**Focus Question 1**

**How is kindergarten like preschool? How is it different?**

<table>
<thead>
<tr>
<th>Vocabulary—English: kindergarten, prediction, school subject, anticipate</th>
<th>Spanish: kindergarten, predicción, asignatura, esperar</th>
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</thead>
</table>

### AT A GLANCE

#### Day 1

**Interest Areas**
- Library: photos of kindergarten classrooms

**Question of the Day**
- Which of these looks like a classroom? (Display a few pictures: one of an elementary school classroom and two other rooms that are very different, e.g., restaurant, post office, doctor’s office, etc.)

**Large Group**
- **Movement**: Clap the Beat Discussion and Shared Writing: What Do We Know About Kindergarten?
- **Materials**: Mighty Minutes 59, “Clap the Beat”, a collection of photos of kindergarten classrooms

**Read-Aloud**
- Selection of a fiction book from the “Children’s Books” list
  - Get Set! Swim! (first read-aloud)

### Day 2

**Library**
- chart from large group materials

**Decisions**
- Which of these is one of our classroom rules? (List three rules, one classroom rule and two other statements, e.g., wear your coat inside all day, leave the toys on the floor when you’re finished, etc.)

**Large Group**
- **Rhyme**: Are You Ready! Discussion and Shared Writing: Planning for a Site Visit
- **Materials**: Mighty Minutes 73, “Are You Ready?”, chart paper for site visit predictions

**Small Group**
- **Option 1: What’s Missing?**
  - Intentional Teaching Card LL18, “What’s Missing?”, collection of familiar classroom objects, bag or box: large piece of paper or cardboard

**Mighty Minutes™**
- Mighty Minutes 20, “I Can Make a Circle”

### Day 3

**Blocks**
- photos of kindergarten classrooms

**Question of the Day**
- How many syllables are in the word kindergarten?

**Large Group**
- **Game**: Thumbs Up
- **Materials**: Mighty Minutes 33, “Thumbs Up”, list of site visit predictions

**Small Group**
- **Option 2: Same/Different Book**
  - Intentional Teaching Card LL02, “Bookmaking”, cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies; clipboards

**Mighty Minutes™**
- Mighty Minutes 50, “1, 2, 3, What Do I See?”

### Day 4

**Toys and Games**
- memory matching games

**Large Group**
- **Peer**: “High in the Tree”
- **Materials**: Mighty Minutes 51, “High in the Tree”, chart paper for “What Is Different About Kindergarten?”

**Small Group**
- **Option 1: Same/Different Book**
  - Intentional Teaching Card LL04, “Bookmaking”, cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies; clipboards

**Mighty Minutes™**
- Mighty Minutes 75, “Busy Bees”

### Day 5

**Library**
- fiction and nonfiction books about going to kindergarten

**Large Group**
- **Game**: I Spy With My Little Eye
- **Materials**: Mighty Minutes 19, “I Spy With My Little Eye”, chart paper for “What Is the Same About Kindergarten?”

**Small Group**
- **Option 2: Observing Changes**
  - Intentional Teaching Card LL07, “Ice Cubes”, ice cubes; paper towels; cups; measuring tools

**Mighty Minutes™**
- Mighty Minutes 64, “Paper Towel Rap”, a paper towel roll for each child

### Make Time for...

- **Outdoor Experiences**

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

- **Wow! Experiences**
  - Day 3: Visit to a kindergarten classroom

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**Experiences**

- **Day 1:** Visit a kindergarten classroom and another special room in the school, such as the cafeteria, gymnasium, or library.

- **Day 2:** Arrive at the kindergarten classroom.

- **Day 3:** Send families the letter at the beginning of the Teaching Guide that explains the end-of-year experience.

- **Day 4:** Invite families to assist with supervision during the visit to a kindergarten classroom.

- **Day 5:** Invite families to send in photos of family members in kindergarten.

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**Memories**

- Ask about their kindergarten experiences.

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**Partnerships**

- Invite families to visit the class at any point over the next four weeks to talk about their kindergarten memories.
### AT A GLANCE

#### Focus Question 2

**How do we feel about going to kindergarten?**

**Vocabulary—English:** words that describe feelings (e.g., uneasy, joyful, confident, timid, eager, etc.), realistic, adventure  
**Spanish:** palabras que se usan para describir emociones (e.g., intranquilo, alegre, seguro de sí mismo, asustadizo, entusiasta, etc.), realista, aventura

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

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- **Outdoor Experiences**
  - Physical Fun
    - Review Intentional Teaching Card P12, "Exploring Pathways." Follow the guidance on the card.

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

- **Focus Question 2**
  - How do we feel about going to kindergarten?
# Focus Question 3

**How do we make and keep friends in kindergarten?**

**Vocabulary—English:** memories, expression, cooperate  
**Spanish:** recuerdos, expresión, cooperar

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<th><strong>Day 5</strong></th>
<th><strong>Make Time for...</strong></th>
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<tr>
<td><strong>Interest Areas</strong></td>
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<td><strong>Outdoor Experiences</strong></td>
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<tr>
<td><strong>Question of the Day</strong></td>
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<td><strong>Family Partnerships</strong></td>
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<tr>
<td>Do you remember this day? (Display a photo from an event earlier in the school year.)</td>
<td>Do these two words rhyme? (Display two words with images.)</td>
<td>How do you like to show kindness to someone?</td>
<td>What do you like to do with a friend?</td>
<td>Which of these is easier to do with a partner? (Display photos or props for different activities such as riding a bike, playing a board game, and brushing teeth.)</td>
<td>• Invite family members to join the class for the end-of-year celebration next week.</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
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</tbody>
</table>
| **Rhyme:** Riddle Dee Dee  
**Discussion and Shared Writing:** Remembering the Beginning of the Year  
**Materials:** Mighty Minutes 94, “Riddle Dee Dee”; chart paper | **Story:** Listening Story  
**Discussion and Shared Writing:** How Do We Make Friends?  
**Materials:** Mighty Minutes 86, “Listening Story”; audio or video recorder | **Song:** “The Kids Go Marching In”  
**Discussion and Shared Writing:** Being Kind to Others  
**Materials:** Mighty Minutes 70, “The Kids Go Marching In”; chart paper | **Song:** “Hello Friends”  
**Discussion and Shared Writing:** Friendship  
**Materials:** Mighty Minutes 81, “Humpty Dumpty”; book from the Children’s Book Collection; chart paper | | |
| **Read-Aloud** | | | | | **Small Group** |
| Selection of a book from the “Children’s Books” list that focuses on the feelings of characters | The Upside Down Boy  
Book Discussion Card 42 (third read-aloud) | Reread the book from Day 1 that focuses on the feelings of characters. | I Took the Moon for a Walk  
Book Discussion Card 43 (first read-aloud) | Selection of an information book from the “Children’s Books” list | **Option 1:** Bookmaking  
Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies  
**Option 2:** Desktop Publishing  
Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies  
| **Option 1:** Bookmaking  
Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies  
**Option 2:** Desktop Publishing  
Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies | **Option 1:** Nursery Rhyme Count  
Intentional Teaching Card M13, “Nursery Rhyme Count”; cotton balls or white pompons; green construction paper; numeral cards | **Option 1:** Story Problems  
Intentional Teaching Card M22, “Story Problems”; collection of manipulatives to be added and subtracted  
**Option 2:** More or Fewer Towers  
Intentional Teaching Card M59, “More or Fewer Towers”; interlocking cubes; more-fewer spinner; numeral–quantity cards or die | **Option 1:** Tallying  
Intentional Teaching Card M06, “Tallying”; clipboard; paper; pencils or crayons; chart from large group  
**Option 2:** Graphing  
Intentional Teaching Card M11, “Graphing”; large graph paper or lined chart paper; markers; stickers; charts from yesterday’s and today’s large group | | |
<p>| <strong>Mighty Minutes™</strong> | | | | | |</p>
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<thead>
<tr>
<th>AT A GLANCE</th>
<th>Reflecting and Celebrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary—English:</strong> goal, accomplishment, reflect, look forward to</td>
<td><strong>Spanish:</strong> objetivo, logro, reflexionar, anhelar</td>
</tr>
</tbody>
</table>

### AT A GLANCE

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Areas</strong> Library: personal journal for each child; variety of writing tools</td>
<td>Library: personal journal for each child; variety of writing tools</td>
<td>Art: materials for creating illustrations</td>
<td>Art: displays of children’s learning throughout the year</td>
<td>Art: materials for working on the mural</td>
<td><strong>Outdoor Experiences</strong></td>
</tr>
<tr>
<td><strong>Question of the Day</strong> Which was your favorite study this year? (List the studies completed in your class.)</td>
<td>What are you proud of?</td>
<td>How old will you be when you go to kindergarten?</td>
<td>What was your favorite thing about preschool?</td>
<td>What is your favorite memory of our year together?</td>
<td><strong>Physical Fun</strong></td>
</tr>
<tr>
<td><strong>Large Group</strong> Movement: Spatial Patterns</td>
<td>Discussion and Shared Writing: What Did We Learn This Year?</td>
<td>Materials: Mighty Minutes 38, “Spatial Patterns”; artifacts from the year’s studies; audio or video recorder; chart paper</td>
<td>Rhyme: Ticky Ricky</td>
<td>Discussion and Shared Writing: Planning Our Celebration</td>
<td><strong>Family Partnerships</strong></td>
</tr>
<tr>
<td><strong>Read-Aloud</strong> I Took the Moon for a Walk Book Discussion Card 43 (second read-aloud)</td>
<td>Selection of a fiction book from the “Children’s Books” list</td>
<td>I Took the Moon for a Walk Book Discussion Card 43 (third read-aloud)</td>
<td>Selection of a fiction book from the “Children’s Books” list</td>
<td>Books that children have made throughout the year</td>
<td></td>
</tr>
<tr>
<td><strong>Small Group</strong> Option 1: Making Numerals Intentional Teaching Card M41, “Making Numerals”; modeling dough or clay; numeral–quantity cards</td>
<td>Option 1: Letters, Letters, Letters Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored ink pads; construction paper or magnetic letters and board</td>
<td>Option 1: Morning, Noon, and Night Intentional Teaching Card M60, “Morning, Noon, &amp; Night”; magazines; scissors; chart paper; glue sticks; markers</td>
<td>Option 1: A Mural of Memories Intentional Teaching Card SE26, “Making a Mural”; materials for making a mural, e.g., smocks, paint, painbrushes, etc.</td>
<td>Making a Snack to Share Come Cook With Me! or an Intentional Teaching Card™ for the recipe chosen yesterday; ingredients and materials for making recipe</td>
<td></td>
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<tr>
<td>Option 2: Math Collage Intentional Teaching Card M78, “Math Collage”; construction paper; glue; collection of small collage materials, e.g., craft sticks, pom-poms, sequins, feathers, or other small materials related to the study topic; pencils or crayons; numeral–quantity cards</td>
<td>Option 2: Shaving Cream Letters Intentional Teaching Card LL13, “Shaving Cream Letters”; shaving cream; art smocks</td>
<td>Option 2: Which Container Holds More? Intentional Teaching Card M52, “Which Container Holds More?”; sand table; various clear plastic containers; paper cup, measuring cup, or can; funnel</td>
<td>Option 2: A Mural of Memories Intentional Teaching Card SE26, “Making a Mural”; materials for making a mural, e.g., smocks, paint, paintbrushes, etc.; collection of photos and videos from earlier in the year</td>
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<tr>
<td><strong>Mighty Minutes™</strong> Mighty Minutes 08, “Clap the Missing Word”</td>
<td>Mighty Minutes 32, “Walk the Line”; masking tape or yarn; letter cards</td>
<td>Mighty Minutes 52, “Walk Around the Shapes”; shape cards</td>
<td>Mighty Minutes 82, “Let’s Clean Up!”</td>
<td>Mighty Minutes 40, “Clap A Friend’s Name”</td>
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</tbody>
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**Note:** This table outlines activities and experiences for each day, focusing on reflecting on the year, celebrating achievements, and planning celebrations. Activities include reading, writing, art, and physical fun, ensuring a balanced approach to learning and play.