

STAR LIGHT, STAR BRIGHT

Kinder English Language Arts Fiction
Study of Letters, Words, Nursery Rhymes, Young Stories
(Junior and Senior Kindergarten)
LEARNING LOG



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NAME: _____

Star Light, Star Bright Learning Log

Copyright: Barbara J. Smith

First Edition, October 2016
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This document edition will be used as a pilot resource to support innovative schools. The intent of sharing this first version with students, staff and families, is so we can gather further input for future revisions of this living curriculum.

All we ask is that if you use these materials that you give credit to the author(s) of this initial work, in your introduction.

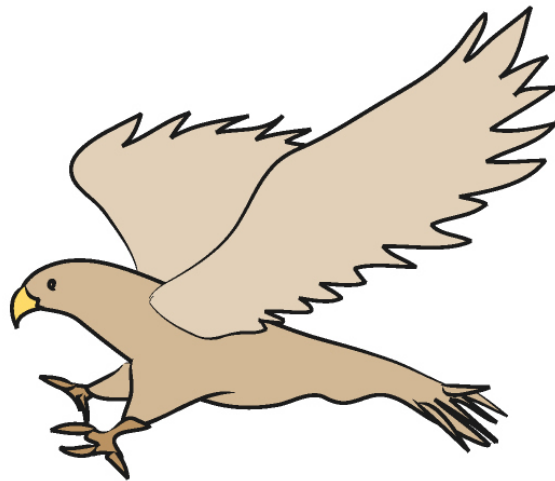
Acknowledgement: Many thanks to Emily Walton at Headwaters Academy for providing editorial support for this initial draft.

PURPOSE of LEARNING LOG RESOURCE:

1. To support and guide English Language Arts (ELA) Curriculum
2. To support independent and paired study during station work or during home study (holiday or at-home interest/extended homework activities)
3. To add support as an enrichment or remedial resource (students can work at their own pace)
4. To provide a guide for peer teachers (older student buddies)
5. To provide a learning log (evidence of learning) built in to student resources

"WELCOME TO THE
KINDER STREAM!"

MEET _____



NAME OUR MASCOT 😊

OUR SCHOOL MASCOT NEEDS A NAME.

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Essential Skills Target - Copy & print upper case letters.

LETTERS



<http://cdn3.volusion.com/jants.petuy/v/vspfiles/photos/10244-2.jpg?1346755272>

How well did you copy & print upper case letters? (diagnostic)	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

1. STAR LIGHT STAR BRIGHT

- REPEAT EACH LINE OF THIS NURSERY RHYME AFTER YOUR TEACHER.

STAR LIGHT,
STAR BRIGHT
FIRST STAR
I SEE TONIGHT



I WISH I MAY,
I WISH I MIGHT
HAVE THIS WISH
I WISH TONIGHT.

- NOW PRACTICE IT ALL TOGETHER!

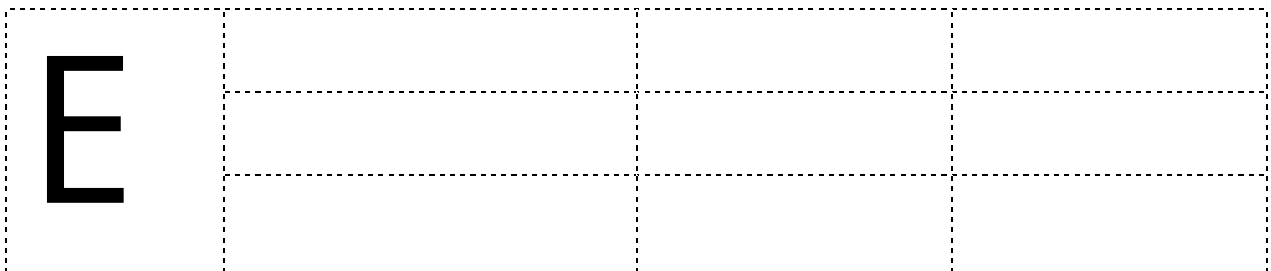
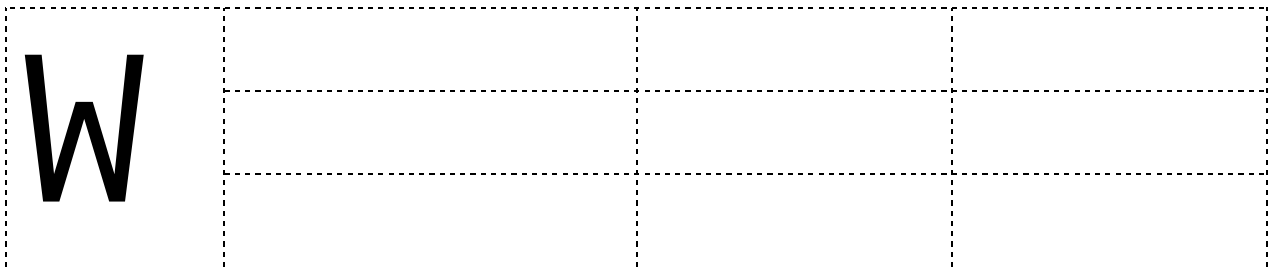
Essential Target (ET) – Listen & respond to others during role play.

ET – Solve step-by-step problems.

ET - Respond to body language effectively.

2. WE ARE FAMILY

- MAKE THE WORD "WE" BY MAKING LETTERS "W" AND "E".



<http://www.clipartbest.com/cliparts/ncB/L8K/ncBL8K7cA.jpe>

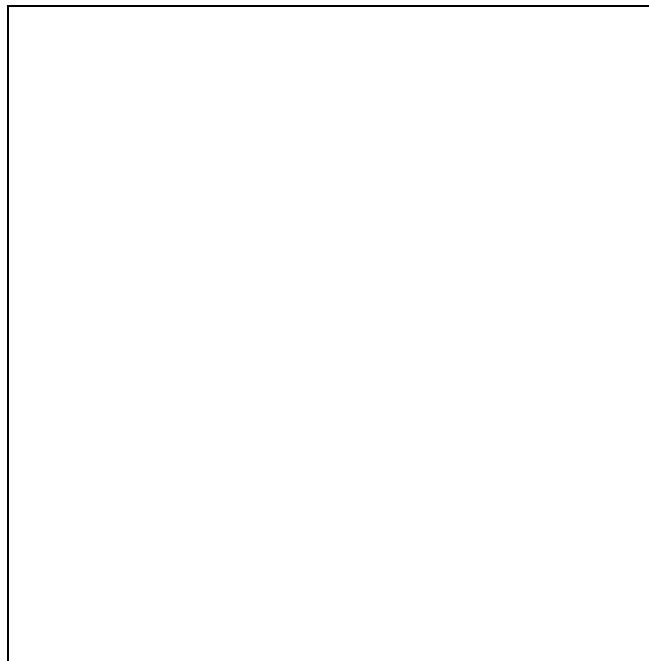
- DRAW A PICTURE OF YOUR FAMILY AND

PRINT THE WORD “WE” .

F STARTS THE WORD

FAMILY.

- COUNT THE NUMBER OF LETTERS IN FAMILY.



- LET'S PRINT 2 ROWS OF NEAT **F** 'S.

--	--	--	--

--	--	--	--

- USE YOUR EYES TO SEE THE DIFFERENCE BETWEEN **F** AND **E**.

- TRY PRINTING:

FIT	
FUN	
FOOD	

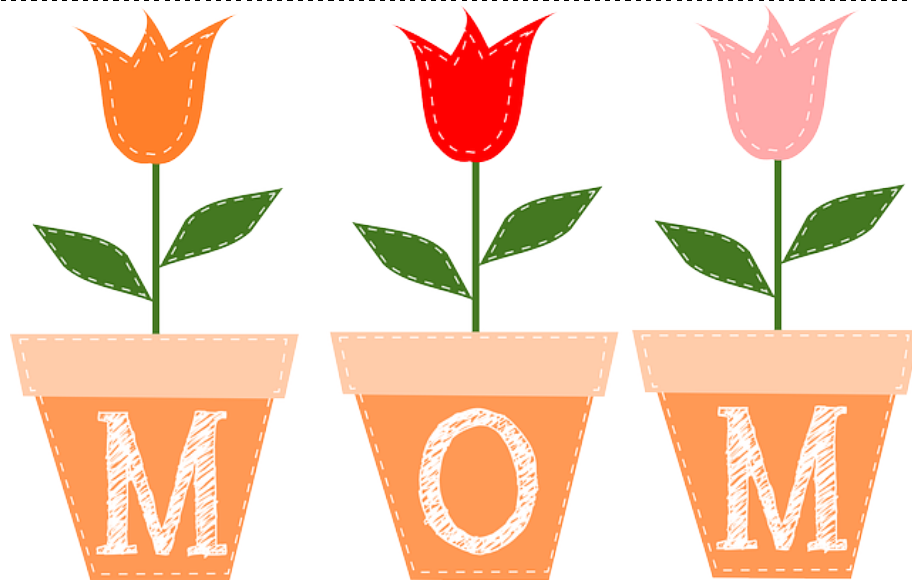


<http://www.clipartkid.com/images/199/the-family-fun-day-has-been-scheduled-to-take-place-on-the-17th-of-XtAfEh-clipart.jpg>

M STARTS THE WORDS **ME** AND
MOM.

- PRINT THE LETTER **M** 3 TIMES.

M			



<https://usercontent1.hubstatic.com/11852112.png>

- MAKE THE WORD **ME**:

ME	
-----------	--

- DRAW A PICTURE OF YOU AND PRINT 'ME' UNDER IT.

- DRAW A PICTURE OF A MOM AND PRINT

MOM UNDER IT.

I DRINK **MY MILK**
EVERYDAY.

PRINT THE WORD 'MY'.

MY	
-----------	--

PRINT THE WORD 'MILK'.

MILK	
-------------	--

- CIRCLE THE HARDEST LETTERS TO PRINT.

- USE YOUR EYES TO SEE THE DIFFERENCE

BETWEEN **M** AND **W**.

D BEGINS THE WORD **DAD**.

- PRINT THE LETTER **D** 3 TIMES.

D			

- DRAW A PICTURE OF A DAD AND PRINT

DAD UNDER IT.

PRINT THE WORD 'DO'.

DO	
----	--

- USE YOUR EYES TO SEE THE DIFFERENCE

BETWEEN **D** AND **O**.

WE DO _____

AT HOME. (ASK YOUR TEACHER TO FILL IN THE BLANK ABOUT WHAT YOU LIKE TO DO WITH YOUR FAMILY.)

STEP OUTSIDE: and _____.
(TELL YOUR TEACHER WHAT YOU WANT TO DO.)

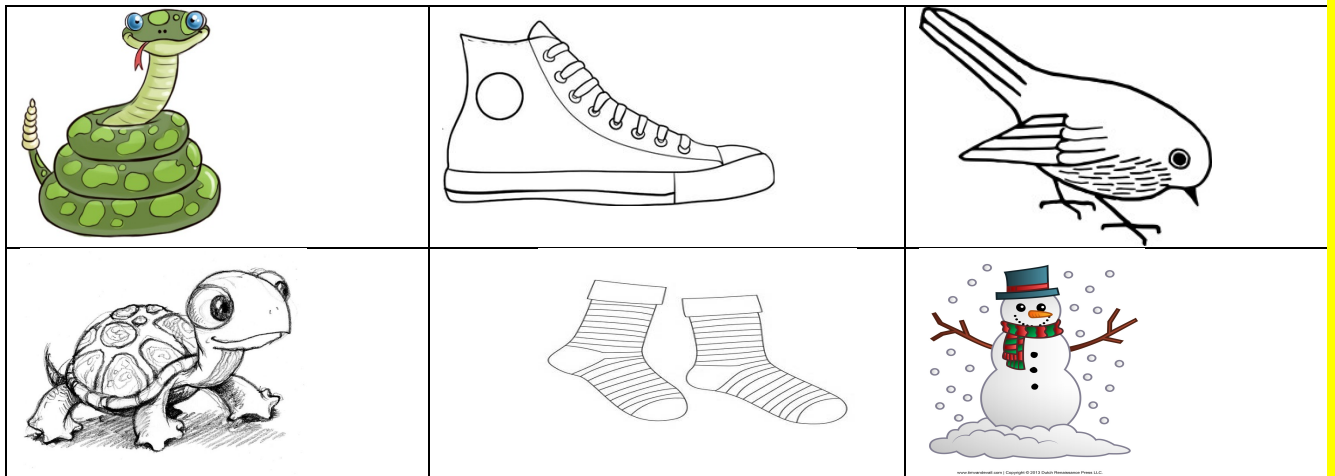
S BEGINS THE WORD

SISTER.

- PRINT THE LETTER S 3 TIMES.

S			

- CIRCLE WHAT BEGINS WITH 'S'.



- DRAW A PICTURE OF A SISTER AND PRINT

SISTER UNDER IT.

- PRINT THE WORD "SO":

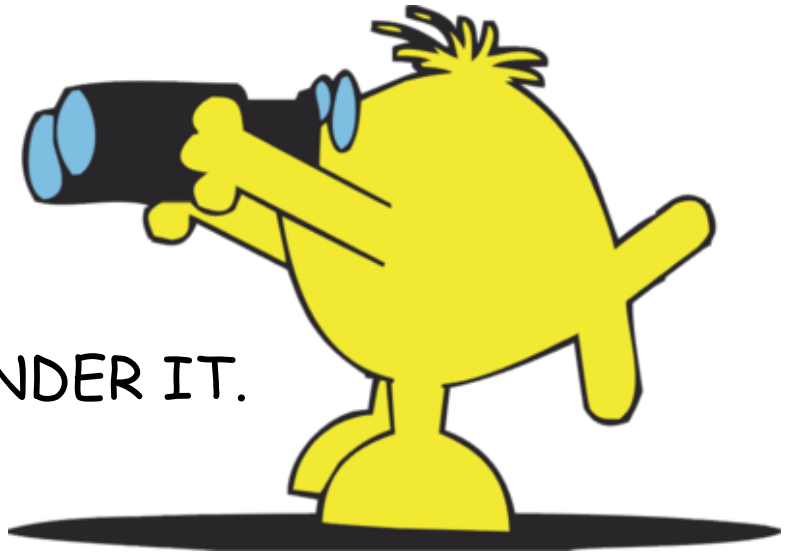
SO	
----	--

PRINT THE WORD "SEE":

SEE	
-----	--

STEP OUTSIDE:

- DRAW A PICTURE ABOUT WHAT YOU SEE. WRITE "I SEE" UNDER IT.



<https://www.christart.com/IMAGES-art9ab/clipart/1473/christian-binoculars.png>

B BEGINS THE WORD

BROTHER.

- PRINT THE LETTER **B** 3 TIMES.

B			



<https://s-media-cache-ak0.pinimg.com/originals/96/75/ea/9675eaa9cd27ea4beca350d6e27b282e.jpg>

- DRAW A PICTURE OF A BROTHER AND

PRINT **BROTHER** UNDER
IT:

EXTENSION: TRY PRINTING THE WORDS:

SISTER

BROTHER

- PRINT THE WORD 'BE'.

BE	
----	--

- PRINT THE WORD 'BEE'.

BEE	
-----	--

- USE YOUR EYES TO SEE THE DIFFERENCE

BETWEEN **BE** AND **BEE**.

- PRINT THE WORD 'BY'.

BY	
----	--

- PRINT THE WORD 'BABY'.

BABY

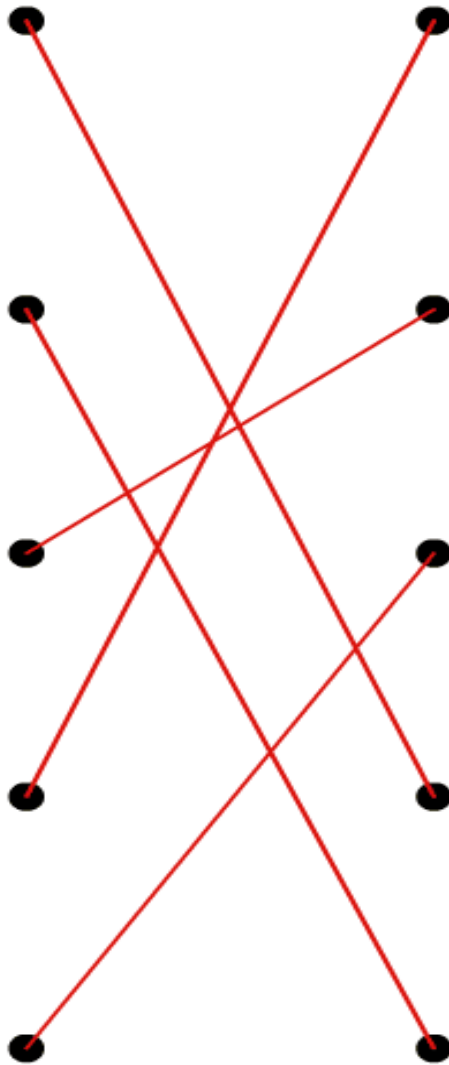
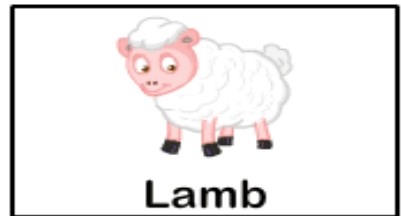
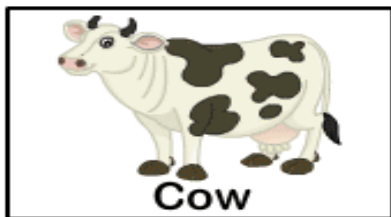
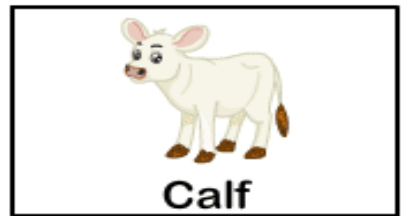
- DRAW AN ARROW TO THE BABY CUB.



http://www.zastavki.com/pictures/originals/2014/Animals_Bear_and_cub_on_the_grass_080385_.jpg

- **WHAT ARE THE LINES DOING?** (Match the animal to their young one.)

Match the animals with their youngone.



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<http://cdn.turtlediary.com/worksheets/science/kindergarten/animals/match-farm-animals-to-their-babies/answer/match-farm-animals-to-their-babies-answersheet-1.png>

TRY THIS! (Match the animal with their young.)

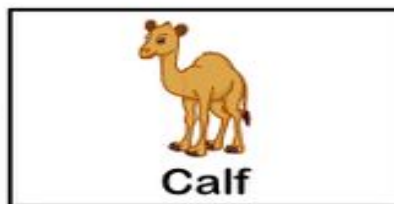
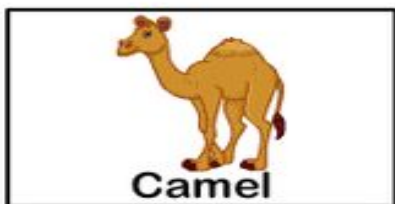
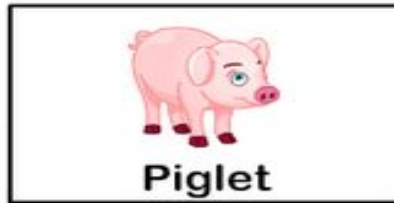
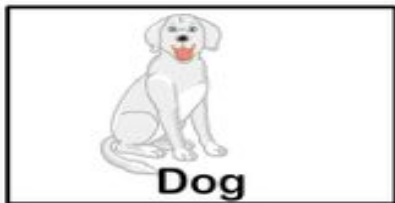
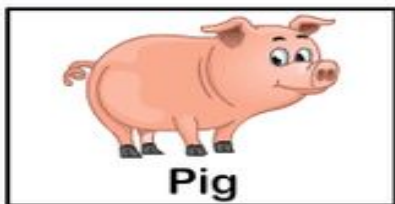
Match the animals with their youngone.



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<http://cdn.turtlediary.com/worksheets/science/kindergarten/animals/match-farm-animals-to-their-babies/question/match-farm-animals-to-their-babies-2.png>

Match the animals with their youngone.



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<https://s-media-cache-ak0.pinimg.com/564x/3a/03/96/3a03968ab87217b6dea6bcd3f65a0737.jpg>

How well did you solve step-by-step problems?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

LEARNING BUDDY CHALLENGE: MATCH THE BABY NAME WITH THE PARENT NAME.

PARENT		YOUNG ONES
ANT		DUCKLING
APE		FRY
BIRD		LARVA
BAT		ANTLING
BEAR		FAWN
BEE		CHICK
GOAT		LAMB
DEER		BABY
HAWK		CALF
DONKEY		HATCHLING
DUCK		BILLY, KID
ELEPHANT		CUB
FISH		COLT/FOWL
SHEEP		EYAS
TURTLE		PUP

- CHECK OUT YOUR ANSWERS IN THE APPENDIX AT THE BACK. 😊

- PRINT THE FIRST PART OF THE WORD "GRANDMOTHER":

GRANDMOTHER	
	MOTHER

- PRINT THE FIRST PART OF THE WORD "GRANDFATHER":

GRANDFATHER	
	FATHER

- PRINT THE WORD "ANT":

ANT	
-----	--

- PRINT THE WORD "AUNT":

AUNT	
------	--

U IS A CLUE! THE WORD WITH THE "U"
MEANS YOU ARE RELATED TO THIS PERSON.

THE OTHER ANT IS A

_____ U G.

STEP OUTSIDE: LET'S FIND AN ANT AND
WATCH WHAT THEY DO.

- PRINT THE WORD 'UNCLE'.

UNCLE	
-------	--

- PRINT THE WORD 'COUSIN'.

COUSIN	
--------	--

- MAKE POPSICLE STICK PUPPETS FOR EACH FAMILY MEMBER.



http://cdn.shopify.com/s/files/1/0278/9759/files/goldilocks_stick_puppets_Featured_Image_grande.jpg?26

- THEN TELL A STORY ABOUT WHO DOES WHAT IN YOUR FAMILY... USING THESE WORDS AND IMAGES.

Household chores



make the bed



take the rubbish out



do the shopping



do the ironing



do the washing up



make dinner



do the vacuuming



clean the house



put the washing machine on



tidy your room



mop the floor



unload the dishwasher

WHO?

BUYS PRESENTS

READS TO ME

DOES LAUNDRY

COOKS

SHOPS

TAKES OUT GARBAGE

TAKES ME TO THE DOCTOR

DOES DISHES

FEEDS PETS

- MAKE A PUPPET SHOW THEATRE WITH YOUR CLASSMATES TO TELL YOUR FAMILY STORIES.
- TALK ABOUT HOW TO LISTEN AS A GOOD AUDIENCE.
- TALK ABOUT GOOD BODY LANGUAGE AND HOW IT CAN HELP TELL AND LISTEN TO A STORY.

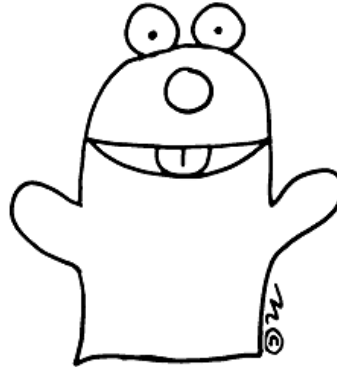


<http://petitandsmall.com/wp-content/uploads/2014/09/teatro-de-sombras.jpg>



<http://assets.inhabitots.com/wp-content/uploads/2014/02/Eco-friendly-puppets-RooMeez-Puppet-Theatre-537x402.jpg>

PUPPET



SHOW

<http://www.clipartkid.com/images/530/puppet-show-clip-art-gallery-gG3zOz-clipart.gif>

How well did you respond to body language effectively?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

How well did you - listen & respond to others during role play?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- PRINT THE WORD 'HE'.

HE	
----	--

- PRINT THE WORD 'SHE'.

SHE	
-----	--

- PRINT AN 'S' FOR 'SHE' AND AN 'H' FOR 'HE'.

MOM	S
DAD	H
SISTER	
BROTHER	
GRANDMOTHER	
GRANDFATHER	
AUNT	
UNCLE	
COUSIN	

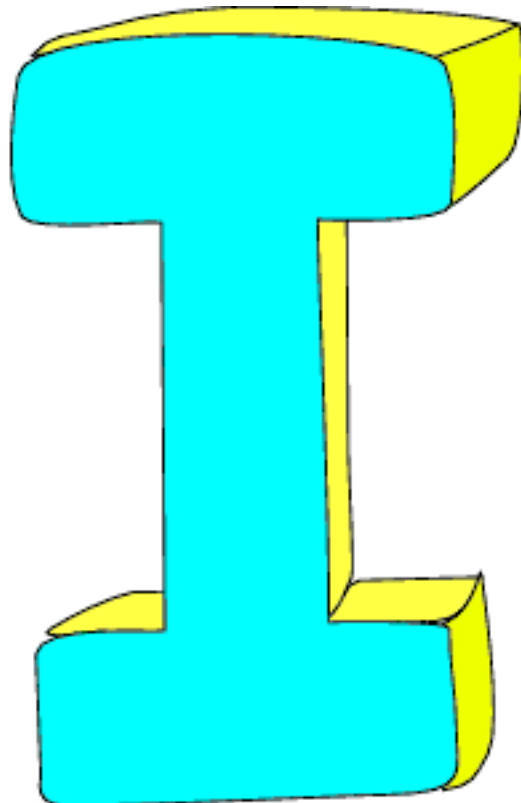
- WHICH ONE WAS TRICKY? WHY?

ET – Identify letters & print beginning sound of words.

3. M IS FOR ME

I AM ME.

'I' IS A LETTER AND A WORD 😊



<http://www.clipartbest.com/cliparts/jTx/o8j/jTxo8j6Xc.png>

I BEGINS THE WORD **IT**.

- PRINT THE LETTER **I** 3 TIMES.

I			

_____ AM _____ YEARS OLD.

_____ LIKE TO EAT

_____ .

- WHEN IS MY BIRTHDAY?

MY BIRTHDAY IS (TEACHER WILL HELP YOU)

- TRY AND PRINT THE WORDS BELOW:

BORN

BIRTHDAY

- DRAW YOURSELF WITH YOUR FAVOURITE OUTFIT ON.

MY FIRST WORD WALL

- COLOUR IN THE WORDS YOU CAN READ OUT LOUD.

WORD WALL				
A	I	ME	WE	GO
AT	IN	UP	ALL	HE
IT	IS	SEE	AM	BE
NO	AN	SO	ON	DO
IF	OR	US	BY	HI
MY	OF	TO		

How well did you identify letters & print beginning sounds of words?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

MY CLOTHES

- HOW MANY OF OUR WORD WALL WORDS CAN YOU FIND INSIDE THESE CLOTHING WORDS?

BOOTS

CAP

COAT

MITTONS

SHORTS





SHIRT

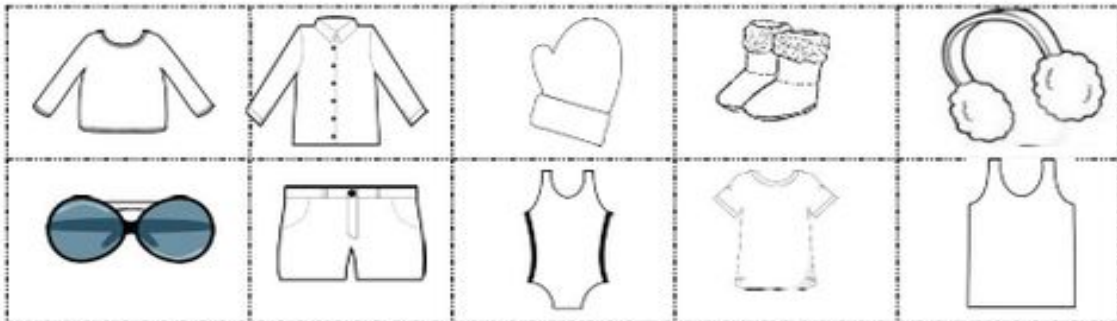
SHOES

SOCKS

Name: _____

Clothes Sorting by Season

Winter 	Spring 	Summer 	Fall 



<https://s-media-cache-ak0.pinimg.com/564x/7b/b2/ec/7bb2ec189afc09e7cd590c755312ae1c.jpg>

LABEL THE BODY PARTS WITH THE FIRST AND LAST LETTER OF THE WORD.

Label The Body Parts

Word Bank

Stomach	Nose
Hand	Foot
Knee	Neck
Ear	Mouth
Head	Eye
Elbow	Arm
Leg	Chin

<https://s-media-cache-ak0.pinimg.com/236x/49/98/e7/4998e7ea8e5e3af1554367ed711cbe7.jpg>

CARING FOR MY BODY

I _____ASH MY HANDS.

I TAKE _____ATHS.

I _____RUSH MY
HAIR AND TEETH.

I GO TO _____LEEP
ON TIME.

WEAR CLEAN
CLOTHES .

 CAN ZIP A
ZIPPER!

 CAN BUTTON
AND UNBUTTON .

- RE-READ STAR LIGHT, STAR BRIGHT TOGETHER.
- COLOUR IN THE WORD "WISH"

WISH

- DRAW A PICTURE OF SOMETHING YOU WISH FOR.

STEP OUTSIDE:

- DRAW A PICTURE OF WHAT YOU WISH THE OUTSIDE WOULD LOOK LIKE.

SURVEY SELF

(YOUR TEACHER OR LEARNING BUDDY MAY FILL IN)

1. HOW OLD AM I?

2. HOW DO I GET TO SCHOOL?

3. HAVE I EVER BEEN ON A TRAIN OR AIRPLANE?

4. WHERE IS MY FAVOURITE PLACE IN THE WORLD?

5. DO I HAVE A PET?

6. WHAT IS MY FAVOURITE BOOK?

7. WHAT DO I DO FOR OTHERS?

- SING THE SONG "IF YOU'RE HAPPY"

IF YOU'RE HAPPY
AND YOU KNOW IT
CLAP YOUR HANDS
IF YOU'RE HAPPY
AND YOU KNOW IT
CLAP YOUR HANDS?
IF YOU'RE HAPPY
AND YOU KNOW IT
AND YOU REALLY
WANT TO SHOW IT,
IF YOU'RE HAPPY
AND YOU KNOW IT,
CLAP YOUR HANDS.

- REPEAT THE SONG BUT DO IT WITH:

TAP YOUR HEAD
SHOUT “HURRAH” .

- NOW SING THE SONG OUTSIDE.
- NOW LISTEN AND SING ALONG WITH
PHARRELL WILLIAMS

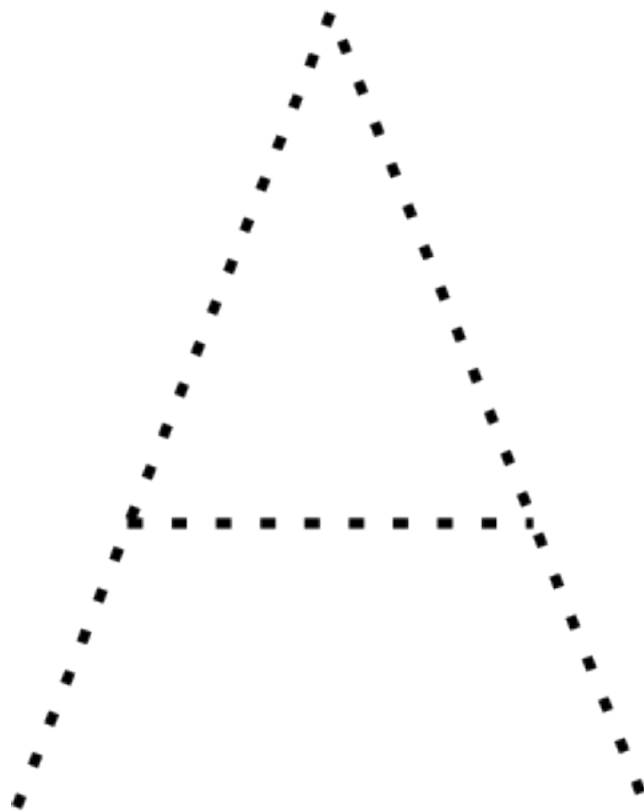
<https://www.youtube.com/watch?v=y6Sxv-sUYtM>



http://vignette1.wikia.nocookie.net/mrmen/images/f/fe/Mr._Happy.png/revision/latest?cb=20110317015404

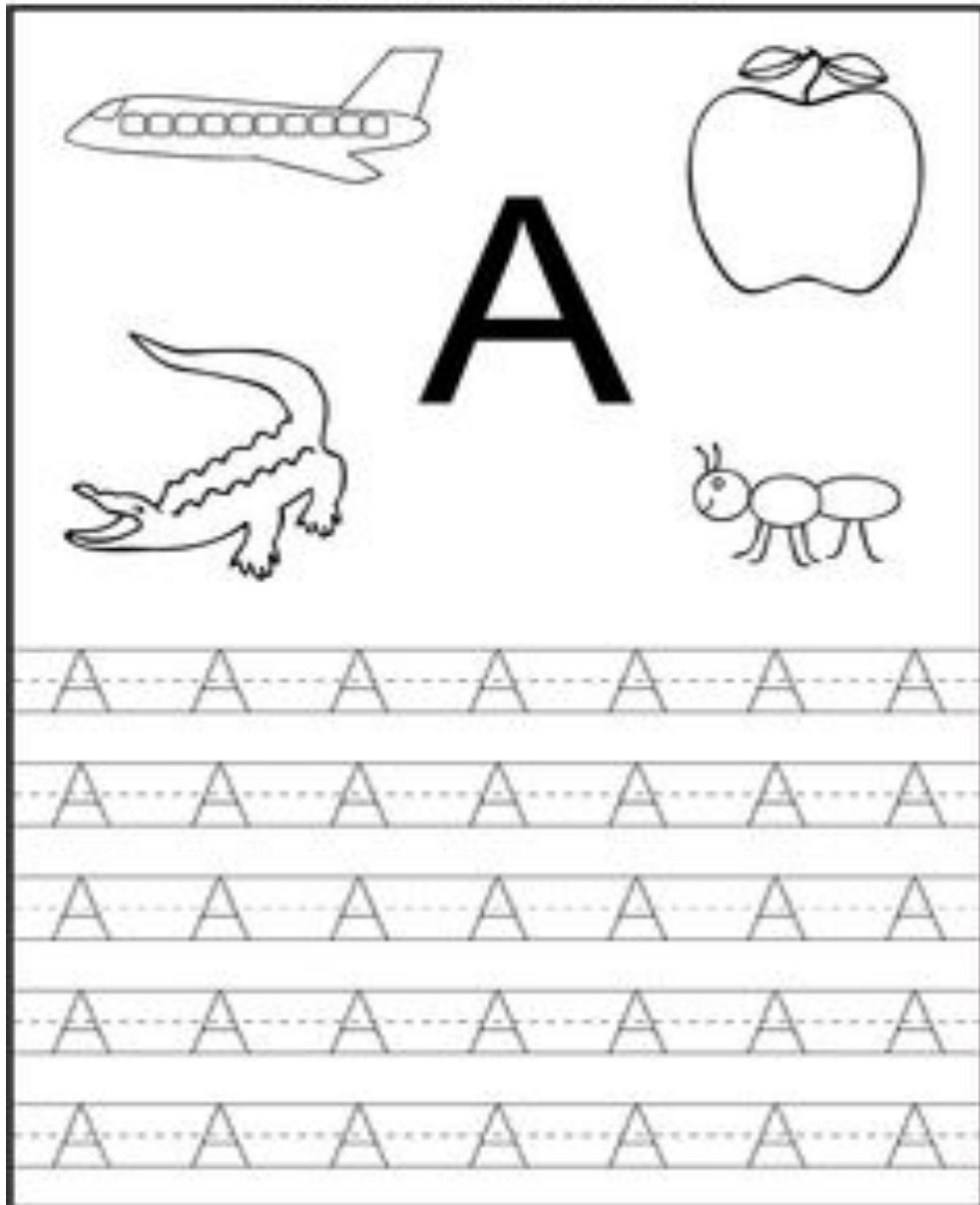
4. GOING ON AN "ALPHABET" HUNT

TRACE THE A.



- COLOUR THESE WORDS WITH A IN THEM.

www.worksheetfun.com



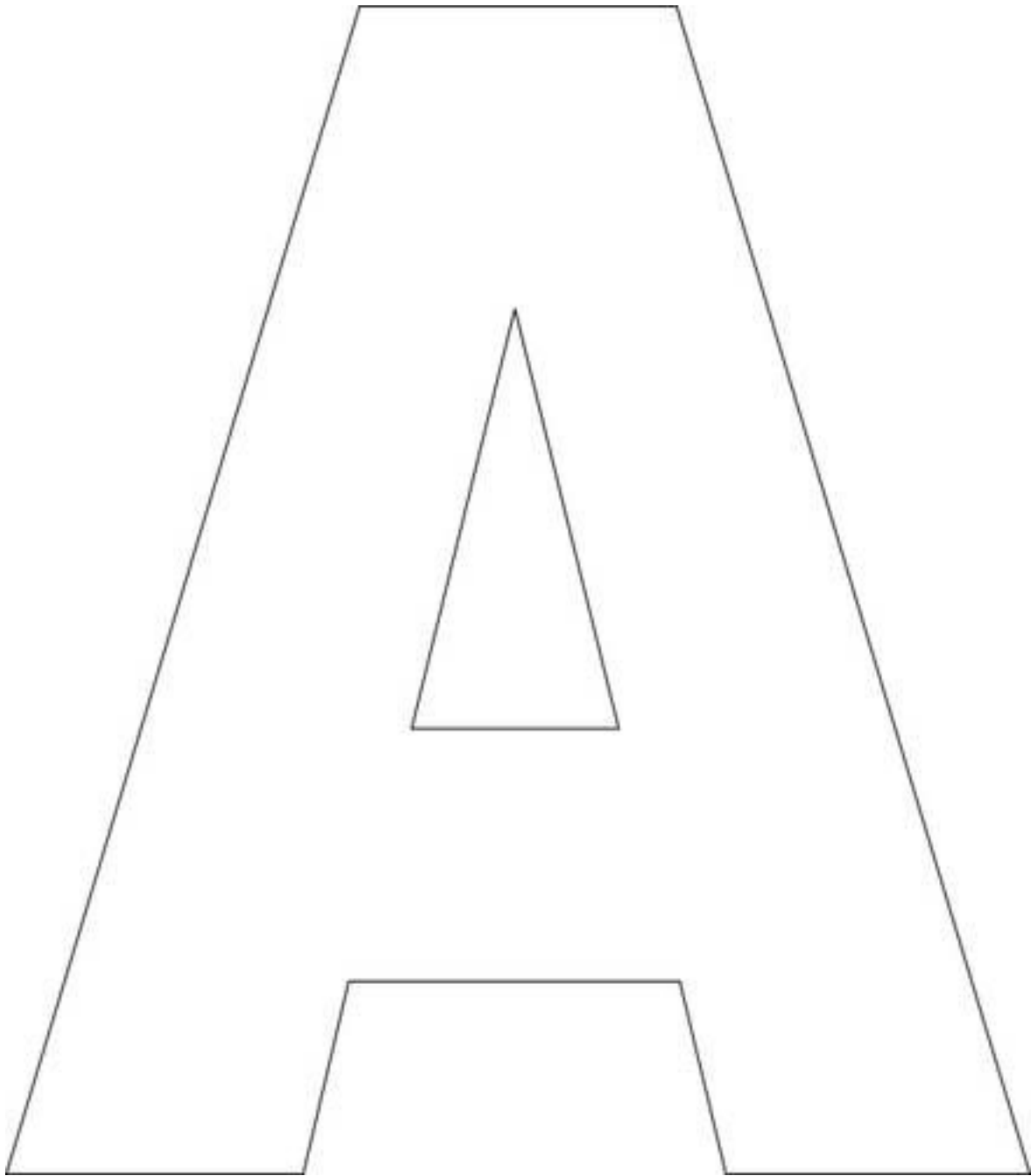
www.worksheetfun.com

<https://s-media-cache-ak0.pinimg.com/236x/38/f7/96/38f7960f0077d9197f76e5c83ee958dd.jpg>

- CIRCLE THE 'A' YOU LIKE THE BEST.



MAKE YOU'RE 'A' SPECIAL.



PRINT 'A' NEATLY. 😊

Printing Practice - Upper Case A

Trace the letters. Practice printing the upper case A five times on each line.



- CREATE A LETTER PUZZLE WITH 3 LETTERS OF THE ALPHABET.



5. NAME LADDER

- N BEGINS THE WORD "NAME".
- CIRCLE THE NAMES THAT HAVE A's.

ANN ART AL ABE ALAN

ALEX ANDREW

FILL IN FROM LIST:

_____ LAN

_____ LEX

_____ NN

_____NDREW

_____DREW

_____REW

_____EW

_____W

MAKE A LADDER WITH YOUR OWN NAME.

EXTENSION:

- MAKE A NAME WHEEL FOR THE CLASS.
- SPIN IT AND MAKE A NAME LADDER WITH THIS NAME.
- DECORATE IT WITH THINGS YOU KNOW ABOUT THIS PERSON.
- POST THE LADDERS ON THE WALL FOR ALL TO SEE.



ALPHABET NAMES

- LOOK AT THE NAMES OF CLASSMATES.
- LOOK AT THE NAMES OF BOOK AUTHORS
- LOOK UP NAMES OF CHARACTERS IN BOOKS.
- FILL IN THE NAME WALL WITH NEW NAMES.
- FIND ONE NAME FOR EACH LETTER:

B NAMES - BEN, BEV, BOB, BETTY
C NAMES - CATHY
D NAMES
E NAMES - ELLEN, ELIZABETH
F NAMES
G NAMES
I NAMES
M NAMES
N NAMES
S NAMES
U NAMES
W NAMES

6. PETS ROCK

P BEGINS THE WORD **PET**.

- PRINT THE LETTER **P** 3 TIMES.

P			

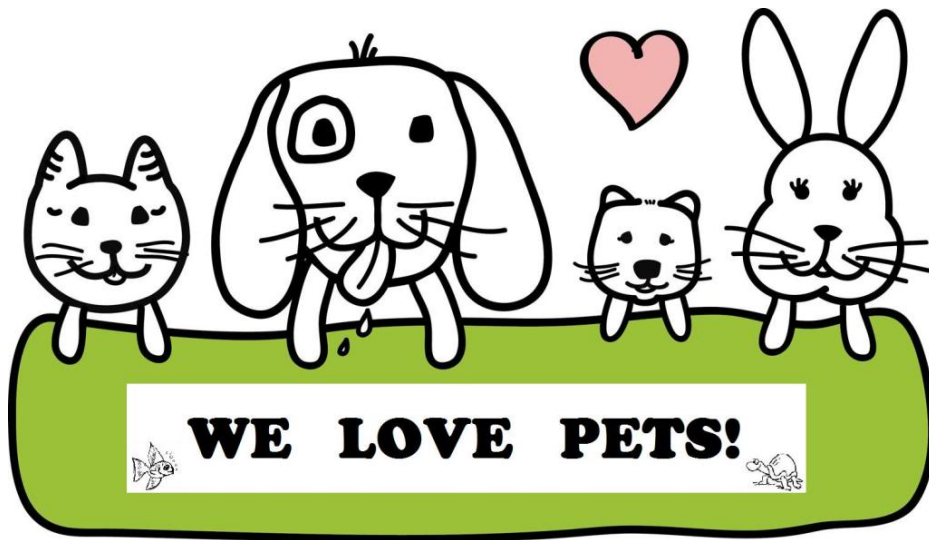
- PRINT THE WORD 'PET'.

PET	
------------	--

- PRINT THE WORD 'PLAY'.

PLAY	
-------------	--

- READ SOME STORIES ABOUT PETS.
(IE. ERIC CARLE...)
- LEARN HOW TO DO THE ALLEY CAT DANCE.



<http://i739.photobucket.com/albums/xx33/margaritasummit/Clip%20Art/WeLovePets.jpg>

- DRAW A NICE HOME FOR A PET!

P NAMES - and what they mean

<http://www.sheknows.com/baby-names/american-baby-names/browse/p/>

PABLO	Little or small
PAM	Made of honey
PARKER	Keeper of the forest
PAT/PATRICK/PATRICIA	noble
PAUL/PABLO/PAULA	Small, little
PEGGY	Pearl
PENNY	Flower
PETE/PETER	Stone or rock
PHIL/PHILIP	Loves horses

WHAT ABOUT POOH?



<http://www.clipartbest.com/cliparts/RcA/zqx/RcAzqxjcl.jpeg>

7. THE MIGHTY Q

Q BEGINS THE WORD **QUEEN**.

- PRINT THE LETTER 'Q' 3 TIMES.

Q			

- PRINT THE WORD 'QUEEN'.

QUEEN

- CHECK THE QUEEN YOU LIKE THE MOST?



http://4.bp.blogspot.com/_OuPy6X5LRP8/TBWzRBLerFI/AAAAAAAABBA/RBt-YGfZJg8/s1600/IMG_5771.JPG



<https://s-media-cache-ak0.pinimg.com/236x/24/eb/af/24ebafc5413530fc51896cd87dd66d2d.jpg>

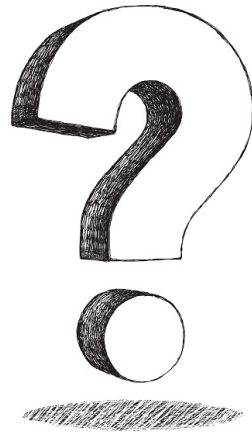


[https://upload.wikimedia.org/wikipedia/commons/df/Queen_of_Hearts_\(Elizabeth_of_York\).png](https://upload.wikimedia.org/wikipedia/commons/df/Queen_of_Hearts_(Elizabeth_of_York).png)



<https://i.ytimg.com/vi/Df41G7r5tMY/maxresdefault.jpg>

- WHAT DOES THIS MEAN?



http://media.istockphoto.com/vectors/question-mark-drawing-vector-id490801610?k=6&m=490801610&s=170667a&w=0&h=q8rbighFk28x05NhykY_39INNlb-GO7-ICf9ZzMM--A=

- COLOUR IN THE QUESTION MARK WITH YOUR FAVOURITE COLOUR!
- MAKE YOUR OWN QUESTION MARK.

• FILL IN THE MISSING LETTERS.

QUESTION



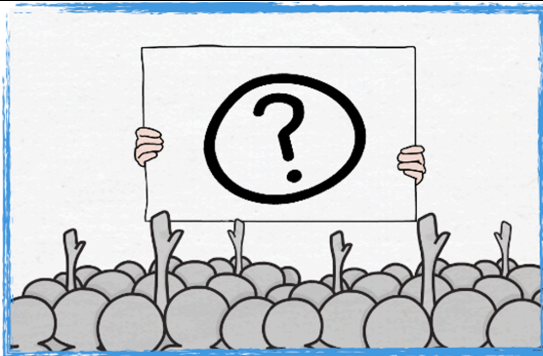
<http://cliparting.com/wp-content/uploads/2016/06/Question-mark-question-clipart-2.jpg>

_____ QUESTION



<http://www.holycrapitslate.com/wp-content/uploads/2015/02/question-mark.jpg>

_____ ION



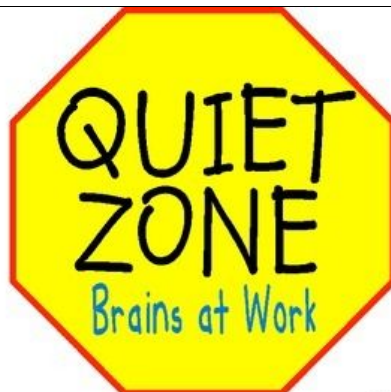
<http://amorebeautifulquestion.com/wp-content/uploads/2014/03/MissionQuestion.001.png>

HOW MANY WORDS CAN YOU MAKE WITH THESE 'Q' NAMES:

QUENTIN

QUINCY

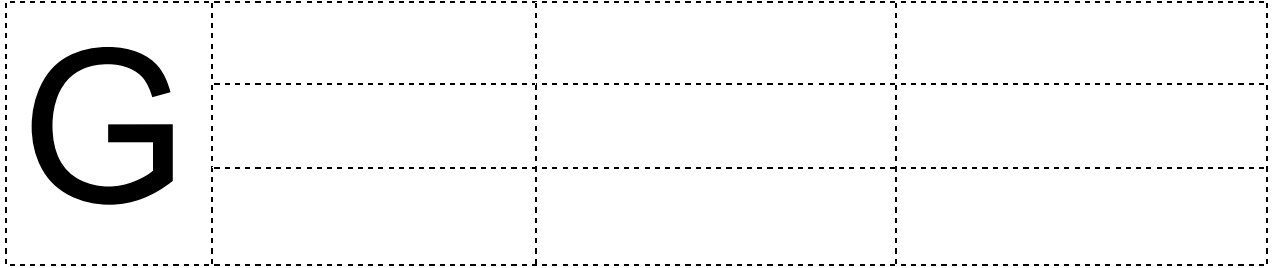
QUINN



©2014

<https://s-media-cache-ak0.pinimg.com/564x/63/71/51/637151f2ae8a1b5ef586f30d447ed57a.jpg>

8. G AND J



- PRINT THE WORD 'GO' AND 'EGG'.

GO	
EGG	

SIGHT WORD

go

I Go

I go up. ↑

I go down. ↓

I go in. ✕

I go out. ✕

I go all about. ↻

I go, go, go!



Uppercase Letters

Writing the letter G

1

G GO!

On your mark, get set, go!
Gary and Gabby have a race!
Who is faster?



2

Draw a line from the gray dots (●) to the orange dots (●).
Go in order of the numbers.



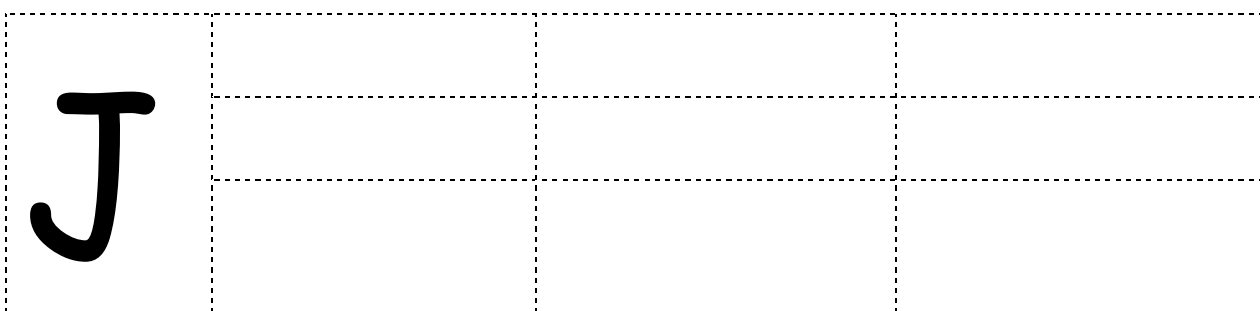
3

Now trace the letter G on the lines below. Go in order of the numbers.
Then print the letter G yourself!



STEP OUTSIDE:

- GO OUTSIDE AND DO AN OBSTRACLE COURSE THAT GOES 'IN', 'UP', 'OVER', 'UNDER, AND 'DOWN'.



- PRINT THE NAMES 'JOE', 'JACK' AND 'JILL'.

JOE	
JACK	
JILL	

JACK BE NIMBLE

JACK BE NIMBLE

JACK BE QUICK

JACK JUMP OVER
THE CANDELSTICK.



http://abckidsinc.com/wp-content/uploads/2016/02/jack_be_nimble.png

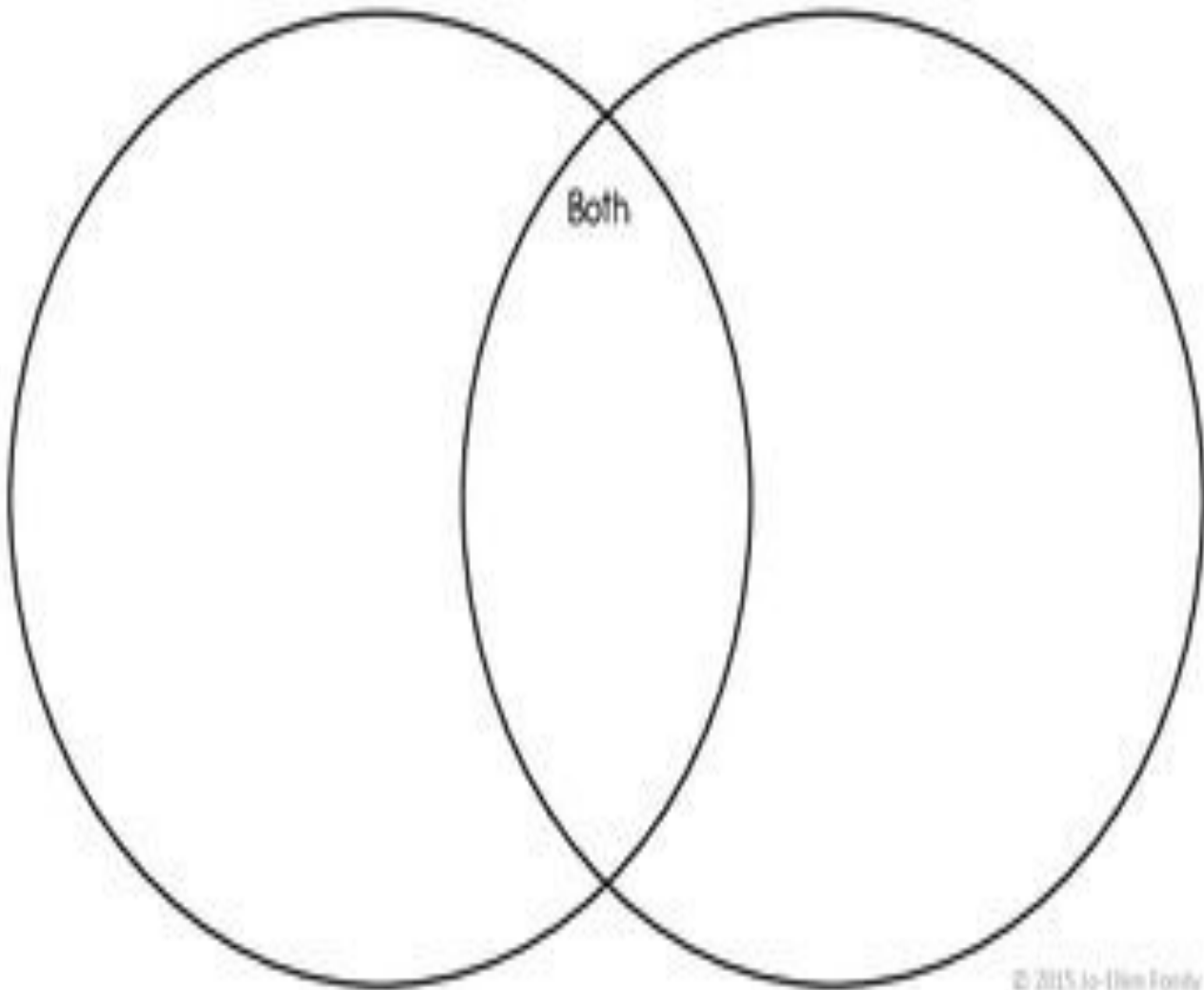
- COMPARE NAMES THAT BEGIN WITH G AND J BY MAKING A VENN DIAGRAM POSTER.

- WHAT LETTERS DO THEY HAVE IN COMMON?

Name: _____ Date: _____

This Venn Diagram helps me to compare and contrast

_____ & _____



© 2015 Jo-Elin Foster

<https://s-media-cache-ak0.pinimg.com/736x/62/af/f5/62aff526c2eac824db390dbf71b8c772.jpg>

9. YES AND NO

Y			

N			

- PRINT THE WORDS: "YES" AND "NO".

YES	
NO	



http://www.yeswecan.org.in/images/yes_i_can.jpg

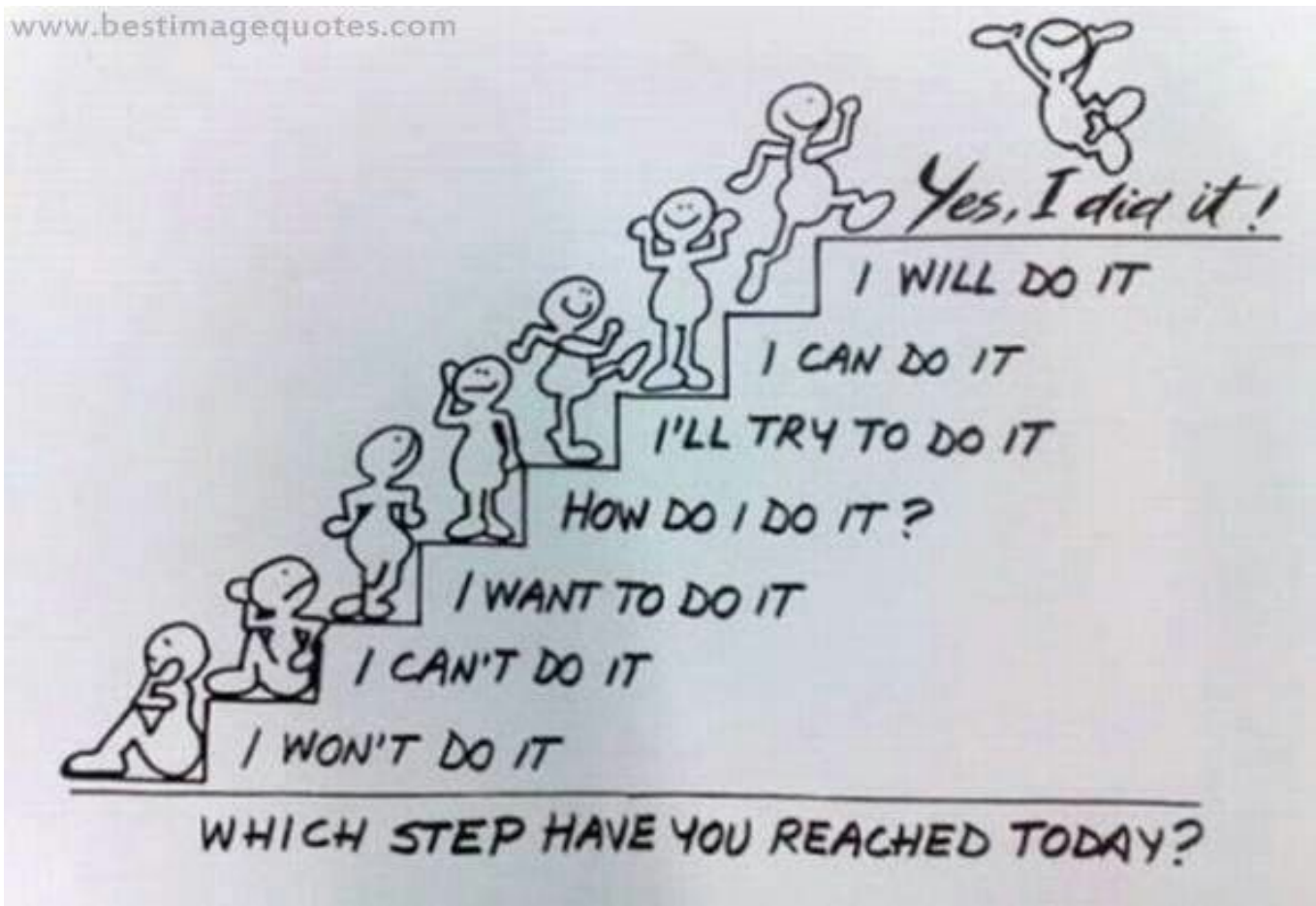


http://i.istockimg.com/file_thumbview_approve/76329551/5/stock-illustration-76329551-yes-i-can-two-way-street-sign.jpg

- PRINT THE WORDS: "NOT" AND "YET".

NOT	
YET	

www.bestimagequotes.com



<https://s-media-cache-ak0.pinimg.com/736x/43/bf/db/43bfdb75043764bcd614aba3ade6db05.jpg>

- NOW USING YOUR KEYBOARD ON THE COMPUTER, TYPE OUT AND NUMBER EACH SENTENCE.
- USE THE SPACE BAR IN BETWEEN WORDS AND PUT A PERIOD AT THE END OF YOUR SENTENCE 😊
- PUT A CHECK BESIDE THE STEP YOU REACHED ☺
- PRINT THE SENTENCE: "I WILL DO IT".

A large rectangular area with a dashed border, intended for students to type their sentences and check off steps.

- SOMETIMES THERE ARE THINGS TO SAY "NO" TO.
- DRAW A PICTURE AND TALK ABOUT THINGS AT HOME THAT ARE NOT ALLOWED.

- PRINT THE WORDS "NO" BESIDE EACH PICTURE.



http://cdn-img.health.com/sites/default/files/styles/small_16_9/public/styles/main/public/gender-smoking-462.jpg?itok=EMGe362q



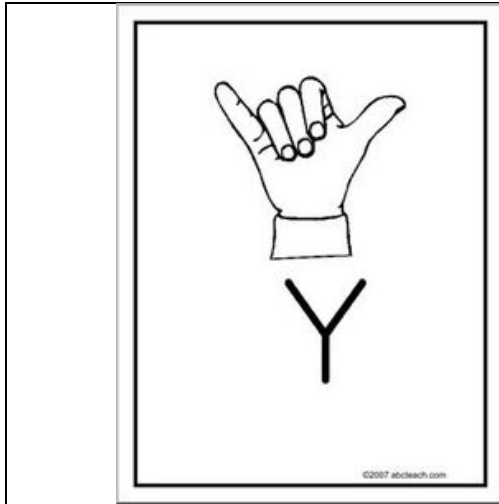
<http://www.dailyherald.com/storyimage/DA/20141105/business/141109173/AR/0/AR-141109173.jpg&updated=201411050856&MaxW=800&maxH=800&noborder>



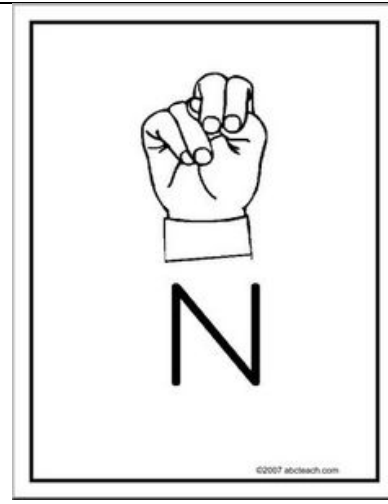
WITHOUT HELMET

http://farm5.static.flickr.com/4020/4458488920_0d704474cb.jpg

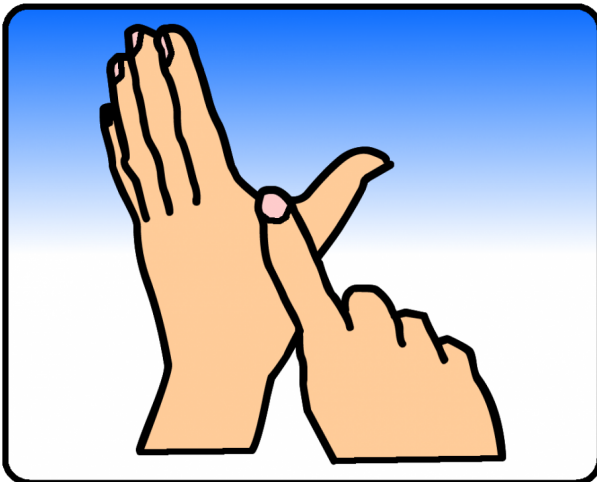
- COMPARE SIGN LANGUAGE FOR 'Y' and 'N' BETWEEN US AND BRITAIN.



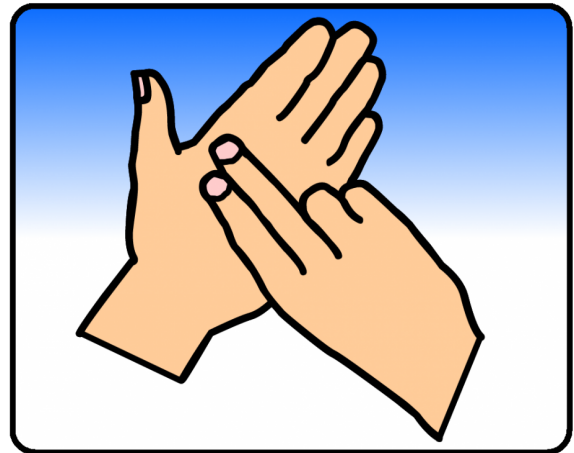
US Y <https://s-media-cache-ak0.pinimg.com/236x/54/74/d5/5474d51005a5f7bdc89458489f954437.jpg>



US N - <https://s-media-cache-ak0.pinimg.com/236x/b8/04/ff/b804ffabcfff1228132877a84a937aa9.jpg>



BRITISH Y



BRITISH N

How well did you read, illustrate, & speak about images?

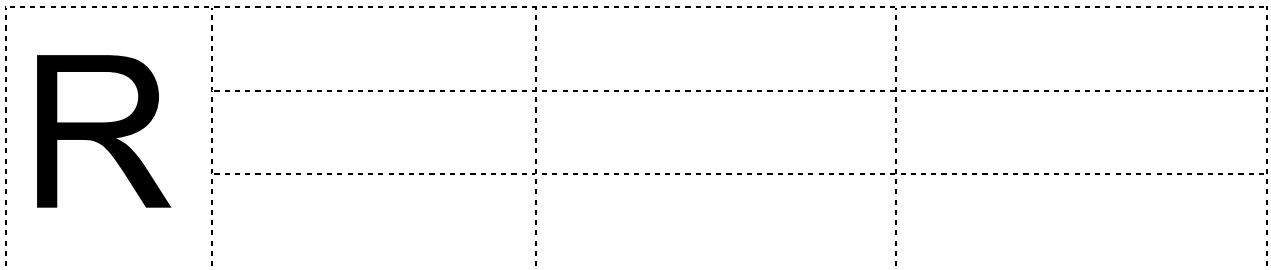
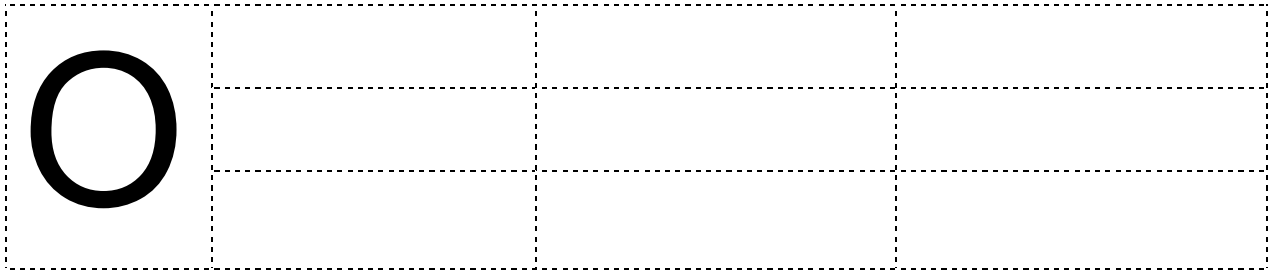
Trailblazer
(Expert)

Pathfinder
(Apprentice)

Rookie
(Not Yet)

ET- Recite picture poems and identify picture words.

10. COLOUR COMPANY

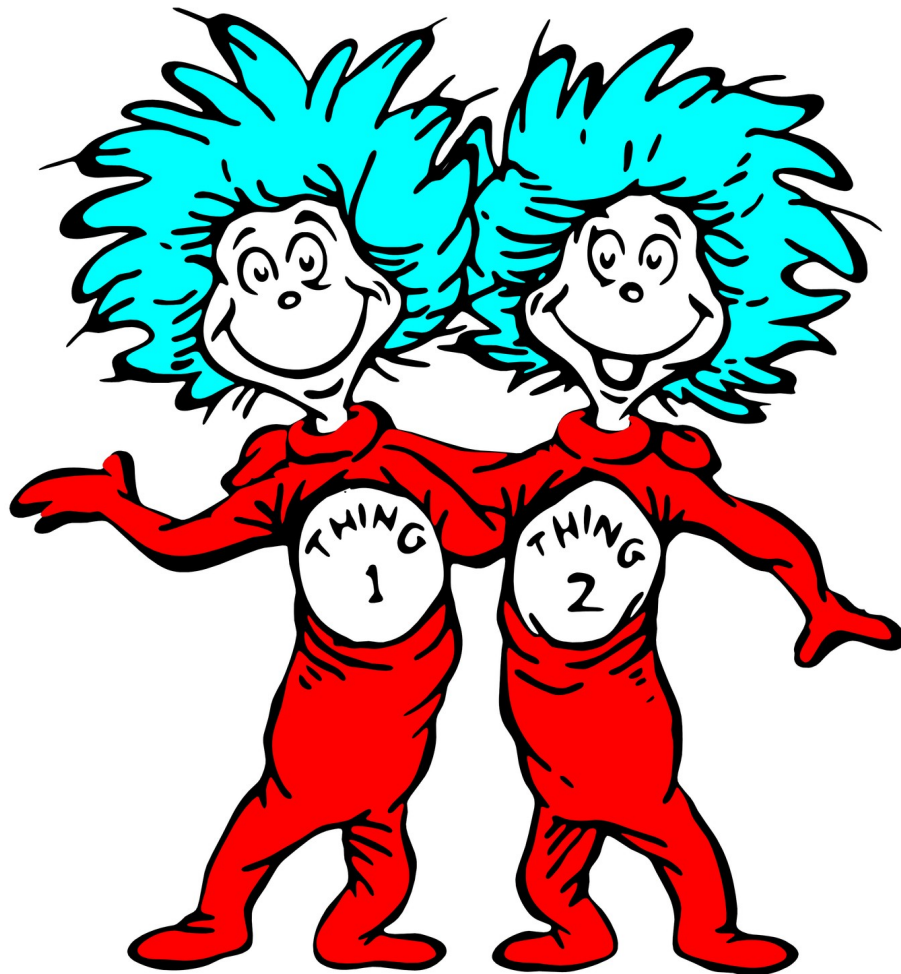


- PRINT THE WORDS 'OR' AND 'ORANGE'.

OR	
ORANGE	

- 'R' STARTS THE WORD 'RED'.
- PRINT THE WORD 'RED'.

RED



<http://cliparts.co/cliparts/8cx/neo/8cxneo5Mi.jpg>

- PUT AN ARROW TO THE COLOUR RED.

- WHICH COLOUR IS YOUR FAVOURITE?

-
- COLOUR IN THE COLOURS IN THE CHART BELOW.

	RED	
	BLUE	
	BLACK	
	BROWN	
	GREEN	
	ORANGE	
	PINK	
	WHITE	
	YELLOW	

STEP OUTSIDE:

- ASK YOUR TEACHER TO MAKE A LIST OF ALL THE COLOURS YOU SEE.
- LET'S MAKE A COLOUR POEM.
- LOOK AT THE POEM ABOUT "YELLOW" AND THINK ABOUT WHAT CAN BE IN YOUR POEM. YOU CAN ASK AN ADULT OR OLDER STUDENT TO HELP!



<https://s-media-cache-ak0.pinimg.com/236x/65/48/96/65489630d9f7547f2410313358064f06.jpg>

- LOOK AT THE POEM ABOUT THE COLOUR 'BLUE'.



<https://www.google.ca/search?q=COLOUR+POEM&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiipdK10aPQAhUqxYMKHfBGDGkQsAQIlw&biw=1280&bih=626#imgrc=vu22g5TYe6PmFM%3A>

CHOOSE A COLOUR: _____

- DRAW FOUR THINGS THAT CAN BE THIS COLOUR.

How well did you recite picture poems & identify picture words?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

11. NAME POEM

NAME POEM

EVERYBODY HAS A NAME
SOME ARE DIFFERENT
SOME THE SAME
SOME ARE SHORT
SOME ARE LONG
ALL ARE RIGHT
NONE ARE WRONG
I LIKE MY NAME
IT'S SPECIAL TO ME
IT'S EXACTLY WHO
I WANT TO BE!

Popular Names that Begin with....

- Read the charts to see some patterns.

NAMES THAT BEGIN WITH 'H'										
HARRY										
HENRY										
HOLLY										
HARRISON										
HANNAH										
HARLEY										
HARVEY										
HOLLIE										
HARRIETT										

The most popular name that begins with 'H' is...

_____.

NAMES THAT BEGIN WITH 'K'										
KATIE										
KYLE										
KAI										
KAYLA										

The most popular name that begins with 'K' is...

_____.

NAMES THAT BEGIN WITH 'L'										
LOGAN										
LEO										
LUCAS										
LOLA										
LEWIS										
LILLY										
LEXI										
LACEY										
LIAM										

The most popular name that begins with 'L' is...

_____.

NAMES THAT BEGIN WITH 'T'										
THOMAS										
TYLER										
THEO										
TOBY										
TOMMY										
TILLY										

The most popular name that begins with 'T' is...

_____.

- Count the letters in these names that begin with 'V'.

VICTORIA	
VIOLET	
VANESSA	
VICTOR	

- Count the letters in these names that begin with 'Z'.

ZARA	
ZACHARY	
ZOE	

- WHICH NAME DO YOU LIKE BEST?

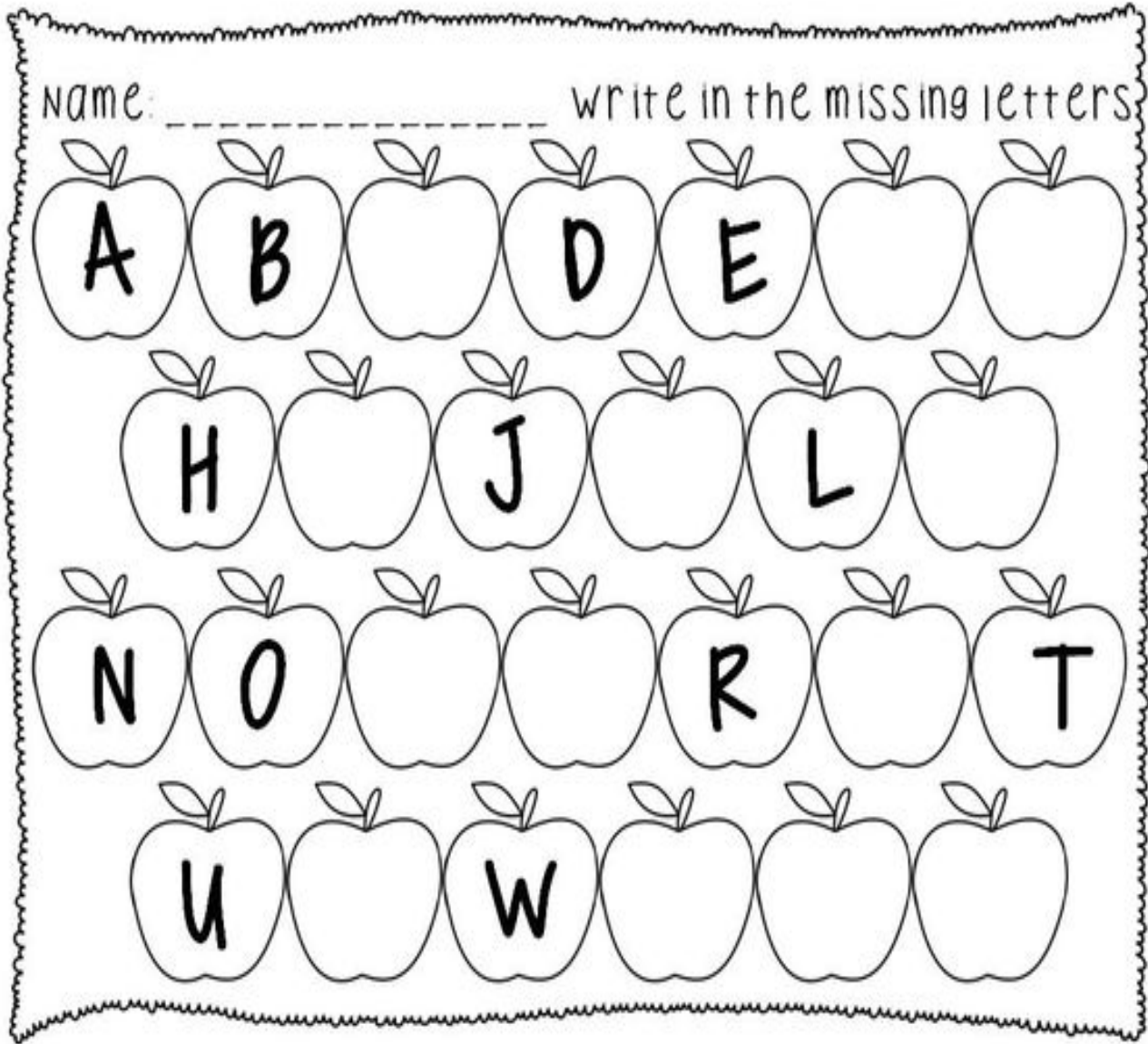
12. ALPHABET MATCH

- MAKE A BOX WITH HOLES FOR ALPHABET POPSICLE STICKS.
- MAKE ALPHABET POPSICLE STICKS AND THEN TIME YOURSELF ON HOW QUICKLY YOU CAN MATCH THE LETTERS.
- HOW FAST CAN YOUR TEACHER DO IT?



How well did you copy & print upper case letters?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- FILL IN THE MISSING LETTERS.



<https://s-media-cache-ak0.pinimg.com/564x/a3/a3/0b/a3a30bd841cd8b3dc8f2a7917ddc5271.jpg>

STEP OUTSIDE:

- USING STICKS OUTSIDE TRY AND SPELL YOUR NAME.

- PUT IN ABC ORDER...

DOG	1.
BIRD	2.
CAT	3.
FISH	4.

ALPHABET BOOM GAME

- USING A DRUM STICK OR FLYSWATTER, BOOM THE LETTER WHEN YOUR TEACHER OR LEARNING BUDDY SAYS IT



NURSERY RHYMES



National Mother Goose Day

www.NationalDayCalendar.com

May 1

<http://www.nationaldaycalendar.com/wp-content/uploads/2014/03/National-Mother-Goose-Day-May-1-1024x512.jpg>

13. WHO IS MOTHER GOOSE?

IN 1729 CHARLES PERRAUT TOOK HANDS DOWN STORIES AND TURNED THEM INTO NURSERY RHYMES. HE CALLED THEM “MOTHER GOOSE” STORIES. SO, MOTHER GOOSE WAS KIND OF FATHER GOOSE. HE WAS BORN ALMOST 300 YEARS AGO – AND YET HIS STORIES LIVE ON....



Charles
Perrault,
écrivain et
conteur
français. Il est
né à Paris le 12
janvier 1628.

2

<http://image.slidesharecdn.com/charlesperrault1-140613003437-phpapp01/95/charles-perrault-1-2-638.jpg?cb=1402620545>

IN THE UNITED STATES THEY CELEBRATE MOTHER
GOOSE DAY ON MAY 1ST.

LET'S CHOOSE OUR OWN DATE FOR A NATIONAL
FATHER GOOSE DAY IN CANADA.

- DRAW A PICTURE OF WHAT WE CAN DO THAT DAY!

I WOULD LIKE FATHER GOOSE DAY TO BE ON:

14. WELL KNOWN MOTHER GOOSE RHYMES

HICKORY, DICKORY, DOCK by [Mother Goose](#)

HICKORY, DICKORY, DOCK
THE MOUSE RAN UP THE CLOCK
THE STRUCK ONE.
THE MOUSE RAN DOWN,
HICKORY, DICKORY DOCK

- CIRCLE THE WORD THAT TELLS TIME IN THIS NURSERY RHYME:

30 DAYS HATH SEPTEMBER by [Mother Goose](#)

30 DAYS HATH SEPTEMBER,
APRIL, JUNE, AND NOVEMBER;
FEBRUARY HAS 28 ALONE,
ALLTHE REST HAVE 31.
EXCEPTING LEAP YEAR, THAT'S THE TIME
WHEN FEBRUARY DAYS ARE 29.

- WHAT TELLS TIME IN DAYS, MONTHS AND YEARS?
- FILL IN THE FIRST AND LAST LETTERS OF THE WORD:

_____ A L E N D A _____

- CLAP HANDS WITH A PARTNER AND LEARN THE PAT-A-CAKE AND HEY, DIDDLE, DIDDLE NURSERY RHYMES:

Pat - A - Cake

Pat-a-cake, pat-a-cake, baker's man,

Clap hands

Bake me a cake as fast as you can.

Cup hands

Pat it, and prick it, and mark it with B,

Mime actions

And put it in the oven

Extend both hands.

For Baby and Me.

Point to child & then yourself.

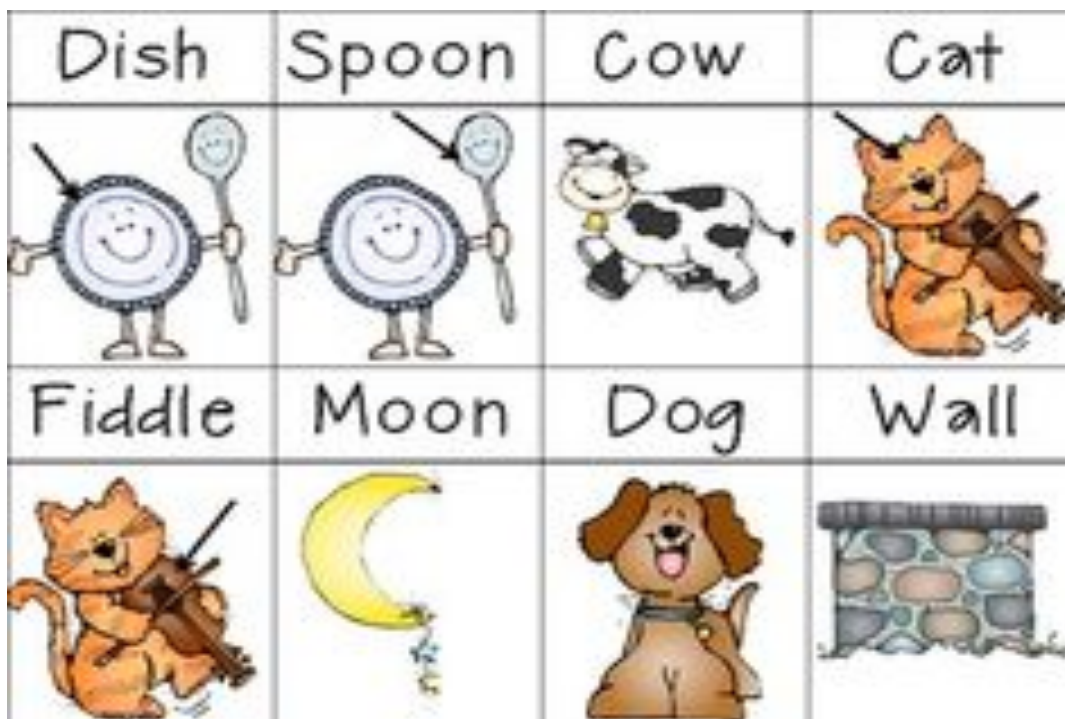


<http://www.takegreatphoto.com/inI9kRxlp>

HEY DIDDLE DIDDLE By [Mother Goose](#)

HEY, DIDDLE, DIDDLE,
 THE CAT AND THE FIDDLE,
 THE COW JUMPED OVER THE MOON;
 THE LITTLE DOG LAUGHED
 TO SEE SUCH SPORT
 AND THE DISH RAN AWAY WITH THE SPOON.

- PUT NUMBERS BESIDE THE PICTURES TO SHOW THE RIGHT ORDER OF EVENTS IN HEY-DIDDLE-DIDDLE
- CROSS OUT THE PICTURE THAT DOES NOT BELONG.



How well did you sequence picture events in nursery rhymes?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

15. BE CAREFUL OUT THERE

SOME BAD THINGS HAPPEN IN SOME OF MOTHER GOOSE'S NURSERY RHYMES.

- READ AND TALK ABOUT HOW TO PREVENT THESE BAD THINGS FROM HAPPENING IN REAL LIFE!

HUMPTY-DUMPTY SAT ON A WALL by [Mother Goose](#)

HUMPTY-DUMPTY SAT ON A WALL,
HUMPTY-DUMPTY HAD A GREAT FALL;
THREESCORE MEN AND THREESCORE MORE
CANNOT PLACE HUMPTY-DUMPTY AS HE WAS BEFORE.

- DO YOU KNOW ANOTHER WAY TO SAY THIS NURSERY RHYME? TRY IT LIKE THIS:

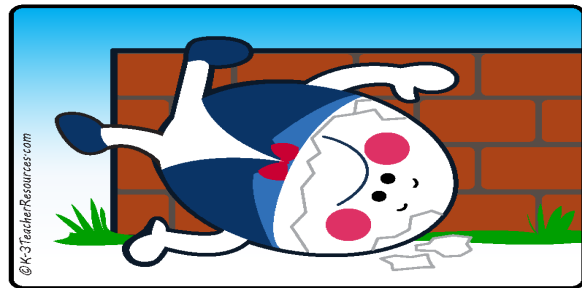
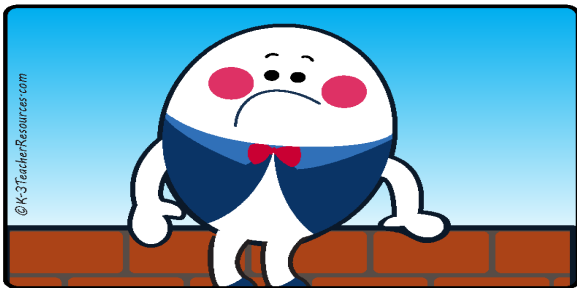
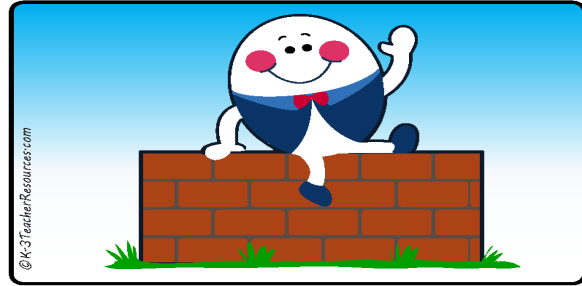
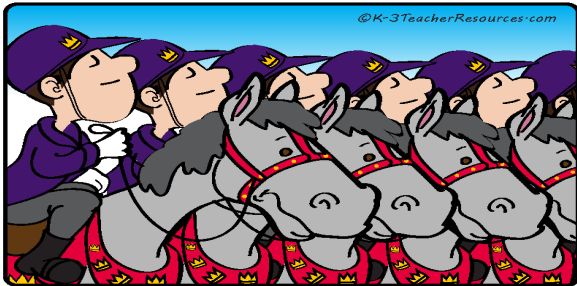
HUMPTY-DUMPTY SAT ON A WALL,
HUMPTY-DUMPTY HAD A GREAT FALL;
*“ALL THE KINGS HORSES AND ALL THE KING’S MEN
COULD NOT PUT HUMPTY TOGETHER AGAIN”*

ROCK-A-BYE BABY



ROCK-A-BYE BABY,
IN THE TREE TOP:
WHEN THE WIND BLOWS,
THE CRADLE WILL ROCK;
WHEN THE BOUGH BREAKS
THE CRADLE WILL FALL;
DOWN WILL COME BABY,
CRADLE AND ALL.

- Put numbers beside the pictures to show the right order of events in Humpty-Dumpty.



All the King's
horses and
all the
King's men,

Couldn't
put Humpty
together
again.

Humpty
Dumpty sat
on a wall.

Humpty
Dumpty had
a great fall.

<https://s-media-cache-ak0.pinimg.com/originals/c7/7d/fb/c77dfb2e26c05c1a21bd0297c251be55.jpg>

JACK AND JILL WENT UP THE HILL

by Mother Goose

JACK AND JILL WENT UP THE HILL.
TO FETCH A PAIL OF WATER;
JACK FELL DOWN AND BROKE HIS CROWN
AND JILL CAME TUMBLING AFTER.

- LOOK AT THE PICTURES FROM A NURSERY RHYME. WHICH ONE DOES NOT BELONG? PUT AN 'X' THROUGH IT.



- Read, recite and put on a play about your favourite nursery rhyme.

How well did you read, recite & dramatize nursery rhyme poems?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

16. SING ALONG NURSERY RHYMES

Incy Wincy Spider

Incy Wincy Spider
Climbed up the water spout.
Down came the rain
And washed poor Incy out.
Out came the sunshine
And dried up all the rain.
And Incy Wincy Spider
Climbed up the spout again.



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<https://s-media-cache-ak0.pinimg.com/236x/d2/cd/ed/d2cded55f4ef10254c3903f7c7c122f0.jpg>

I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I get all steamed up
Hear me shout,
Tip me over and
Pour me out!



© Copyright 2014 www.sparklebox.co.uk

<https://s-media-cache-ak0.pinimg.com/236x/0b/df/ef/0bdfef0a040615661c43a4e76f6a7f06.jpg>

STEP OUTSIDE:

- SAY NURSERY RHYMES ALL TOGETHER.

17. RHYMING TUNES

DOGGIE IN THE WINDOW

HOW MUCH IS THAT DOOGIE IN THE WINDOW?
THE ONE WITH THE WAGGLY TAIL
HOW MUCH IS THAT DOGGIE IN THE WINDOW?
I DO HOPE THAT DOGGIE'S FOR SALE
(VERSE FROM PATTI PAGE SONG)

BINGO

THERE WAS A FARMER HAD A DOG
AND BINGO WAS HIS NAME – O
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
AND BINGO WAS HIS NAME - O

*NEXT TIME - CLAP FOR LEAVING OFF EACH LETTER OF BINGO.

(clap)-I-N-G-O

(clap)-(clap)-N-G-O

(clap)-(clap)-(clap)-G-O

(clap)-(clap)-(clap)-(clap)-O

(clap)-(clap)-(clap)-(clap)-(clap)

LISTEN: <http://www.scoutsongs.com/lyrics/bingo.html><http://www.scoutsongs.com/lyrics/bingo.html#ixzz4NOwrMhki>

ALL ABOUT BEARS



<http://www.clipartkid.com/images/44/polar-bear-clipart-YL8eQd-clipart.jp>

18. SING ALONG FOR FUN!

- REPEAT EACH LINE AND CLAP ALONG WHEN YOU SING IT TOGETHER.

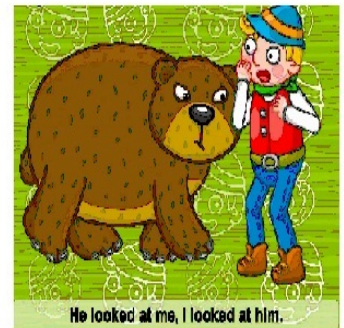
THE OTHER DAY I MET A BEAR

THE OTHER DAY I MET A BEAR A GREAT BIG BEAR A WAY OUT THERE!	VERSE 1
HE LOOKED AT ME I LOOKED AT HIM HE SIZED UP ME, I SIZED UP HIM.	VERSE 2
HE SAID TO ME, “WHY DON’T YOU RUN?” I SEE YOU DON’T HAVE ANY GUN.	VERSE 3
AND SO, I RAN AWAY FROM THERE BUT RIGHT BEHIND ME WAS THAT BEAR.	VERSE 4
AHEAD OF ME THERE WAS A TREE A GREAT BIG TREE OH, THANKS FOR ME.	VERSE 5

THE CLOSEST BRANCH WAS 10 FEET UP I'd HAVE TO JUMP AND TRUST MY LUCK.	VERSE 6
AND SO, I JUMPED INTO THE AIR BUT I MISSED THAT BRANCH ALL THE WAY UP THERE.	VERSE 7
NOW DON'T YOU FRET NOW DON'T YOU FROWN CAUSE I CAUGHT THAT BRANCH THE WAY BACK DOWN.	VERSE 8
THAT IS THE END THERE IS NO MORE UNLESS I MEET THAT BEAR ONCE MORE.	VERSE 9

The other day, I met a bear

<http://english4kids.russianblogger.ru/>



<http://english4kids.russianblogger.ru/wp-content/uploads/2013/10/The-other-day-I-met-a-bear-1.jpg>

19. MORE POEMS ABOUT BEARS

5 LITTLE TEDDY BEARS

5 LITTLE TEDDY BEARS JUMPING ON THE BED
1 FELL OFF AND BUMPED HIS HEAD
MOMMA CALLED THE DOCTOR AND THE DOCTOR SAID
NO MORE TEDDY BEARS JUMPING ON THE BED!

4 LITTLE TEDDY BEARS JUMPING ON THE BED
1 FELL OFF AND BUMPED HIS HEAD
MOMMA CALLED THE DOCTOR AND THE DOCTOR SAID
NO MORE TEDDY BEARS JUMPING ON THE BED!

3 LITTLE TEDDY BEARS JUMPING ON THE BED
1 FELL OFF AND BUMPED HIS HEAD
MOMMA CALLED THE DOCTOR AND THE DOCTOR SAID
NO MORE TEDDY BEARS JUMPING ON THE BED!

2 LITTLE TEDDY BEARS JUMPING ON THE BED
1 FELL OFF AND BUMPED HIS HEAD
MOMMA CALLED THE DOCTOR AND THE DOCTOR SAID
NO MORE TEDDY BEARS JUMPING ON THE BED!

1 LITTLE TEDDY BEAR JUMPING ON THE BED
1 FELL OFF AND BUMPED HIS HEAD
MOMMA CALLED THE DOCTOR AND THE DOCTOR SAID
PUT THOSE TEDDY BEARS RIGHT TO BED!

STEP OUTSIDE:

DO THE FOLLOWING ACTION SONG OUTSIDE WITH LOTS OF ROOM TO SPREAD OUT!

TEDDY BEAR, TEDDY BEAR ACTION POEM

TEDDY BEAR, TEDDY BEAR, TURN AROUND
TEDDY BEAR, TEDDY BEAR, TOUCH THE GROUND
TEDDY BEAR, TEDDY BEAR REACH UP HIGH
TEDDY BEAR, TEDDY BEAR, TOUCH THE SKY

TEDDY BEAR, TEDDY BEAR, BEND DOWN LOW
TEDDY BEAR, TEDDY BEAR, TOUCH YOUR TOES.

TEDDY BEAR, TEDDY BEAR, GO TO BED.
TEDDY BEAR, TEDDY BEAR, TURN OUT THE LIGHTS,
TEDDY BEAR, TEDDY BEAR, SAY "GOOD NIGHT"

- LOOK IT UP ON YOU TUBE (TEDDY BEAR TEDDY BEAR TURN AROUND).

<https://www.youtube.com/watch?v=JKdCwQ6fjUk>

Five Little Bears

Five little bears sitting in a row.

The first one said,
"I can touch my toe."



The second one said,
"I can wiggle my nose."

The third one said,
"I can strike a pose."

The fourth one said,
"I smell honey over there."

The fifth one said,
"Let's get some to share."

But out came the bees
And they buzzed all around.
Sting! Sting! Sting!
Not a bear could be found!



20. STORIES ABOUT BEARS

- YOU AND YOUR BOOK BUDDY WILL READ AND COMPARE SEVERAL BEAR STORIES.
- TALK ABOUT THE PROBLEMS IN EACH STORY AND HOW YOU WOULD HELP SOLVE THEM.



- PRINT THE WORDS "BOOK" AND "BUDDY":

BOOK	
BUDDY	

- YOU WILL HAVE A CLASSROOM CHAT ABOUT EACH BOOK.

CLASSROOM CHAT

A CLASSROOM CHAT MEANS YOU WILL TALK ABOUT THE FOLLOWING READING CLUES:

F = FACT (DOES THE STORY USE ANY FACTS?)

O = OPINION (HOW IS IT NOT TRUE?)

 = SHARE COOL WORDS

P = SHARE PICTURE WORDS

C = SHARE COLOUR WORDS

N = SHARE NUMBER WORDS

? = SHARE PUZZLING WORDS

HERE ARE SOME STORIES TO CHOOSE FROM:

- GOING ON A BEAR HUNT
- WHERE DOES THE BROWN BEAR GO?
- BERENSTEIN BEARS
- PADDINGTON BEAR
- WINNIE THE POOH

STEP OUTSIDE:

- LISTEN TO THE STORY ABOUT WINNIE THE POOH OUTSIDE.

DID YOU KNOW THAT WINNIE THE POOH IS JUST OVER 100 YEARS OLD? LISTEN TO THIS ARTICLE.

In 1914, the community of White River, Ontario, Canada, bid farewell to a little black bear cub who was bought at the train station by a soldier named Harry Colebourn. This bear would become the inspiration of author A.A. Milne and subsequently became one of the most loved bears in the world - Winnie the Pooh

Harry Colebourn...decided to name the little cub "Winnipeg" after his hometown. This little bear, known as "Winnie" became a pet for the soldiers, sleeping under the cot of her master...

In 1914 Harry received the news that he would soon be shipped to France. He knew that Winnie would not be able to accompany him, so he made arrangements to keep her in the London Zoo until he returned. Winnie soon became a favorite attraction. People would knock on her door and she would open it and come out. She would allow children to ride on her back and she would eat from their hands.

Captain Colebourn visited Winnie at the Zoo whenever he was on leave. He always recorded his visits in his diary. When Harry saw how popular she was with the children and adults, he decided he would not take her back to Canada as he had planned. She was officially donated to the Zoo on December 1, 1918.

This little bear captured the hearts of many visitors to the Zoo, among them A.A. Milne and his son Christopher Robin Milne. They became frequent visitors and it was Christopher who added "Pooh" to Winnie's name. He got the name from his pet swan named Pooh. A.A. Milne started to write stories about a loveable bear in his children's books based on that bear in the Zoo. In his first edition in 1926, he mentioned that these stories were about this bear and his son and his son's stuffed animals. We have been told that Christopher Robin had a birthday party at the Zoo that included some of his friends and "Winnie-the-Pooh" as well, since it was held in Winnie's den.

Winnie lived a long, full life in the zoo. She died on May 12, 1934 when she was 20 years old. She was so loved by all that the London Newspaper ran her obituary. Harry Colebourn was kept up to date on Winnie over the years.



CLASSROOM CHAT



Identify the front cover, back cover, title and words inside the book

BEAR STORY _____

NAMES IN STORY? _____

BEGINNING

MIDDLE

END

FACT OR FICTION - EXPLAIN

SHARE COOL WORDS

P = SHARE PICTURE WORDS

C = SHARE COLOUR WORDS

? = SHARE PUZZLING WORDS

TEDDY BEAR PICNIC

- READ THE BEGINNING OF THE TEDDY BEAR'S PICNIC.
- AND THEN LISTEN TO THE REST OF THE STORY.

IF YOU GO OUT IN THE WOODS TODAY
YOU ARE SURE OF A BIG SURPRISE.

IF YOU GO OUT IN THE WOODS TODAY
YOU BETTER GO IN DISGUISE!

FOR EVERY BEAR THAT THERE EVER WAS
WILL GATHER THERE FOR CERTAIN.

BECAUSE TODAY'S THE DAY
THE TEDDY BEARS HAVE THEIR PICNIC...

- IMAGINE YOU HAVE BEEN INVITED TO THE TEDDY BEAR'S PICNIC.
- DRAW PICTURES OF FOOD ON LUNCH BAGS THAT YOU WOULD TAKE.
- TALK ABOUT YOUR FOOD AND SNACK CHOICES WITH YOUR CLASSMATES.

How well did you identify problems & solutions in stories?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

ET - Read, illustrate & label texts.

ET - Dictate stories using a period at the end.

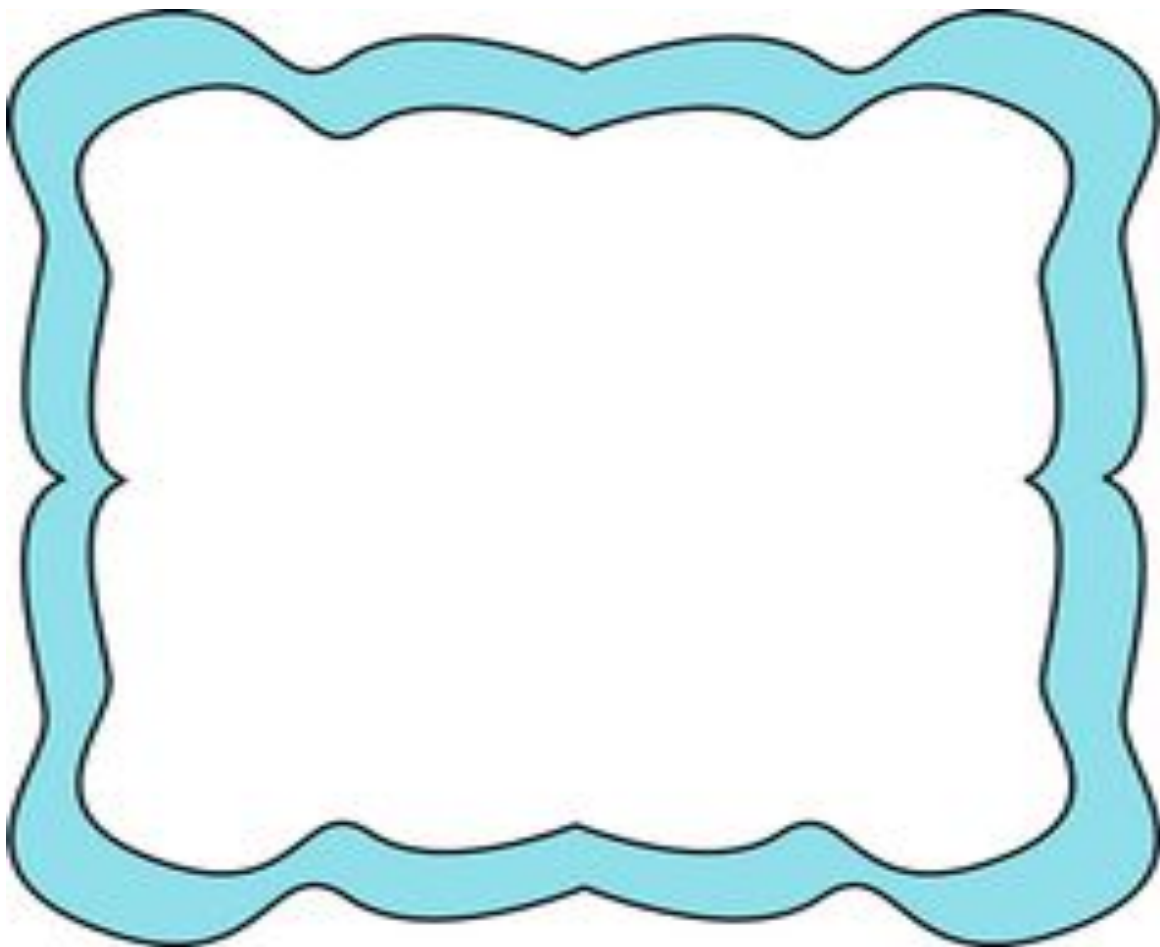
21. MAMA BEAR'S PRESS CONFERENCE

- READ GOLDILOCKS AND THE 3 BEARS.
- THEN YOU AND YOUR GROUP WILL RE-TELL THE STORY BUT...CHANGE THE ENDING SO THAT GOLDILOCKS IS NOT DISCOVERED.
- ADD IN THAT MAMA BEAR WILL HOLD A PRESS CONFERENCE TO LET PEOPLE KNOW SOMEONE HAS BEEN IN THEIR HOUSE - EATING THEIR PORRIDGE AND NAPPING IN THEIR BEDS. IN HER TV MESSAGE SHE ASKS THE PUBLIC FOR HELP FINDING THE INTRUDER.



<https://i.ytimg.com/vi/Sdd-O94AkgM/maxresdefault.jpg>

- YOU GET TO DECIDE:
 - WHAT HAPPENS AFTER THE PRESS CONFERENCE.
 - WHAT HAPPENS TO EACH BEAR?
 - WHAT HAPPENS TO GOLDILOCKS?
- DRAW A PICTURE OF YOUR NEW ENDING AND GET SOME HELP LABELLING YOUR IT.



How well did you read, illustrate and label texts?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- TELL YOUR NEW STORY TO AN ADULT WHO WILL WRITE DOWN THE BEGINNING, MIDDLE AND END OF IT FOR YOU. SAY WHERE EACH SENTENCE ENDS - BY SAYING "PUT A PERIOD NOW".
- THEN TYPE OUT YOUR LAST SENTENCE ON THE KEYBOARD TO PRACTICE. (USE THE SPACE BAR AND PUT AN PERIOD AT THE END OF YOUR SENTENCE. 😊)

BEGINNING

MIDDLE

END

How well did you dictate stories using a period at the end?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- TELL YOUR STORY TO YOUR CLASSMATES AND THEN TALK ABOUT YOUR CHOICES

DURING STORY TELLING MAKE SURE TO:

1. SPEAK UP SO EVERYONE CAN HEAR YOU
2. USE YOUR MAGIC ENERGY VOICE TO KEEP YOUR AUDIENCE EXCITED!
3. HAVE A GREAT ENDING

WHEN TALKING ABOUT YOUR STORY:

1. TELL THEM WHY YOUR STORY IS "MAKE BELIEVE".
2. SAY WHY THIS STORY IS LIKE ANOTHER STORY.
3. SAY HOW THIS STORY IS LIKE OR NOT LIKE A STORY FROM YOUR OWN LIFE.
4. LOOK AT YOUR AUDIENCE AND ANSWER THEIR QUESTIONS.
5. SMILE AND MAKE PEOPLE FEEL COMFORTABLE

MY BEAR PROJECT (PRINT "YES" OR "NOT YET")		
ME	MY NEW BEAR STORY ENDING....	TEACHER
	HAD LOTS OF DETAILS IN PICTURE	
	HAD LOTS OF LABELS ON PICTURE	
	TYPED OUT LAST SENTENCE ON COMPUTER WITH SPACES AND PERIOD AT THE END	
	TOLD YOUR STORY SO EVERYONE COULD HEAR	
	LOOKED AT CLASSMATES WHEN TELLING AND TALKING ABOUT STORY	
	SAID WHY STORY IS LIKE OTHER STORIES	
	SAID WHY STORY IS OR IS NOT LIKE YOUR LIFE	

APPENDIX A:

JUNIOR KINDERGARTEN LETTER & WORD WALL

LETTER WALL				
A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				
WORD WALL				
A	I	ME	WE	GO
AT	IN	UP	ALL	HE
IT	IS	SEE	AM	BE
NO	AN	SO	ON	DO
OR	US	IF		

APPENDIX B:

Senior Kindergarten Letter and Word Wall

Letter Wall				
Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				
Word Wall				
did, lid, his	big, dig, pig	can, fan, man, pan, ran	for	not, dot, got, hot, lot, pot
Yes	by, my	get, bet, let, met, net, set, wet	ball, call, fall, hall, mall, tall, wall	Red, bed, fed, led
run, bun, fun, sun	but, cut, hut, nut, put	ask	has	had, bad, dad, mad, sad
will, fill, hill, pill	was	well, bell, fell, sell, tell	her	sit, bit, fit, hit, lit, pit
and, land, sand, hand	him	his	its	do, to
Are	far, car, war	dog, log	cat, bat, hat, mat, rat, pat, sat	cow, how, now, wow
Won	six, fix, mix	ten, men, pen	box, fox	top, hop, mop, top

APPENDIX C: Ontario Kindergarten Expectations

A. KINDER ORAL Communication - ELA A

KELAA1.1 explore sounds, rhythms, and language structures, with guidance and on their own

KELAA1.2 listen and respond to others for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors)

KELAA1.3 begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset)

KELAA1.4 follow and provide one- and two-step directions in different contexts (e.g., in classroom routines; in music, drama, and dance activities; in outdoor play; in learning centres; in large-group activities)

KELAA1.6 use language to talk about their thinking, to reflect, and to solve problems

KELAA1.8 ask questions for a variety of purposes (e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres)

KELAA1.9 describe personal experiences, using vocabulary and details appropriate to the situation

KELAA1.11 demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words

B. KINDER READING – ELA B

KELAB2.1 demonstrate an interest in reading

KELAB2.2 identify personal preferences in reading materials

KELAB2.4 respond to a variety of materials read aloud to them

KELAB2.5 make predictions regarding an unfamiliar text that is read by the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them

KELAB2.6 use prior knowledge to make connections to help them understand a diverse range of materials read by the teacher

KELAB2.7 use illustrations to support comprehension of texts that are read by and with the EL–K team

KELAB2.8 demonstrate knowledge of most letters of the alphabet in different contexts

KELAB2.9 retell stories, in proper sequence, that have been read by and with the teacher, using pictures in the book and/or props

KELAB3.1 begin to use reading strategies to make sense of unfamiliar texts in print

C. KINDER WRITING – ELA C

KELAC4.1 demonstrate an interest in writing and choose to write in a variety of contexts

KELAC4.2 demonstrate an awareness that writing can convey ideas or messages

KELAC4.4 begin to use classroom resources to support their writing

KELAC4.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

KELAC4.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing

Appendix D: Alberta ELA Expectations

AELAK1.1 Discover and Explore

Express ideas and develop understanding

- share personal experiences prompted by oral, print and other media texts
- talk about ideas, experiences and familiar events

Experiment with language and forms

- talk and represent to explore, express and share stories, ideas and experiences

Express preferences

- talk about favourite oral, print and other media texts

Set goals

- talk about own reading and writing experiences

AEKAK2.1 Use Strategies and Cues

Use prior knowledge

- connect oral language with print and pictures
- understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
- expect print and pictures to have meaning and to be related to each other in print and other media texts
- understand that print and books are organized in predictable ways

Use comprehension strategies

- begin to use language prediction skills when stories are read aloud
- ask questions and make comments during listening and reading activities
- recall events and characters in familiar stories read aloud by others
- read own first name, environmental print and symbols, words that have personal significance and some words in texts

Use textual cues

- attend to print cues when stories are read aloud
- begin to identify some individual words in texts that have been read aloud

Use phonics and structural analysis

- begin to make connections among sounds, letters, words, pictures and meaning
- identify and generate rhyming words in oral language
- hear and identify sounds in words
- associate sounds with consonants that appear at the beginning of personally significant words

Use references

- recite the letters of the alphabet in order
- copy scribed words and print texts to assist with writing

AELAK2.2 Respond to Texts

Experience various texts

- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs
- listen and view attentively
- identify favourite stories and books

Construct meaning from texts

- relate aspects of oral, print and other media texts to personal feelings and experiences
- talk about and represent the actions of characters portrayed in oral, print and other media texts
- talk about experiences similar or related to those in oral, print and other media texts

Appreciate the artistry of texts

- experiment with sounds, words, word patterns, rhymes and rhythms

AELAK2.3 Understand Forms, Elements and Techniques

Understand forms and genres

- experience a variety of oral, print and other media texts

Understand techniques and elements

- develop a sense of story through reading, listening and viewing experiences
- identify the main characters in a variety of oral, print and other media texts

Experiment with language

- appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs

AELAK2.4 Create Original Text

Generate ideas

- contribute ideas and answer questions related to experiences and familiar oral, print and other media texts

Elaborate on the expression of ideas

- listen to and recite short poems, songs and rhymes; and engage in word play and action songs

Structure texts

- draw, record or tell about ideas and experiences
- talk about and explain the meaning of own pictures and print

AELAK4.1 Enhance and Improve

Appraise own and others' work

- make statements related to the content of own and others' pictures, stories or talk

Revise and edit

- retell ideas to clarify meaning in response to questions or comments

Enhance legibility

- form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner
- explore the keyboard, using letters, numbers and the space bar

Expand knowledge of language

- explore and experiment with new words and terms associated with topics of interest
- experiment with rhymes and rhythms of language to learn new words

Enhance artistry

- experiment with sounds, colours, print and pictures to express ideas and feelings

AELAK4.2 Attend to Conventions

Attend to grammar and usage

- develop a sense of sentence

Attend to spelling

- hear and identify dominant sounds in spoken words
- demonstrate curiosity about visual features of letters and words with personal significance
- connect letters with sounds in words
- print own name, and copy environmental print and words with personal significance

Attend to capitalization and punctuation

- recognize capital letters and periods in print texts
- capitalize first letter of own name

AELAK4.3 Present and Share

Present information

- share ideas and information about own drawings and topics of personal interest

Enhance presentation

- use drawings to illustrate ideas and information, and talk about them

Use effective oral and visual communication

- speak in a clear voice to share ideas and information

Demonstrate attentive listening and viewing

- follow one- or two-step instructions
- make comments that relate to the topic being discussed

AELAK5.1 Respect Others and Strengthen Community

Appreciate diversity

- explore personal experiences and family traditions related to oral, print and other media texts

Relate texts to culture

- explore oral, print and other media texts from various communities

Celebrate accomplishments and events

- share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments

Use language to show respect

- use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns

AELAK5.2 Work within a Group

Cooperate with others

- participate in class and group activities
- find ways to be helpful to others

Work in groups

- ask and answer questions to determine what the class knows about a topic
- listen to the ideas of others

Evaluate group process

- respond to questions about personal contributions to group process

Appendix E: Kindergarten ELA Common Core State Standards (US)

I.K.5: Identify the front cover, back cover, title and words in the book.

F.K.4: Read emergent – reader texts with purpose and understanding

L.K.2: With prompting and support, retell familiar stories, including key details

L.K.3: With prompting and support, identify characters and major events in a story.

SL.K.5: Add drawings or other visual displays to descriptions

I.K.9: With prompting and support, compare and contrast adventures and experiences of characters in a familiar story

W.K.2: Use a combination of drawing, dictating and writing to compose informative texts in which they name what they are writing about.

L.K.4 Ask and answer questions about unknown words in a text.

L.K.10: Actively engage in group reading activities with purpose and understanding

SL.K.1: Participate in collaborative conversations with partners about topics and texts

SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.

W.K.5: With guidance and support from adults, respond to questions and suggestions from peers.

SL.K.3: Ask and answer questions in order to seek help, get information or clarify something

L.K.1: With prompting and support, ask and answer questions about key details in a text.

L.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear

SL.K.2: Confirm understanding of a text read aloud or information presented orally by asking and answering questions

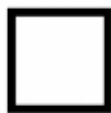
SL.K.4: Describe familiar people, places, things and events

L.K.5: Recognize common types of texts (storybooks, poems etc)

Appendix F: More Baby Names

ANT	ANTLING
APE	BABY
BIRD/CHICKEN	CHICK
BAT	PUP
BEAR	CUB
BEE	LARVA
DEER	FAWN
DONKEY	COLT/FOWL
DUCK	DUCKLING
ELEPHANT	CALF
FISH	FRY/FINGERLING
FROG	TADPOLE, POLLIWOG
GIRAFFE	CALF
GOAT	KID, BILLY
GOOSE	GOSLING
HAMSTER	PUP
HAWK	EYAS
HORSE	FOWL, COLT
KANGAROO	JOEY
MOOSE	CALF
PIG	PIGLET, SHOAT, FARROW
SHARK	PUP
SHEEP	LAMB
SKUNK	KIT
SNAKE	SNAKELET
TURTLE	HATCHLING

How did I like this learning
log?



http://www.hrsg.ca/wp-content/uploads/bfi_thumb/APR2916-End-of-performance-reviews-mq5e846f7qm7blrkcp1r890psztrff16bug4f168.jpg