

# The Kindergarten Chronicles



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## Let's Celebrate October with Some Monsters



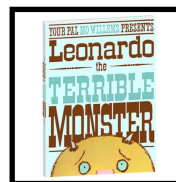
### Leonardo the Terrible Monster by Mo Willems

Leonardo is truly terrible - terrible at being a monster that is! No matter how hard he tries, he can't seem to frighten anyone. Determined to succeed, Leonardo decides to train and start research. Finally, he finds a nervous little boy and scares the tuna salad out of him! But scaring people isn't quite as satisfying as he thought it would be. Leonardo realizes that he might be a terrible, awful monster, but he could be a really good friend. This read-aloud lends itself to working on comprehension strategies, while still entertaining our kindergartners. Reading comprehension is the ability to read text, process it, and understand its meaning.

**Making connections:** In the story, Sam was really frustrated. Have students write or draw about a time when they were frustrated like Sam. **RL.K.10: Actively engage in reading activities with purpose and understanding**

**Retelling:** Shrink down pages from the book and have students orally retell the story in the pocket chart. **RL.K.2: With prompting and support, retell familiar stories using key details**

**Characters:** Discuss Leonardo's character. How was Leonardo at the beginning of the story? What do we know about Leonardo from the middle of the story? What did Leonardo learn at the end of the story? **RL.K.3: With prompting and support, identify characters in a story**



#### NEPF Connections:

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

### Pocket Chart Fun

#### I Like Monsters!

Scary

monsters,



Hairy

monsters,



Smart

monsters,



Any kind of monster,

I like monsters!

Trade out adjective cards with pictures to support the text. I make mine from sentence strips and clip art.

**RF.K.1a: Follow words from left to right**

**RF.K.1c: Understand that words are separated by spaces**

### Scaredy Boo! by Claire Freedman

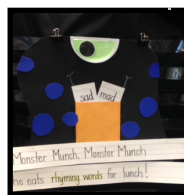
**Scaredy Boo!** is the sweet story of a monster who is scared of everything; from spiders to teddy bears to his own shadow. Because of his fears, he is afraid to venture out from under the bed where he lives. As a result, he misses out on fun adventures. The author, Claire Freedman, uses an ABAB rhyming scheme in this fun story.

**Extension Activity:** Using the rhyming words from the story, pass out rhyming sets to students. Ask students to find their rhyming partner and head to Monster Munch because he is hungry for lunch. Students choose a card that rhymes with another card. They then place the rhyme cards in the envelope on Monster Munch.

**RF.K.2a: Produce rhyming words**

sad

glad



### Management Tip of the Month

Shouting out can be a problem in many kindergarten classrooms. Creating a "Keep Your Bubble Chart" helps support our Speaking and Listening standards.

**SL.K.1a: Follow agreed upon rules for discussions**

Each student has three pictures of bubble gum next to his/her name. Students receive a warning when they speak, without raising their hands. Students lose one of the three gum pictures next to their name, when they do not raise their hand after a warning. They can also earn the piece of gum back for correcting their behavior. If students have at least one gum picture next to their name on Friday, they get to take home a piece of real bubble gum.

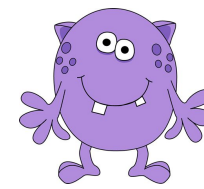
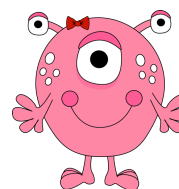


Patrick is worried about his first day of monstergarten. Everyone knows you have to be SCARY in monstergarten. Patrick's friend, Kevin, offers to show Patrick how to be scary. They roar, they sneak up on people, they bare their teeth. But Patrick still isn't ready. His parents tell him to just be himself. But what if he's not scary ENOUGH? Students can make text-to-self connections about their first day of kindergarten.

**Extension Activity:** Using pre-cut shapes, students create their own Monstergarten character and write about it.



**RL.K.3: With prompting and support, identify characters in a story**



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