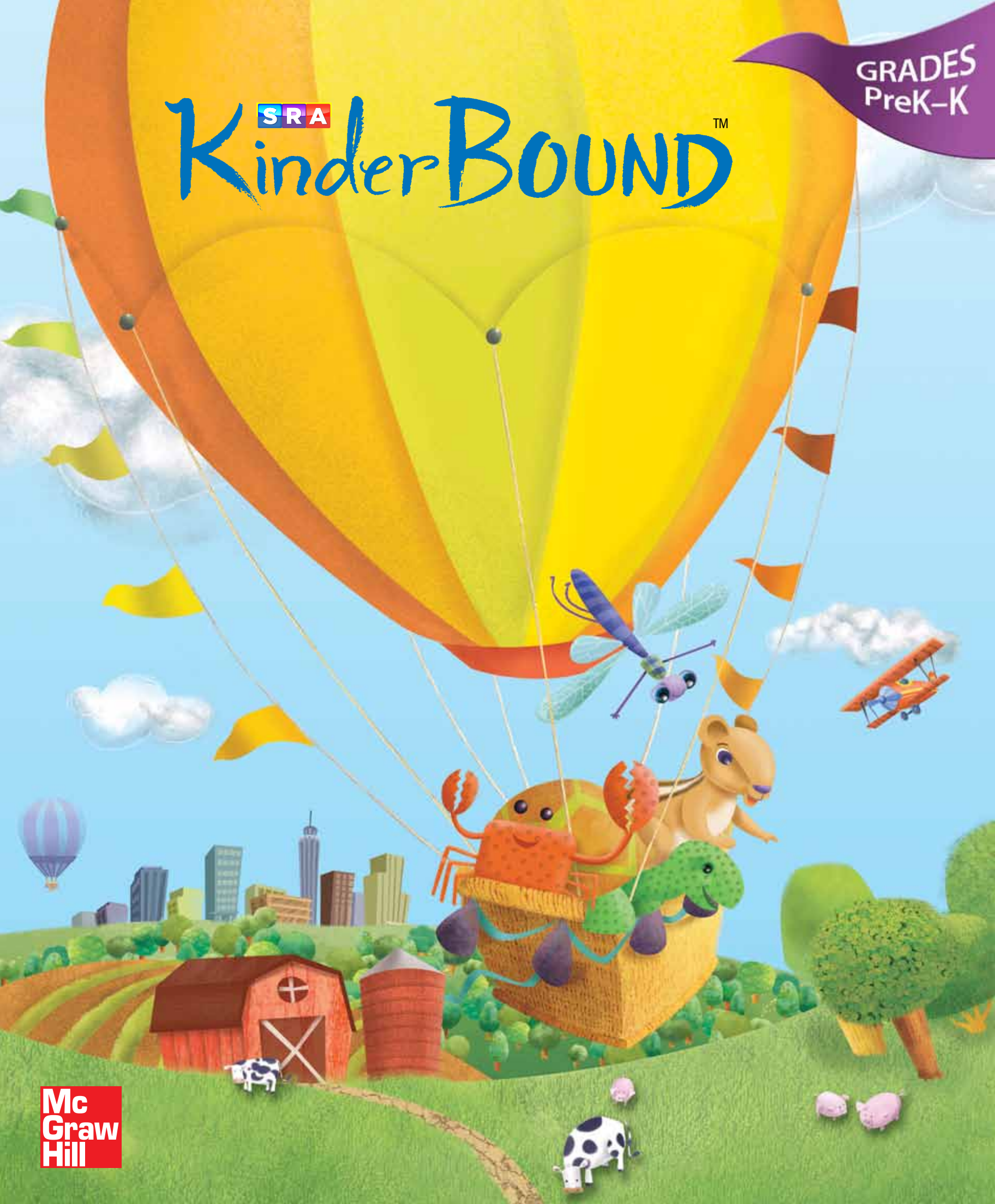


GRADES
PreK-K

SRA
KinderBOUNDTM



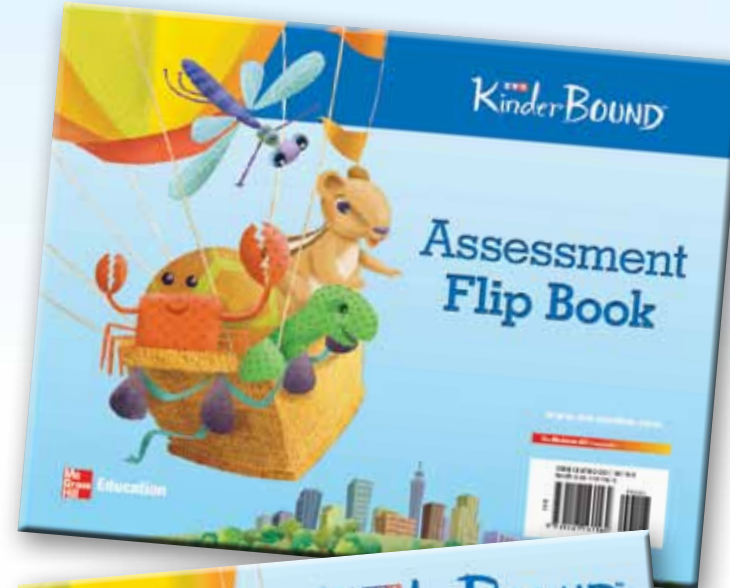
**Mc
Graw
Hill**

SRA KinderBound™

Transition your early learners to Kindergarten with a developmentally appropriate assessment and a comprehensive curriculum.

SRA KinderBound™ is a comprehensive developmentally appropriate assessment and curriculum designed to identify children who need to improve foundational skills in order to be ready for kindergarten. With **SRA KinderBound™**, teachers can quickly provide children with the basic understanding, knowledge, and skills needed for kindergarten readiness.

- ▶ **SRA KinderBound™** uses interactive and observational assessments for pre-literacy skills, math readiness, language and communication skills, fine and gross motor skills, and social and emotional development.
- ▶ The program provides individual action plans for early prevention, intervention, and/or extension in specific categories.
- ▶ The action plans can be carried out over a flexible time frame to meet the needs of teachers and their children.
- ▶ The program can be used at the end of the preschool year, in the summer between preschool and kindergarten, or in the first quarter of kindergarten.



Three Simple Steps!

Assess

SRA KinderBound™ is a diagnostic tool that identifies the skill level of each child.

Evaluate

Access online reports of assessment results to determine if children are ready for kindergarten or need additional instruction

Instruct

Teach children the skills they need to be prepared for kindergarten with a program that provides differentiated instruction for each activity and detailed plans for learning centers.

SRA KinderBound™

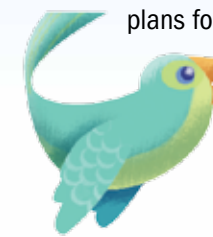
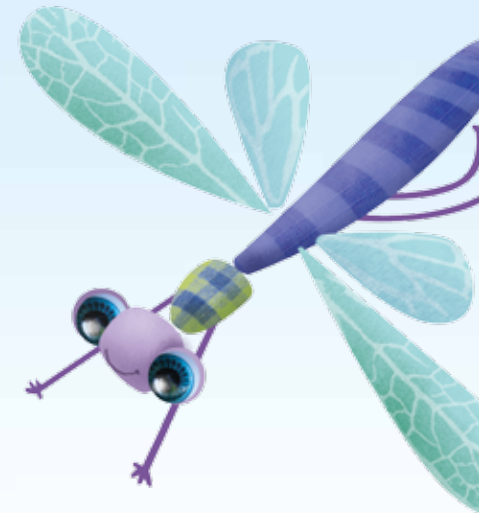


Table of Contents

Assess	Page 2
Evaluate	Page 3
Instruct:	
Themes and Literature	Page 4-5
Weekly Lesson Plan	Page 6-7
Daily Lesson Plans and Learning Centers	Page 8-9
Lesson Overview	Page 10-11
Tools for Teaching	Page 12-13



Assess

Assess your early learners on numbers, geometry, oral language, literacy, and gross and fine motor skills using developmentally appropriate activities. **SRA KinderBound™** online assessment interprets the results of the assessment and provides personalized reports for each child.

Item 11 Handling a Book

Assess

1. Hold the book by the spine, upside down and backward. Hand the book to the child, with no indication of top, bottom, front, or back.
2. Point to the front of the book. Señala la parte de adelante del libro.
3. Point to the back of the book. Señala la parte de atrás del libro.
4. Show me where the story starts. Muéstrame dónde comienza el cuento.
5. Point to the last word on page 3. Where do I read after this? ¿Dónde leo después de esto?

Record See Teacher's Edition for analyzing results.

Response Code

11A:

- 1 = correct (understands both the proper orientation of the book and how the print flows)
- 2 = partially correct (understands either the proper orientation of the book or how the print flows, but not both)
- 3 = incorrect (does not understand the proper orientation of the book or how the print flows)
- 4 = no response

Strategy Codes*

11B:

- 1 = turns the book to the proper orientation
- 2 = continues to hold the book upside down and backward

11C:

- 1 = identifies front and back of the book
- 2 = identifies the book
- 3 = identifies the book

11D:

- 1 = identifies where the story starts and turns the page to identify where the story continues

Evaluate

The **Class Placement Report** provides assessment results to determine if children are:

- ▶ recommended for the SRA KinderBound™ program.
- ▶ borderline children who could benefit from the program.
- ▶ recommended for kindergarten without the **SRA KinderBound™** program.

Once the children have been placed into classes, the teacher generates reports for the selected children detailing individual strengths and weaknesses and the appropriate placement in remediation activities.

- ▶ **Class Placement Report**—shows how each child performed in each assessment section. It also indicates which children are recommended for entry into kindergarten with and without additional instruction.
- ▶ **Student Detail Report**—shows the Response and Strategy Codes for each assessment item for one child. It also shows, for each skill, the child's assignment for each related activity in the Teacher's Edition to the on-level, above-level, or below-level group.
- ▶ **Assignment Report**—shows for one day, for each activity in the Teacher's Edition, which children are assigned to each group. The information in this report can be transferred to the Classroom Management Chart using a wipe-off marker.

Assessment Item	Math	Language	Math	Overall	Assign to Class?
Assessment Item	80.0%	80.0%	82.0%	81.3%	✓
Benji (Benji)	80.0%	87.2%	84.2%	78.2%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓
Benji (Benji)	80.0%	87.2%	84.2%	80.8%	✓

Instruct: Themes and Literature

Each week within **SRA KinderBound™** children are exposed to one fiction and one non-fiction little book, both available in English and Spanish. Literature selections and cross-curricular content are linked to the theme to help children reinforce lesson concepts.



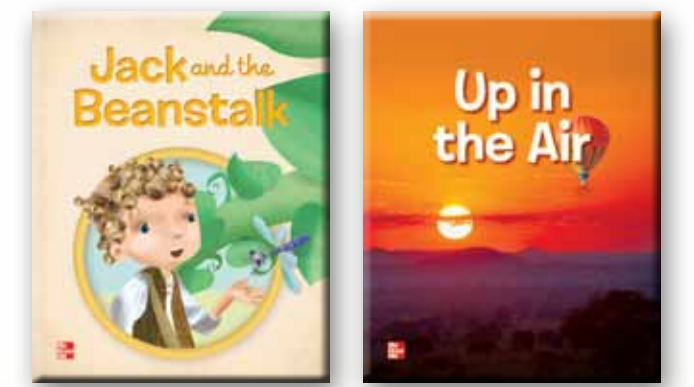
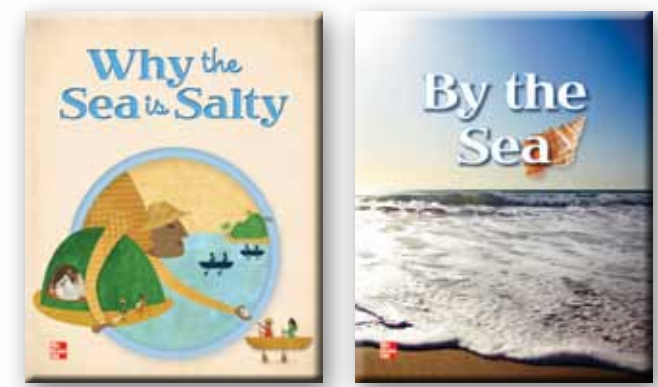
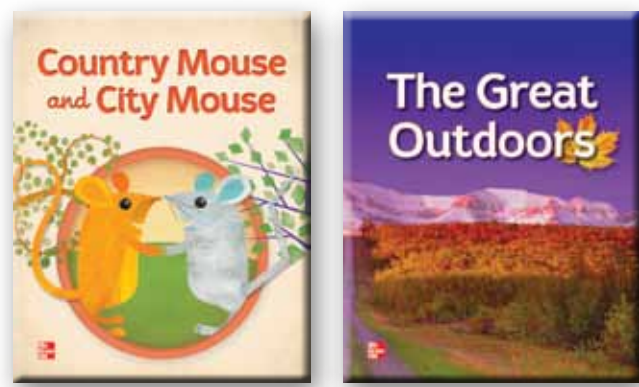
In addition to the Little Books children also hear and discuss additional read aloud selections, sing songs, and learn finger play from the *Teacher's Treasure Book*.

Week 1
The Great Outdoors

Week 2
In the Woods

Week 3
By the Sea

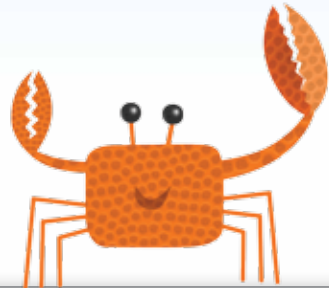
Week 4
Up in the Air



Instruct: Weekly Lesson Plan

SRA KinderBound™ is organized to provide children with the structure and routine they crave. The weekly lesson begins with an opener that introduces the theme and focus of the week and includes a review of the Learning Goals, Materials and Resources needed for the week.

The activities for the week help prepare children for the key **Common Core State Standards** for kindergartners listed on the weekly opener pages.



CCSS Common Core State Standards

Preparing for Language Arts and Literacy Standards
Kindergartners:
 RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
 RF.K.2.a Count, pronounce, blend, and segment syllables in spoken words.
 RF.K.2.b Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
Preparing for Mathematics Standards
Kindergartners:
 K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.
 K.G.2 Correctly name shapes regardless of their orientations or overall size.

Learning Goals	Day 1	Day 2	Day 3	Day 4	Day 5	Centers
Social and Emotional Development						
Child uses classroom materials carefully.						
Child accepts responsibility for and regulates own behavior.						
Child begins to show a greater ability to control intense feelings.						
Child begins to be responsible for individual behavior and actions.						
Child recognizes and manages feelings and impulses, increasingly maintains self-control in difficult situations (from increase or decrease intensity of emotions with guidance).						
Language and Communication						
Child demonstrates an understanding of oral language by responding appropriately.						
Child begins and ends conversations appropriately.						
Child follows basic rules for conversations (taking turns, staying on topic, following another's).						
Child names and describes actual or pictured people, places, things, actions, attributes, and events.						
Child uses newly learned vocabulary daily in multiple contexts.						
Child builds English listening and speaking vocabulary for common objects and phrases. (SLL)						
Emergent Literacy: Reading						
Child enjoys and chooses reading-related activities.						
Child independently engages in pre-reading behaviors and activities (such as, pretending to read, turning one page at a time).						
Child knows the syllables (for example, bears) and separates individual syllables within a word.						
Child names most upper- and lowercase letters of the alphabet.						
Child identifies the letter that stands for a given sound.						
Child produces the most common sound for a given letter.						
Child retells or recounts poems and stories in sequence.						
Child describes, relates to, and uses details and information from books read aloud.						
Emergent Literacy: Writing						
Child uses symbols, shapes, pictures, symbols, and letters to represent language.						
Child writes own name or a reasonable approximation of it.						
Math						
Child counts 1-10 concrete objects correctly.						
Child demonstrates that the numerical counting sequence is always the same.						
Child recognizes and names numerals 0 through 9.						
Child understands and uses words that describe position/location in space (such as under, over, beside, between, on, in, next, far away).						
Child manipulates (flips, rotates) and compares shapes.						
Science						
Child observes, understands, and discusses the relationship of plants and animals to their environments.						
Social Studies						
Child understands basic human needs for food, clothing, shelter.						
Fine Arts						
Child uses and experiments with a variety of art materials and tools in various art activities.						
Physical Development						
Child demonstrates body awareness in a variety of locomotor activities.						
Child completes tasks that require eye-hand coordination and control.						

The **Learning Goals** met by the weekly lessons are listed for easy reference.

Materials and Resources	Day 1	Day 2	Day 3	Day 4	Day 5	Centers
Program Materials	<ul style="list-style-type: none"> Little Red Riding Hood Interactive Whiteboard Activity or Flipmat Board Activities: Little Red Riding Hood Teacher's Treasure Book Tree Cutouts, page 188 Patterns Blocks Building Blocks: Money Geometry 2: Tapered Shapes 	<ul style="list-style-type: none"> Interactive Whiteboard Activity or Flipmat Board Characters: Animal Homes Numerical Cards ABC Picture Cards In the Woods Teacher's Treasure Book Building Blocks: Money Geometry 2: Tapered Shapes Patterns Blocks 	<ul style="list-style-type: none"> Little Red Riding Hood Teacher's Treasure Book Tree Cutouts, page 189 Numerical Cards Building Blocks: Before and After Math 	<ul style="list-style-type: none"> Interactive Whiteboard Activity or Flipmat Board Characters: Goldilocks and the Three Bears Teacher's Treasure Book Star Cutout, page 190 Numerical Cards Building Blocks: Before and After Math 	<ul style="list-style-type: none"> Numerical Cards ABC Picture Cards Counters 	<ul style="list-style-type: none"> Nuts on the Tree, page 186 Counters Numerical Cards Building Blocks: Party Time 2: Count Placement Flipmat: Little Red Riding Hood Interactive Whiteboard Activity or Flipmat Board Characters: Goldilocks and the Three Bears Teacher's Treasure Book Tree Cutouts, page 189
Other Materials	<ul style="list-style-type: none"> construction paper photographs of woods in various seasons interactive whiteboard or chart paper musical instruments (optional) index cards Red Riding Hood cape (optional) large construction paper scalene triangle 	<ul style="list-style-type: none"> photographs of animals and their homes interactive whiteboard or chart paper animal cutouts in individual bags 	<ul style="list-style-type: none"> straw stuffed animals block hollow tube or open-ended box index cards number line (optional) 	<ul style="list-style-type: none"> teacher's shirt and child's chair (optional) black and stuffed animal (optional) index cards number line (optional) 	<ul style="list-style-type: none"> picture books brown aluminum paper cups (optional) wet and dry sand (optional) interactive whiteboard or chart paper with graphic organizer magnifying and newspapers scissors glue shape pencils or three-dimensional shape toy 	<ul style="list-style-type: none"> index cards pingpong balls, each with a diameter of approximately eight inches drawing paper pebbles scissors sand table with sand or other tactile material Construction paper glue photographs of woods in various seasons additional art materials such as cotton balls and supplies
Assessment	Observe children each day and refer to pages 80-82 for additional activities and strategies to reach the skills covered in the daily lessons. If possible, set aside time each day to retouch skills students have not yet mastered. On the last day of the week, fill out an Anecdotal Observational Record Form to document any observations you made of children throughout the week. The Anecdotal Observational Record Form is available online in the assessment section.					

You will find the **Program Materials** needed for each day on the Materials and Resources page.

Assessment reminders are provided for the week.

Instruct: Daily Lesson Plans and Learning Centers

Each weekly lesson plan features Daily Planner, Learning Centers, Social Emotional Development and a Wrap Up.

The **Daily Planner** provides a Week-at-a-Glance view of the daily structure and lesson topics for each week.

Week 2	Language Development	Read and Comprehend	Phonological Awareness	Learn About Letters and Sounds	Number	Geometry	Social and Emotional Development
Daily Planner	Oral Language and Vocabulary	Print Awareness	Emergent Literacy				
Day 1	Talk About the Books p. 54	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Animal Sounds p. 71	Building Blocks p. 71	Thomas the Tank Engine p. 67
Day 2	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Animal Sounds p. 71	Building Blocks p. 71	Magical Mirrors p. 71
Day 3	Thomas the Tank Engine p. 67	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Animal Sounds p. 71	Building Blocks p. 71	Counting Fingers p. 71
Day 4	Thomas the Tank Engine p. 67	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Animal Sounds p. 71	Building Blocks p. 71	Being in Control p. 71
Day 5	Thomas the Tank Engine p. 67	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Little Red Riding Hood p. 55	Animal Sounds p. 71	Building Blocks p. 71	Feeling Happy p. 71

Additional ideas are provided for promoting **Social and Emotional Development** skills in the classroom and at home.

Social and Emotional Development In the Woods

The focus of social development in Week 2 is on conscious reasons for self-regulation of behavior. As they grow, the two do not seem to be linked. However, being aware of the need to respect and use resources wisely is certainly one aspect of self-regulation.

Young children need to learn about controlling their personal resources and the resources in their immediate environments. We help them learn to make thoughtful and intentional choices. These abilities then transfer to a wider environment and to greater respect for the rights of everyone.

It is normal for some pre-kindergartners to be aggressive and to strike. It is normal for them to throw things and to push and hit. It is also normal for them to be lying and only tell the truth if they are being watched.

Self-regulation has to do with controlling one's own behavior and emotions. Self-regulation is the ability to control one's own behavior and emotions. It is the ability to control one's own behavior and emotions. It is the ability to control one's own behavior and emotions.

To promote self-regulation in the classroom:

- Self-awareness, self-control, and self-regulation are all part of self-regulation. They are working on these skills and concepts.
- You are a leader for the children. So you will be modeling self-regulation through your behavior and what you share with the children. They will learn when you make choices to help them understand the thought process behind them.
- Children need structure and routine. It is within the structure and routine that they have the freedom to safely make choices and demonstrate consequences.
- Prepare children for transitions because an abrupt change can cause stress.
- Children can't have choices about everything. They can't help others and they can't change their own property or the property of others. However, provide opportunities for children to make their choices, have their choices, and then help them stick to their choices.
- Start with simple choices that don't have monumental consequences. Let the children choose from two or three learning centers. Give them a choice of snacks. Let them choose a book to read about time. If a child changes his or her mind, unless there is a very good reason to accommodate the change, tell the child "This choice this book for us to read. It's a good choice. We'll read this book today. Next time you choose a book, you can choose something else."
- Aggressive behavior can hurt others. If a child has difficulty staying on task or regulating his or her feelings, leave the child away from others. That's not to say that you have a great anger set aside in the same room. The child isn't punished but may feel less concerned being apart from other children. Children should be allowed to go to the same area on their own. Separating from a stressful situation is often a necessary response. After the child has calmed down, talk to the child and help him or her think of ways to react or solutions in a helpful way.
- Playing games is helpful because children learn to follow rules, cooperate, and solve problems in the same time. If they are playing a game, such as Simon Says, they have to think before they act. When playing games, they have to also act either immediately or focus in on a particular game. If they are playing Checkers, they must follow the rules as they start, stop, and play on the board's terms and rhythm.

To promote conscious resource use in the classroom

- Conscious resource use begins with the children's belongings and those of classroom materials. When children understand the value of taking care of their property, they will be better able to care for classroom materials.
- Teach children how to clean up the Learning Centers after they use them.
- Assign and rotate housekeeping jobs. Praise children for jobs well done. Remember to be specific in your praise.
- Challenge children to think of a good use for something they might otherwise throw away.

To promote self-regulation and conscious resource use at home

Give parents the following suggestions:

- Model self-regulation for your child. Talk through aggravations and problems. Show your child the strategies you use to self-regulate.
- The parent's self-regulation can be very difficult and it takes a long time to learn.
- Remember that play time is valuable time. It is primarily important in development of social and emotional skills, as well as the development of cognitive skills and physical skills.
- Provide activities that require the child to plan ahead, such as playing games with directions, building a tower, patterning, and coloring.
- Read books that promote problem solving, self-confidence, and self-regulating behavior.
- Encourage kids to clean up. It is often during these periods that you see children trying to do what they've observed themselves do. Make activities fun for them. During these times, play children's talk to themselves. This is a very important technique for working through information, making decisions, and controlling themselves.
- We know that children are much better off if they don't spend all of their free time watching television or playing on the computer. However, these activities are important to them. To working links to these activities and let the child decide when to or she will spend his or her shorter time playing video games or watching a favored show.

In the weekly **Wrap Up** the teacher can see how the weekly activities help prepare the children for kindergarten Common Core State standards.

Week 2 Wrap Up In the Woods

Weekly Summary

In Week 2, the children learned more about the good outdoors—they learned about the woods. They explored different types of the woods and the creatures that live there.

Working Toward the Standards

Children continue developing conversation skills: identifying characters, settings, and major events in a story; discussing social/cultural relationships; identifying sequences; and naming upper and lowercase letters. They begin learning for subskills to work and separating words into syllables. They begin to distinguish between letters and words. Children also begin learning to write their names.

Children continue developing mathematics skills, such as learning that objects can be counted; recognizing and naming numerals from 0 through 9; comparing two numbers presented as written numerals; identifying attributes of two-dimensional shapes; and using words that describe position and location. They also demonstrate that the counting sequence is always the same, and they flip and rotate shapes and two-dimensional objects.

Children are also developing social skills such as being responsible for their behavior; respecting their behavior; and developing self-control.

Home Connection

Send home sentence letter books from ABC Take-A-Minute. Encourage parents to let children read the books to them.

Additional suggestions for parents:

- Have fun reading and talk about experiences. For example, with the child of the week (they) and name a language that is named for.
- Focus on problem words when playing word games. Ask the child to repeat the instructions with the problem words.
- Read stories and focus on the sequence of events.
- Work puzzles with a few large pieces. If the family does not have puzzles at home, resources usually have these available to borrow.

Standards Links In the Woods

Prepares Children to Meet Kindergarten CCS for Language Arts and Literacy

Kindergarten:

- LA.A.1 Participates in collaborative conversations with diverse partners about kindergarten topics and their own experiences with reading and writing.
- L.K.1 Understands the conventions of standard English grammar and usage when speaking.
- L.K.2 Demonstrates understanding of frequently occurring words and phrases by using them in their appropriate contexts.
- L.K.3 With prompting and support, ask and answer questions about key details in a text.
- RF.K.1 Actively engage in group reading activities with purpose and understanding.
- RF.K.2a Show, pronounce, blend, and segment spoken words in isolation.
- RF.K.2b Add or subtract individual sounds (phonemes) in simple, one-syllable words to make new words.

Prepares Children to Meet Kindergarten CCS for Mathematics

Kindergarten:

- K.CC.1 Count to 100 by ones and by tens.
- K.CC.2 When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.3 Understand that the last number name said tells the number of objects counted. The number of objects in the sets regardless of their arrangement is the same as the number name used to count the objects.
- K.CC.4 Understand that each successive number name refers to a quantity that is one larger.
- K.CC.5 Compare two numbers between 1 and 10 presented as written numerals.
- K.NG.1 Recognize basic attributes of objects such as shape or weight. Recognize several recognizable attributes of a single object.
- K.MD.2 Identify common two-dimensional shapes (e.g., rectangle, square, circle, triangle) and describe their attributes using informal language.
- K.G.5 Identify one object as a subcategory of a larger group of objects. For example, identify one ball as a ball and one ball as a red ball.
- K.G.6 Classify objects and people by a single characteristic (e.g., color, shape or size) and describe the objects and people by the characteristic used for classification.

Learning Centers provide the opportunity for children to explore a wide range of curricular areas during center time. Each week, an overview of activities is provided for the

- Math Center
- Writer's Center
- Science Center
- ABC Center
- Movement Center
- Library and Listening Center
- Social Studies Center
- Creativity Center

Home Connection suggestions are provided for parents to encourage skill extension at home.

Looking Ahead is a preview provided to highlight the skills and activities for the following week.

Instruct: Lesson Overview

The Teacher's Edition is organized by week and day. Each day's lesson includes:

- ▶ Oral Language Vocabulary and Development activities.
- ▶ Print Awareness or Emergent Literacy activity that is tied to a fiction Little Book, a nonfiction Little Book, or a Read-Aloud.
- ▶ Word Work activities centered on phonological awareness and letter/sound recognition.
- ▶ Math activity focused on number or geometry.
- ▶ Social and Emotional Development activity.



Each day begins with **Opening Routines** to help children settle into their day.

Tips for working with **Dual Language Learners** are shown throughout the lessons. Teaching strategies are provided to help children of all language backgrounds and abilities meet the lesson objectives.

Vocabulary is provided in English and Spanish to help expand children's ability to use both languages.

Building Blocks online activities are provided each day during Math.



Instructional questions are provided in both **English and Spanish**.

Differentiated Instruction offers suggestions for modifications to activities based on children's individual assessment results. Use the Assignment Report from the online assessment component to determine which children to place in each level of differentiation.

Skill Checks at point of use help to focus learning. These informal assessment questions help to ensure children are meeting lesson objectives.

Social and Emotional Development concepts are addressed every day to help children better express their emotions and needs and establish positive relationships.

Reteach Skills and Strategies are referenced at the end of each lesson and provided for additional skill reinforcement on the fifth day of each week.



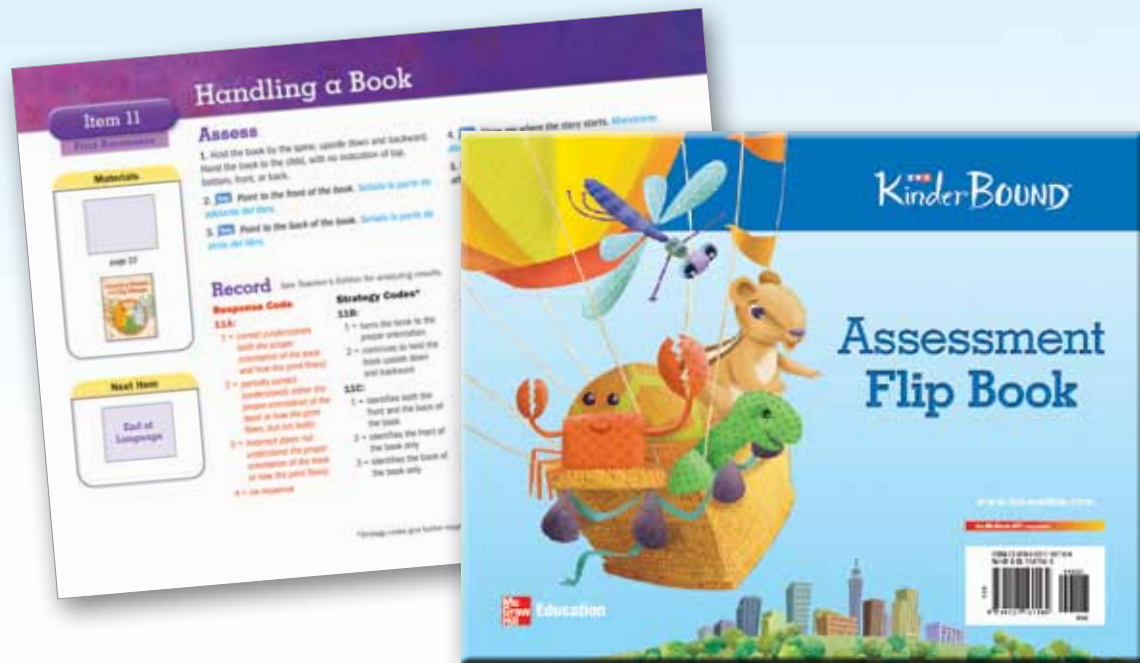
Tools for Teaching

SRA KinderBound™ is packed full of the components you'll need to determine if children are ready for kindergarten and teach the skills necessary to close any gaps before the start of the school year.



Teacher's Edition

There is one bilingual *Teacher's Edition* for the program. It provides the differentiated instruction for each activity as well as plans for centers and suggestions for classroom management.



Assessment Flip Book

The *Assessment Flip Book* is the heart of **SRA KinderBound**. The *Assessment Flip Book* is divided into three parts, Language, Motor, and Math.



Online Assessment Tool

The online assessment tool is a powerful assessment management system where you edit student information, perform and score the assessment, and generate a multitude of reports for each student and class.



Student Record Sheets

The *Student Record Sheets* keep record of student responses and strategies during the assessment.



Classroom Management Chart

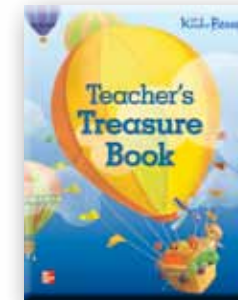
This rewritable poster-sized chart enables you to post the contents of the Assignment Report groupings for each day.



ConnectED

The online content management system for **SRA KinderBound™** includes the following:

- eBooks of student and teacher materials, including audio for the Little Books in English and Spanish
- Teacher planning tools and assessment support



Teacher's Treasure Book

The bilingual *Teacher's Treasure Book* features 500+ pages of the things you love most about teaching Early Childhood, such as songs, traditional read alouds, folk tales, finger plays, and flannel board stories with patterns.



ABC Take-Home Book

The *ABC Take-Home Book* with black-line masters is provided for each letter of the English and Spanish alphabets.



Building Blocks™

Building Blocks™, the result of NSF-funded research, develops young children's mathematical thinking using their bodies, manipulatives, paper, and computers. These activities-through-trajectories connect children's informal knowledge to more formal school mathematics.



Little Books

One fiction and nonfiction book per each week of instruction to reinforce literacy concepts.

Available in English and Spanish



ABC Picture Cards

The *ABC Picture Cards* help build letter recognition and phonemic awareness.



Manipulative Kit

The manipulatives and card sheets found in the *Manipulative Kit* are specifically chosen for students' mathematical thinking and help keep students interested and attentive.



SRA KinderBOUND™

**Three easy steps to transition
your early learners to kindergarten**

Assess

Evaluate

Instruct

Get more information at
EarlyChildhoodConnection.com

1-800-334-7344

EarlyChildhoodConnection



**Mc
Graw
Hill**

Education

The McGraw-Hill Companies