

The Kindergarten Chronicles



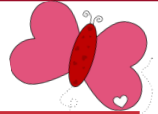
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Love and friendship are in the air and also in our kindergarten classrooms this month! I hope you enjoy these engaging texts and activities that your students are bound to LOVE!

I've Got a Mailbox

I've got a mailbox, a mailbox, a mailbox.

I've got a mailbox on Valentine's Day!

I hope **Lily** gives me a Valentine!

I hope **Knox** gives me a Valentine!

I hope **Josh** gives me a Valentine on Valentine's Day!



Put this in the pocket chart as a station and have the students change out their friends' name cards.

RF.K.1a: Follow words from left to right and top to bottom.

RF.K.3c: Read common high-frequency words by sight.

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

A writing activity to teach our kinders how AMAZING they are....

What I love about me:

I can

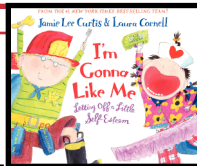
I have

I am

ride a bike

blue eyes

6 years old



I'm Gonna Like Me, by Jamie Lee Curtis, is a great book to read prior to doing your anchor chart.

As a whole group, brainstorm and create an anchor chart with the students' responses. This can then be a scaffold to encourage students to write about themselves. Click on the link below to see an example of how students can publish their writing.

<https://docs.google.com/document/d/1IoAkYFqrJgISib1uqNhOhfjthhPVFPuyAuKV2h9KSvw/edit>

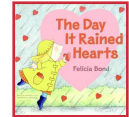
W.K.2: Writing to compose informative/explanatory texts in which they name what they are writing about (themselves) and supply some information about the topic (I can, I have, I am, etc.).

W.K.8: With guidance, recall information from experiences or gather information from provided sources to answer a question.

L.K.1f: Produce and expand complete sentences in shared language activities.

We just LOVE these books:

The Day It Rained Hearts One day it rains hearts and Cornelia Augusta catches them. She realizes that the hearts are perfect for making Valentines. Each heart is special in its own way and Cornelia Augusta knows exactly who to send them to: her animal friends.



Pete the Cat: Valentine's Day Is Cool Pete the Cat thinks Valentine's Day isn't cool . . . until he realizes how many special cats there are in his life! Pete works hard to make Valentines for everyone, and it turns out to be the grooviest Valentine's Day ever. But what happens when he realizes he's forgotten to make a card for a very important cat?

READ ALOUD



By Diane deGroat

Roses are Pink, Your Feet Really Stink When Gilbert writes two not-so-nice Valentines to his classmates, his prank quickly turns into pandemonium. But there's always time for a change of heart on Valentine's Day.

Day 1: Do a picture walk with the students. Look at the pages until you reach the page where Margaret and Lewis get angry at each other. Have students predict what they think will happen between the two characters.

Day 2: Discuss problem and solution of the characters at the beginning of the story. **Problem:** Gilbert does not want to write nice poems to Margaret and Lewis. **Solution:** Gilbert chose to solve his problem by signing wrong names.

Day 3: Review yesterday's problem and solution that Gilbert had at the beginning of the story. Now read the ending of the story today. **Identify the problem:** all the classmates are upset with Gilbert. **Solution:** Gilbert writes new Valentines that are nice.

Day 4: Make text-to-self connections. At the end of the story, Gilbert made nice Valentines for his classmates. Have students write connections they have for when they were nice to someone.

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

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

NEPF Standard 1: New Learning is Connected to Prior Learning and Experience

Foundational Skills Practice

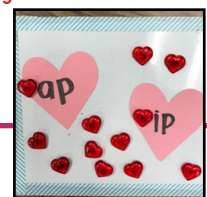
Use heart shaped beads or erasers and have students fill in outlined sight words. They read the word and write the word with a red pencil. I grabbed mine from the Target Dollar Spot.

RF.K.3c: Read common high-frequency words by sight.



Using heart counters, I write beginning letters on them. Students switch out the letters to substitute the sounds and create new words. They read their new words to a friend and can even write them on heart shaped paper.

RF.K.2e: Substitute individual phonemes in simple, one-syllable words to make new words.



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