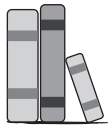




✓ Activity Checklist

- Complete Getting Started Activities
- ✓ **Cycle 1**
- Watch writing video: *Writing Your Name*
- Complete writing activity in the Guide Book
- Complete math activity on page **1** of the Activities Book
- ✓ **Cycle 2**
- Watch reading video: *Guess What Happens Next!*
- Complete reading activity in the Guide Book
- Complete 2nd reading activity in the Guide Book
- ✓ **Cycle 3**
- Watch science video: *Senses – Day 1*
- Complete science activity on page **2** of the Activities Book
- Complete reading activity in the Guide Book
- ✓ **Cycle 4**
- Watch visual arts video: *Primary Colors*
- Complete optional activity on page **21** of the Activities Book



Books

Week 1 Activities Book

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.

My Nose, Your Nose by Melanie Walsh



Materials

Index cards
Tape or poster tack
Stapler
Pencil
Colored marker
Newspapers
Glue

Writing marker
Shelving unit with at least 3 shelves
Rubber band
Writing paper
8½ x 11" paper, folded in half
Scissors
Sunday or weekday comics



Videos

Writing: *Writing Your Name*
Visual Arts: *Primary Colors*
Reading: *Guess What Happens Next!*
Science: *5 Senses – Day 1*

Getting Started



Newsletter

Write a newsletter to your student on large lined paper. Leave some blanks so your student can complete the newsletter while you work on your Getting Started Activities. The Guide should write the responses for any blank space this week. Point to each word in the newsletter as you read it aloud.

Dear _____,

Welcome to your first day in school! I hope you are excited to learn and have fun. Today is _____. We will read a story together and sing a song!

Your teacher, _____

Read this newsletter to your student. Say 'blank' when you come to a blank space. Tell your student that you will need his help to finish the newsletter. You can finish it as you complete the rest of the Getting Started activities.



Calendar

Use the magnetic calendar.

- Tell your student that he will be learning how to use the calendar.
- Show him the days of the weeks at the top of the calendar. Explain that there are seven days in the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.
- Teach your student to sing the "Days of the Week" song to the tune of "Oh My Darling, Clementine."
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
There are seven days, there are seven days
There are seven days in a week.
There are seven days, there are seven days
There are seven days in a week.
- Tell your student that you need to fix the calendar. First, you have to say the name of the month. Point to the month on the calendar. Say the letter the month begins with and the sound it makes. Example: if the month is September, you will say, "This month begins with the letter S. S makes the sound /s/. Look, the S is bigger than the other letters. It is an uppercase letter. This month is called September." Ask your student to say September. If he has difficulty, break the word into syllables: Sep-tem-ber. Have your student say the syllables and then say the whole word.
- Next, point to the year. Tell your student the year. Ask him to repeat the year.
- Then, tell your student that you need to look for today. Put your finger on the date for today and slide your finger up. Tell your student the day of the week. You can say, "I put my finger on the date for today and slide my finger up. This tells me what day it is today. I see a day that begins with the letter M. M makes the sound /m/. Monday. Say that with me...Monday. Today is _____." (Leave the word Monday off and see if your student can complete the sentence by saying Monday.)

- Tell your student that you need to write the word Monday in the newsletter. Point to the sentence in the newsletter as you read it. "Today is Monday." Say the letters as you spell them. Capital M-o-n-d-a-y.
- Follow the same format to find yesterday. Put your finger on the date for yesterday and slide your finger up. Tell your student what day it was yesterday.
- Repeat the same format to find tomorrow. Put your finger on the date for tomorrow and slide your finger up. Tell your student what day it will be tomorrow.

1 Days in School

2
3

Show your student the Days in School Chart.

- Explain that you will add one item (this could vary depending on which item you choose to use in the chart) for each day your student is in school.
- Ask him to put the very first item in the ones container. Explain that this container is labeled ones. We put one item in this container every day we are in school.
- Write the number 1. Help your student make a connection between the objects and the number by asking him to count the ones. He should reply 1. If he has difficulty, you can model by saying, We have 1 (straw, bean stick, etc). Show him how to write the number 1 on the number strip. (The number strip is simply a piece of paper that is long enough to write the numbers 1-10.) Tell him that since we have 1 item in the ones section, we need to write the number 1.

Weather Report



Your student will use the chart in the Activities Book to keep track of his predictions. The weather chart is available at the beginning of the Week 1 Activities Book. After removing this page, keep it to track the weather for the next two weeks. Ask your student the following questions:

- Show the weather chart to your student. Tell him that we will color a block in for the type of weather we have each day.
- What is today's weather?
- Have your student color a block in the weather chart for today's weather.
- Explain to your student that we will predict, or guess, what the weather will be like tomorrow. It is fun to make predictions each day and then check to see if we were right. Today, you and your student should predict the weather for tomorrow. You may want to write your predictions down so you can remember them tomorrow.

a b c Word Wall

a b c

- Point out the word wall to your student. Explain that you will fill the wall with many words that your student will learn this year. To start the word wall, have your student write his name. You can help if needed. You can also write your name. Make a big production about putting the first two words on the word wall. Put the words just below the letter they begin with. Example: The name Mary belongs under the letter M.

Cycle 1



Writing

Objective:

Your student will recognize that words are written left-to-right on the page. (E.2.1.1.K) He will recognize that words are written top-to-bottom on the page. (E.2.1.1.K) Your student will write and post names/labels to show possession. (E.2.1.3.K) He will recognize that words are made up of letters. (E.2.1.3.K) He will understand how a writing utensil is held correctly. (E.2.1.1.K)

Explanation:

Today your student will learn to write using writing lines. Be sure to have a paper with writing lines nearby when he is watching the video. Point out the headline, midline, and baseline. You may even want to label a paper that has writing lines and hang it up for your student to see. You can draw a simple line drawing of a head near the headline, a person's tummy near the midline, and feet by the baseline. To help your student learn that words are written from left to right, try putting a green circle on the left side of his page and a red circle on the right side. Tell him we write from left to right. Start at the green light and stop when you reach the red light. Point out the letters in your student's name. When your student is writing, encourage the correct three-fingered grip. If your student has difficulty gripping the pencil with three fingers, try using shorter pencils such as golf pencils. This will help your student to develop the proper grip.



Writing Your Name:

Mrs. Walden shows your student how to write a name using writing lines. The writing videos serve as a model for your student. They will often be prompted to complete the same writing activity as Mrs. Walden. The videos can be played over and over again so that your student can practice what Mrs. Walden is showing. The videos can also be paused if necessary.



Assignment:

That's Mine!

Supplies: Index cards
Writing marker
Tape or poster tack

Activity Directions

1. Have your student write the names of two people in his immediate family at the top of 2 index cards, adding an "s" to the end of each name. You can help your student spell each name. Encourage him to begin the names with a capital letter. If needed, you may write the names in highlighter or yellow marker and have him trace each letter.
2. Have your student think of two things that belong to each family member.
3. Help your student write each item onto the bottom of the card with the name of the person to whom it belongs:
Example: Sue's bed, Jimmy's hat
4. Help your student tape or stick these name cards to the object listed on them.
Example: Tape the "Sue's bed" card onto Sue's bed.

Extend Your Thinking!

Have your student complete this sentence: "I really like _____'s _____."

Reteaching

These activities are optional and are designed to help students who are having difficulty mastering the objectives as they are taught above. They can also be used for additional practice and enrichment.

What Do They Own?

Supplies: Pencil
Page **26** of the Week 1 Activities Book

Activity Directions

1. Your student will trace the lines from each person to the item they own.
2. Read the phrases to your student. Point to each word as you read it. Remind your student that we read and write words from left to right.