sounds, have students repeat an ABAB pattern: /s/, /k/, /s/, /k/, . . .</p> <p>Label and refer to /s/ as "soft c" and /k/ as "hard c."</p> <p><i>Lowercase and uppercase letter formation cue:</i> "Make a c."</p>
Dd	<p>Discuss it as it appears in student names.</p> <p>Emphasize it during the month of December (calendar time).</p> <p><i>Lowercase letter formation cue:</i> "Make a c, up really high, down."</p> <p>The formation cue will help students remember that it is <i>d</i>, not <i>b</i>, that starts with a c. Also teach students to say, "You have to make a c if you want to make a <i>d</i>."</p> <p><i>Uppercase letter formation cue:</i> "Down, hop to the top, bump."</p>
Ee	<p>Discuss it as it appears in student names.</p> <p>Introduce it when the word <i>the</i> is introduced within the first two weeks. "You can call it <i>the</i>, or you can call it <i>thē</i>, but either way it's spelled <i>t-h-e</i>."</p> <p>To model the short-<i>e</i> sound, cup your ear and say, "Eh? Speak up! I can't hear you!"</p> <p>To teach the two sounds, have students repeat an ABAB pattern: /ě/, /ē/, /ě/, /ē/, . . .</p> <p><i>Lowercase letter formation cue:</i> "Straight across and around."</p> <p><i>Uppercase letter formation cue:</i> "Down, across, across, across."</p>
Ff	<p>Discuss it as it appears in student names.</p> <p>Introduce it with the calendar and days of the week (Friday).</p> <p>Emphasize it during the month of February (calendar time).</p> <p>"Put your teeth on your bottom lip."</p> <p><i>Lowercase letter formation cue:</i> "Curve it around and down, then cross it."</p> <p>Students often make a tall lowercase <i>r</i> and then cross it, so explicitly state that <i>f</i> does not have a stick on the side of it like <i>r</i> does.</p> <p><i>Uppercase letter formation cue:</i> "Down, hop to the top, across, across."</p>



Gg	<p>Discuss it as it appears in student names.</p> <p>Teach “Gee, that’s a cute goat!” (especially if your picture alphabet has a goat for <i>g</i>.) This models the two sounds.</p> <p>To teach the two sounds, have students repeat an ABAB pattern: /j/, /g/, /j/, /g/, . . .</p> <p>Label and refer to /j/ as “soft <i>g</i>” and /g/ as “hard <i>g</i>.”</p> <p>Have students feel the two different places in their mouths where the two different sounds are made.</p> <p><i>Lowercase letter formation cue:</i> “Make a c, up, down with a hook.”</p> <p><i>Uppercase letter formation cue:</i> “Make a C, pull it in.”</p>
Hh	<p>Call <i>Hh</i> the breathing letter. Have students feel their breath on their hand as they breathe out and/or make panting sounds.</p> <p>Introduce it when the word <i>the</i> is introduced within the first two weeks. “You can call it <i>the</i>, or you can call it <i>thē</i>, but either way it’s spelled <i>t-h-e</i>.”</p> <p><i>Lowercase letter formation cue:</i> “Down, trace it up, bump.”</p> <p><i>Uppercase letter formation cue:</i> “Down, down, across.”</p>
Ii	<p>Introduce <i>I</i> as a word within the first two weeks of school.</p> <p>Discuss it as it appears in student names.</p> <p>Tell students the dot on the lowercase <i>I</i> kind of looks like an eye.</p> <p>Make students aware of the corners of their mouth going back for the short-<i>i</i> sound. Use the scaffold “corners back” to remind them of the sound.</p> <p>To teach the two sounds, have students repeat an ABAB pattern: /ĩ/, /ī/, /ĩ/, /ī/, . . .</p> <p><i>Lowercase letter formation cue:</i> “Down, with a dot.”</p> <p><i>Uppercase letter formation cue:</i> “Down, all the way across, all the way across.”</p>
Jj	<p>Discuss it as it appears in student names.</p> <p><i>Lowercase letter formation cue:</i> “Down with a hook, dot.”</p> <p><i>Uppercase letter formation cue:</i> “Down with a hook.”</p>
Kk	<p>Discuss it as it appears in student names.</p> <p><i>Lowercase letter formation cue:</i> “Down, little tiny sideways <i>v</i>.”</p> <p><i>Uppercase letter formation cue:</i> “Down, big sideways <i>v</i>.”</p>
Ll	<p>Discuss it as it appears in student names.</p> <p>Make students aware that their tongue will be up and behind their front teeth for this sound.</p> <p><i>Lowercase letter formation cue:</i> “Down.”</p> <p><i>Uppercase letter formation cue:</i> “Down, across.”</p>
Mm	<p>Discuss it as it appears in student names.</p> <p>Introduce it when the word <i>me</i> is introduced within the first two weeks. “I can make an <i>m</i>, and I can make an <i>e</i>; they spell a word, and the word is <i>me</i>.”</p> <p>Introduce it with the calendar and days of the week (Monday).</p> <p>Make students aware that their lips are together for this sound.</p> <p>“Mmmm, that’s a yummy letter.”</p> <p><i>Lowercase letter formation cue:</i> “Down, trace it up, bump, bump.”</p> <p><i>Uppercase letter formation cue:</i> “Down, hop to the top, down, up, down.”</p> <p>Remind students that lowercase <i>m</i> has bumps and that capital <i>m</i> has points.</p>
Nn	<p>Discuss it as it appears in student names.</p> <p>Emphasize during the month of November (calendar time).</p> <p>It’s the sound that an annoying insect makes as it flies around your face.</p> <p>Cut out an <i>n</i> and put it in an envelope.</p> <p><i>Lowercase letter formation cue:</i> “Down, trace it up, bump.”</p> <p><i>Uppercase letter formation cue:</i> “Down, hop to the top, down, up.”</p>



Oo	<p>Discuss it as it appears in student names. Emphasize it during the month of October (calendar time). Have students trace the round, o shape of their mouths as they make the short-o sound. To teach the two sounds, have students repeat an ABAB pattern: /<i>ō</i>/, /<i>ō</i>/, /<i>o</i>/, /<i>o</i>/, . . . (This sounds just different enough from <i>uh-oh</i>, <i>uh-oh</i> that students will remember it.) <i>Lowercase and uppercase letter formation cue:</i> "Circle back, close it up perfectly."</p>
Pp	<p>Discuss it as it appears in student names. Make students aware that they are pushing a puff of air between their lips. <i>Lowercase letter formation cue:</i> "Down, trace it up, with a circle." <i>Uppercase letter formation cue:</i> "Down, hop to the top, bump."</p>
Qq	<p>Discuss it if it appears in student names. Explicitly teach students to make /<i>k</i>/ quickly followed by /<i>w</i>/. Have students visualize a queen with a tail. This will help them remember that both the lowercase and uppercase versions have a tail. <i>Lowercase letter formation cue:</i> "Make a c, up, down with a tail." <i>Uppercase letter formation cue:</i> "Circle back, close it up perfectly, add a tail."</p>
Rr	<p>Discuss it as it appears in student names. Emphasize it while teaching the <i>r-e-d</i> song. "<i>r-e-d, red, r-e-d, red, I can spell red, I can spell red. Fire trucks are red, stop signs are red, too. r-e-d, red, r-e-d, red.</i>" Have students put their hands on an imaginary steering wheel, pretend they are driving, and make the <i>rrr</i> sound. <i>Lowercase letter formation cue:</i> "Down, trace it up with a curve." <i>Uppercase letter formation cue:</i> "Down, hop to the top, bump, stick."</p>
Ss	<p>Discuss it as it appears in student names. Introduce/emphasize it during the month of September (calendar time). Introduce it with the calendar and days of the week (Saturday, Sunday). Emphasize it as the words <i>is</i> and <i>see</i> are taught within the first few weeks of school. It's a hissing sound, as if air is being released. <i>Lowercase and uppercase letter formation cue:</i> "Forward c, backward c." Teach students to see the difference between a forward c and a backward c.</p>
Tt	<p>Discuss it as it appears in student names. Make students aware of their tongue hitting the back of their teeth. Introduce it when the word <i>the</i> is introduced within the first two weeks. "You can call it <i>the</i>, or you can call it <i>thē</i>, but either way it's spelled <i>t-h-e</i>." Introduce it with the calendar and days of the week (Tuesday). <i>Lowercase letter formation cue:</i> "Down, cross it." <i>Uppercase letter formation cue:</i> "Down, all the way across."</p>
Uu	<p>Discuss it as it appears in student names. If using the /<i>ū</i>/ pronunciation for the word <i>a</i>, constantly remind students that that is really the letter <i>u</i>'s sound. It's the sound we make if we get punched in the stomach; have students pretend to punch themselves and say, "<i>Ugh!</i>" To teach the two sounds, have students repeat an ABAB pattern: /<i>ū</i>/, /<i>ū</i>/, /<i>u</i>/, /<i>u</i>/, . . . (Start with the long-<i>u</i> sound on the pattern so it matches the exercise below.) Students can point to others and say, "You a girl," or "You a boy" to hear both sounds. <i>Lowercase letter formation cue:</i> "Down, curve it up, and down." <i>Uppercase letter formation cue:</i> "Down, curve it up."</p>



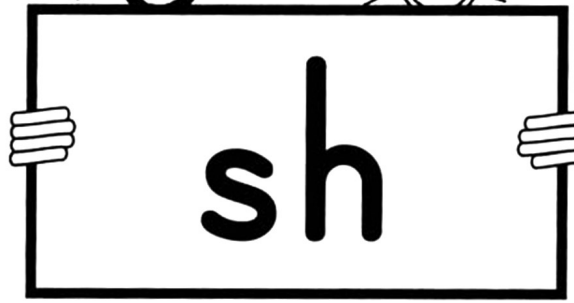
Vv	Discuss it as it appears in student names. "Teeth on bottom lip." Call this the tickly letter because holding the sound definitely tickles the lower lip. <i>Lowercase and uppercase letter formation cue:</i> "Down, up."
Ww	Discuss it as it appears in student names. Introduce it with the calendar and days of the week (Wednesday). Call this letter "wubble-you" to emphasize the /w/ sound. Be sure to mention its actual name often. <i>Lowercase and uppercase letter formation cue:</i> "Down, up, down, up."
Xx	Discuss it if it appears in student names. Explicitly teach and help students to coordinate /k/ quickly followed by /s/. Use the phrase, "Let's put an x by . . ." or "X marks the spot" to teach the letter. <i>Lowercase and uppercase letter formation cue:</i> "Diagonal line, diagonal line." Teach students what <i>diagonal</i> means.
Yy	Discuss it as it appears in student names. Emphasize it when teaching the color words (yellow). Emphasize it when teaching the word <i>you</i> via the Happy Birthday song. "Happy birthday to y-o-u . . ." If a student cannot remember the name of this letter, have him or her say, "Why can't I remember this letter?" <i>Lowercase letter formation cue:</i> "Short line, long line." <i>Uppercase letter formation cue:</i> "Make a V up high and down."
Zz	Discuss it as it appears in student names. It's the snoring sound or the sound of a zipper going up and down or the sound a buzzing bee makes. <i>Lowercase and uppercase letter formation cue:</i> "Across, diagonal, across." Teach students what <i>diagonal</i> means.
th	Discuss these letters as they appear in student names. Call these letters "The Bad Boys" because they make you stick out your tongue. Make students aware that their tongue will protrude slightly between their teeth. Introduce it with the calendar and days of the week (Thursday). Introduce it when the word <i>the</i> is introduced within the first two weeks. "You can call it <i>the</i> , or you can call it <i>thē</i> , but either way it's spelled t-h-e."
sh	Discuss these letters as they appear in student names. Call these letters "The Good Boys" because they help us be quiet. Put your index fingers to your lips whenever you make the sound as a scaffold.
ch	Discuss these letters as they appear in student names. Call these letters "The Chilly Boys." (Emphasize <i>ch-ch-chilly</i> .) Emphasize it during the month of <i>March</i> (calendar time).
oo	Discuss these letters if they appear in student names. Call these letters "The Icky Triplets" (<i>oo</i> , <i>ew</i> , and <i>ue</i>) or the "oo chunk." Introduce around Halloween time with the word <i>boo</i> .
ing	Refer to these letters as the "ing chunk." Introduce mid-school year, around the time of Martin Luther <i>King</i> , Jr. day.
blends	Begin explicitly teaching blends mid-school year when students can better understand the concept of two distinct sounds being blended together. Point out blends and emphasize them as they appear in student names, units of study (<i>snow</i> , <i>spring</i>), and words in books.

The Good Boys

Shawn



Shane



We help you be quiet.

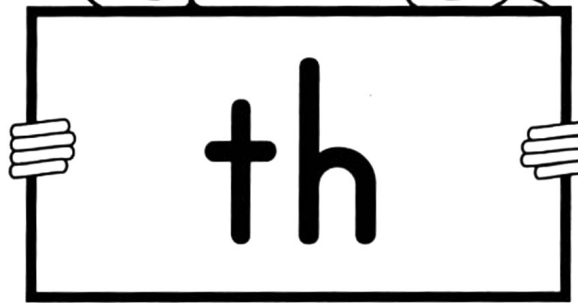
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The Bad Boys

Thug



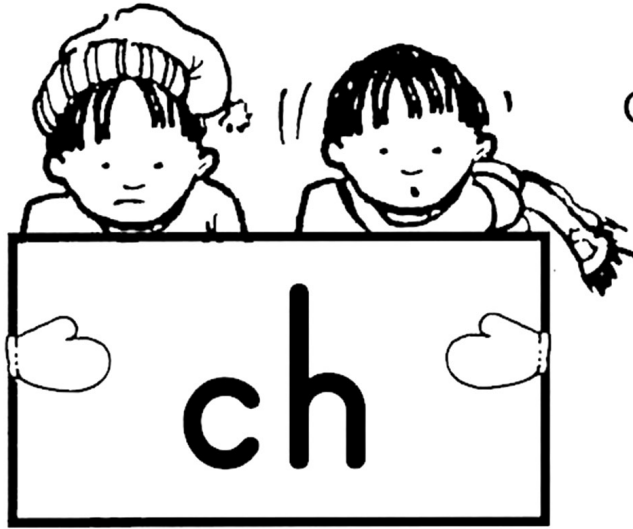
Theo



We make you stick your tongue out.

The Chilly Boys

Chase

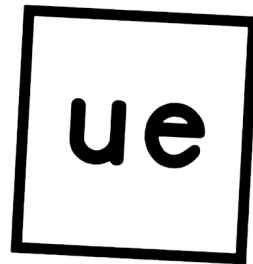
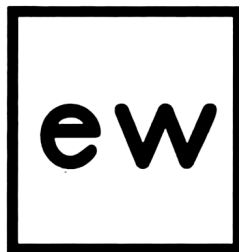
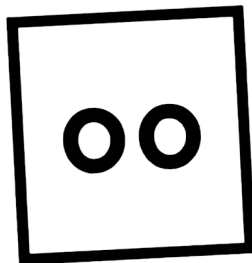


Chuck

We're so ch-ch-chilly!

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The Icky Triplets



Drooley

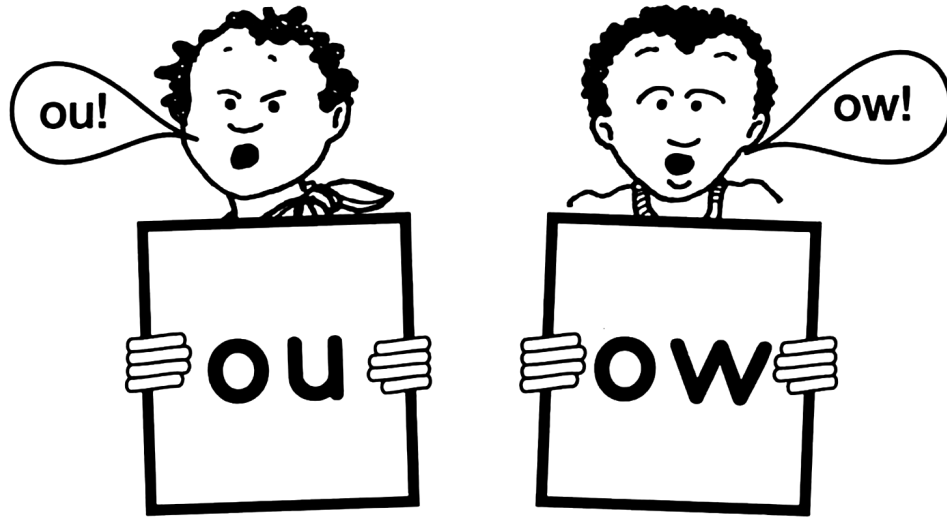


Lew



Sue

The Ow Brothers

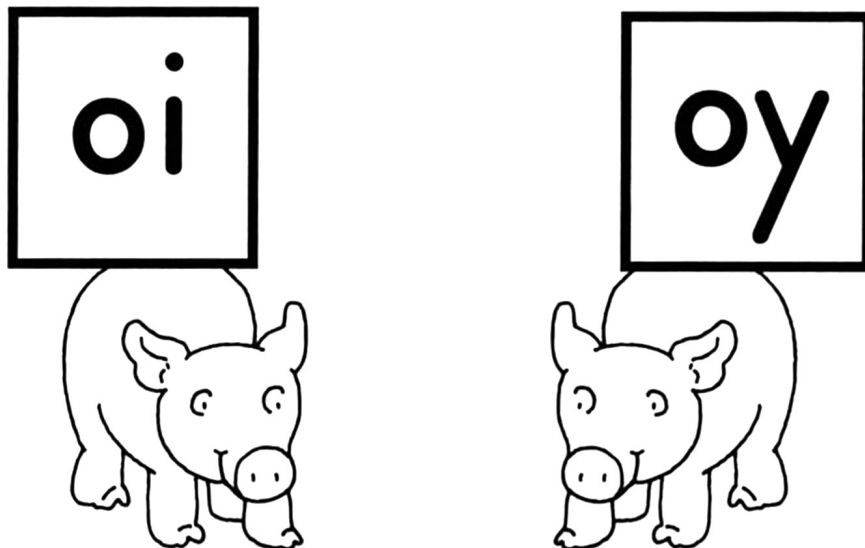


Loudmouth

Howler

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The Oi Boys

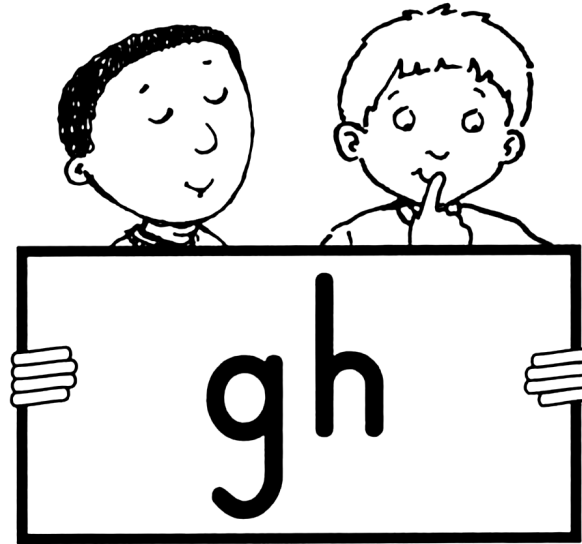


Oinker

Roy

The Silent Boys

Hugh



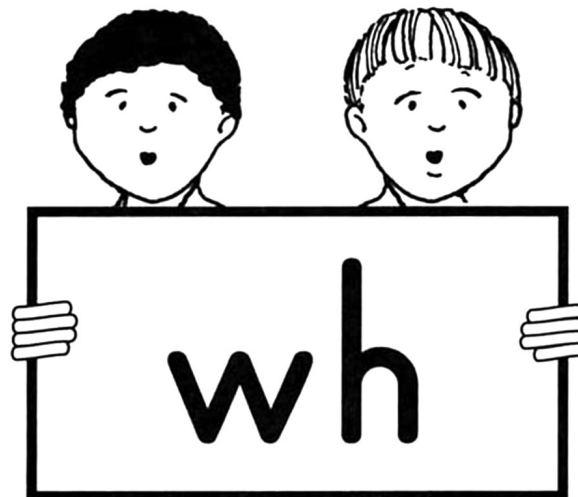
Dwight

We don't say much.

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The Whisper Boys

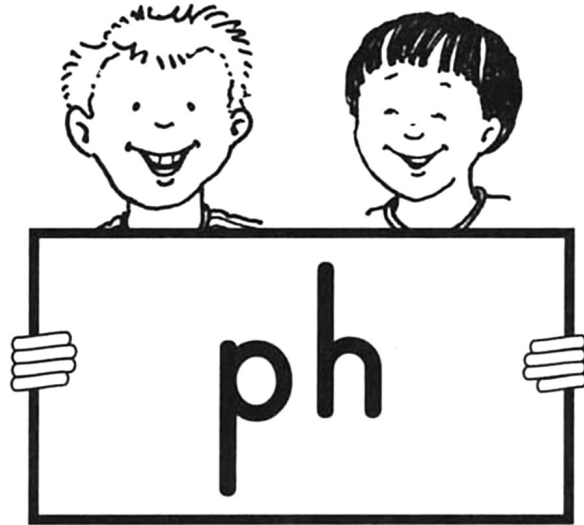
Whit



White

The Funny Boys

Phil

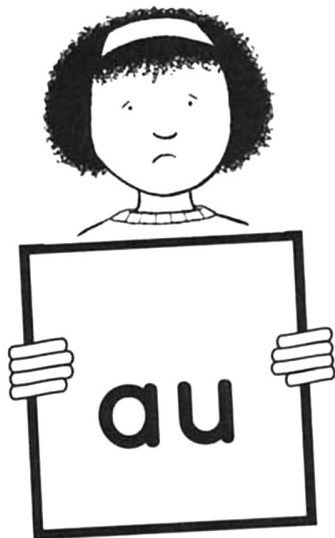


Joseph

ph makes the *f* sound—how funny!

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The Sorry Sisters



Audrey



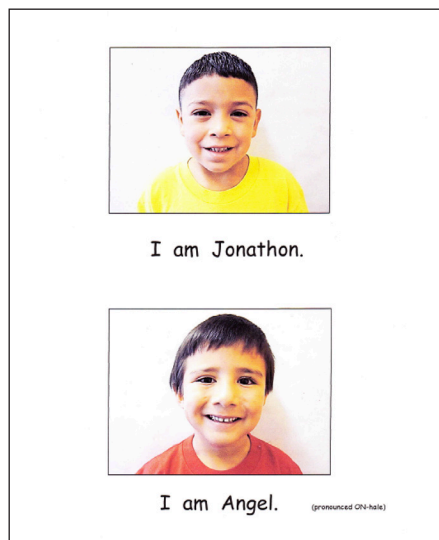
Dawn

Directions for Making the Emergent Books

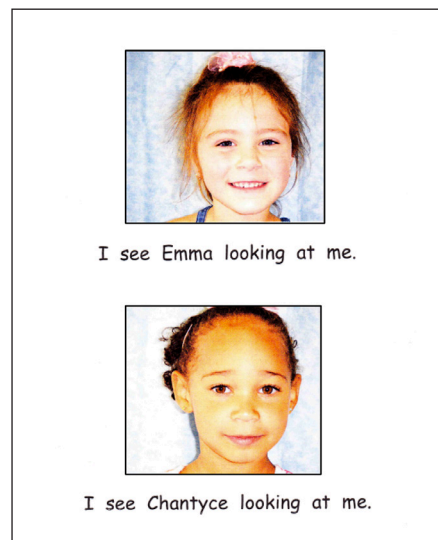
- Print the pages for the book you want to make.
- Customize each book as suggested below. You can see samples or descriptions of the some of these books on the corresponding pages (shown in parentheses) in *Teaching Reading in Kindergarten*.
- Copy enough pages so each student will have a book, and cut them apart.
- Assemble the books and staple in the upper left-hand corner.

I (page 72): Decide which verbs to include on each page of the book. Add pictures or photos of someone doing that action. Write the verb on the blank.

I Am and **I See My Classmates**: Glue a photo of each student in a box. Write his or her name in the blank.



I sample



I See My Classmates sample

Red Stuff (page 69): On the page without the tiny laughing figure, add art for an object that is red. On the page with the figure, add an object that is not red. Write the name of each object below its picture.

Spend Time With Me (page 46): Choose an appropriate picture or photo for the front cover. Decide which activities to spotlight on each page. Add a picture or photo and write the corresponding verb on the blank.

Boo! (page 47): Add pictures of an animal or a person to each interior page of the book. Write what that animal or person would say on the last page.

What Is It? (page 47): Decide which words you want to spotlight on each set of pages. Write the answer to the riddle in the blank.

Apples: Have students read the text to find out which color to use for each set of apples. Note that this template creates one book.



The following books are assembled differently.

The Color Book (page 68): Each set of pages will make one book. Copy, cut apart, and assemble as described above. Then have students color the pictures with the correct color.

Apples Up on Top (page 47): Cut sheets of 9 inches by 18 inches black construction paper in half so you can give each student a sheet that measures 4½ inches by 18 inches. Create a page in the book for each student: Write each student's name and a specific number of apples on a sheet. Glue the completed text on the bottom at the bottom and a photo of each student above it. Let students color, cut out, and glue the number of apples specified on their page "up on top" of their photos. Compile students' finished pages. Glue the title on a sheet of construction paper and create an *Apples Up on Top* book.

I



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I



I _____ .

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I _____ .

I Am

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I Am

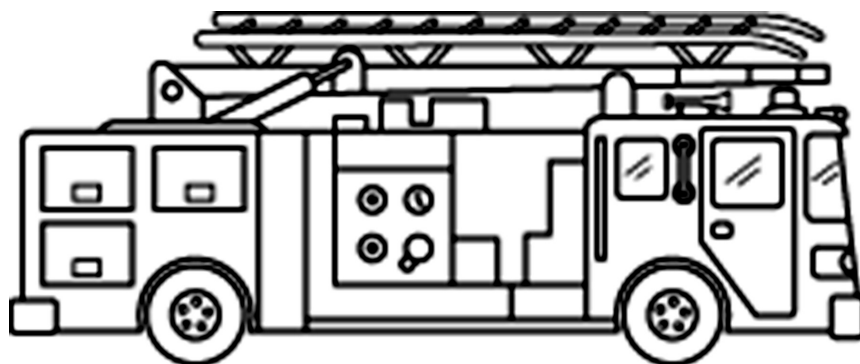
I am _____ .

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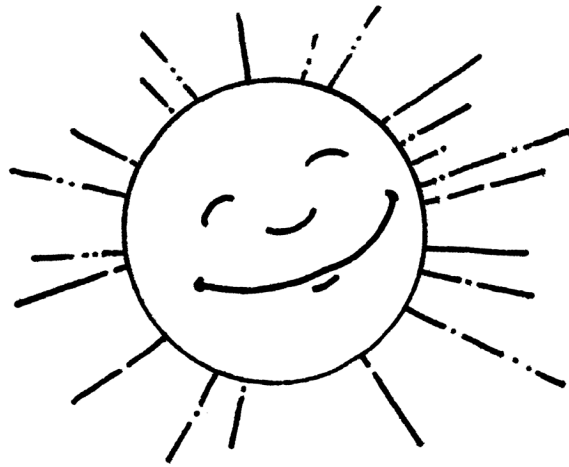
I am _____ .

The Color Book

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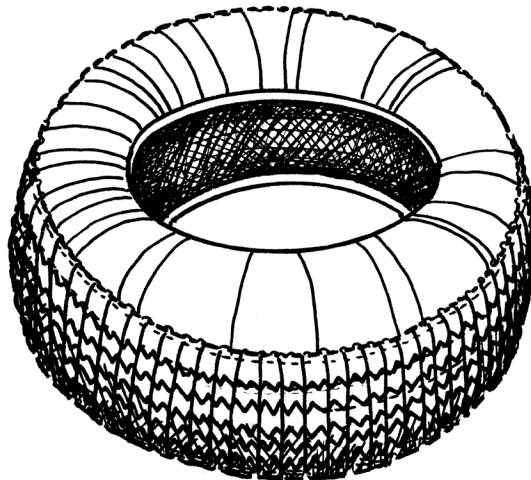


the red firetruck

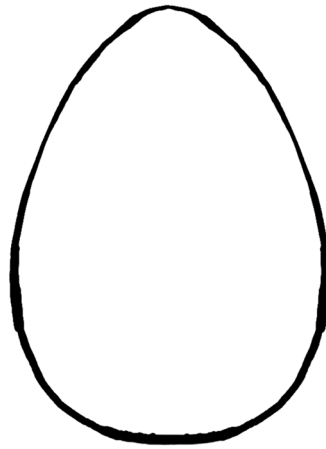


the yellow sun

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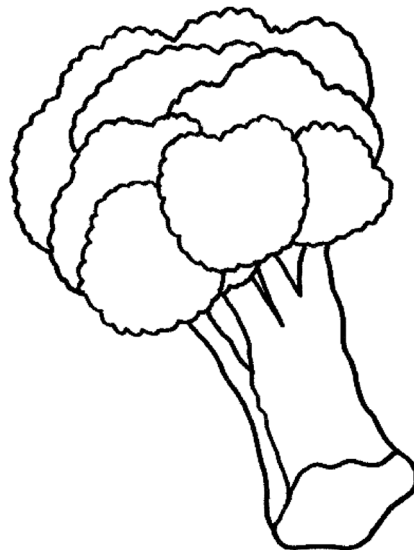


the black tire

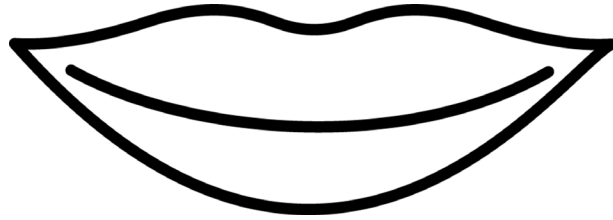


the white egg

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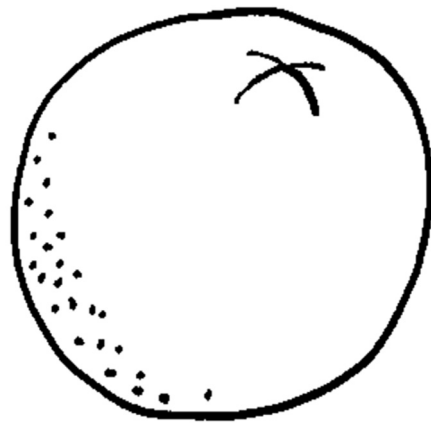


the green broccoli



the pink lips

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the orange orange

Red Stuff

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Red Stuff

a red _____

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a red _____



Spend Time With Me

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.....

Spend Time With Me

_____ with me.

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_____ with me.



Boo!

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Boo!

Do you say boo?

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Do you say boo?

No. I do not say boo.

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No. I do not say boo.

I say _____ .

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I say _____ .



Yes. I do say boo.

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Yes. I do say boo.

I See My Classmates

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I See My Classmates

I see _____ looking at me.

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I see _____ looking at me.

Apples

Up

on

Top

_____ has

_____ apples

up on top!

What Is It?

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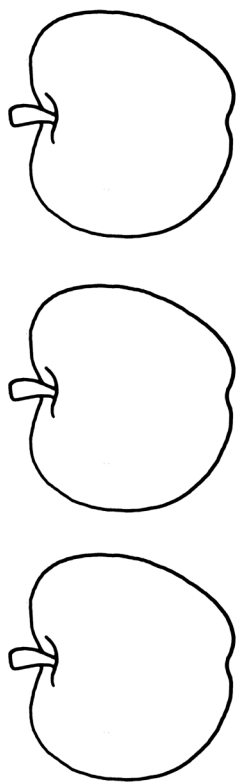


What Is It?

What is it?

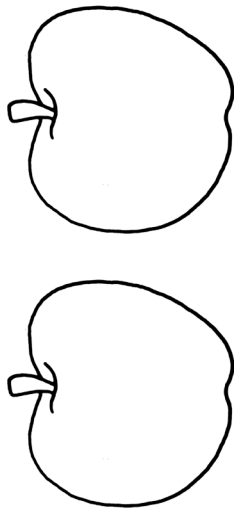
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It is a _____ .

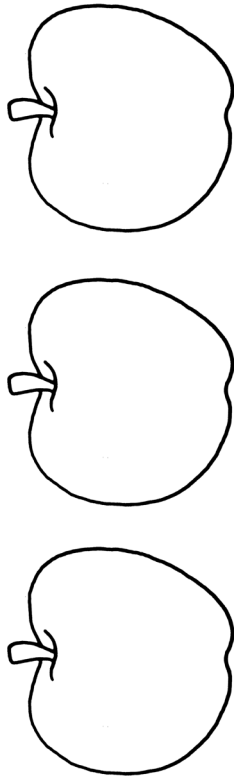


Apples

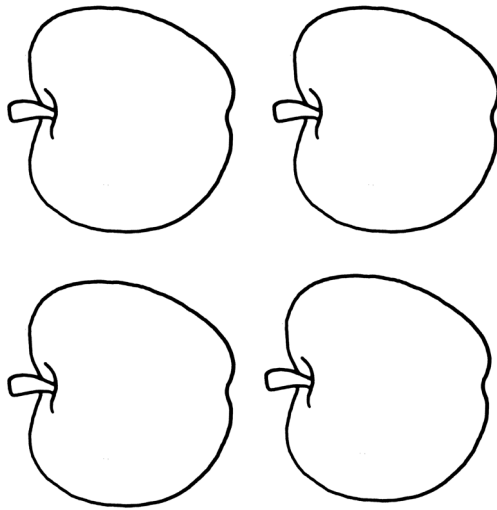
by



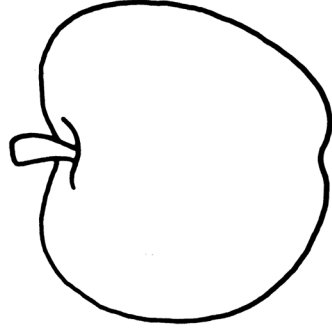
I see 2 green apples.



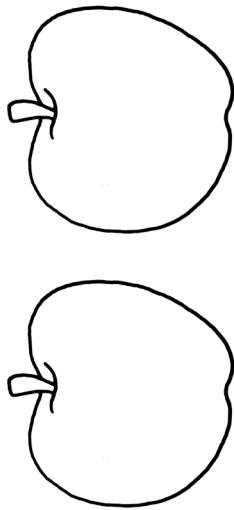
I see 3 red apples.



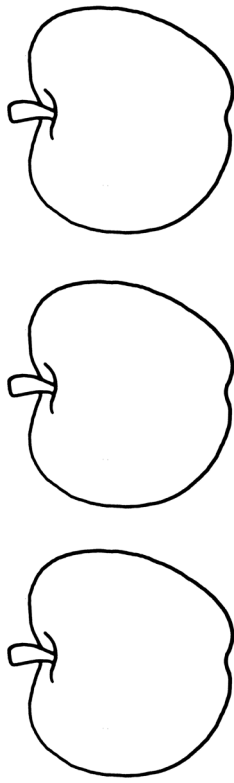
I see 4 yellow apples.



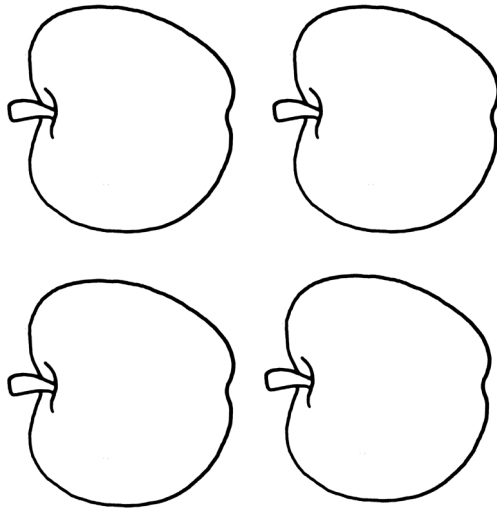
I see 1 blue apple.



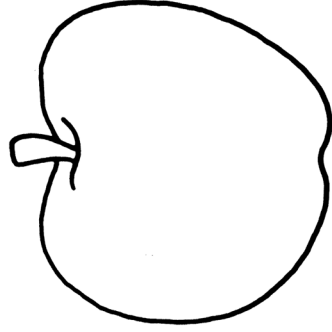
I see 2 green apples. Mmm!



I see 3 red apples. Mmm!



I see 4 yellow apples. Mmm!



I see 1 blue apple. Yuck!