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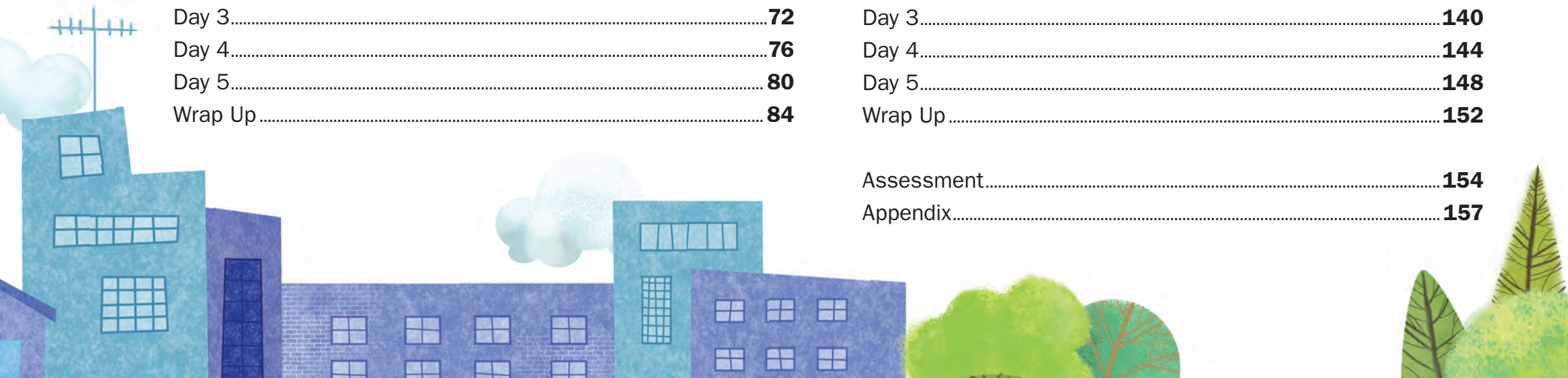
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# Getting Started

## Program Overview

*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* entails three simple steps: **Assess, Evaluate, Instruct.**

## Program Goals

The goal of the program is to evaluate mastery of pre-k competencies, determine kindergarten readiness, and assist with transition from preschool or home to kindergarten.

- *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 will be carried out over a four-week program of instruction so that children lose little time in adapting to kindergarten curriculum.
- 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.

## Program Objective

1. **Assess**—*SRA KinderBound* is a diagnostic tool that identifies the skill level of each child. The program gives you the capability to manage assessments by using a variety of data tools such as tablet, phone, computer, or pencil and paper. Assessment materials include an Assessment Flip Book, online assessment teacher tool, and manipulatives.
2. **Evaluate**—Access online reports of 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.
3. **Instruct**—Teach children using individual action plans over a four-week program of instruction.

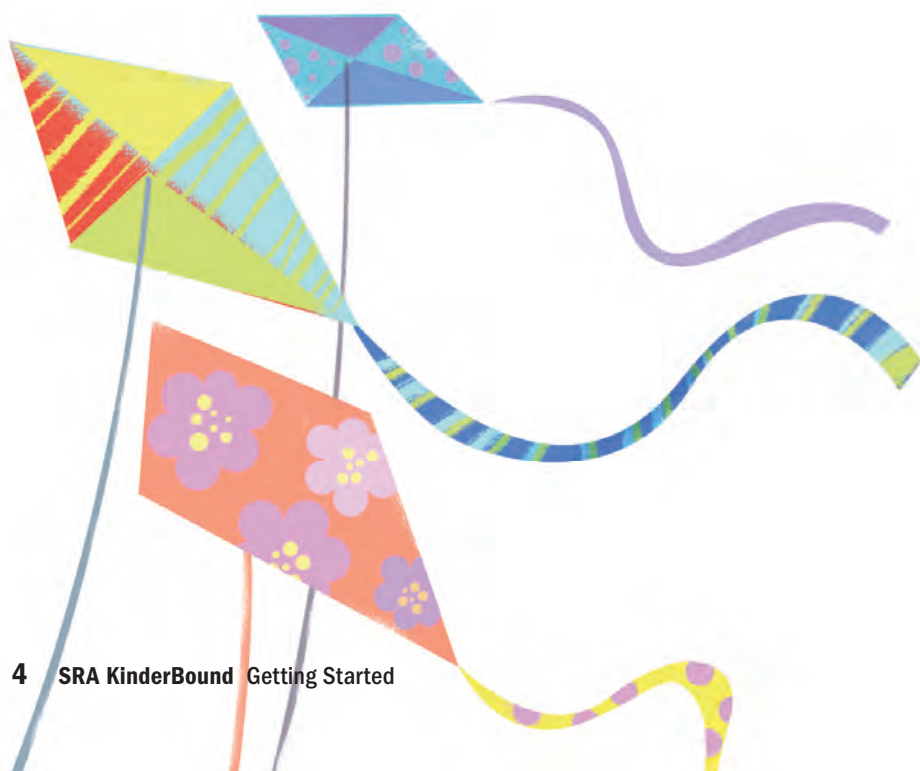
## Preparing the Assessment

### Materials

For ease of administration, read through the assessment before administering it and become familiar with the *Student Record Sheet* or online assessment program. Make required copies and gather the *Assessment Flip Book*, all manipulatives (including card sheets), access to *SRA KinderBound* online assessment or *Student Record Sheets*, and the common materials listed on the Directions page of the *Assessment Flip Book*. Organize the materials in the order in which they will be used in the assessment.

### Setup

You need a location that will offer a quiet and calm environment, two chairs, and a table at a height appropriate to the child. The table should have a smooth surface that is large enough that you can place several pieces of paper, the *Assessment Flip Book*, the manipulatives, and either a laptop, tablet, phone, or *Student Record Sheet*. Sit beside the child and place the *Assessment Flip Book* in view of the child. All other materials should be in easy reach for the assessor, but out of view of the child. You will also need an open area for some of the gross motor assessment items. Ideally, no one other than you and the child should be in the location during testing.



## Assess: Administering the Assessment

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### Greet Child

Before you begin administering the assessment, greet the child by name and show an awareness of his or her schedule. For example, say, “Today I have some pictures and objects to show you. I think you will like them. We will be done in time for you to go to centers.” Assure the child by saying, “Please listen carefully. Some of the things I will ask you to do are hard, even for older kids. Do not worry if you’re not sure about them. Just do your best.”

### Engage Child

Throughout the administration, be sure to remain friendly and encouraging to the child. Use the child’s name frequently. Be aware of children who may be distracted or losing interest. You may choose to take a small break between administering sections, or, if necessary, continue on another day.

### Follow Script

The statements to read aloud to children have been kept short for ease of administration. It is important to read these statements in a manner that is patient and kind, not demanding. You can always repeat the question or prompt to the student once.

### Prompts

Any specific prompts or repetitions (including specific alterations that are used instead of an exact repetition of the question) are described for each item. These prompts can be given if the child indicates he or she has not understood the question, verbally, or by making no observable attempt to answer or solve the problem in five seconds.

### No Response

There is a code for *no response*; this includes silence, a shoulder shrug, saying “I don’t know,” playing with materials, and any other similar behavior that appears to be avoidance of responding to the content task posed.

### Encouragement, Not Hints

Be careful that you do not indicate or hint at the correct response. If the child needs motivation to continue, praise his or her effort, not correctness. Convey equal enthusiasm and positive warmth about correct and incorrect responses. Use phrases such as, “That was a tough one,” or “You are trying hard!” for both correct and incorrect responses. If the child asks for help, say, “I want to see how you do it yourself.”

### Sensitivity to Various Cultures and Dialects

*SRA KinderBound* has scripting in both English and Spanish. Be aware of possible diversity in dialects, languages, and cultures. When administering the assessment such differences can influence a child’s understanding. Use your professional judgment concerning flexibility in a child’s behavior and expression, and in determining, for example, whether the child’s first language is not English and the assessment must be administered in the child’s first language.

### Sensitivity to Contexts and Individuals, Special Education Students

Be aware of the child’s personality, motivation, and attention. Make notes to record your observations on such matters, especially those that may invalidate the results of the assessment or that should be understood to protect the rights of the child. For example, if a child has a disability, especially a severe disability such as blindness or lack of movement, which interferes with the perception of the assessment items or the ability to respond to them, the scores might not be valid unless effective adaptations of the assessment have been made to accommodate the child. Such adaptations necessitate caution in interpreting the results, especially the scores. With all children, but especially with young children and children with special needs, sensitivity to contexts and individuals is needed, and principled recommendations that no single assessment be interpreted in isolation from other information should be heeded.



# Getting Started, continued

## Recording Results

During the assessment, enter codes using a handheld device, laptop, or desktop computer. **SRA KinderBound** online assessment will interpret the results of the assessment and provide personalized reports for each child. If you are using the *Student Record Sheets* to record codes during assessment, you may enter the codes into **SRA KinderBound** online assessment at your convenience.

## Evaluate: Mapping the Program

After the assessment has been administered all children, run the Class Placement Report for recommendations for placement in the instructional part of the program. Though the recommendations are made by the system, the school can override the selections and to place children into classes.

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.

## Instruct: Teaching the Program

Instruction is organized by the assessed domains, including Oral Language and Vocabulary, Print Awareness/Emergent Literacy, Phonological Awareness, Learn About Letters and Sounds, Number/Geometry, and Social and Emotional Development. Student-directed learning is incorporated using weekly Learning Centers. Differentiated instruction is given for students for all academic activities.

At the end of the first and fourth weeks of the program, teachers fill out the Social and Emotional Development Checklist for each child.

## Assess: Recording Skill Growth

After completing four weeks of instruction, re-assess children using the *Assessment Flip Book*.

**Growth Report**—shows growth for the entire program, domains, or individual assessment items for individual children or the entire class.



# Flexible Scheduling

With *SRA KinderBound*, it's easy to fit the program into your school's structure.

Typical 6-Week Summer Program, Preschool	
<b>Week 1</b>	Assess all children while introducing your classroom routines
<b>Week 2</b>	Complete Week 1 of instruction
<b>Week 3</b>	Complete Week 2 of instruction
<b>Week 4</b>	Complete Week 3 of instruction
<b>Week 5</b>	Complete Week 4 of instruction
<b>Week 6</b>	Assess all children while completing a culminating activity or reinforcing skills from the program

Typical 4-Week Summer Program, Preschool	
	Assess all children during standard school year
<b>Week 1</b>	Complete Week 1 of instruction
<b>Week 2</b>	Complete Week 2 of instruction
<b>Week 3</b>	Complete Week 3 of instruction
<b>Week 4</b>	Complete Week 4 of instruction and assess all children

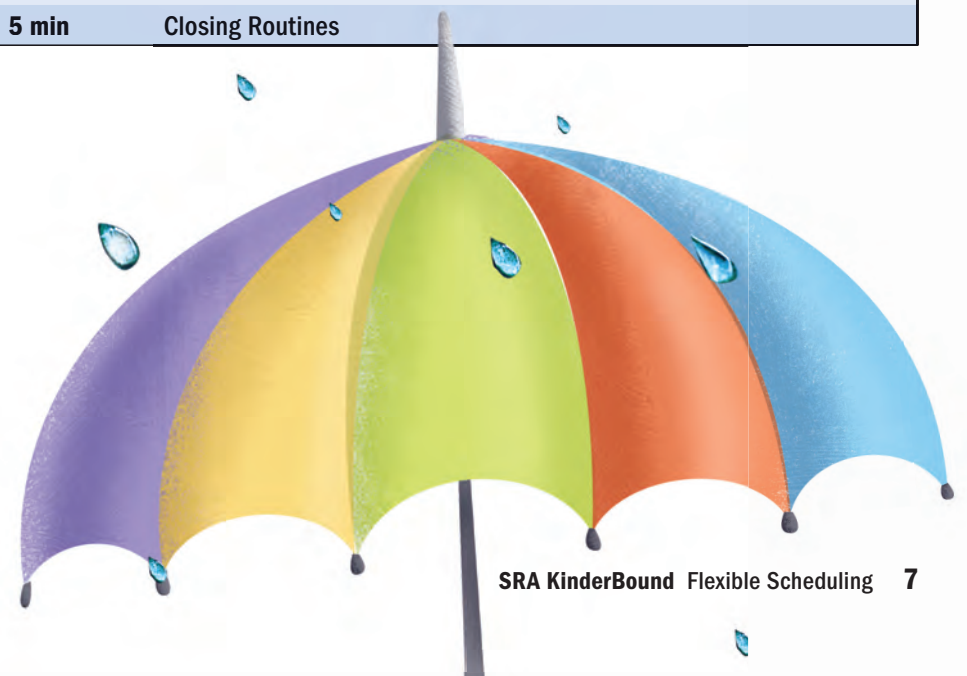
Typical Program, Before School Start, Kindergarten	
	Assess all incoming kindergartners in the spring or early summer and select the students who will be participating in the instructional program
<b>Week 1</b>	Complete Week 1 of instruction in late summer
<b>Week 2</b>	Complete Week 2 of instruction in late summer
<b>Week 3</b>	Complete Week 3 of instruction in late summer
<b>Week 4</b>	Complete Week 4 of instruction in late summer
	Assess all children before kindergarten begins

Typical Program, After School Start, Kindergarten	
	Assess all incoming kindergartners and select the students who will be participating in the instructional program
<b>Week 1</b>	Complete Week 1 of instruction as a pull-out or alternative class
<b>Week 2</b>	Complete Week 2 of instruction as a pull-out or alternative class
<b>Week 3</b>	Complete Week 3 of instruction as a pull-out or alternative class
<b>Week 4</b>	Complete Week 4 of instruction as a pull-out or alternative class
	Assess all children

The program is designed with a variety of activities that can be completed on a full-day or half-day schedule.

Typical Full-Day Schedule	
<b>10 min</b>	Opening Routines
<b>15 min</b>	Language Development
<b>60–90 min</b>	Center Time
<b>15 min</b>	Snack Time
<b>15 min</b>	Read and Comprehend
<b>20 min</b>	Active Play (outdoors, if possible)
<b>30 min</b>	Lunch
<b>15 min</b>	Word Work
	Rest
<b>15 min</b>	Math
<b>15 min</b>	Social and Emotional Development
<b>45 min</b>	Center Time
<b>25 min</b>	Active Play (outdoors, if possible)
<b>5 min</b>	Closing Routines

Typical Half-Day Schedule	
<b>10 min</b>	Opening Routines
<b>15 min</b>	Language Development
<b>15 min</b>	Read and Comprehend
<b>30 min</b>	Center Time (include Word Work)
<b>15 min</b>	Snack Time
<b>30 min</b>	Active Play (outdoors, if possible)
<b>30 min</b>	Center Time (include Math)
<b>15 min</b>	Social and Emotional Development
<b>5 min</b>	Closing Routines

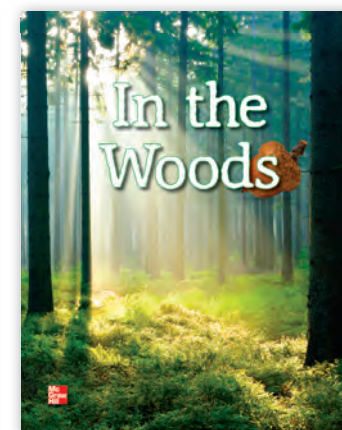
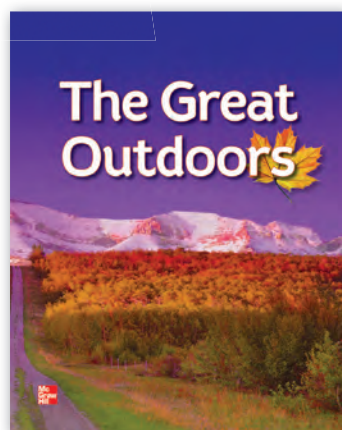
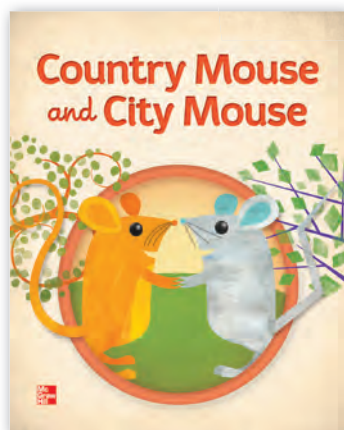




# Themes and Literature

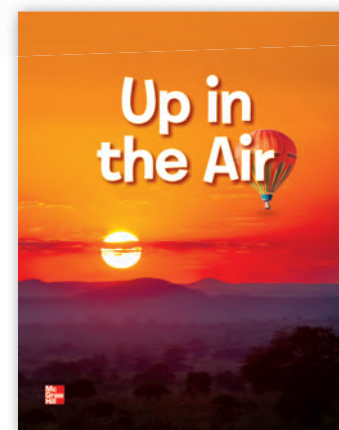
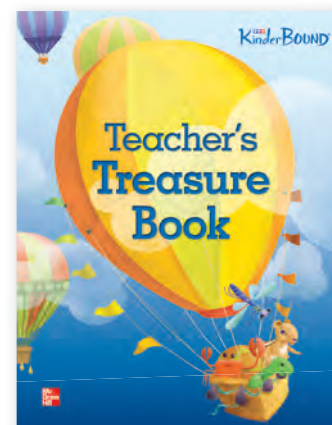
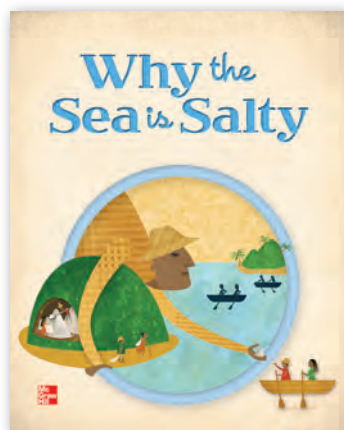
With *SRA KinderBound*, children develop concrete skills through experiences with hands-on activities that, in addition to skills development, emphasize practice and reflection. Literature selections and cross-curricular content are linked to the theme to help children reinforce lesson concepts.

In the first week, children are introduced to the central theme, The Great Outdoors. In the following weeks, children delve more deeply into the main theme as they focus on different areas of the outdoors: In the Woods, By the Sea, and Up in the Air.





Each week, one fiction and one non-fiction Little Book are used to reinforce literacy concepts. Little Books are provided in English and Spanish. Children also hear and discuss additional read-aloud selections, sing songs, and learn finger plays from the *Teacher's Treasure Book*.



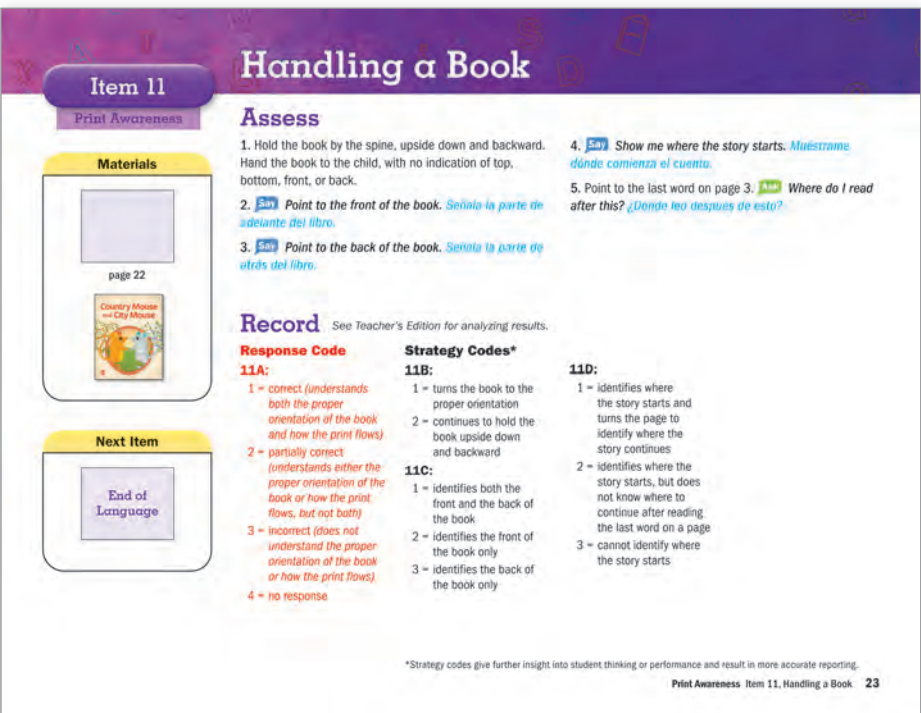


# Tools for Teaching

*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. You'll find items in the *Manipulative Package* to assess children and to connect hands-on learning skills with meaningful play.

## Assessment Only Package

This package contains all the necessary tools to evaluate all children entering kindergarten.



▲ **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. There is also a set of Observational Assessment questions at the end of the Math section. You may administer the parts back to back or have a break between parts. There are two sides of the flip book displayed during the assessment. The student's side provides graphics for the student to use during the assessment. The teacher's side provides setup and script (in English and Spanish) for each assessment item as well as a sample of what is displayed on the student side. The information on the teacher's side is also displayed on the handheld, tablet, or computer when using the online assessment tool.

▼ **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. The online tool provides immediate results and eliminates the chore of scoring the results by hand. You will have instant assessment results and personalized reports.





▼ **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.

▼ **Student Record Sheets:** The *Student Record Sheets* are optional and should be used if you do not have access to the online assessment tool while you are administering the assessment. These sheets keep record of student responses and strategies during the assessment.

Date of Assessment: \_\_\_\_\_ Assessor Name(s): \_\_\_\_\_

If there was any reason to believe this assessment was not a fair assessment of this student, tell why in the space below:

**Record of Assessment Item Codes**

**Start Points** Start with the first item in each domain. Complete all domains.

**Stop Rule** For the Number domain, stop the assessment for this domain after four consecutive incorrect response codes.

➡ Use the following pages to record student responses to the assessment.

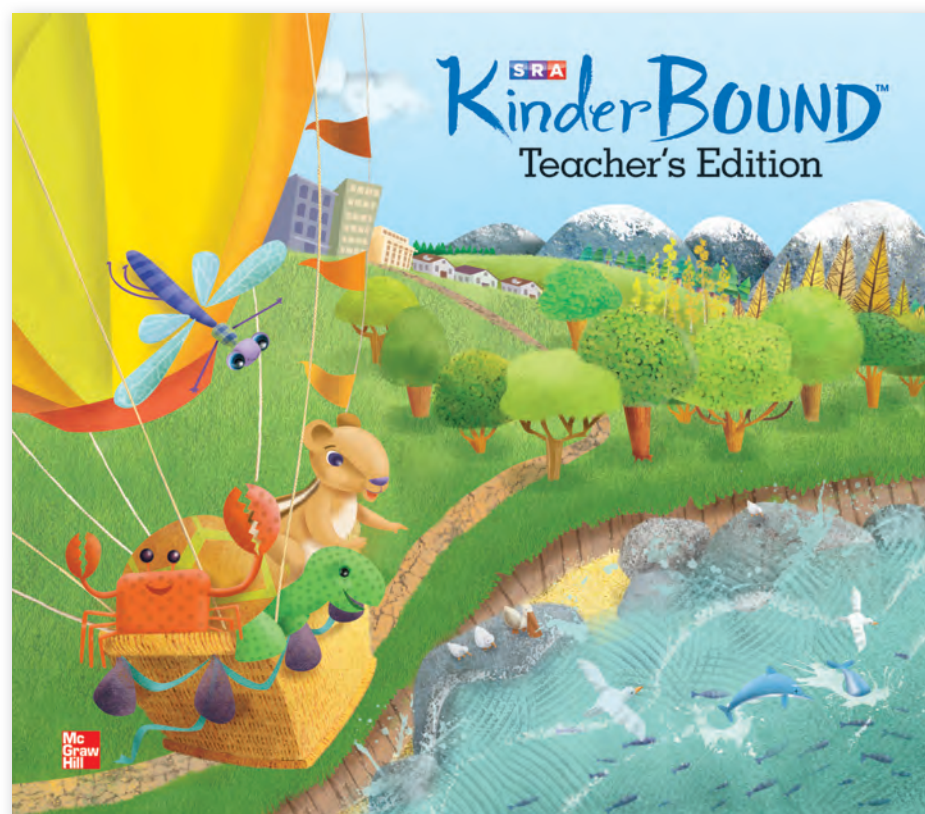




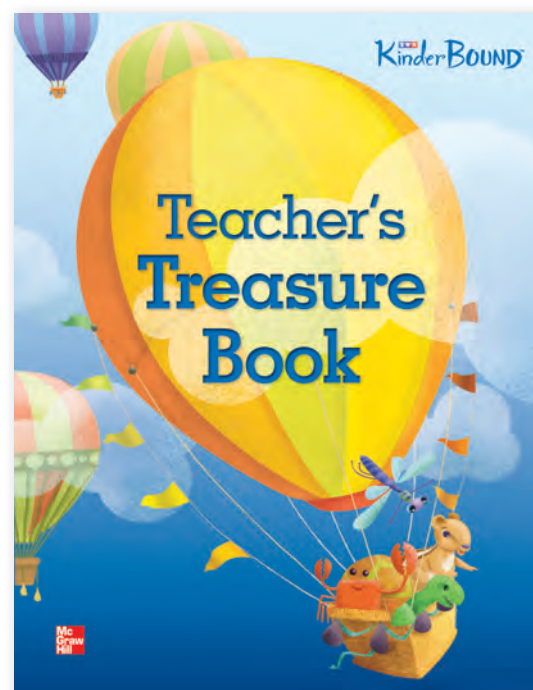
# Tools for Teaching, continued

## Complete Package/Basic Package

The Complete Package contains all the essential tools for the instructional part of the program. Once you have delivered the assessment to all incoming kindergarteners, you will use the Complete Package or the Basic Package to teach the curriculum. The Complete Package contains all the materials. The Basic Package is designed for teachers who are currently using *The DLM Early Childhood Express*. With the Basic Package, you do not receive components which are also available in *The DLM Early Childhood Express*, such as *Teacher's Treasure Book*.

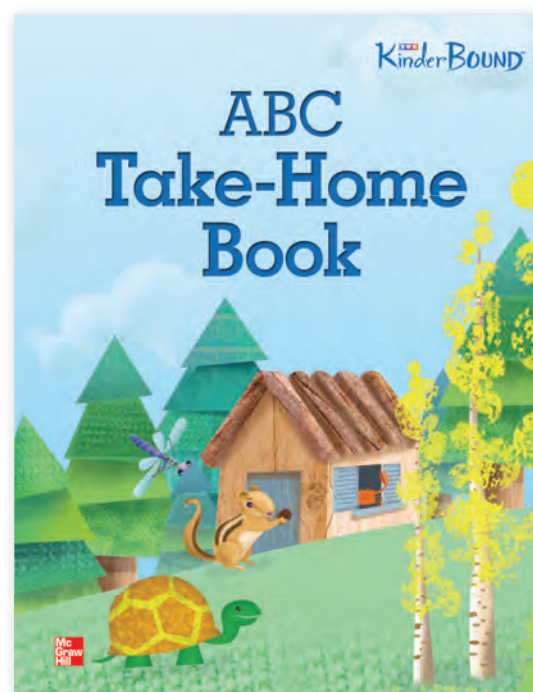


▲ **Teacher's Edition:** There is one four-week bilingual *Teacher's Edition* for the program. It provides the differentiated instruction for each activity as well as plans for centers and suggestions for classroom management.



▲ **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:** An *ABC Take-Home Book* with blackline masters is provided for each letter of the English and Spanish alphabets.







**KINDERBOUND**  
Classroom Management Chart

Day \_\_\_\_\_ Week \_\_\_\_\_

**Daily Assignments**

Subject	Assigned to Circle	Assigned to Square	Assigned to Triangle
Oral Language and Vocabulary			
Print Awareness/ Emergent Literacy			
Phonological Awareness			
Learn About Letters and Sounds			
Number/Geometry			

**Weekly Learning Centers**

Subject	Assigned to Circle	Assigned to Square	Assigned to Triangle
Math Center			
Movement Center			
Writer's Center			
Library and Listening Center			
Science Center			
Social Studies Center			
ABC Center			
Creativity Center			

▲ **Classroom Management Chart:** This rewritable poster-sized chart enables you to post the contents of the Assignment Report groupings for each day. This way, any of the teachers and aides in the room can determine which differentiation should be used for each child during each activity.

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



**Building Blocks** Building Blocks, the result of NSF-funded research, develops young children's mathematical thinking using their bodies, manipulatives, paper, and computers.

Building Blocks online management system guides children through research-based learning trajectories. These activities-through-trajectories connect children's informal knowledge to more formal school mathematics. The result is a mathematical curriculum that is not only motivating for children but also comprehensive.



**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, including Assignment Reports to show the placement of each child into Differentiated Instruction groups for each activity within the lesson


# A Typical Weekly Lesson Plan

Each week of ***SRA KinderBound*** is organized the same way to provide children with the structure and routine they crave. Each week begins with a weekly opener that introduces the theme and focus of the week and includes a review of the week's Learning Goals, the Materials and Resources needed for the week, a Daily Planner, a plan for the Learning Centers children will use throughout the week, and an outline of the Social and Emotional Development focus for the week with tips for promoting social and emotional growth in the classroom and at home.

Each day's lesson includes Oral Language and Development activities; a Print Awareness or Emergent Literacy activity that is tied to a fiction Little

Book, a non-fiction Little Book, or a Read-Aloud; Word Work activities centered on phonological awareness and letter/sound recognition; a Math activity focused on number or geometry; and a Social and Emotional Development activity. Reteaching Skills and Strategies are available on the fifth day of the week and can be used throughout the week as well.

Each week features a Wrap Up that summarizes the week, explains how the week's activities help prepare children for the kindergarten Common Core State Standards, and provides Home Connection ideas for parents to help children continue to develop the skills outside the classroom.



**Week 2**

## In the Woods

This week children will learn about the woods. They will understand how the different layers of a forest meet the needs of a variety of plants and animals. They will explore classic tales that are set in the woods. At the end of the week, they will compare and contrast the torn-paper trees they made in the Creativity Center and use clues from the pictures to determine the season depicted in each one.

**CCSS Common Core State Standards**  
**Preparing for Language Arts and Literacy Standards**  
**Kindergarten:**  
**RL.K.2** With prompting and support, identify characters, settings, and major events in a story.  
**RF.K.2.2** Count, pronounce, blend, and segment syllables in spoken words.  
**RF.K.3.4** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  
**Preparing for Mathematics Standards**  
**Kindergarten:**  
**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.

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

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

The **Learning Goals** met by the weekly lessons are listed on this page.

**Assessment** reminders are provided for the week.

52 In the Woods, Week 2

54 In the Woods, Week 2

55 In the Woods, Week 2



**Learning Centers** should be used throughout the week during your designated center time. Each week, an overview of activities is provided for the Math Center, Movement Center, Writer's Center, Library and Listening Center, Science Center, Social Studies Center, ABC Center, and Creativity Center. The Learning Centers are intended to remain open for the entire week. These centers provide the opportunity for children to explore a wide range of curricular areas.

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

- A preview is provided to highlight the skills and activities for the following week.

SRA KinderBound A Typical Weekly Lesson Plan 15



## Lesson Overview

The *Teacher's Edition* is organized by week and day. Each day's lesson is covered in four-page spreads.


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

- The **Learning Goals** met by the lesson are listed.

Children have **Oral Language and Vocabulary** time every day. During this time, children participate in activities to learn academic vocabulary and expand language skills. ▢

**Print Awareness** skills are taught on the first two days of each week and **Emergent Literacy** skills are taught on the third and fourth days of each week. These skills are reviewed on the last day of the week. During this time, children listen to and discuss a Read Aloud or a fiction or nonfiction Little Book selection.—

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.



**Week 2, Day 1**

In the Woods

**Opening Routines**

As a gathering activity, have available construction paper in a variety of colors. Demonstrate how to tear paper to create a ragged edge. Explain to students that they can use this technique at the Creativity Center to create torn-paper pictures of the woods.

**Learning Goals**

**Language and Communication**

- Child demonstrates an understanding of oral language by responding appropriately.
- Child names and describes actual or pictured people, places, things, actions, attributes, and events.

**Emergent Literacy: Reading**

- Child independently engages in pre-reading behaviors and activities (such as, pretending to read, turning one page at a time).

**Vocabulary**

cottage	casa
forest	monte
hood	capucha
surprises	sorpresas
woods	bosque

**Online Resources** [ConnectED.com](#)

eBooks: Little Red Riding Hood  
Interactive Whiteboard Activities: Little Red Riding Hood

**Language Development**

**Oral Language and Vocabulary**

**SKILL CHECK** Can children use a variety of words to name and describe objects in the woods?

**ACTIVITY SUPPLIES**

- photographs of the woods in various seasons
- interactive whiteboard or chart paper

Differentiated Instruction	SMALL GROUP
<b>Yellow Lane</b> If children in this group have difficulty naming objects, have them locate and point to the objects as you name them.	<b>Green Lane</b> Encourage children in this group to participate in each aspect of the activity.
	<b>Blue Lane</b> Allow children in this group to extend the activity by labeling the objects they have named or by discussing other objects that might be found in the woods that are not represented in the pictures.

**Talk About the Woods** Ask children to tell you what they know about the woods.

- On an interactive whiteboard or chart paper, display a variety of photographs of the woods in various seasons.
- Have children name and describe objects they see in the pictures. Allow children to point to the objects as they name them.
- Label the objects as children name them.
- Say** Many types of plants grow in the woods, or forests. Can you name some plants you might find in the woods? En los bosques, o montes, crecen muchos tipos de plantas. ¿Pueden nombrar algunas de esas plantas?
- Ask** Have you ever been in the woods? What did you do there? ¿Has estado alguna vez en un bosque? ¿Qué hicieron ahí?
- Identify the seasons of fall, winter, spring, and summer. Have children point out examples of the seasons in the pictures.
- Ask children to name their favorite season. Have children describe what trees look like in that season.
- Throughout the discussion, encourage children to follow appropriate conversational rules and to ask each other questions to extend the conversation.

**Read and Comprehend**

**Print Awareness**

If weather permits, complete the Read and Comprehend activity outside.

**SKILL CHECK** Can children identify the proper way to hold a book?

**Build Background** Tell children that you are going to read a story about a girl who goes to visit her grandmother at her grandmother's cottage in the forest. Explain that a cottage is a small house. Discuss the vocabulary words forest, hood, and surprises, and any other words students are not familiar with.

**Listen for Understanding** Display Little Red Riding Hood upside down.

- Ask children if you should begin reading the story this way. Ask a child to demonstrate the proper way to hold the book.
- Remind children that, when we read, the book must be right-side up with the spine on the left if the book is facing us.
- Read the story aloud, using the flannel board characters from the Teacher's Treasure Book or the interactive whiteboard activity to tell the story visually.


**Respond to the Book** Discuss the story.

- Encourage children to describe the setting, characters, and actions. Guide children to use vocabulary words from the story to describe what they learned.
- Allow children to use the flannel board characters or the interactive whiteboard activity to retell the story.
- Have students predict what Red Riding Hood will do the next time she sees a wolf on the way to her grandmother's house.

Differentiated Instruction	INDEPENDENT WORK
<b>Yellow Lane</b> If children in this group cannot retell the story independently using the characters, reread parts of the story as needed.	<b>Green Lane</b> Help children in this group describe setting, characters, and actions from the story by asking guiding questions, such as What did Red Riding Hood say to the wolf to help you know what he looked like?
	<b>Blue Lane</b> Encourage children in this group to extend the story by having them ask and answer "What if?" questions.

**Dual Language Learners**

**Visual Context** Use the interactive whiteboard activity or flannel board characters to give visual context to your questions when working with dual language learners. Encourage children to use the whiteboard or flannel board characters to answer questions about the story alone or in concert with verbal descriptions.



64 In the Woods Week 2, Day 1

In the Woods Week 2, Day 1 65

- The **Online Resources** available for each lesson are provided.

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.





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

Children have a **Phonological Awareness** activity and learn about **Letters and Sounds** every day. The letter sound is introduced with the letter name. Children also practice letter formation.

**Building Blocks** online activities are provided each day during Math.

Children work on a **Number** or **Geometry** activity daily.

**Learning Goals**

**Social and Emotional Development**

- Child uses classroom materials carefully.

**Emergent Literacy: Reading**

- Child listens for syllables (for example, hears and separates individual syllables within a word).
- Child names most upper- and lowercase letters of the alphabet.
- Child produces the most common sound for a given letter.

**Math**

- Child manipulates (flips, rotates) and combines shapes.

**Vocabulary**

cape      capa  
path      camino  
syllable      sílaba

**Online Resources** [ConnectED.com](#)

- eBooks: Teacher's Treasure Book, page 38
- Building Blocks: Memory Geometry 2: Turned Shapes

**Word Work**

### Phonological Awareness

**SKILL CHECK** Can children identify words as being the same or different?

**ACTIVITY SUPPLIES** Teacher's Treasure Book, page 38 of musical instruments (optional)

**Differentiated Instruction**

- Beginner Level** If children cannot identify words as the same or different, use only single-syllable words.
- On Track** Challenge children with additional multi-syllable words.
- Advanced Level** Encourage children to identify nonsense words as the same or different.

**Sing Aloud** Sing "Through the Woods/Por el bosque" from the Teacher's Treasure Book, page 38, as children play instruments or sing along.

- Select a word from the song and say it twice, clapping once for each syllable as you say it. Explain that words that sound alike in every way are the same.
- Select two different words from the song and say them, clapping once for each syllable. Explain that words that do not sound alike in every way are different.
- Repeat using a variety of words from the song, asking children if each word pair is the same or different. Encourage children to clap each syllable in the word pairs.

### Learn About Letters and Sounds

**SKILL CHECK** Can children produce the most common sound for a given letter?

**ACTIVITY SUPPLIES** Tree Cutouts (page 189) or index cards Red Riding Hood cape (optional)

**Differentiated Instruction**

- Beginner Level** You may need to say the letter sound or the letter name aloud with children in this group.
- On Track** If time permits, preview the letter sounds and names with children in this group.
- Advanced Level** Use alternative vowel sounds or common consonant digraphs such as ch, sh, and wh.

**Make Letter Sounds with Letter Trees** Give each child a tree cutout or an index card with a letter on it. Refer to each child's Student Detail Report to select a letter that is not yet mastered. Have the children stand holding their trees.

- Select one child to be Red Riding Hood. Have the child walk through a path in the "wood" pointing to "trees" one at a time. When Red Riding Hood points to a "tree," that child should name the letter and make the appropriate letter sound.
- Alternate children selected to be Red Riding Hood.

**Math**

### Geometry

**SKILL CHECK** Can children name shapes and match them in different orientations?

**ACTIVITY SUPPLIES** large construction paper scalene triangle Pattern Blocks interactive whiteboard or chart paper

**Flip and Rotate Shapes** Explain to children that a shape keeps its name even if it is moved to a different position. Demonstrate by showing children the scalene triangle. Trace it on an interactive whiteboard or chart paper. Ask children to name the shape.

- Rotate the triangle and trace it again. Ask children to name the shape. Flip the triangle and trace it again. Ask children to name the shape.
- Demonstrate that the construction paper triangle matches each drawn shape.
- Give each child a set of Pattern Blocks. Have children scatter the blocks across their work spaces so that matching shapes are in different orientations. Encourage children to identify and name matching shapes without touching them.

*For additional practice, introduce Memory Geometry 2: Turned Shapes from the Building Blocks Practice tab. Have children help you solve a few problems. Have each child complete Memory Geometry 2 independently.*

**Differentiated Instruction**

- Beginner Level** Children in this group may need to physically match the shapes if they are not able to visualize matches in different orientations.
- On Track** Children in this group may need occasional reminders of the characteristics of each shape.
- Advanced Level** Have children in this group select a shape and draw it in multiple orientations.

**Social and Emotional Development**

**SKILL CHECK** Are children careful with classroom materials?

**Classroom Materials** Be sure to "catch" children being good and tell them when they are taking care of classroom materials properly, such as putting away toys or supplies at the end of an activity without being asked.

- Ask children how they feel when something they want to use is missing from its usual place. Encourage children to name other rules for caring for classroom materials.
- As a class, create a chart to show how to care for classroom materials.
- Have children create labels with pictures of objects. Post the labels around the classroom to identify the places the objects should be stored.

**Reteach Skills and Strategies**

Refer to pages 80–83 for additional activities and strategies to reteach the skills covered in today's lesson. If possible, set aside time each day to reteach skills students have not yet mastered.

**Dual Language Learners**

**Classroom Materials** Be sure to include drawings or photographs on the chart for each of the rules. Having children who are dual language learners take the photographs for the chart presents an additional opportunity for them to discuss the concepts with you one-on-one.

66 In the Woods Week 2, Day 1

67 In the Woods Week 2, Day 1

**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.