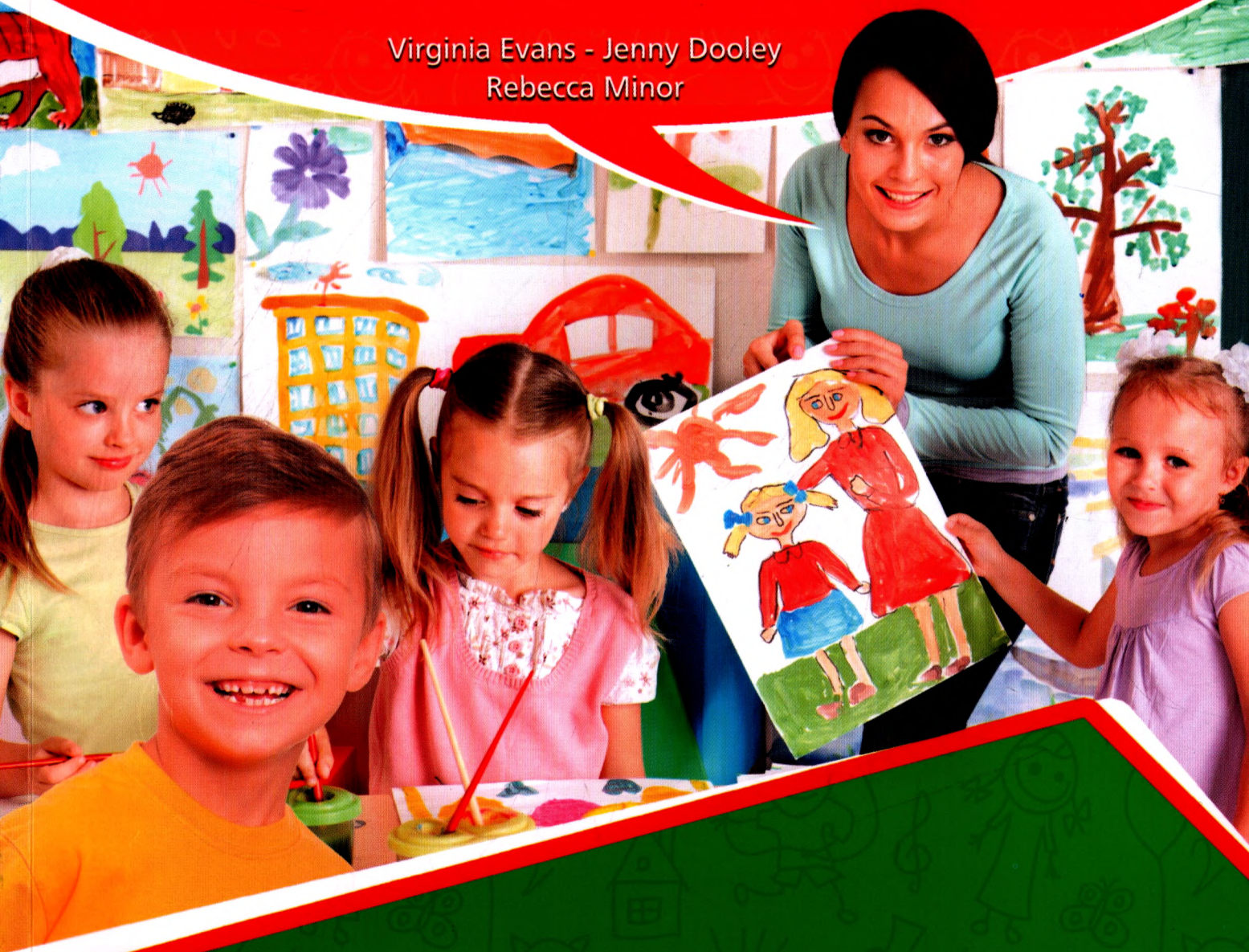


**CAREER
PATHS**

KINDERGARTEN Teacher

Virginia Evans - Jenny Dooley
Rebecca Minor



Express Publishing



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KINDERGARTEN Teacher

Book

1

Virginia Evans
Jenny Dooley
Rebecca Minor



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Scope and Sequence

| Unit | Topic | Reading context | Vocabulary | Function |
|------|--|-----------------------|---|-----------------------------|
| 1 | The Classroom | Email | bulletin board, calendar, chair, classroom, craft table, desk, lock, sink, stepstool, whiteboard, window | Assigning responsibilities |
| 2 | Classroom Supplies 1 | Letter | crayon, dry erase marker, eraser, folder, glue stick, marker, pencil, safety scissors, washable, watercolors | Giving a polite reminder |
| 3 | Classroom Supplies 2 | Webpage | baby wipes, construction paper, cotton ball, glitter, paper bag, paper plate, paper towel, pipe cleaner, popsicle stick, tissue paper | Asking for a favor |
| 4 | Daily Schedule | Daily Schedule | arrival, check in, dismissal, lesson, lunch, open play, quiet time, recess, schedule, snack, story time | Describing order of events |
| 5 | Kindergarten Goals | Webpage | academic, develop, emotional, interact, learn, peer, practice, problem-solving, self-esteem, social | Describing goals |
| 6 | Communicating with Parents 1 | Letter | cell phone, classroom letter, classroom phone, class webpage, conversation, email, incident report, stay in touch, text message, update | Stating a preference |
| 7 | Communicating with Parents 2 | Teaching Manual Entry | dialogue, concern, collaborate, issue, parent-teacher conference, praise, resolve, review, successful, support | Giving mixed feedback |
| 8 | Classroom Language: Frequency | Letter | always, daily, every, never, occasionally, often, rarely, sometimes, usually, weekly | Discussing Frequency |
| 9 | Classroom Language: Generating Responses | Textbook Excerpt | call, call back, connect, experience, plan ahead, preview, prior knowledge, random, recall, reference, remember, remind (one) of | Generating responses |
| 10 | Classroom Rules | Poster | bullying, classroom rules, handle, handwashing, listen, maintain, physical contact, running, safety, sharp object | Discussing rules |
| 11 | Assessments 1 | Webpage | assessment, classwork, collect, demonstrate, end of year, example, interval, observational record, over time, portfolio assessment | Providing an example |
| 12 | Assessments 2 | Text Introduction | checklist, disability, fine motor skills, gross motor skills, improvement, parental, physical assessment, progress, questionnaire, rating scale | Stressing importance |
| 13 | Student Backgrounds | Textbook Excerpt | allergy, attend, IEP, illness, non-native speaker, one child, preschool, sibling, single parent, special needs | Asking for more information |
| 14 | Traits of the Kindergarten Teacher | School Newsletter | caring, communicative, creative, flexible, innovative, kind, organized, passionate, patient, understanding | Stating values |
| 15 | Education and Certification | Job Listing | bachelor's degree, certified, diploma, education, early childhood education, graduate, licensed, major, master's degree, student teaching | Describing experience |

Table of Contents

| | |
|--|----|
| Unit 1 – The Classroom | 4 |
| Unit 2 – Classroom Supplies 1 | 6 |
| Unit 3 – Classroom Supplies 2 | 8 |
| Unit 4 – Daily Schedule | 10 |
| Unit 5 – Kindergarten Goals | 12 |
| Unit 6 – Communicating with Parents 1 | 14 |
| Unit 7 – Communicating with Parents 2 | 16 |
| Unit 8 – Classroom Language: Frequency | 18 |
| Unit 9 – Classroom Language: Generating Responses | 20 |
| Unit 10 – Classroom Rules | 22 |
| Unit 11 – Assessments 1 | 24 |
| Unit 12 – Assessments 2 | 26 |
| Unit 13 – Student Backgrounds | 28 |
| Unit 14 – Traits of the Kindergarten Teacher | 30 |
| Unit 15 – Education and Certification | 32 |
| Glossary | 34 |

1 The Classroom

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What furniture do you find in a classroom?
- 2 What other items are present in a classroom?



To: beckyjones@analelementary.com

From: martinramirez@analelementary.com

Subject: new school year

Becky,

The new school year is about to start. So we have to prepare the **classroom**.

We have sufficient **desks**, **chairs** and **stepstools**. We also have three **craft tables**. The room has a **sink**, which works great. We can use the **whiteboard** from last year as well.

Unfortunately, we don't have a **bulletin board**. Usually I hang a **calendar** on it. I also take turns displaying the kids' pictures. Do you know how to make one?

Also, can you meet me tomorrow at 2 p.m.? I need to install new locks on the **windows**. For safety reasons, they have to **lock**. I appreciate your help.

Thanks,

Martin

Reading

2 Read the email. Then, choose the correct answers.

- 1 What is the email mainly about?
A the kids' opinions of the room
B where to purchase new furniture
C how to make a school calendar
D getting the classroom ready
- 2 Which of the following is NOT yet in the classroom?
A stepstools C a bulletin board
B a sink D chairs
- 3 Why do the man and woman need to meet tomorrow?
A to put a calendar on the whiteboard
B to install locks on the windows
C to count all the desks and chairs
D to assemble the new craft tables

Vocabulary

3 Fill in the blanks with the correct words from the word bank.

word BANK

bulletin board chair craft table
desk locked stepstool

- 1 Miguel read the announcement posted on the _____.
- 2 Jenny used a _____ to reach the high shelf.
- 3 The students used the crayons and markers that were on the _____.
- 4 The teacher sat at her _____ and read through the assignments.
- 5 The janitor _____ the front door, and then went home.
- 6 The kids arranged the _____ in a circle then sat on them.

bulletin board



4 Write a word that is similar in meaning to the underlined part.

- 1 The kindergarten teacher wrote on the large, easily erasable board.
_ h _ t _ b _ a _ d
- 2 Hang the set of pages that show the days, weeks and months of a specific year. _ a _ e _ d _ r
- 3 The kids washed their hands in the large, open container that fills with water. _ i _ k
- 4 Clean the area of glass in the wall of a building that allows light and air in. w _ n _ o _
- 5 The teacher prepared the room where classes take place in a school. c _ a _ s _ o _ m

5 Listen and read the email again. What object in the classroom can be used again this year?

Listening

6 Listen to a conversation between a teacher and an assistant. Check (✓) the tasks that the woman intends to do.

- 1 set up the whiteboard
- 2 find some extra chairs
- 3 oversee craft supplies
- 4 hang the bulletin board
- 5 arrange all the desks

7 Listen again and complete the conversation.

Teacher: We need to 1 _____ to get the classroom ready.

Assistant: No problem. What duties do you want me 2 _____ ?

Teacher: Can you find four more 3 _____ ?

Assistant: Sure. There are some extra ones 4 _____ .

Teacher: Great. I'll be in charge of craft supplies. I'll also set up the 5 _____ and bulletin board.

Assistant: Okay. Do you have any other tasks for me?

Teacher: No, I think we're in good shape.

Assistant: Excellent. I want the kids to like 6 _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What duties ...?

Can you count ...?

... there are some ...

Student A: You are a teacher.

Talk to Student B about:

- preparing the classroom
- desks and chairs
- what you will do

Student B: You are an assistant.

Talk to Student A about your duties.

Writing

9 Use the email and conversation from Task 8 to write the teacher's to-do list.

To-Do List

Desks and chairs: _____

Sink: _____

Windows: _____

2 Classroom Supplies 1

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What craft supplies do you find in a classroom?
- 2 What do you need to consider when buying supplies?



eraser



safety scissors

pencil



Dear Families,
 Welcome to kindergarten! I am your child's teacher this year. I look forward to getting to know your family. In kindergarten, we do lots of creative activities. It is important we have the necessary supplies. This year we need the following items.

- Black and colored **pencils** for writing and drawing.
- **Crayons, markers** and **watercolors** for doing artwork.
- **Folders** for storing schoolwork.
- **Safety scissors, glue sticks** and **erasers**.

Please do not buy any **dry erase markers**. I only use them on the classroom's whiteboard. Also, choose the supplies carefully. Please only buy **washable** supplies.

Thank you for your help.
 Philip Henson



watercolors

glue stick

Reading

2 Read the letter. Then, complete the table using information from the passage.

| Type of Supplies | Classroom Use |
|------------------|------------------|
| Pencils | 1 _____ _____ |
| Watercolors | 2 _____ _____ |
| Folders | 3 _____ _____ |

Vocabulary

3 Place the words from the word bank under the correct headings.

word BANK

dry erase markers crayons watercolors
 safety scissors markers

| Objects that Cut | Items for Writing on Whiteboards | Objects for Coloring on Paper |
|------------------|----------------------------------|-------------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

4 Match the words (1-5) with the definitions (A-E).

- 1 ___ eraser 3 ___ glue stick 5 ___ washable
2 ___ folder 4 ___ pencil

- A a container that stores loose pieces of paper
B able to be removed easily with water
C a thin, wooden stick with a black or colored substance in the middle
D a small piece of rubber that you use to get rid of pen or pencil marks on a paper
E a tube that contains a sticky substance, which you use to attach two things to each other

5 Listen and read the letter again. What does the teacher want families to shop for carefully?

Listening

6 Listen to a conversation between a parent and a teacher. Choose the correct answers.

- 1 What is the purpose of the conversation?
A to discuss which items the class needs
B to explain why supplies should be washable
C to contrast the cost of classroom supplies
D to compare different kinds of markers
- 2 What will the man most likely do next?
A buy glue sticks and markers
B try to wash off the marker stains
C ask about the provided supply list
D give supplies to all the children

7 Listen again and complete the conversation.

- Parent:** I 1 _____ about school supplies.
Teacher: Oh, good.
Parent: I'll make sure my child has all the items listed. But I'd like to 2 _____ for the classroom.
Teacher: I greatly appreciate that. We always 3 _____ of certain items.
Parent: What 4 _____ do you need the most?
Teacher: 5 _____. Extra markers are useful too. Just remember that they have to be washable.
Parent: Of course. I'll pick up a multipack of glue sticks and 6 _____.
Teacher: Thanks so much.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- I'll make sure ...*
I greatly appreciate ...
Just remember ...

Student A: You are a parent. Talk to Student B about:

- the letter
- your child
- supplies needed

Student B: You are a teacher. Talk to Student A about classroom supplies.

Writing

9 Use the letter and conversation from Task 8 to complete a shopping list for classroom supplies.

Shopping List

Item 1: _____

Item 2: _____

Item 3: _____

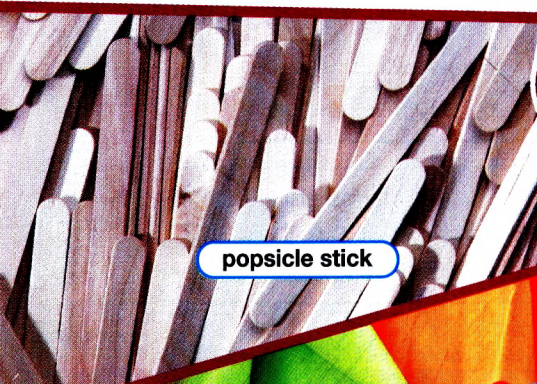
Classroom Supply Wish List



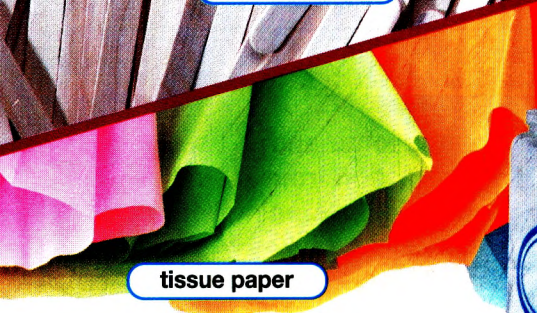
glitter



paper towel



popsicle stick



tissue paper



cotton ball



Can you help our kindergarten class?

We are short on the following art supplies:

- Items to decorate. The kids love **paper plates** and **paper bags**. We also use **construction paper** in many projects.
- Cleanup supplies, like **baby wipes** and **paper towels**. We go through these very quickly.
- Fun artwork accessories. I'm talking about **cotton balls** and **pipe cleaners**. **Tissue paper** and **popsicle sticks** are also always popular. The kids' favorite item is **glitter**.
The more colors the better!

We don't expect you to buy every item. Just pick one or two from the list. And don't worry if you cannot donate right now.

SERVICES

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Vocabulary

③ Read the sentence pairs. Choose which word best fits each blank.

1 **glitter / tissue paper**

- A Andy shook sparkly _____ all over his picture.
- B The teacher helped the kids cut the _____ into shapes.

2 **construction paper / paper bag**

- A The teacher gave each child a piece of thick _____.
- B The _____ contained colored markers.

3 **cotton ball / paper towel**

- A The teacher tore off some _____ and cleaned up the paint.
- B Madison wanted to use the round _____ as a rabbit's tail.

Get ready!

① Before you read the passage, talk about these questions.

- 1 What everyday non-artistic items can you use in artwork?
- 2 What kind of cleaning supplies do you need in a classroom?

Reading

② Read the webpage. Then, mark the following statements as true (T) or false (F).

- 1 ___ The kids sometimes decorate paper plates.
- 2 ___ Baby wipes are a fun artwork accessory.
- 3 ___ The kids love to use colored glitter.

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

baby wipes paper plate
pipe cleaner popsicle stick

- Lily twisted the bendy _____ into different shapes.
- The _____ was made from a light colored wood.
- The assistant cleaned her hands with _____.
- The kids drew faces on the round _____.

- 5 Listen and read the webpage again. What items do the children decorate?

Listening

- 6 Listen to a conversation between a teacher and an assistant. Check (✓) the items needed for the craft project.

- | | |
|---|---|
| 1 <input type="checkbox"/> glue sticks | 4 <input type="checkbox"/> construction paper |
| 2 <input type="checkbox"/> snowflakes | 5 <input type="checkbox"/> popsicle sticks |
| 3 <input type="checkbox"/> silver glitter | |

- 7 Listen again and complete the conversation.

Teacher: Can you do me 1 _____ ?
Assistant: Sure, what is it?
Teacher: I have to 2 _____ for a minute. Can you set out all of the art supplies?
Assistant: Of course. The kids are making snowflakes 3 _____, right?
Teacher: Yes. They'll need a large number of 4 _____ . Oh, and glue sticks.
Assistant: No problem. Are we 5 _____ the snowflakes?
Teacher: Yes. With cotton balls and silver and 6 _____ .
Assistant: Got it. Now, go! I'll assemble all the items that we need.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Can you ...?
They'll need ...
I'll assemble ...

Student A: You are a teacher. Talk to Student B about:

- doing you a favor
- an art project
- materials needed

Student B: You are an assistant. Talk to Student A about a project.

Writing

- 9 Use the webpage and conversation in Task 8 to write out the supplies needed for a craft project.

Craft Project Supplies

To complete this craft project, you need:

- _____
- _____
- _____

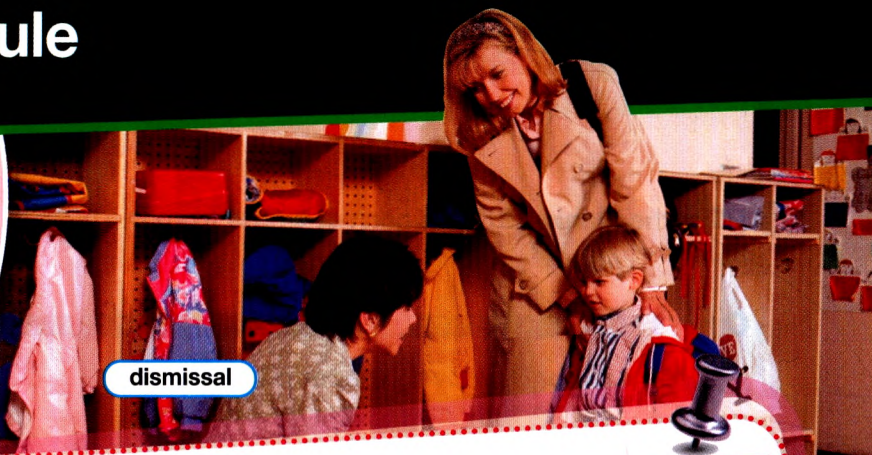


4 Daily Schedule

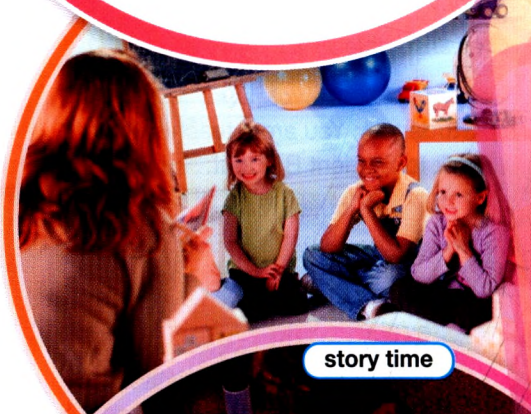
Get ready!

1 Before you read the passage, talk about these questions.

- 1 What information is likely to be on a kindergarten schedule?
- 2 Why is a schedule useful?



dismissal



story time



quiet time

| DAILY SCHEDULE | | |
|----------------|------------------------------|---|
| Time | Activity | Description |
| 8 a.m. | Arrival | Children check in with their kindergarten teacher. |
| 8.15 a.m. | Language Arts Lesson | Children learn about letters, sounds and rhyming. |
| 8.45 a.m. | Story Time | The teacher picks a new story each week. |
| 9.15 a.m. | Snack and Physical Education | Physical education classes are three times a week. |
| 10 a.m. | Math and Science Lesson | Children explore numbers and shapes. They use their senses to make scientific observations. |
| 10.30 a.m. | Recess | Kids have monitored open play . |
| 11.15 a.m. | Lunch | Children go to the cafeteria for lunch. |
| 11.45 a.m. | Quiet Time | Activities include drawing and puzzles. |
| 12.30 a.m. | Dismissal | Kindergarten ends. Parents arrive to collect their children. |

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- | | | |
|----------------|-----------------|-----------------|
| 1 __ check in | 4 __ quiet time | 7 __ snack |
| 2 __ dismissal | 5 __ recess | 8 __ story time |
| 3 __ open play | 6 __ schedule | |

- A a plan showing when various activities and events will take place
- B a period of time when children perform activities that are silent and require little energy
- C a set time at which a story is read aloud to entertain children
- D the act of telling a person that they are allowed to leave
- E a time during which kids can play however they want
- F a small quantity of food that people eat between meals
- G a brief period between lessons when children can play outside
- H to report one's arrival to a person in authority

Reading

2 Read the daily schedule. Then, mark the following statements as true (T) or false (F).

- 1 __ A daily schedule is used to list the kids' favorite lessons.
- 2 __ Quiet time does not take place before recess.
- 3 __ In story time kids learn about letters, sounds and rhyming.

4 Choose the sentence that uses the underlined part correctly.

- 1 **A** During quiet time, the children ran around outside.
B The children eat lunch in the school cafeteria.
- 2 **A** The teacher played music for story time.
B The teacher noted the children's arrival.
- 3 **A** Each child in kindergarten takes physical education lessons.
B After dismissal, the children studied math.

5 Listen and read the daily schedule again. What do the children do when they arrive?

Listening

6 Listen to a conversation between a student and a teacher. Mark the following statements as true (T) or false (F).

- 1 The next activity will involve reading a story.
- 2 The kids are going to hula hoop in physical education class.
- 3 The final activity of the day is a math lesson.

7 Listen again and complete the conversation.

Student: What are we 1 _____ next?

Teacher: Next, is story time. I'm going to 2 _____ a new book.

Student: I wish it could be story time all day.

Teacher: Me too! But you need to eat. And after story time you have 3 _____.

Student: Don't forget physical education. What is 4 _____ today?

Teacher: We're going to hula hoop. It will be 5 _____.

Student: Is it lunch time after that?

Teacher: No. You have a math and science lesson after P.E. Then, it's 6 _____.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I wish ...

And don't forget ...

Then it's ...

Student A: You are a student.

Talk to Student B about:

- the plan for the day
- lessons
- meals

Student B: You are a teacher. Talk to Student A about the schedule.

Writing

9 Use the daily schedule and conversation from Task 8 to write a teacher's report about her day.

Teacher's Report

April 2nd

Lessons: _____

Recess: _____

Lunch: _____



recess

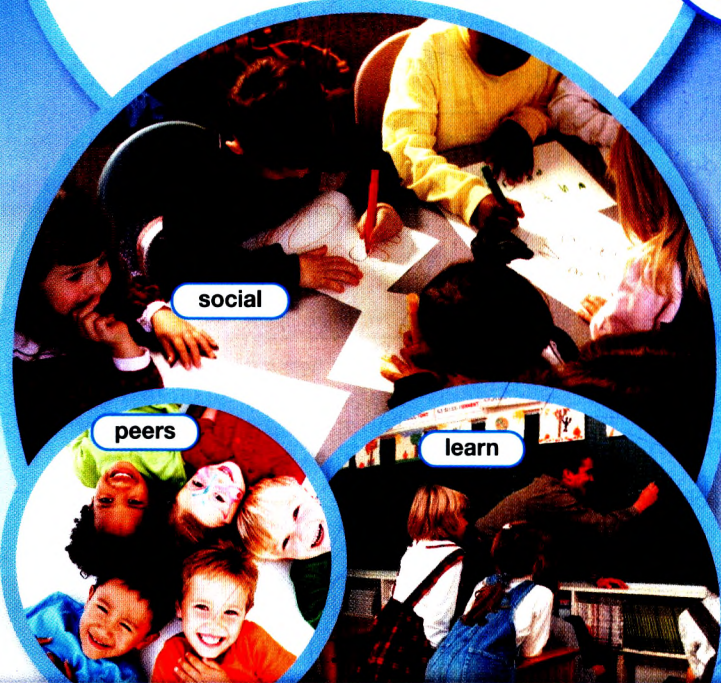
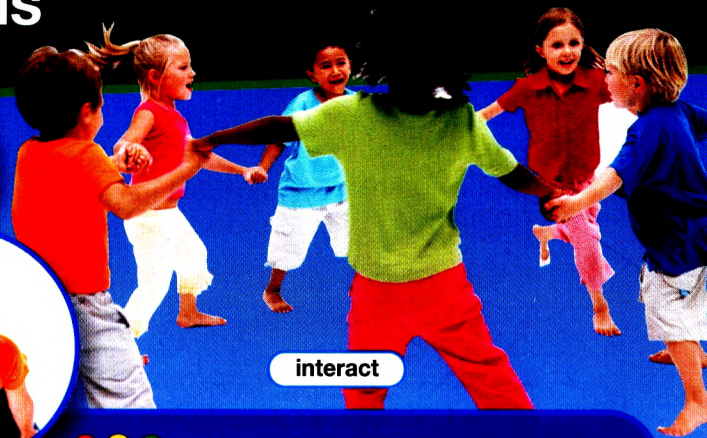
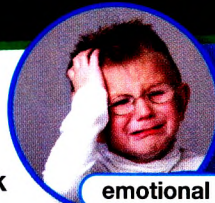
snack
quiet time

5 Kindergarten Goals

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What do children learn in kindergarten?
- 2 How does kindergarten prepare children for first grade?



CONTACT

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Benefits of Attending Kindergarten

Not all states require children to attend kindergarten. However, enrolling has many benefits.

Kindergarten helps children prepare for the first grade. It gets them used to a school setting. For example, it teaches them to follow a schedule.

Kindergarten also offers **social** and **emotional** benefits. Kindergarteners **learn** how to **interact** with **peers**. They **practice** self-control, patience and empathy. Teachers try to set manageable tasks. When children complete these tasks, their **self-esteem** improves.

Finally, kindergarten provides **academic** advantages. For instance, kindergarteners **develop** their **problem-solving** skills. Their language abilities also improve. Kindergarteners spend a lot of time listening to stories.

Sign up for kindergarten.
It gives your child a head start.

Reading

2 Read the webpage. Then, mark the following statements as true (T) or false (F).

- 1 Children must attend kindergarten in order to enter first grade.
- 2 Children learn social skills in kindergarten.
- 3 Kindergarten teachers read stories to the children.

Vocabulary

3 Read the sentences and choose the correct words.

- 1 We introduce children to **academic/social** subjects like math.
- 2 The children usually **develop/interact** with each other during recess.
- 3 As children develop their **problem-solving/self-esteem** they feel better about themselves.
- 4 Reading **practice/peer** takes place every morning at 10 a.m.

4 Write a word that is similar in meaning to the underlined part.

- 1 Melody will gain knowledge about how to read in kindergarten.
_ e _ r _
- 2 Activities that are done with others for pleasure are important for children.
_ o _ i _ l
- 3 Starting kindergarten can be associated with strong feelings for parents and kids.
e _ o _ i _ n _ l
- 4 The kids worked on the process of finding ways to fix problems.
_ r _ b _ e _ _ s _ l _ i _ g
- 5 Kindergarten lets kids spend time with other children the same age.
p _ e _ s
- 6 Joshua's math skills improved with experience.
_ e _ e _ o _ e _

- 5 Listen and read the webpage again. Why do teachers set manageable tasks for students to complete?

Listening

- 6 Listen to a conversation between a teacher and a parent. Choose the correct answers.

- 1 What is the conversation mostly about?
- A what the school environment is like for kids
 - B when the first week of kindergarten starts
 - C why kids learn about certain academic subjects
 - D what goals the teacher sets for her class
- 2 What will the man most likely do next?
- A learn about the benefits of kindergarten
 - B work on a specific list of goals for his child
 - C discuss his daughter's social development
 - D agree to enroll his child in first grade

- 7 Listen again and complete the conversation.

Teacher: The first week of kindergarten is over. And I wanted to 1 _____ our class goals.

Parent: Okay.

Teacher: My 2 _____ is to get kids used to a school environment.

Parent: Good. I want kindergarten to 3 _____ my daughter for first grade.

Teacher: That's 4 _____ too. I break down each child's goals into categories.

Parent: What do you mean?

Teacher: Well, we set different 5 _____, _____ and academic goals. I like to get parents' input.

Parent: I like that idea. 6 _____ some concrete goals.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

The first week ...

I break down ...

Can you explain ...?

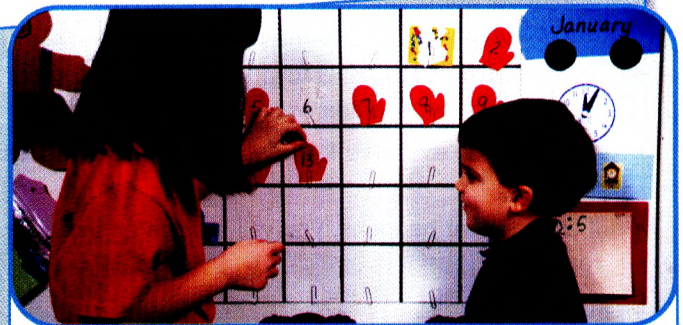
Student A: You are a teacher. Talk to Student B about:

- the goals of your class
- preparing for first grade
- types of goals students can achieve

Student B: You are a parent of a student. Talk to Student A about goals for your child.

Writing

- 9 Use the webpage and conversation from Task 8 to write out a student's goals.



Goals for Abigail James

Academic: _____

Social: _____

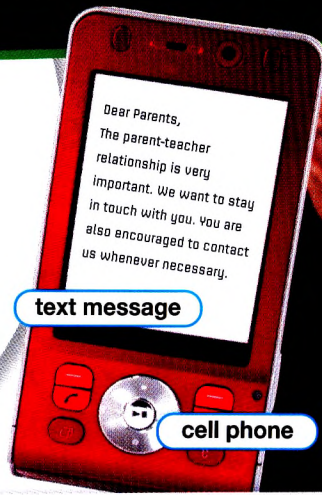
Emotional: _____

6 Communicating with Parents 1

Get ready!

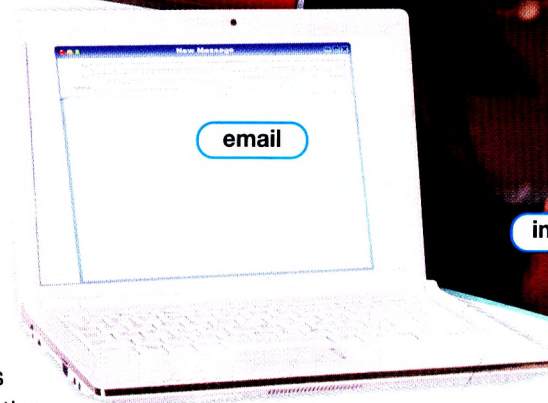
1 Before you read the passage, talk about these questions.

- 1 Why is it important for teachers and parents to stay in touch?
- 2 What are some different methods teachers use to communicate with parents?

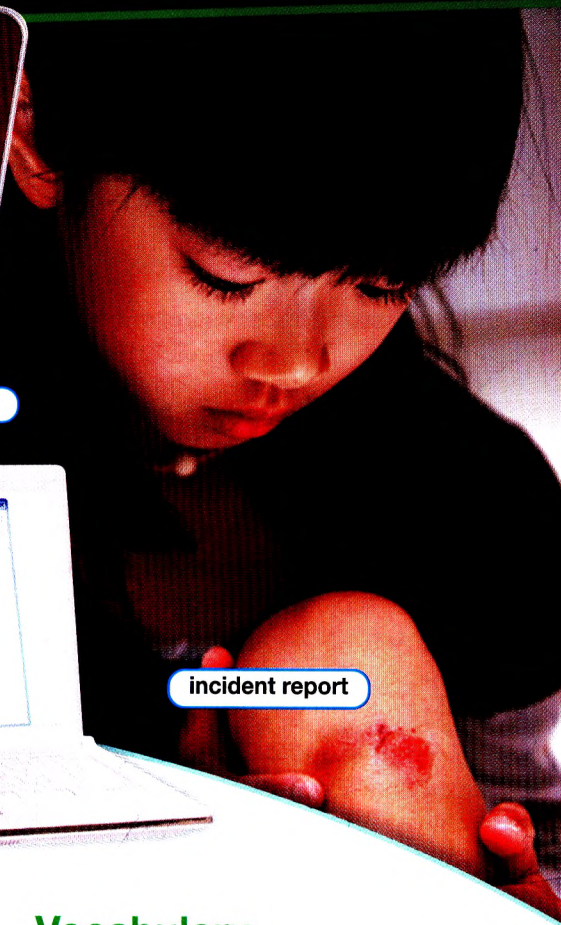


text message

cell phone



email



incident report

Dear Parents,

The parent-teacher relationship is very important. We want to **stay in touch** with you. You are also encouraged to contact us whenever necessary.

- Each kindergarten class has its own **class webpage**. Teachers post notices and homework there. We **update** the webpages every Monday.
- Every room has a **classroom phone**. Teachers may also share their **cell phone** number. That is at their discretion. Some staff members prefer communicating with parents via **text messages**.
- You are welcome to **email** teachers. We both send out and email physical **classroom letters**.
- Teachers are available for brief **conversations** after school.
- If an accident happens, you will receive an **incident report**.

Best,
Michael Sparks

Vocabulary

3 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 cell phone / incident report

A The teacher called the child's parent using her _____.

B The teacher filled out the _____ after Max cut his finger.

2 classroom phone / text message

A The parent received a _____ from the teacher's cell phone.

B The children were quiet while the teacher spoke on the _____.

3 stay in touch / update

A The teacher needed to _____ the class webpage.

B There are many ways to _____ with your child's teacher.

Reading

2 Read the letter. Then, complete the table using information from the passage.

| Type of Communication | What it is used for |
|-----------------------|---------------------|
| Class webpage | 1 _____ _____ |
| Cell phone | 2 _____ _____ |
| Incident report | 3 _____ _____ |

- 4 Place the words from the word bank under the correct headings.

Word BANK

email conversation
classroom letter class webpage

| Spoken | Internet-based | Paper-based |
|--------|----------------|-------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

- 5 Listen and read the letter again. When are teachers available for brief conversations?

Listening

- 6 Listen to a conversation between a parent and a teacher. Mark the following statements as true (T) or false (F).

- ___ The student is unable to go to school.
- ___ The student needs to see a dentist.
- ___ The man prefers to be contacted by text message.

- 7 Listen again and complete the conversation.

Parent: By the way, I may need to 1 _____ Jake during the school day.

Teacher: How come?

Parent: Well, he has a toothache. I'm hoping the dentist has 2 _____.

Teacher: So you're waiting on 3 _____?

Parent: Exactly. I'll update you when I know more. What's the best way to 4 _____?

Teacher: My preference is a 5 _____.

Parent: Your number's stored in my 6 _____ . I'll text you.

Teacher: I'd appreciate it. And I'll monitor Jake closely in the meantime.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

By the way ...
I'll update ...
My preference is ...

Student A: You are a parent. Talk to Student B about:

- picking up a student
- the student's medical issue
- getting in touch with the teacher

Student B: You are a teacher. Talk to Student A about a student.

Writing

- 9 Use the letter and conversation from Task 8 to complete the teacher's contact information.

Ms. Beasley's Contact Information

Phone and email: _____

Class webpage: _____

Office hours: _____

7 Communicating with Parents 2



Kindergarten Teaching Manual

45

Successful Parent-Teacher Conferences

Preparation is the key to successful conferences. Have notes on hand for each child. Greet the parents at the door. Start by **praising** their child. Describe an incident when the child did well. Then make it clear that this is a **dialogue**. You want to **collaborate** with the parents.

Review the child's progress. This is the time to mention any **issues**. Ask the parents if they have any **concerns**. Then draw up a plan to **resolve** any problems. The teacher should work with parents to provide the child with **support**. At the end, recap any decisions made. Praise the child once more. Then close the meeting.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are parent-teacher conferences?
- 2 Why are parent-teacher conferences useful?

Reading

2 Read the teaching manual entry. Then, choose the correct answers.

- 1 What is the purpose of the teaching manual entry?
A to discuss the importance of giving praise
B to explain how to keep files on each student
C to provide advice on parent-teacher conferences
D to communicate issues to a child's parents
- 2 What can you infer about parents?
A They respond positively when their child is praised.
B They often bring their children to the conferences.
C They prepare for parent-teacher conferences in advance.
D They expect to receive detailed written notes.
- 3 Which of the following is NOT recommended?
A greeting the parents at the door
B reviewing the child's progress
C recapping any decisions made
D writing out a dialogue in advance

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

- 1 The teacher admired and approved of the student's drawing.
_ r _ i _ e _
- 2 The teacher gave extra help and encouragement to the struggling student.
s _ p _ o _ t
- 3 The parent explained his worries to the kindergarten teacher.
_ o _ c _ r _ s
- 4 The children were able to find a satisfactory solution to the problem.
r _ s _ l _ e
- 5 The brief meeting between a student's parents and teacher went well.
_ a _ e _ t _ _ e _ c _ e _ _ c _ n _ e _ e _ c _

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

collaborate dialogue issue reviewed successful

- The teacher wanted the meeting to be a(n) _____, rather than just a one-sided speech.
 - Overall, the parent-teacher conference was _____.
 - Simon's mother brought up a(n) _____ that upset her.
 - The teacher _____ the student's academic progress.
 - The students had to _____ on the group project.
- 5 Listen and read the teaching manual entry again. What should teachers ask parents during conferences?

Listening

- 6 Listen to a conversation between a teacher and a parent. Mark the following statements as true (T) or false (F).
- ___ Michael is making good progress with learning numbers.
 - ___ The adults are concerned about the child's language skills.
 - ___ The man does not find the tip sheet helpful.

- 7 Listen again and complete the conversation.

Teacher: Thanks for meeting with me. It's 1 _____ to have Michael in my class. He's such a friendly boy.

Parent: Oh, good.

Teacher: 2 _____ Michael's academic progress. He knows all his numbers.

Parent: He can reach fifty without 3 _____.

Teacher: That's very impressive. But I do have 4 _____ his language skills.

Parent: I know he struggles. I'm not sure 5 _____.

Teacher: It's just a 6 _____. I have some language tip sheets available. Would you like one?

Parent: Yes, please.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

That's very impressive.

I'm not sure ...

Would you like ...?

Student A: You are a teacher. Talk to Student B about:

- a student's personality
- where he or she does well
- where he or she struggles

Student B: You are a parent. Talk to Student A about your child.

Writing

- 9 Use the teaching manual entry and conversation from Task 8 to complete the teacher's notes for a conference.

Parent-Teacher Conference Notes

Student Name: _____

Successes: _____

Issues and Concerns: _____

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What words do we use to discuss frequency?
- 2 Why is it important for children to understand frequency?

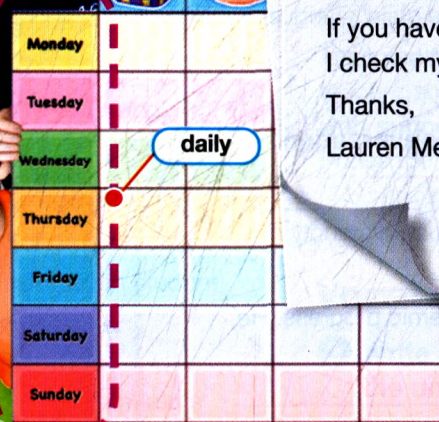


February

August



March



never

usually

rarely

always

Dear Parents,

This letter is in addition to the **weekly** newsletter.We need to discuss birthdays. **Every** student wants to celebrate. Many children do this by bringing cake to school. That **usually** poses no problems.However, you can **never** use nuts when baking. School policy bans nuts, due to allergies.Also, children **occasionally** bring in cupcakes.There must **always** be enough cupcakes. There are twenty students in our class. **Sometimes** only eighteen cupcakes arrive. That results in tears and fights. This is **rarely** because of parental error. More **often**, it is because the birthday child gets hungry!

If you have any questions, please email me.

I check my email **daily**.

Thanks,

Lauren Mendelson

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- | | |
|--------------|--------------|
| 1 ___ always | 4 ___ never |
| 2 ___ daily | 5 ___ rarely |
| 3 ___ every | 6 ___ weekly |

- A used to show how regularly something occurs
- B not happening frequently or often
- C not happening at any time in the past or in the future
- D happening on every single occasion
- E happening once each day
- F happening one time each week

Reading

2 Read the letter. Then, mark the following statements as true (T) or false (F).

- 1 ___ Children cannot celebrate birthdays during school hours.
- 2 ___ Children are not allowed to bring cupcakes to school.
- 3 ___ Any baked goods must be sufficient to feed the whole class.

4 Read the sentences and choose the correct words.

- 1 Children **sometimes/never** have to leave school early for an appointment.
- 2 The teacher was friendly and he smiled **often/rarely**.
- 3 Casey was good at math and **daily/usually** got the answers correct.
- 4 Overall, the students worked well together but they **always/occasionally** argued.

5 Listen and read the letter again. What is this letter in addition to?

Listening

6 Listen to a conversation between a teacher and a student. Check (✓) the activities that the student does every day.

- 1 Take a walk
- 2 Come to school
- 3 Tidy bedroom
- 4 Take a shower
- 5 Brush hair

7 Listen again and complete the conversation.

Teacher: Who can tell me something you do on a 1 _____?

Student: I have to tidy my room 2 _____ a week.

Teacher: Good. And 3 _____ do you do every day?

Student: I take a shower and I brush my hair. Oh and I come to school.

Teacher: But you don't come to school on weekends! You usually go to school, 4 _____.

Student: Oh, yeah.

Teacher: Now what other words do we use to 5 _____?

Student: We use words like sometimes, 6 _____.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Who can tell me ...?

You usually go ...

We use words like ...

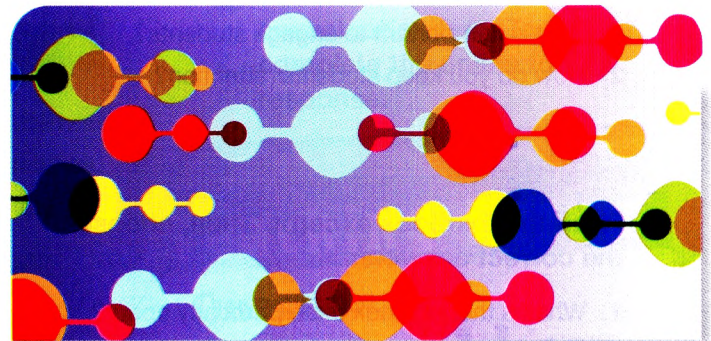
Student A: You are a teacher. Talk to Student B about:

- weekly activities
- daily activities
- words associated with frequency

Student B: You are a student. Talk to Student A about the frequency of activities you perform.

Writing

9 Use the letter and conversation from Task 8 to complete the class goal list.

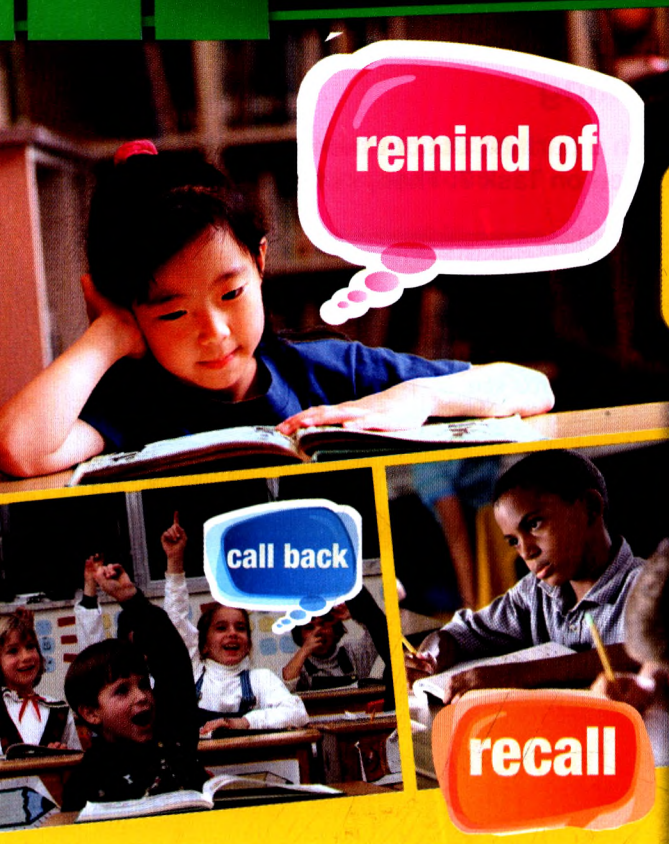


Class Goal List

Daily Goal: _____

Weekly Goal: _____

Monthly Goal: _____



Introduction

to Teaching 52

Generating Responses

Responsive signals encourage children to engage in their learning material. **Remember**, effective teachers keep students interested and involved.

Call back is one way to capture students' attention. Teachers call out a word or phrase. Then students respond. Try **referencing** a popular song, known chant, or common saying. These cues **remind** children of behavioral expectations. Give your class a **preview** of the call-and-response. Then use it in a real situation.

Responsive movement activities combine motion with learning. This increases student attentiveness. Attentive students learn faster and **recall** information better.

Responsive signals should not be **random**. It is advisable to **plan ahead**. Draw on your **prior knowledge** and **experience** working with students to design signals.

Get ready!

- Before you read the passage, talk about these questions.
 - Why is it important to engage students?
 - How do you keep students' attention?

Reading

- Read the textbook excerpt. Then, choose the correct answers.
 - What is the textbook excerpt mostly about?
 - behavioral expectations in a classroom
 - the importance of accurate memory recall
 - the correct way to respond to teachers
 - how to get and keep students' attention
 - Which of the following should NOT be used during call back?
 - common saying
 - popular song
 - random signals
 - known chant
 - What do responsive movement activities involve?
 - mixing movement with learning
 - calling back answers to the teacher
 - previewing the lessons for the day
 - using popular culture references

Vocabulary

- Write a word or phrase that is similar in meaning to the underlined part.
 - The teacher worked out a detailed scheme in advance.
_l_n_e_ a_e_d
 - Engaged students tend to bring a fact that they knew before back into their minds better.
r_m_m_e_
 - It was time for students to respond to a teacher's cue with a set word or phrase.
_a_l_ a_k
 - The teacher mentioned a specific song.
r_f_r_n_e_
 - The teacher had plenty of knowledge and skill gained from performing an activity or job.
_x_e_i_n_e
 - The teacher helped the students to think of the words to the chant.
_e_i_d_d_o_

- 4 Fill in the blanks with the correct words or phrases from the word bank.

Word BANK

called connect preview
prior knowledge random recall

- The teacher used movie references to _____ with the kids.
- The students were able to _____ the information they learned earlier.
- The teacher preferred planning to making _____ decisions.
- Ann learned about generating responses last semester. So she had _____ of the techniques this semester.
- The teacher gave the students a _____ of the week's lessons.
- Students loudly _____ out the response.

- 5 Listen and read the textbook excerpt again. What are effective teachers able to do?

Listening

- 6 Listen to a conversation between a teacher and a student. Mark the following statements as true (T) or false (F).

- ___ The children are having trouble concentrating this afternoon.
- ___ The phrase 'brain break' means the children do stretches.
- ___ The children did a call back exercise earlier in the day.

- 7 Listen again and complete the conversation.

Teacher: I notice you're 1 _____ this afternoon. Do you know what that means?

Student: It's time for responsive movement activities.

Teacher: Very good. When I 2 _____ 'brain break' what happens?

Student: We get up and do our stretches and 3 _____.

Teacher: Exactly. After that, we're going to 4 _____ discussion groups.

Student: Are we going to do 5 _____?

Teacher: Yes. When I 6 _____, I'll say 'two, four, six, eight, which room is really great?'

Student: Room 15!

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I notice ...
It's time for ...
And after ...

Student A: You are a teacher. Talk to Student B about:

- responsive movement activities
- a call back exercise
- the chant

Student B: You are a student. Talk to Student A about the afternoon's activities.

Writing

- 9 Use the textbook excerpt and conversation from Task 8 to complete the online forum response.

Teaching Forum

Question:
How can I keep my students engaged?

Call back: _____

How it helps: _____

10 Classroom Rules

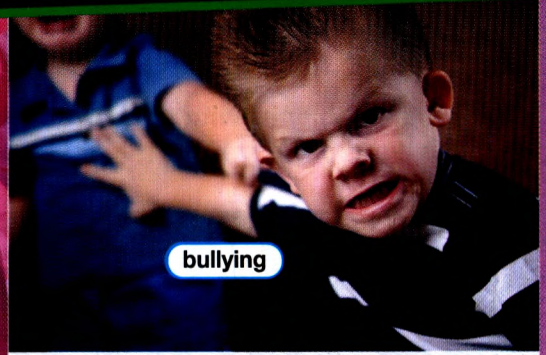
Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common classroom rules?
- 2 Why are classroom rules necessary?



physical contact



bullying



sharp object



handwashing

Classroom Rules

Maintain Classroom Safety

1. No **running** inside school buildings.
2. **Handle sharp objects** with care.
3. Get permission before leaving the classroom.

Hygiene

1. Clean up any mess you make.
2. Put objects back where you found them.
3. **Handwashing** before eating.

Behavior

1. **Listen** to your teacher.
2. Use your inside voice.
3. Raise your hand and wait to be called on.
4. Share toys or supplies with others.
5. Keep your hands and feet to yourself. Only gentle **physical contact** is allowed.
6. **Bullying** is not tolerated.



listen

Reading

2 Read the poster. Then, complete the table using information from the passage.

| Rule | Details |
|------------------|------------------|
| Sharp Objects | 1 _____ _____ |
| Handwashing | 2 _____ _____ |
| Physical Contact | 3 _____ _____ |

Vocabulary

3 Read the sentence pairs. Choose which word best fits each blank.

1 **bullying** / **handwashing**

- A The teacher explained that hitting was a type of _____.
- B Remember that _____ is required before lunch.

2 **handle** / **listen**

- A The teacher asked the students to be quiet and _____.
- B _____ the hot drinks carefully.

3 **running** / **safety**

- A The _____ of students is our top priority.
- B _____ is allowed during recess.

4 Read the sentences and choose the correct words.

- 1 The teacher wrote the **classroom rules/bullying** on the whiteboard.
- 2 It is important to **maintain/listen** order in the classroom.
- 3 Teachers should monitor **physical contact/running** between students.
- 4 Put away **handwashing/sharp objects** with care.

5 Listen and read the poster again. What must children do before leaving the classroom?

Listening

6 Listen to a conversation between a teacher and a student. Mark the following statements as true (T) or false (F).

- 1 ___ The boy broke a classroom rule.
- 2 ___ The children are not allowed to run indoors.
- 3 ___ The boy cut himself while running with scissors.

7 Listen again and complete the conversation.

Teacher: Scott, stop what you're doing and **1** _____.

Student: Okay.

Teacher: Do you know what **2** _____ you just broke?

Student: I was running inside. We're **3** _____ do that.

Teacher: That's right. And you were holding a sharp object. Why was that **4** _____?

Student: Because **5** _____ if I tripped with scissors.

Teacher: Exactly. You could have **6** _____ or one of the other students.

Student: I'm sorry. I'll remember next time. I forgot about the rules.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Stop what you're doing ...

Why was that ...?

I forgot about ...

Student A: You are a teacher. Talk to Student B about:

- rules
- behavior

Student B: You are a student. Talk to Student A about classroom rules.

Writing

9 Use the poster and conversation from Task 8 to write an entry in a teacher's rule book.

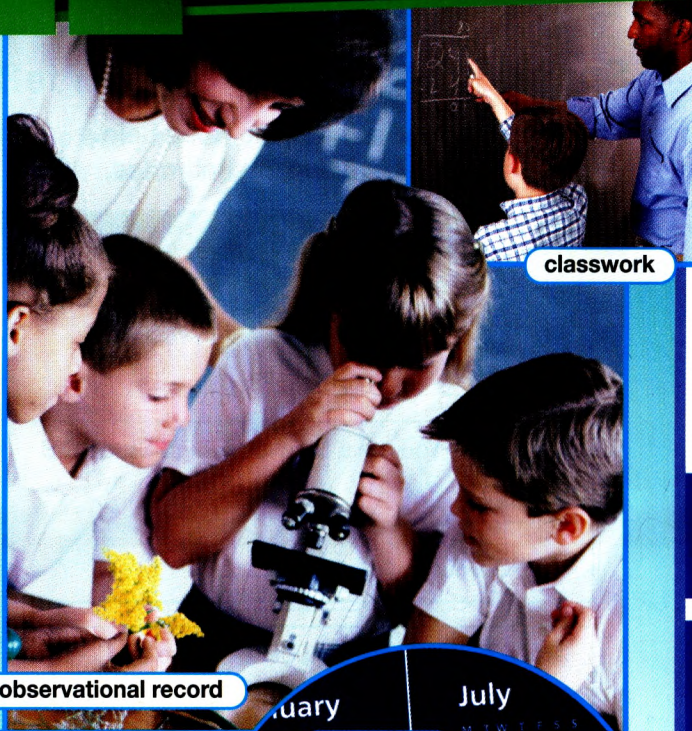
Rule Book

Name and rule broken: _____

Name and rule broken: _____

Name and rule broken: _____

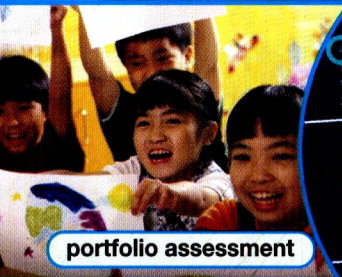
11 Assessments 1



classwork



observational record



portfolio assessment



Required Assessments

Most parents want information on their child's progress. Kindergarten assessment requirements vary by state. However, most methods are informal. Some assessments take place throughout the year. Others are **end of year** assessments. The goal is to **demonstrate** preparedness for first grade. There are several common forms of assessment.

Observational record

This involves closely watching children. It is done systematically and with a purpose.

Running Record

This is a detailed account of events and behavior. Teachers create this record **over time**.

Portfolio assessment

Teachers **collect examples of classwork**. It showcases progress and achievements.

Time Sampling

This records specific events at set time **intervals**.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of student assessments?
- 2 Why are assessments necessary?

Reading

2 Read the webpage. Then, choose the correct answers.

- 1 What is the webpage mostly about?
 - A the most efficient way to assess children
 - B different forms of kindergarten assessment
 - C the importance of observing behavior
 - D notes that teachers are required to make
- 2 Which of the following is NOT a type of kindergarten assessment?
 - A running record
 - B first grade assessment
 - C time sampling
 - D observational record
- 3 What does a portfolio assessment involve?
 - A tests conducted at set time intervals
 - B making detailed notes on behavior
 - C gathering samples of classwork
 - D systematically recording events

CONTACT

ABOUT

SERVICES

Vocabulary

3 Fill in the blanks with the correct words from the word bank.

Word BANK

assessment classwork
portfolio assessment over time

- 1 When math class was over, the teacher collected the student's _____.
- 2 The state required teachers to make an official _____ of students.
- 3 Some forms of testing are conducted _____.
- 4 The teacher included the project in the child's _____.

4 Match the words or phrases (1-6) with the definitions (A-F).

- 1 ___ collect 4 ___ example
 2 ___ demonstrate 5 ___ interval
 3 ___ end of year 6 ___ observational record

- A** to gather similar items from various sources
B to show a specific ability, quality or feeling
C the space, distance or period of time between two things
D an observation-based method of assessing children's abilities and development
E a specific fact, idea, person or object that represents a bigger group
F taking place at the close of an annual period

5 Listen and read the webpage again. How does time sampling work?

Listening

6 Listen to a conversation between a parent and a teacher. Mark the following statements as true (T) or false (F).

- 1 ___ The state requires portfolio assessments.
 2 ___ The teacher collects samples of the student's work.
 3 ___ The portfolio focuses on one academic subject.

7 Listen again and complete the conversation.

Parent: Do you provide parents with kindergarten 1 _____ ?

Teacher: This state has no set requirements. But our school does 2 _____ .

Parent: I've never heard of that. What is it?

Teacher: Basically, I 3 _____ of your child's classwork.

Parent: I'm still not sure I follow. Can you give me 4 _____ ?

Teacher: Sure. For example, if Nathan 5 _____ on a test, it goes in his portfolio.

Parent: Okay. Does the portfolio contain examples from each subject?

Teacher: Yes. It's a thorough 6 _____ Nathan's progress.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- Do you provide ...?*
This state has ...
Can you give me ...?

Student A: You are a parent. Talk to Student B about:

- progress reports
- assessments
- classwork

Student B: You are a teacher. Talk to Student A about student assessments.

Writing

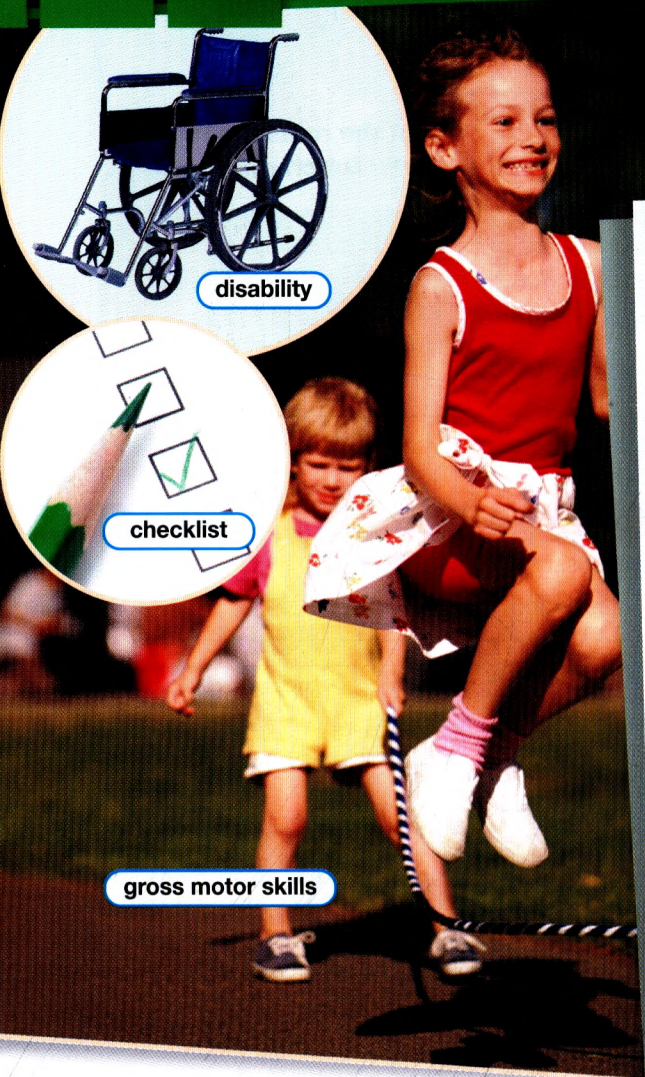
9 Use the webpage and conversation from Task 8 to complete the student teacher's notes.

Notes on Assessment Methods

Observational Record: _____

Running Record: _____

Time Sampling: _____



Motor Skills Assessment Test

We begin with a **questionnaire** for parents. It asks about your **parental** observations.

Gross motor skills

This is the ability to control large muscles. The test involves a **physical assessment**.

- Walking on a balance beam
- Jumping rope
- Skipping on alternate feet
- Running on toes

Fine motor skills

This is the ability to control small movements. It involves testing the following skills.

- Hand-eye coordination
- Grasping ability
- Manual dexterity

Assessors mark your child's **progress** on a **checklist**. We use a **rating scale** between 1 and 10. A score of 10 is optimal. Scores below 4 indicate that **improvement** is needed. A score of 1 suggests a possible **disability**.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What do you know about gross motor skills tests?
- 2 What do you know about fine motor skills tests?

Reading

2 Read the test introduction. Then, mark the following statements as true (T) or false (F).

- 1 ___ The gross motor skills test involves jumping rope.
- 2 ___ The fine motor skills test assesses skipping ability.
- 3 ___ According to the rating scale, a score of 4 indicates a disability.

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

- 1 Their relationship is not associated with being a mother or father.
_ a _ e _ t _ l _
- 2 Eve had her ability to control large muscles tested.
_ r _ s _ m _ t _ r _ k _ l _ s
- 3 The teacher ticked off items on the list that reminds you of things to consider or to do.
c _ e _ k _ i _ t
- 4 The examiner explained the system for assigning scores to people taking a test.
_ a _ i _ g _ c _ l _
- 5 Bradley has a condition that makes it hard to use part of his body or brain or to learn normally.
d _ s _ b _ l _ t _
- 6 The student showed signs of becoming better at something.
_ m _ r _ v _ m _ n _

4 Read the sentences and choose the correct words.

- 1 The test measured hand-eye coordination and other **fine motor skills/improvement**.
- 2 The child made **progress/checklist** with her gross motor skills.
- 3 Teachers need to fill out the **disability/questionnaire**.
- 4 Students have **physical assessments/gross motor skills** to check their general health.

5 Listen and read the test introduction again. What is the purpose of the questionnaire?

Listening

6 Listen to a conversation between a teacher and a parent. Choose the correct answers.

- 1 What is the purpose of the conversation?
A to share some test results
B to assess fine motor skills
C to explain a disability
D to compare motor skills
- 2 What action should the man take?
A consult a specialist about his child's severe disability
B have his daughter retake the gross motor skills test
C make sure his child practices her manual dexterity
D review different assessment scoring scales available

7 Listen again and complete the conversation.

Teacher: I have the 1 _____ Ashley's motor skills assessment.

Parent: Okay. I am concerned about some aspects of 2 _____.

Teacher: Well, the good news is her gross motor skills are 3 _____.

Parent: Phew. How about her 4 _____?

Teacher: Overall, she received average scores. She did get a 3 for manual dexterity.

Parent: Does she have 5 _____?

Teacher: No. But I want to stress the importance of practicing these skills.

Parent: Okay, I can work with Ashley to 6 _____ manual dexterity.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Well, the good news is ...

However, I want to stress ...

I can work with ...

Student A: You are a teacher. Talk to Student B about:

- test results
- good news
- areas for improvement

Student B: You are a parent. Talk to Student A about your child.

Writing

9 Use the test introduction and conversation from Task 8 to complete the motor skills test results.

Motor Skills Test Results

Gross Motor Skills: _____

Fine Motor Skills: _____

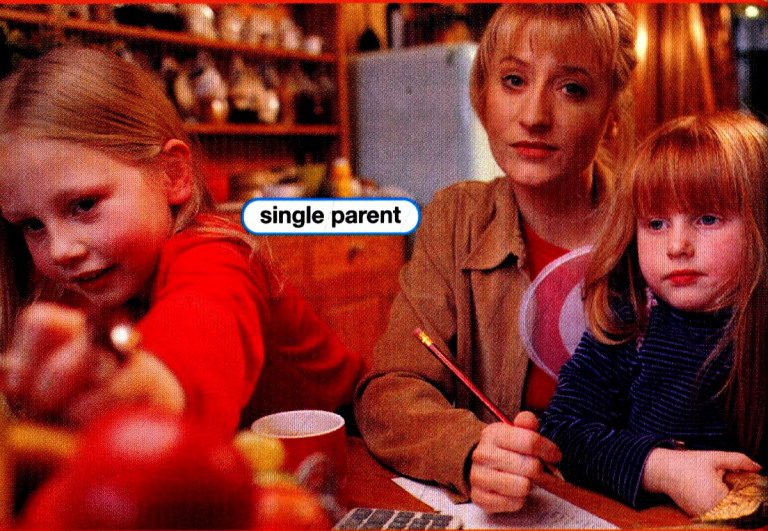
Rating Scale: _____

13 Student Backgrounds

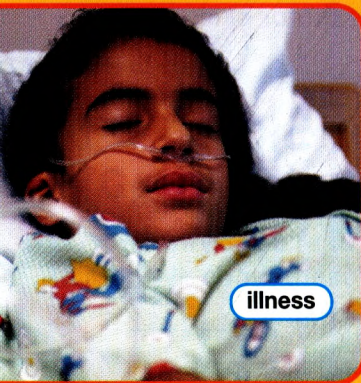
Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of families?
- 2 How can a child's background affect his or her education?



single parent



illness

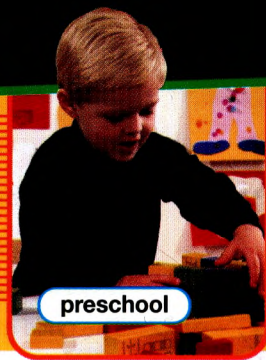


sibling

Reading

2 Read the textbook excerpt. Then, complete the table using information from the passage.

| Student Backgrounds | Assumptions to Avoid |
|---------------------|----------------------|
| Parents | 1 _____ _____ |
| Siblings | 2 _____ _____ |
| Preschool | 3 _____ _____ |



preschool

Kindergarten Teaching 18

Student Backgrounds

Students come from many different backgrounds. Until you know each child's background, treat carefully.

- Never assume a child has two involved parents. Many children come from **single parent** families.
- Do not focus too heavily on **siblings**. You may have an **only child** in class.
- Not every child **attends preschool**. Do not assume they have.
- There may be **non-native speakers** in your class. Learning in a foreign language is hard. Take that into account.
- Do any students have **special needs**? You may need to follow an **IEP** (Individualized Education Program).
- Do any students have **illnesses** or **allergies**?

Find out about your students. It will make you a better teacher.

Vocabulary

3 Read the sentence pairs. Choose which word best fits each blank.

1 **non-native speaker** / **allergy**

- A The student had a peanut _____.
- B Swati spoke Hindi as her first language and was a(n) _____.

2 **only child** / **IEP**

- A Bethany had no siblings, but she liked being a(n) _____.
- B The teacher reviewed the special needs student's _____.

3 **illnesses** / **siblings**

- A The student was healthy and did not suffer from any _____.
- B Hank had a large family and five _____.

4 Match the words or phrases (1-4) with the definitions (A-D).

- 1 __ attend 3 __ single parent
 2 __ preschool 4 __ special needs
- A** the specific requirements of people who have mental or physical disabilities
B to be present at an event like a class or meeting
C a mother or father who cares for children without the help of a partner
D a school that teaches children between two and five years old

5 Listen and read the textbook excerpt again. What might teachers with special needs students need to do?

Listening

6 Listen to a conversation between a teacher and an assistant. Mark the following statements as true (T) or false (F).

- 1 __ Both non-native speakers are bilingual.
 2 __ A student in the class has special needs.
 3 __ One of the students in the class has an IEP.

7 Listen again and complete the conversation.

Teacher: I want to discuss some of our students.

Assistant: Okay.

Teacher: We have two 1 _____ - _____ in our class. Nikhil and Lucia may need extra help.

Assistant: Can you provide more information about their 2 _____ ?

Teacher: Lucia is bilingual. Nikhil definitely 3 _____ written English.

Assistant: Thanks. 4 _____ in mind.

Teacher: Then there's Kevin. He has 5 _____ .

Assistant: Does he have an IEP? If so, I'd 6 _____ .

Teacher: I have it right here.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Can you provide ... ?
Does he have ... ?
Why don't you ... ?

Student A: You are a teacher. Talk to Student B about:

- non-native speakers
- special needs students
- IEPs

Student B: You are an assistant. Talk to Student A about the students in your class.

Writing

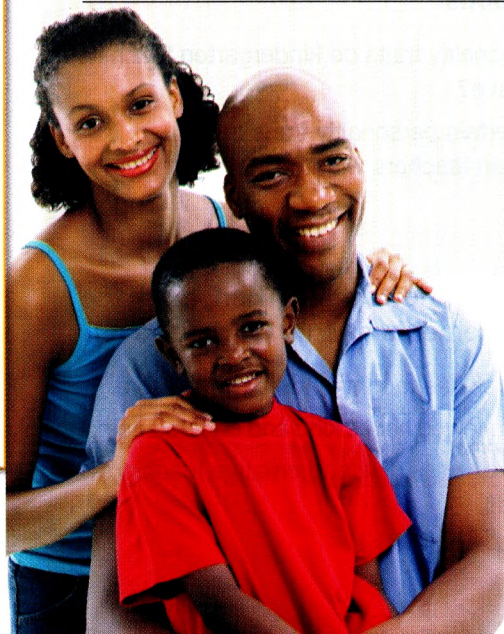
9 Use the textbook excerpt and conversation from Task 8 to complete the teacher's notes on the students' backgrounds.

Student Backgrounds

Michael Links: _____

Dean Ramirez: _____

Ellie Copenstein: _____



14 Traits of the Kindergarten Teacher



communicative



organized



caring



patient

HES Hansten Elementary School
 Newsletter
 Happy September!

We are excited to introduce Amanda Perez. Ms. Perez is our new kindergarten teacher. She joins our school from California. She taught kindergarten there for five years. Past students called her **kind**, **caring** and **understanding**. Parents appreciated how organized and **communicative** she was. Ms. Perez is a very welcome addition. She specializes in **innovative** and **creative** teaching approaches. We asked her to say a few words. "I am **passionate** about teaching. I try to be **patient** and **flexible**. Your child's success is my priority. I look forward to meeting you all." – Amanda Perez.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What personality traits do kindergarten teachers need to have?
- 2 How do certain personality traits help kindergarten teachers with their jobs?

Reading

2 Read the school newsletter. Then, mark the following statements as true (T) or false (F).

- 1 Ms. Perez has taught kindergarten before.
- 2 Parents viewed her as kind and understanding.
- 3 Ms. Perez uses new and creative teaching methods.

Vocabulary

3 Fill in the blanks with the correct words from the word bank.

word BANK

communicative flexible innovative
 organized understanding

- 1 The teacher was _____ and regularly talked with parents.
- 2 Desks should be well _____, with everything in its proper place.
- 3 Children must be picked up at noon. This is not _____.
- 4 The teacher was _____ when the child missed school due to illness.
- 5 That _____ teaching technique is new and different.

4 Read the sentences and choose the correct words.

- 1 The teacher was **flexible/kind** and welcomed new students warmly.
- 2 The students performed **creative/understanding** activities like arts and crafts.
- 3 The teacher was **organized/patient** as he explained the rules a third time.
- 4 Kindergarten is a **innovative/caring** place, where children's feelings are a priority.
- 5 Mrs. Jenson loved teaching and was **communicative/passionate** about her job.

5 Listen and read the school newsletter again. How does Ms. Perez feel about teaching?

Listening

6 Listen to a conversation between an interviewer and a teacher. Check (✓) the traits that the man mentions.

- 1 Patient
- 2 Passionate
- 3 Communicative
- 4 Caring
- 5 Organized

7 Listen again and complete the conversation.

Interviewer: You appear 1 _____ for this position. You have plenty of experience.

Teacher: Thank you. I'm really excited about this opportunity.

Interviewer: There are certain traits that 2 _____ at this school.

Teacher: Of course.

Interviewer: 3 _____ a passionate, caring and communicative individual.

Teacher: I definitely try to embody those traits. I also 4 _____ patient and organized.

Interviewer: That's good to hear. 5 _____ are you regarding start dates?

Teacher: I'm very flexible. 6 _____ to start work immediately.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

You appear ...

I'm really excited about ...

There are certain traits ...

Student A: You are an interviewer. Talk to Student B about:

- the position
- desired traits
- flexibility regarding start dates

Student B: You are a teacher. Talk to Student A about your personality traits.

Writing

9 Use the school newsletter and conversation from Task 8 to complete a report card describing a student's traits.

Report Card

Name: _____

Academic Traits: _____

Social Traits: _____



Position: Kindergarten Teacher

Category: **Education**

Qualifications:

Candidates need a **bachelor's degree** at minimum. A high school **diploma** is not sufficient. You must have **graduated** from a four-year college. We favor candidates with a **master's degree**. Applicants must be fully **licensed**. Ideal applicants have **majors** in **early childhood education**. **Student teaching** experience is also required. Must be CPR certified or willing to become **certified**.

Skills:

- Familiarity with child development theories.
- Lesson planning and implementation skills.
- Team-building, conflict resolution, and supervisory skills.
- Organization and time management abilities.
- Ability to establish good relationships with parents and students.
- A kind and patient disposition.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different levels of education?
- 2 What type of education is recommended for teachers?

Reading

2 Read the job listing. Then, choose the correct answers.

- 1 What is the passage mostly about?
 - A the importance of early childhood education
 - B a comparison of colleges and degrees
 - C the best schools to learn about education
 - D the requirements for an available position
- 2 Which of the following does NOT qualify a person for the job?
 - A a master's degree
 - B graduating from a four-year college
 - C a high school diploma
 - D a bachelor's degree
- 3 The job listing specifies the need for which skill?
 - A experience working as a manager
 - B a good relationship with coworkers
 - C excellent conflict-building skills
 - D the ability to plan and execute lessons

Vocabulary

3 Place the words from the word bank under the correct headings.

word BANK

licenced bachelor's degree
major master's degree

| Type of Permission | An Educational Specialty | Post High-School Education |
|--------------------|--------------------------|----------------------------|
| _____ | _____ | _____ |

4 Match the words (1-6) with the definitions (A-F).

- 1 ___ certified 4 ___ education
2 ___ diploma 5 ___ graduate
3 ___ early childhood education 6 ___ student teaching

- A** to complete an education and receive a degree or other qualification
B an official document proving a student has successfully finished an education
C a type of educational theory, which focuses on teaching children up to age eight
D the time during which new teachers practice teaching in a school
E having an official document stating you are qualified to do something
F the process of teaching and learning

5 **Listen and read the job listing again. What are the requirements regarding CPR?**

Listening

6 **Listen to a conversation between an interviewer and a teacher. Mark the following statements as true (T) or false (F).**

- 1 ___ The man has a bachelor's degree in education.
2 ___ The man completed his master's degree in four years.
3 ___ The woman asks for information about student teaching experience.

7 **Listen again and complete the conversation.**

Interviewer: Can you 1 _____ your educational experience?
Teacher: Yes. I received my bachelor's degree from a four-year college. Then I went on 2 _____ my master's degree.
Interviewer: Excellent. What was 3 _____?
Teacher: My undergraduate major was in education. For my master's, 4 _____ early childhood education.
Interviewer: Do you have any student teaching experience?
Teacher: I have one year of 5 _____ experience. I graduated fairly recently.
Interviewer: I see. And are you currently 6 _____ in this state?
Teacher: Yes.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

I received ...
I graduated ...
Are you currently ...?

Student A: You are an interviewer. Talk to Student B about:

- degrees and majors
- student teaching
- licensing

Student B: You are a teacher. Talk to Student A about your background.

Writing

9 **Use the conversation from Task 8 to fill out the kindergarten teacher's résumé.**

Teaching Résumé

Qualifications: _____

Educational Background: _____

Licensing: _____

Glossary

- academic** [ADJ-U5] If something is **academic**, it is associated with education and studying from books.
- allergy** [N-COUNT-U13] An **allergy** is a medical condition in which people become sick or their skin grows red and painful as a result of eating, touching or inhaling a specific substance.
- always** [ADV-U8] If something **always** happens, it happens on every single occasion.
- arrival** [N-UNCOUNT-U4] An **arrival** is when a person or object reaches the place they are going to.
- assessment** [N-COUNT-U11] An **assessment** is a process in which a person forms a judgment or opinion about someone or something after careful consideration.
- attend** [V-T-U13] To **attend** is to be present at an event like a class or meeting.
- baby wipe** [N-COUNT-U3] A **baby wipe** is a wet paper towel that is only meant to be used once and which people use to clean themselves or children.
- bachelor's degree** [N-COUNT-U15] A **bachelor's degree** is a first university degree at undergraduate level.
- bulletin board** [N-COUNT-U1] A **bulletin board** is a board that hangs on a wall and has announcements, pictures or information on it.
- bullying** [N-UNCOUNT-U10] **Bullying** is behavior that frightens, threatens or harms someone smaller or less powerful.
- calendar** [N-COUNT-U1] A **calendar** is a set of pages that show the days, weeks and months of a specific year.
- call** [V-T-U9] To **call** is to say the name of someone or something, often loudly, or to say something in a loud voice.
- call back** [N-UNCOUNT-U9] **Call back** is an activity in which students respond to a teacher's cue with a set word or phrase.
- caring** [ADJ-U14] If someone is **caring**, he or she is aware of what other people need and want and he or she tries to help.
- cell phone** [N-COUNT-U6] A **cell phone** is a small phone that people can carry with them, which they can use in many different locations.
- certified** [ADJ-U15] If someone is **certified**, they have an official document stating that they have completed training or are qualified to do something.
- chair** [N-COUNT-U1] A **chair** is a piece of furniture for one person to sit on, with a back, a seat and four legs.
- check in** [PHRASAL V-U4] To **check in** is to report one's arrival to a person in authority.
- checklist** [N-COUNT-U12] A **checklist** is a list that reminds someone of all the things he or she needs to do or consider for a specific task or activity.
- class webpage** [N-COUNT-U6] A **class webpage** is a page on the Internet with information for parents and students who belong to a specific class.
- classroom** [N-COUNT-U1] A **classroom** is a room where classes take place in a school or college.
- classroom letter** [N-COUNT-U6] A **classroom letter** is a printed message for the children in a class and their parents.
- classroom phone** [N-COUNT-U6] A **classroom phone** is a telephone located in a classroom.
- classroom rule** [N-COUNT-U10] A **classroom rule** is an action that is either required or not allowed in a classroom setting.
- classwork** [N-UNCOUNT-U11] **Classwork** is work completed by students while in a classroom setting, rather than at home.
- collaborate** [V-I-U7] To **collaborate** is to work together with a person or group in order to produce or accomplish something.
- collect** [V-T-U11] To **collect** is to get things of the same type from various places or sources and bring them together.
- communicative** [ADJ-U14] If someone is **communicative**, he or she is able to talk to other people with ease.
- concern** [N-COUNT-U7] A **concern** is something that worries someone, or an overall feeling of worry about something important.

connect [V-T-U9] To **connect** is to feel as if one understands someone or is understood by someone.

construction paper [N-UNCOUNT-U3] **Construction paper** is a type of thick paper, which is available in many colors, and is often used by schoolchildren to make art.

conversation [N-COUNT-U6] A **conversation** is a talk between at least two people, which is usually private or casual.

cotton ball [N-COUNT-U3] A **cotton ball** is a small ball of soft cotton that people sometimes use for craft projects.

craft table [N-COUNT-U1] A **craft table** is a piece of furniture with legs and a flat work surface, which is used for creating items by hand. Craft tables usually have storage space for craft supplies.

crayon [N-COUNT-U2] A **crayon** is a short stick of colored wax or chalk that people use to draw pictures.

creative [ADJ-U14] If someone is **creative**, he or she is good at using his or her imagination and thinking up new ideas.

daily [ADV-U8] If something is done **daily**, it happens once each day.

demonstrate [V-T-U11] To **demonstrate** is to show that you have a specific ability, quality or feeling.

desk [N-COUNT-U1] A **desk** is a piece of furniture similar to a table, usually with drawers in it, where people sit to work or write.

develop [V-T-U5] To **develop** is to grow, change, or improve, with experience or age.

dialogue [N-COUNT-U7] A **dialogue** is a discussion, where two parties talk, usually in order to fix a problem.

diploma [N-COUNT-U15] A **diploma** is an official document that proves a student has successfully finished his or her high school or university education.

disability [N-COUNT-U12] A **disability** is a physical or mental condition that makes it hard for someone to use part of their body or brain, or to learn normally.

dismissal [N-UNCOUNT-U4] **Dismissal** is the act of telling a person that they are allowed to leave a place.

dry erase marker [N-COUNT-U2] A **dry erase marker** is a type of pen that can be easily removed from a whiteboard, but which is permanent on paper.

early childhood education [N-UNCOUNT-U15] **Early childhood education** is a type of educational theory, which focuses on teaching children up to about age eight.

education [N-UNCOUNT-U15] **Education** is the process of teaching and learning, usually over a period of several years, at a school, college or university.

email [N-COUNT-U6] An **email** is a message that is sent from one person to another, using a computer or mobile device. It travels via the Internet.

emotional [ADJ-U5] If something is **emotional**, it is associated with causing or having strong feelings.

end of year [ADJ-U11] If something is **end of year**, it takes place at the close of either the calendar or academic year.

eraser [N-COUNT-U2] An **eraser** is a small piece of rubber that people use to get rid of pen or pencil marks from paper.

every [ADJ-U8] **Every** is used to show how regularly something occurs.

example [N-COUNT-U11] An **example** is a specific fact, idea, person or object that is used to represent a bigger group.

experience [N-UNCOUNT-U9] **Experience** is the knowledge and skill that you get from performing an activity or job.

fine motor skills [N-PLURAL-U12] **Fine motor skills** are the abilities needed to perform small movements of the hands, wrists, fingers, feet, toes, tongue and lips.

flexible [ADJ-U14] If someone is **flexible**, he or she is able to make changes easily or handle a changing situation well.

folder [N-COUNT-U2] A **folder** is a container that is used to store loose pieces of paper, which is usually made from card or plastic.

glitter [N-UNCOUNT-U3] **Glitter** refers to tiny pieces of shiny metal or plastic that people use to decorate things.

Glossary

- glue stick** [N-COUNT-U2] A **glue stick** is a tube that contains a sticky substance, which people use to attach two things together.
- graduate** [V-I-U15] To **graduate** is to complete your education at an academic institution and receive a degree or other qualification.
- gross motor skills** [N-PLURAL-U12] **Gross motor skills** are the abilities needed to control large muscles in order to walk, run, crawl or do other activities.
- handle** [V-T-U10] To **handle** is to take action in order to deal with a challenging problem or situation.
- handwashing** [N-UNCOUNT-U10] **Handwashing** is the process of using soap and water to clean one's hands in order to remove dirt and reduce the spread of disease.
- IEP** (individualized education program) [N-COUNT-U13] An **IEP** is a document that outlines the educational goals for a child with a disability.
- illness** [N-COUNT-U13] **Illness** is the state of feeling unwell or a general term for disease.
- improvement** [N-UNCOUNT-U12] **Improvement** is the state or process of becoming better at something than one was in the past.
- incident report** [N-COUNT-U6] An **incident report** is a formal document, which describes an accident or unusual event that occurred.
- innovative** [ADJ-U14] If something is **innovative**, it is new, different or an improvement on what existed before.
- interact** [V-I-U5] To **interact** is to communicate and react to another person, usually while doing a joint activity.
- interval** [N-COUNT-U11] An **interval** is the space, distance or period of time between two things.
- issue** [N-COUNT-U7] An **issue** is a subject or problem that people talk or argue about.
- kind** [ADJ-U14] If someone is **kind**, he or she acts in a way that shows he or she cares about other people and wants to make them happy.
- learn** [V-T-U5] To **learn** is to get knowledge of something through experience, studying, or being taught.
- lesson** [N-COUNT-U4] A **lesson** is a period of time when a person learns a specific skill or studies a specific subject.
- licensed** [ADJ-U15] If someone is **licensed**, they have received official permission to do a specific job.
- listen** [V-I-U10] To **listen** is to pay attention to someone's words or to a sound in order to hear better.
- lock** [V-T-U1] To **lock** is to close something and keep it shut, usually with a key, so that other people cannot open it.
- lunch** [N-UNCOUNT-U4] **Lunch** is a meal that people eat in the middle portion of the day.
- maintain** [V-T-U10] To **maintain** is to make something continue to be the same.
- major** [N-COUNT-U15] A **major** is the subject that a student focuses on at college or university.
- marker** [N-COUNT-U2] A **marker** is a large pen with a soft tip made of fibers, available in many colors.
- master's degree** [N-COUNT-U15] A **master's degree** is a postgraduate, university degree that a person earns by studying for one or two years more after attaining a first degree.
- never** [ADV-U8] If something **never** happens, it does not happen at any time in the past or in the future.
- non-native speaker** [N-COUNT-U13] A **non-native speaker** is a person whose first language learned was different from the one being used.
- observational record** [N-COUNT-U11] An **observational record** is an observation-based method of assessing children's abilities, knowledge and development.
- occasionally** [ADV-U8] If something is done **occasionally**, it happens now and then but not often.
- often** [ADV-U8] If something is done **often**, it happens many times or on multiple occasions.
- only child** [N-COUNT-U13] An **only child** is a person who does not have any siblings.
- open play** [N-UNCOUNT-U4] **Open play** is when kids can play however they want, with little organized structure.

organized [ADJ-U14] If someone is **organized**, he or she arranges plans carefully and effectively or is neat and methodical.

over time [ADJ-U11] If something happens **over time**, it takes place slowly or gradually.

paper bag [N-COUNT-U3] A **paper bag** is a container made from paper, which is open at one end.

paper plate [N-COUNT-U3] A **paper plate** is a plate made from cardboard, which is only meant to be used once.

paper towel [N-COUNT-U3] A **paper towel** is a sheet or roll of soft, thick paper that people use to clean up liquids or to dry their hands.

parental [ADJ-U12] If something is **parental**, it is associated with being a mother or a father, particularly for being responsible for a child's development and wellbeing.

parent-teacher conference [N-COUNT-U7] A **parent-teacher conference** is a brief meeting between a student's teacher and parents, to talk about the student's progress and to address any problems.

passionate [ADJ-U14] If someone is **passionate**, he or she shows or expresses strong feelings, beliefs or a lot of enthusiasm.

patient [ADJ-U14] If someone is **patient**, he or she is capable of waiting calmly for a long period of time or of handling a difficult situation without getting angry.

peer [N-COUNT-U5] A **peer** is a person who is the same age, or who has the same kind of job or background as another person.

pencil [N-COUNT-U2] A **pencil** is a thin, wooden stick with a black or colored substance in the middle, which people use for writing or drawing.

physical assessment [N-COUNT-U12] A **physical assessment** is the process of gaining information about a child's physical wellbeing and abilities.

physical contact [N-UNCOUNT-U10] **Physical contact** is the act of touching someone else with part of one's body.

pipe cleaner [N-COUNT-U3] A **pipe cleaner** is a strip of metal wire, covered with a soft substance.

plan ahead [V-PHRASE-U9] To **plan ahead** is to work out a detailed scheme, program or project in advance.

popsicle stick [N-COUNT-U3] A **popsicle stick** is a small piece of wood, attached to a frozen treat, which allows someone to hold it.

portfolio assessment [N-COUNT-U11] A **portfolio assessment** is a method of evaluating student progress through a series of student-developed artifacts.

practice [N-COUNT-U5] **Practice** is an occasion when someone does a specific thing in order to improve his or her skill at it.

praise [V-T-U7] To **praise** is to say that one admires and approves of an action someone has taken, or of a quality he or she has.

preschool [N-UNCOUNT-U13] **Preschool** is a school that teaches children aged between two and five years old.

preview [N-COUNT-U9] A **preview** is a brief description of something that will happen or be available soon.

prior knowledge [N-UNCOUNT-U9] **Prior knowledge** is a combination of a student's preexisting knowledge, attitude and experiences.

problem-solving [N-UNCOUNT-U5] **Problem-solving** is the process of finding ways to do something or to fix problems.

progress [N-UNCOUNT-U12] **Progress** is the process of becoming better at doing something or coming closer to achieving something.

questionnaire [N-COUNT-U12] A **questionnaire** is a written series of questions, which a large group of people answer, in order to gather information.

quiet time [N-UNCOUNT-U4] **Quiet time** is a period of time when people do activities that make little noise and require little energy.

Glossary

- random** [ADJ-U9] If something is **random**, it is selected or happening without a set plan, aim or purpose.
- rarely** [ADV-U8] If something happens **rarely**, it does not happen frequently or often.
- rating scale** [N-COUNT-U12] A **rating scale** is a system for assigning scores to people taking a test, which ranges from highest to lowest or vice versa.
- recall** [V-T-U9] To **recall** is to remember a specific fact.
- recess** [N-UNCOUNT-U4] **Recess** is a brief period of time between lessons when children can go outside and play.
- reference** [V-T-U9] To **reference** something is to mention a specific writer or piece of work.
- remember** [V-I-U9] To **remember** is to bring a fact that one knew before back into one's mind.
- remind (one) of** [V-PHRASE-U9] To **remind (one) of** something is to make someone think about something that happened in the past or to help someone to remember something.
- resolve** [V-T-U7] To **resolve** is to find a satisfactory solution to a problem or disagreement.
- review** [V-T-U7] To **review** is to study, consider or judge a situation or process again, in order to decide whether changes are needed.
- running** [N-UNCOUNT-U10] **Running** is the act of moving your legs very quickly in order to travel somewhere fast.
- safety** [N-UNCOUNT-U10] **Safety** is a state in which someone or something is not in danger or likely to come to harm.
- safety scissors** [N-PLURAL-U2] **Safety scissors** are scissors with a round or blunt tip that children use to cut things. It is harder to accidentally hurt oneself with safety scissors.
- schedule** [N-COUNT-U4] A **schedule** is a plan of activities and events and the order or time at which they will take place.
- self-esteem** [N-UNCOUNT-U5] **Self-esteem** is the feeling that one is as good as other people and that one deserves to be treated well or respected.
- sharp object** [N-COUNT-U10] A **sharp object** is any item with an edge that can cut, or which comes to a point.
- sibling** [N-COUNT-U13] A **sibling** is a person's brother or a sister.
- single parent** [N-COUNT-U13] A **single parent** is a mother or father who cares for children without the help of a partner.
- sink** [N-COUNT-U1] A **sink** is a large open container, usually connected to a wall, that fills with water.
- snack** [N-COUNT-U4] A **snack** is a small quantity of food that people eat between meals.
- social** [ADJ-U5] If something is **social**, it is associated with activities done with others, usually for pleasure.
- sometimes** [ADV-U8] If **something** happens sometimes, it happens in certain situations or on certain occasions, but not often.
- special needs** [N-PLURAL-U13] **Special needs** are the specific needs of people who have mental or physical disabilities.
- stay in touch** [V-PHRASE-U6] To **stay in touch** is to maintain regular contact with someone.
- stepstool** [N-COUNT-U1] A **stepstool** is a low stool with one or more steps, which usually fold up under the seat.
- story time** [N-UNCOUNT-U4] **Story time** is a set time at which a story is read aloud to entertain children.
- student teaching** [N-UNCOUNT-U15] **Student teaching** is the period of time during which students hoping to become teachers practice teaching in a school.
- successful** [ADJ-U7] If something is **successful**, it achieves the effect or result that it was intended to.
- support** [N-UNCOUNT-U7] **Support** is help, approval and encouragement that someone offers to someone else.
- text message** [N-COUNT-U6] A **text message** is a typed message that someone sends or receives on a mobile phone.

tissue paper [N-UNCOUNT-U3] **Tissue paper** is a kind of very thin paper, used to wrap or protect items, or in craft projects.

understanding [ADJ-U14] If someone is **understanding**, he or she is sympathetic and kind because he or she can appreciate how other people feel.

update [V-T-U6] To **update** is to add the most recent information to something or to share recent news with someone.

usually [ADV-U8] If something **usually** happens, it happens on most occasions or in most situations but not always.

washable [ADJ-U2] If something is **washable**, it can easily be removed from a surface with water.

watercolors [N-PLURAL-U2] **Watercolors** are a kind of paint that is combined with water, which people use to paint pictures.

weekly [ADJ-U8] If something happens **weekly**, it takes place one time each week.

whiteboard [N-COUNT-U1] A **whiteboard** is a large, white board in a classroom that a teacher writes on with ink that rubs off.

window [N-COUNT-U1] A **window** is an area of glass in the wall of a building that allows light and air in and lets people see what is outside.

**CAREER
PATHS**

KINDERGARTEN Teacher

Book

2

Virginia Evans
Jenny Dooley
Rebecca Minor



Express Publishing

Scope and Sequence

| Unit | Topic | Reading context | Vocabulary | Function |
|------|--|---------------------|--|----------------------------|
| 1 | Before the First Day | Email | accident, change of clothes, class list, classroom layout, contact information, introduction, label, parent letter, philosophy, prepare, request, seating chart, supply list | Assigning tasks |
| 2 | The First Day | Textbook Excerpt | depart, drag out, encourage, engage, establish, excitement, greet, introduce, rehearse, routine, separation anxiety, show, tour | Giving a warning |
| 3 | Arrival | Handout | absent, attendance sheet, backpack, coat, cubby, drop off, late, lunch, out sick, present, sign in, store | Talking about attendance |
| 4 | Mealtimes | Textbook Excerpt | breakfast, cafeteria, early care, escort, family style, finish, healthy, hot lunch, in-class, junk food, lunch, snack, utensil | Stating goals |
| 5 | Recess | Staff Meeting Notes | break, break up, burn off, gym, monitor, participate, playground, play structure, recess, seesaw, slide, supervise | Accepting responsibility |
| 6 | Play | Textbook Excerpt | crucial, development, friendship, game, imaginative, independent, involve, left out, participation, play, structured play, unstructured play | Making a recommendation |
| 7 | Stories and Reading | Textbook Excerpt | book walk, class library, discuss, display, flip through, hold up, predict, preview, reading circle, select, story time | Giving feedback |
| 8 | Naps and Rest | Textbook Excerpt | afternoon, beforehand, calm, comfort, cot, lie down, mat, nap, quiet, rest, schedule, soothing, wind down | Requesting information |
| 9 | Clean Up | Textbook Excerpt | assign, bin, clean up, group activity, puzzle, regular, sing along, specific, stack, teamwork, task, toy | Offering advice |
| 10 | Dismissal | Dismissal Policies | aboard, authorized, bus, confirm, dismissal, guardian, line up, pick up, relative, release, sign out | Deescalating a situation |
| 11 | Lesson Plan Formats | Webpage | activity, application, culminating activity, evaluate, extension, learning outcome, lesson plan, materials, objective, procedure, rubric | Giving a reminder |
| 12 | Assessing the Lesson | Textbook Excerpt | accomplish, assess, approach, clearly, confuse, explain, feedback, goal, interest, introduction, lose, observe, revive, revisit | Describing mixed results |
| 13 | Classroom Language: Getting Attention | Message Board | attention, bell, direct, eyes on me, heads up, phrase, raise your hand, ring, signal, sound, turn off | Sympathizing with someone |
| 14 | Classroom Language: Generating Repetition | Textbook Excerpt | all together now, call back, chant, choral repetition, clap, practice, refresh, repeat after me, rhythm, song | Asking for advice |
| 15 | Classroom Language: Checking for Understanding | Textbook Excerpt | cause, effect, ensure, explain another way, in (one's) own terms, leave behind, process, relationship, rephrase, step-by-step, tell me about, walk through | Checking for understanding |

Table of Contents

| | |
|---|----|
| Unit 1 – Before the First Day | 4 |
| Unit 2 – The First Day | 6 |
| Unit 3 – Arrival | 8 |
| Unit 4 – Mealtimes | 10 |
| Unit 5 – Recess | 12 |
| Unit 6 – Play | 14 |
| Unit 7 – Stories and Reading | 16 |
| Unit 8 – Naps and Rest | 18 |
| Unit 9 – Clean Up | 20 |
| Unit 10 – Dismissal | 22 |
| Unit 11 – Lesson Plan Formats | 24 |
| Unit 12 – Assessing the Lesson | 26 |
| Unit 13 – Classroom Language: Getting Attention | 28 |
| Unit 14 – Classroom Language: Generating Repetition | 30 |
| Unit 15 – Classroom Language: Checking for Understanding | 32 |
| Glossary | 34 |

1 Before the First Day

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What should be done before the first day of school?
- 2 Why is being prepared for the first day of school important?



To: (group email) Kindergarten Teachers
From: Principal Grant
Subject: Welcome Back

Welcome Back Teachers!

I hope you all had a wonderful summer. School starts in three weeks. Make sure you **prepare** properly before school starts. Most importantly, send out your **parent letters** this week.

Include school **supply lists** in the letters. Also include spaces for parents to write in their **contact information**. Ask the parents to bring this to your **introduction** days next week. Also **request** a **change of clothes** for each child. Keep this at school in case the child ever has an **accident**. Don't forget to describe your teaching **philosophy** at your introduction day.

Have your **classroom layout** figured out before introduction day. Create a **seating chart** for your students. Use the **class list** to help you attach **labels** to each student's desk or table space.

I hope you are all ready and excited for the coming year. I sure am! Let me know if you have any questions or need help. And don't forget, our first teachers meeting next Thursday at 6:00.

See you soon!
Principal Grant



Reading

2 Read the email. Then, choose the correct answers.

- 1 What is the purpose of the email?
A to welcome the kindergarten teachers to the school
B to tell the teachers what they need to do before school starts
C to introduce new teachers to students and parents
D to discuss the classroom layout with teachers
- 2 According to the email, which of the following does NOT need to be in the parent letters?
A space for parents to write their contact information
B lists of necessary school supplies
C a request for a change of clothes for the children
D the seating chart for the classroom
- 3 What needs to be attached to each student's desk or table space?
A the parents' contact information
B a label with the student's name
C the student's number from the seating chart
D an extra change of clothes for the student

Vocabulary

3 Fill in the blanks with the correct words: *prepare, classroom layout, supply list, label, accident, seating chart, contact information.*

- 1 The teacher has to _____ his classroom so he will be ready to teach on Monday.
- 2 The teacher has a(n) _____ so she can remember where each student sits.
- 3 The teacher might change her _____. She doesn't like where her desk is.
- 4 The _____ has everything the students need for school written on it.
- 5 The student had a(n) _____ because he didn't know where the bathroom was.
- 6 Teachers need parents' _____ in case teachers have to call them.
- 7 Each of the students' chairs have a(n) _____ with the student's name so they know where to sit.

4 Match the words or phrases (1-6) with the definitions (A-F).

- 1 ___ request 4 ___ parent letter
2 ___ class list 5 ___ introduction
3 ___ philosophy 6 ___ change of clothes

- A to ask for something politely
B a letter written by a teacher to parents of the teacher's students
C a group of clothes that are worn as an outfit
D a set of beliefs related to a particular task
E a list of the names of the students in a class
F an event when something is shown or when people meet for the first time

5  Listen and read the email again. What is one reason for sending a parent letter?

Listening

6  Listen to a conversation between a teacher and an assistant. Mark the following statements as true (T) or false (F).

- 1 ___ The woman already wrote the parent letter.
2 ___ The man will create a supply list.
3 ___ The woman already wrote the names on the labels.

7  Listen again and complete the conversation.

- Teacher:** We still have a lot of things to 1 _____ before school starts.
Assistant: Yeah, we do. What do you want me to do?
Teacher: Will you create a 2 _____? I want to include it in the parent letter.
Assistant: Sure. I can create the 3 _____ sheet too. Have you written the parent letter?
Teacher: Yes. I'm going to make a 4 _____ . I want you to put labels on the chairs.
Assistant: Sounds good. Have you written the names on the 5 _____ yet?
Teacher: No, I haven't. Can you do that for me?
Assistant: Yeah, of course. What else do you need?
Teacher: I think I want to change the 6 _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- Will you ...?*
Have you ...?
I want you to ...

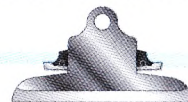
Student A: You are the teacher. Talk to Student B about:

- what has already been done to prepare for school
- what still needs to be done to prepare for school
- who will do each task

Student B: You are the assistant. Talk to Student A about preparing for school.

Writing

9 Use the conversation from Task 8 to complete the instructions for the teacher's assistant.



I need you to help me prepare the following things.

Labels: _____

Supply list: _____

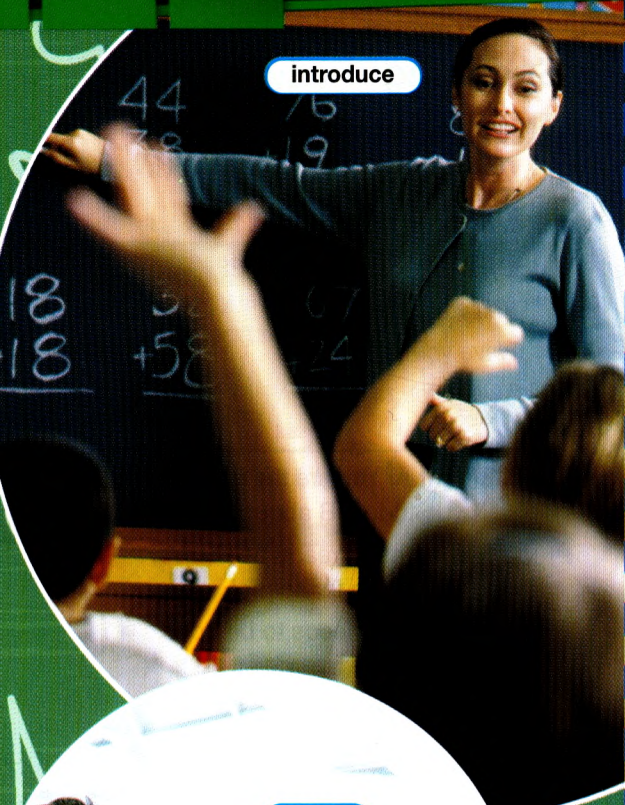
Contact information: _____

2 The First Day

Teaching Kindergarten

Section 2.0: The First Day

introduce



The first day of school is your chance to **establish** rules and expectations.

It's important to make a good first impression. **Rehearse** what you want to say to the parents and students. When you **greet** everybody, you will seem confident and organized.

Try to get the parents to **depart** as quickly as possible. Don't **drag out** this part. If parents stay too long, children are more likely to have **separation anxiety**.

It's good to **engage** students in something fun early on. **Introduce** yourself and the students by doing a name game. **Encourage** students to participate. Remember, **excitement** is good. But keep your students from getting too loud.

Next, begin with a short learning activity. It's important for your students to have a **routine**. Make sure you begin with this activity every day.

Finally, take the students on a **tour** of the school. **Show** them the cafeteria, the library, the gym, and the restrooms.

greet



separation anxiety



encourage



excitement



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some important things to do on the first day of school?
- 2 Why is it important to engage students on the first day of school?

Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 ___ The parents should stay as long as they like.
- 2 ___ It's important for the students to have a routine.
- 3 ___ Teachers should take the students on a tour of the school first.

Vocabulary

3 Read the sentences and choose the correct words.

- 1 Be sure to **greet/routine** the students when they enter the classroom.
- 2 Give the students a **rehearse/tour** of the school.
- 3 There is not a lot of time, so don't **depart/drag out** the introduction.
- 4 Two of the students had **show/ separation anxiety** when their parents left.
- 5 Some teachers use games to **establish/engage** students in a lesson.
- 6 The teacher gave his students stickers to **encourage/ excitement** them to do well.

4 Match the words (1-7) with the definitions (A-G).

- 1 __ show 4 __ rehearse 7 __ excitement
 2 __ depart 5 __ establish
 3 __ routine 6 __ introduce

- A** to present something for the first time
B to set something up as a permanent system, rule, or habit
C a system for doing things on a regular basis
D to present something and explain what it's used for or how it's done
E to leave a place
F a feeling of energetic happiness
G to practice something before doing it in front of an audience

5 **Listen and read the textbook excerpt again. Why should the parents depart as quickly as possible?**

Listening

6 **Listen to a conversation between a mentor and a student teacher. Mark the following statements as true (T) or false (F).**

- 1 __ The man should rehearse what he's going to say.
 2 __ The woman dragged out the introduction on her first day.
 3 __ The man has already established a routine.

7 **Listen again and complete the conversation.**

Mentor: Yes. 1 _____ everything you're going to do that day. That way you won't be so nervous.

Student Teacher: That makes sense. How should I 2 _____ myself and the students?

Mentor: Definitely make sure you don't 3 _____ the introduction. I did that on my first day.

Student Teacher: Oh, yeah? What happened?

Mentor: The children got bored and restless. It was hard to 4 _____ them.

Student Teacher: Oh, that's good to know. I was going to make the introduction a game.

Mentor: Great. 5 _____ is a good thing on the first day. What are you going to do after that?

Student Teacher: I'm not sure. It depends on the children's mood.

Mentor: That's not a good idea. If you don't establish a 6 _____, your students will be hard to control.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

- Make sure you don't ...*
I wouldn't do that ...
I think ...

Student A: You are a mentor of a student teacher. Talk to Student B about:

- how to prepare for the first day of school
- what they shouldn't do on the first day
- what you did wrong on your first day

Student B: You are a student teacher. Talk to Student A about your plans for the first day.

Writing

9 **Use the conversation from Task 8 to complete the first day of school tips.**

Tips for a **Great First Day of School**

Introduce: _____

Routine: _____

Tour: _____

3 Arrival



Classroom Arrival Procedures

Make sure the classroom door is open well before school starts. Students may sometimes be **dropped off** early.

When students come into the classroom, have them **sign in**. They may place a sticker by their name on the **attendance sheet**.

Have a hanger for each student labeled with his or her name. If students bring **coats**, they should hang them up after signing in.

Each student should also have a labeled **cubby**. Students should place their **lunches** and **backpacks** in their cubbies. Students may need to keep their lunches cool. If so, **store** them in the refrigerator.

If several students are **late**, wait a few minutes before starting class. You may start class if all but one or two students are **present**.

Make sure to mark missing students as **absent**. Have your assistant send the names of those students to the office. The school will need to find out if the students are **out sick**.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What should happen when students get to class?
- 2 Why is it important to mark down who is present and who is absent?

Reading

2 Read the handout. Then, choose the correct answers.

- 1 What is the purpose of the handout?
A to describe a way of teaching kindergarten
B to list the events of a school day
C to notify teachers of a policy change
D to explain what to do before starting school
- 2 Which of the following is NOT mentioned in the handout?
A how students sign in
B what to do if a lunch needs to be kept cool
C where students should put their coats
D what students should do if they arrive early
- 3 Why should teachers open the classroom door before school starts?
A because the room might get too hot
B because the assistant might show up early
C because sometimes students might arrive early
D because the janitor may need to clean the room

Vocabulary

3 Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

- 1 A Students should sign in when they get to school.
B The teacher stores his students at the beginning of every school day.
- 2 A The backpack is full of school supplies.
B The assistant will teach cubby to the students this week.
- 3 A Tell the office that two students are absent.
B The teacher lets students drop off after lunch.
- 4 A The teacher forgot to have students mark the attendance sheet.
B Make sure all of the students are late.
- 5 A Make sure to coat each student.
B Several students have the flu and are out sick.
- 6 A The school does not want too many students present.
B A student forgot his lunch, so the teacher gave him something to eat.

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

coat present cubby store drop off late

- Class starts when everyone is _____.
 - Some parents _____ their children early.
 - Students can _____ their lunch in the refrigerator.
 - One student was _____ because of a car accident.
 - Each student has a _____ to put school supplies in.
 - It is cold, so everyone wore a _____.
- 5 Listen and read the handout again. Why should the assistant tell the office which students are absent?

Listening

- 6 Listen to a conversation between a teacher and an assistant. Mark the following statements as true (T) or false (F).

- The man does not know why Carolyn is absent.
- Tommy's lunch is in the refrigerator.
- Everyone present has already signed in.

- 7 Listen again and complete the conversation.

Teacher: Okay, we should get started. Will you bring me the 1 _____?

Assistant: Yeah, here you go. I made sure everyone 2 _____ signed in.

Teacher: Thank you. I see that Carolyn is 3 _____. Do you know why?

Assistant: Her father called and said she is 4 _____.

Teacher: Oh, that's too bad. Is Adam sick too?

Assistant: He's absent, but his parents didn't call us.

Teacher: Okay. Will you go tell the office after I start class?

Assistant: Yes. Some of the children are still taking off their 5 _____.

Teacher: Oh, let's help them. Do we need to 6 _____ anyone's lunch in the refrigerator?

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

... is absent too.

Do you know ...

... is out sick.

Student A: You are a teacher.

Talk to Student B about:

- who is absent
- why the absent students are gone
- what still needs to be put away before class starts

Student B: You are an assistant.

Talk to Student A about the absent students and getting ready for class.

Writing

- 9 Use the conversation from Task 8 to complete the instructions for arriving at school.

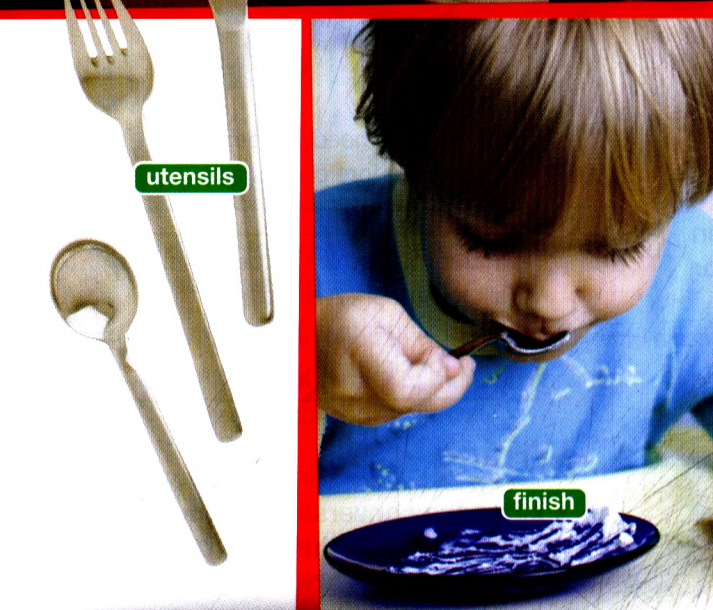
What to Do When You Get to School:

Sign in: _____

Coat: _____

Cubby: _____

4 Mealtimes



Introduction to Kindergarten Teaching

Mealtimes

 Section 3.2

Different schools handle mealtimes in different ways. Some schools offer **early care** in the morning. These schools usually provide **breakfast** for their students. Other schools often provide an **in-class snack** in the late morning. Do your best to keep the school from giving students **junk food**. Young children need small, **healthy** snacks throughout the day.

Almost all schools provide **lunches** for their students. Usually, teachers **escort** their students to a **cafeteria** to eat. Many cafeterias serve an optional **hot lunch** each day. Give your students a calendar showing when different meals are served. Students may also bring their own lunches. Most schools don't offer **family style** meals. But all schools should provide **utensils**.

In many schools, students are allowed to go outside after lunch. Keep an eye on your students. Don't allow them to leave the cafeteria too early. It's important that they **finish** most of their food.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are mealtimes like in your country at school and home?
- 2 What do you think a school's mealtime should be like and why?

Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 ___ Most schools offer family style meals.
- 2 ___ Students may leave the cafeteria whenever they're ready.
- 3 ___ Teachers usually escort students to the cafeteria.

Vocabulary

3 Read the sentences and choose the correct words.

- 1 The man eats **breakfast/lunch** at 8:30 every morning.
- 2 You have to eat in the **early care/cafeteria**.
- 3 Most kids eat the school's **utensil/hot lunch**.
- 4 Parents are worried about how much **junk food/in-class** students eat.
- 5 Children need **family style/healthy** food to grow strong.
- 6 Students eat a(n) **escort/snack** a couple hours before lunch.

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

lunch escort in-class finish
family style early care utensils

- 1 Make sure your students _____ their food.
 - 2 Our school offers _____ before class in the morning.
 - 3 My school doesn't allow _____ pizza parties so classrooms don't get messy.
 - 4 Students can bring their own _____ to eat.
 - 5 We don't do _____ meals at school because students might take too much food.
 - 6 All schools should provide _____ for their students to eat with.
 - 7 Please _____ the students back to their classroom.
- 5 Listen and read the textbook excerpt again. Why should teachers try to keep students from eating junk food?

Listening

- 6 Listen to a conversation between a teacher and a parent. Mark the following statements as true (T) or false (F).
- 1 ___ The school offers breakfast.
 - 2 ___ Students can bring any type of snack.
 - 3 ___ The man's son has food allergies.
- 7 Listen again and complete the conversation.

Parent: Great. Does that include 1 _____ ?

Teacher: No. Unfortunately, we do not offer 2 _____ .
We provide a snack for the students around 10:30.

Parent: Oh, okay. Can my son bring his own snack? He has several food allergies.

Teacher: Yes, students may bring their own snacks. But the snack must meet our requirements. We try not to have any 3 _____ in the school.

Parent: That's nice. What is lunch time like at your school?

Teacher: Lunch begins at 12:00 for kindergarten students. I'll show you the 4 _____ in a little bit.

Parent: Do you offer a 5 _____ ?

Teacher: Yes, we do. We want to provide 6 _____ meals for our students.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

We want to ...

We try ...

Do you offer ...

Student A: You are a teacher.

Talk to Student B about:

- when mealtime is at school
- what mealtime is like
- any questions Student B has

Student B: You are a parent. Talk to Student A about mealtime at school.

Writing

- 9 Use the conversation from Task 8 to complete the school mealtime rules.



Hoover Elementary

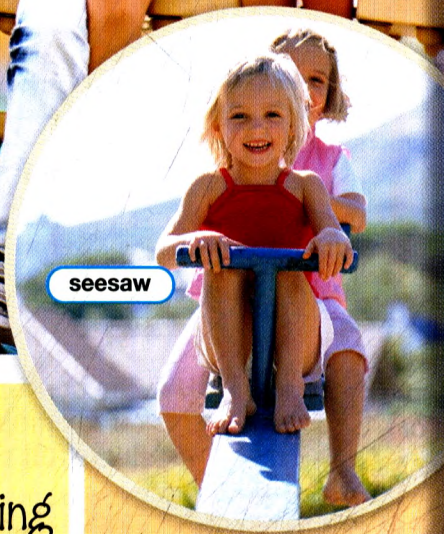
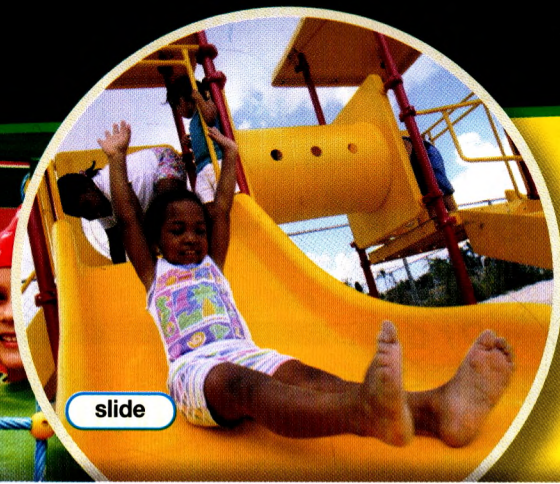
Mealtime Rules

Lunch: _____

Snacks: _____

Utensils: _____

5 Recess



October 22nd Staff Meeting Notes

Bridgeview Elementary

Mr. Olson sprained his ankle last week during **recess**. He will not be able to **supervise** for several weeks. We have changed the recess **monitor** schedule.

We have had several reports of fights on the **playground**. Remember school policy if you have to **break up** a fight. One of the monitors should take the children to the principal's office. Make sure one monitor stays with the other children.

Also, make sure the **play structure** and other equipment are being used properly. Children may not climb up the **slide** or go down it backwards. Only two children may use the **seesaw** at a time. If children disobey these rules, give them one warning. If they disobey again, send them to the office.

Feel free to give your class a short **break** in the morning. Let your students **burn off** some energy with a game. Make sure everyone **participates**. If it's cold outside, you can use the **gym**.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is recess an important part of the school day?
- 2 Why are playground monitors important?

Reading

2 Read the staff meeting notes. Then, mark the following statements as true (T) or false (F).

- 1 A child was recently injured during recess.
- 2 There have been several reports of fights in the gym.
- 3 Children may not go down the slide backwards.

Vocabulary

3 Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

- 1 A The teacher had to break up a fight.
B The students left their monitors at home.
- 2 A The students should take a break before starting the math lesson.
B A play structure is a group of friends at school.
- 3 A The students will gym for the rest of the afternoon.
B Tommy hurt his foot, so he couldn't participate in the race.
- 4 A Students must wait their turns to go down the slide.
B Make sure students don't recess each other.
- 5 A If a child disobeys, they must supervise.
B The students needed to burn off some energy.
- 6 A The students love the school's new playground.
B The teacher seesaw two students arguing.

4 Match the words (1-6) with the definitions (A-F).

- 1 __ gym 3 __ seesaw 5 __ supervise
2 __ recess 4 __ monitor 6 __ play structure

- A a person who watches over others at an event
B the time at school when students are allowed to go outside
C a large room or building for people to exercise or do sports
D to watch people to make sure they are behaving appropriately
E a structure built for children, often featuring a slide and things to climb on
F a long beam balanced on a point with a seat on each end, allowing children to swing up and down

5 Listen and read the staff meeting notes again. What is one thing students aren't allowed to do on the play structure?

Listening

6 Listen to a conversation between a teacher and a monitor. Mark the following statements as true (T) or false (F).

- 1 __ Sam has pushed someone before.
2 __ The woman had to break up a fight.
3 __ The man already talked to Susan, Rob, Louis, and Jane.

7 Listen again and complete the conversation.

- Teacher:** How were my students at 1 _____ today?
Monitor: Most of them were good. But I had to 2 _____ a fight.
Teacher: Oh, really? Who was fighting?
Monitor: Joe and Sam were fighting. Sam pushed Joe down the 3 _____. I just sent them to the office.
Teacher: Oh, okay. That's the second time Sam has pushed somebody this week.
Monitor: Yeah. Maybe you shouldn't let him 4 _____ in recess tomorrow.
Teacher: I think you're right. I'll talk to him about it. Were there any other 5 _____?
Monitor: Yes. A couple of the students were standing on the 6 _____. They stopped when I talked to them. But they were disrespectful.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'll handle it.

I'm sorry.

Maybe you should ...

Student A: You are a teacher.
Talk to Student B about:

- your students at recess
- who caused trouble
- what you will do with the bad students

Student B: You are a monitor.
Talk to Student A about his or her students at recess.

Writing

9 Use the conversation from Task 8 to complete the recess guidelines.

BRIDGEVIEW ELEMENTARY

Recess **Guidelines** for Students

Slide: _____

Seesaw: _____

Monitor: _____

6 Play



Early Child Learning

Section 4.0 The Importance

of Play

Play is a very important part of a child's learning experience. It is just as **crucial** as formal education. Play helps the **development** of creativity and communication. Many childhood **friendships** are made during play.

Play can be divided into two categories.

Unstructured play is play without rules. Playing with building blocks and dolls are examples of this.

Many children enjoy being **independent** at times.

By playing without rules, they can be truly **imaginative**.

Structured play is play with rules. **Games** and sports are forms of structured play. Games **involving** teams are especially good for young children. If many players are needed for teams, children aren't **left out**.

Participation is important for all children. They need to learn to work with others.

There is much to teach young children at school. But don't forget about play. It gives them a chance to teach each other. Make it a part of every day.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is play an important part of learning?
- 2 Give some examples of structured and unstructured play.

Reading

2 Read the textbook excerpt. Then, choose the correct answers.

- 1 What is the purpose of the textbook excerpt?
A to describe how to play a game
B to describe why play is important
C to discuss a change in school recess rules
D to describe the disadvantages of unstructured play
- 2 Which of the following is NOT mentioned in the textbook excerpt?
A the rules for a team game
B why unstructured play is good for children
C why structured play is good for children
D examples of unstructured play
- 3 According to the textbook excerpt, which of the following is structured play?
A playing with building blocks
B playing with a friend
C playing with dolls
D playing a sport

Vocabulary

3 Read the sentences and choose the correct words.

- 1 **Crucial/Play** is fun and important for children.
- 2 Playing with dolls is a form of **involve/unstructured play**.
- 3 Everyone should play, so no one will be **participation/left out**.
- 4 This **game/independent** has a lot of rules.
- 5 Since sports have rules, they are a form of **development/structured play**.
- 6 Those two children seem to have a great **friendship/imaginative**.

4 Match the words (1-6) with the definitions (A-F).

- | | |
|------------------|--------------------|
| 1 __ crucial | 4 __ imaginative |
| 2 __ involve | 5 __ participation |
| 3 __ independent | 6 __ development |
- A able to think creatively
 B to make someone or something a part of something else
 C not under another's control
 D very important and necessary for success
 E a process of growing
 F the act of being a part of a group or event

5 Listen and read the textbook excerpt again. What is one reason play is important?

Listening

6 Listen to a conversation between a mentor and a student teacher. Mark the following statements as true (T) or false (F).

- 1 __ The woman thinks the schedule needs more independent time.
 2 __ The woman suggests putting the students in groups.
 3 __ The man disagrees with the woman's opinion.

7 Listen again and complete the conversation.

Mentor: I think you should have more 1 _____ time in your day.

Student Teacher: Oh, really? Why do you think that?

Mentor: It's 2 _____ for your students to be able to think on their own.

Student Teacher: I see. Are you talking about 3 _____ ?

Mentor: Exactly. You need to give your students a chance to be 4 _____ .

Student Teacher: Okay. Can you give me an example?

Mentor: Sure. You could tell them to create an imaginary world. Just make sure they 5 _____ each other.

Student Teacher: That's a great idea. How would you encourage 6 _____ ?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

May I make a recommendation?

I think ...

You need to ...

Student A: You are a mentor. Talk to Student B about:

- having more independent time
- why independent time is important
- examples of independent things students can do

Student B: You are a student teacher. Talk to Student A about his or her recommendations.

Writing

9 Use the conversation from Task 8 to complete the reasons for play poster.

Fairfield Elementary

Why Do We Play?



Friendship: _____

Development: _____

Participation: _____

7 Stories and Reading



Intro to Kindergarten Teaching

Section 5.2: Reading Time

When students begin learning to read, it can be difficult. Here are some ways to make reading fun.

Story time is a great way to get students excited about books. When reading, **hold up** the book so everyone can see. The pictures help students understand the story better.

Try doing a **book walk** with your students. Have them **predict** what happens in a story without reading. This will make them excited to hear you read it. Next time, they'll see if the predictions were right.

Even though they may not read well, kindergarten students enjoy **reading circles**. Choose several different books from the **class library**. **Display** these books on a table. Let students **flip through** the books. After they **preview** the books, they can decide what to read. Students that **select** the same book form a reading circle. Each student will read a page from the book. After reading a story, **discuss** it with your class. Reading is easier and more fun as a team!

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 How is reading taught in your country?
 - 2 What are some ways to make learning to read fun?

Reading

- 2 Read the textbook excerpt. Then, choose the correct answers.
 - 1 What is the purpose of the textbook excerpt?
 - A to explain a method of teaching how to read
 - B to describe ways to make reading fun
 - C to inform teachers of a change in story time policy
 - D to encourage students to read more
 - 2 Which of the following is NOT mentioned in the textbook excerpt?
 - A how to form a reading circle
 - B how to do a book walk
 - C what to do if a student does not want to read
 - D how to hold a book during story time
 - 3 According to the textbook excerpt, why should students preview the reading circle books?
 - A so they know the story
 - B to practice reading
 - C so they are more excited for the story
 - D so they can decide what they want to read

Vocabulary

- 3 Read the sentence pairs. Choose the sentence that uses the underlined part correctly.
 - 1 A Teachers should not read the words when they do book walks.
B Preview is a great way to read to students.
 - 2 A This book is too display for students.
B Story time is the students' favorite part of the day.
 - 3 A The students couldn't predict what happened next in the story.
B The teacher read the discuss to the class every year.
 - 4 A If students flip through the book, it is easier to read the words.
B Students enjoy reading together in a reading circle.
 - 5 A Let students preview the books before choosing one.
B Students should class library every day.

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

discuss display class library
flip through hold up select

- 1 After you read a story, _____ it with your class.
- 2 Let students _____ the books to look at the pictures.
- 3 Make sure you _____ the book while you read so students can see the pictures.
- 4 _____ the books your class has read to show to visiting parents.
- 5 Our _____ has a lot of great books.
- 6 If a student doesn't like the book they _____, let them choose a different one.

- 5 Listen and read the textbook excerpt again. What is one way to make reading fun for students?

Listening

- 6 Listen to a conversation between a mentor and a student teacher. Mark the following statements as true (T) or false (F).

- 1 ___ The woman didn't do the book walk very well.
- 2 ___ The woman let the children choose the story.
- 3 ___ The children needed more time to think about the book.

- 7 Listen again and complete the conversation.

Mentor: You did a pretty good job with the 1 _____.

Student Teacher: Oh, good. I was worried about that. It seemed like some students weren't interested in the story.

Mentor: Make sure you 2 _____ the book so they can see the pictures.

Student Teacher: Okay. I forget to think about how I'm holding the book sometimes.

Mentor: It's easy to forget. But I liked how you let the students 3 _____ the book you read.

Student Teacher:: Yeah, I thought that would be fun.

Mentor: I didn't like how you 4 _____ the story afterward though.

Student Teacher: Oh, really? What did I do 5 _____ ?

Mentor: You should give the students more time to think about the book. Perhaps 6 _____ it one more time before discussing.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I liked ...

You should ...

I didn't like ...

Student A: You are a mentor.

Talk to Student B about:

- what you liked about Student B's reading time
- what you didn't like about Student B's reading time
- suggestions you have for making reading time better in the future

Student B: You are a student

teacher. Talk to Student A about his or her opinion of your reading time.

Writing

- 9 Use the conversation from Task 8 to complete the book walk instructions.

How to Do a Book Walk

1. **Select:** _____

2. **Predict:** _____

3. **Discuss:** _____

8 Naps and Rest



nap



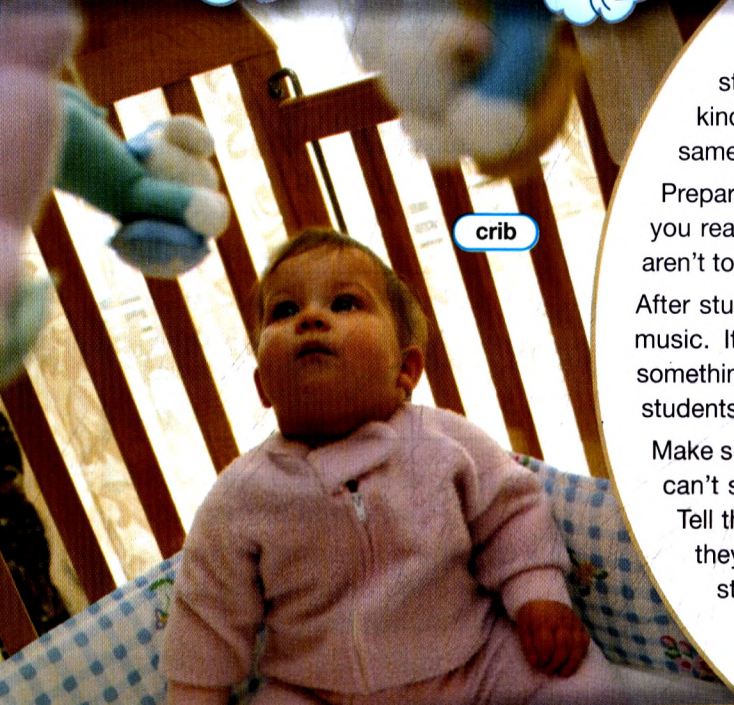
comfort



Introduction to Kindergarten Teaching

Section 5.3:

Naptime



crib

Young children need a **nap** during the day. **Schedule** your students' nap sometime after lunch. By the **afternoon**, kindergarten students are usually tired. Make sure the nap is at the same time each day.

Prepare the room **beforehand**. Have them read to each other or listen to you read. This will help them **wind down**. Set up the **cribs** so students aren't too close to each other. Use mats if cribs aren't available.

After students **lie down**, turn off the lights. Try turning on some **soothing** music. It can be difficult to calm some students. Allow them to bring something from home like a pillow or blanket. This added **comfort** will help students fall asleep.

Make sure students stay **quiet**. If they can't sleep, tell them to just **rest**.

Tell them to think about a story they read. Most times, these students will fall asleep soon.



quiet

Get ready!

1 Before you read the passage, talk about these questions.

- 1 How should you prepare for your students' nap?
- 2 What are some ways to help children fall asleep?

Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 ___ The nap should be at the same time each day.
- 2 ___ Students should prepare their own cribs.
- 3 ___ Students can bring a pillow or blanket from home.

Vocabulary

3 Read the sentences and choose the correct words.

- 1 The **comfort/mat** seems like a nice place to sleep.
- 2 Reading a story helps students **wind down/afternoon**.
- 3 Young children need to **beforehand/rest** during the day.
- 4 **Schedule/Crib** something for students to do before they sleep.
- 5 Students are trying to sleep, so be **nap/quiet**.
- 6 Students should **lie down/soothing** even if they can't sleep.

4 Match the words (1-7) with the definitions (A-G).

- 1 __ crib 4 __ comfort 7 __ beforehand
 2 __ nap 5 __ soothing
 3 __ calm 6 __ afternoon

- A a feeling of relaxation and peacefulness
 B to make someone feel relaxed and not worried
 C when a person sleeps for a short amount of time during the day
 D a bed suitable for a small child
 E earlier than other things
 F having the ability to make people feel relaxed
 G the time in the middle of the day, after morning and before evening

5 Listen and read the textbook excerpt again. Why should students read before they take a nap?

Listening

6 Listen to a conversation between a teacher and a parent. Mark the following statements as true (T) or false (F).

- 1 __ The man's child has a nap at the same time every day at home.
 2 __ The man's child has trouble being quiet at school.
 3 __ The man's child sleeps with a stuffed bunny at night.

7 Listen again and complete the conversation.

Teacher: Thanks for coming in to talk with me. When does your child usually take a **1** _____ at home?
Parent: I don't know. I just let him sleep when he wants to.
Teacher: Well, at school, we schedule a time for students to **2** _____. Your child has trouble being quiet.
Parent: Oh. Is there something I can do to help?
Teacher: Yes. Try to **3** _____ naps at home just like school.
Parent: Sure. What time do the students **4** _____ at school?
Teacher: The students go to their **5** _____ at 1:00.
Parent: Okay. What if my son isn't tired? How do you calm your students?
Teacher: I read them a story **6** _____. Does he have a stuffed animal that he sleeps with?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

When does ...
How ...
What time ...

Student A: You are a teacher. Talk to Student B about:

- his or her child's naps
- when students rest at school
- what you do to get ready for nap time

Student B: You are a parent. Talk to Student A about your child's naps and the school's nap time.

Writing

9 Use the conversation from Task 8 to complete the nap preparation sheet.



How to Get Ready for Naptime

Beforehand: _____

 Wind down: _____

 Lie down: _____



Clean Up

Section 3.2



Teaching kindergarten can be a messy process. Make sure you have time for **clean up**. It should be a **regular** part of your day. Here are some tips for making cleanup better.

Make it a learning experience! Teach students the value of **teamwork**. **Assign** groups of students to work together. Students will have more fun if clean up is a **group activity**. Give each group a **specific** job. Students will see how quickly they finish a **task** together.

Make it fun! Teach them a song about cleaning. Encourage students to **sing along**. This will make clean up feel like fun. Decorate your **bins** like monsters. When students put **toys** away, tell them to feed the bin monster. If students have to **stack** things, make it a game. Tell them it's a puzzle. Bigger items go at the bottom. Smaller items go on the top.

Vocabulary

3 Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

- 1 A Students like to sing along with songs.
B Stack students to help each other.
- 2 A The students had free play time today, so a lot of toys are on the floor.
B The students have a lot of group activity to clean up today.
- 3 A The teacher assigned those students to put the books away.
B Use a task to pick up the trash.
- 4 A Students puzzle when they clean together.
B Have a regular time for cleaning each day.
- 5 A The students are still learning about teamwork.
B Students work well when teachers give them a specific toy.
- 6 A The students don't like clean up.
B Show students how to bin their mess.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is clean up an important part of school?
- 2 How can you encourage students to clean?

Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 ___ Students will finish tasks quickly together.
- 2 ___ Having students sing along will make clean up feel fun.
- 3 ___ Teachers don't have to have clean up every day.

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

puzzle task specific bin stack group activity

- The students forgot to pick up the pieces of their _____.
- Please put the art supplies in the _____.
- The teacher has given each student a _____ to complete.
- Don't forget to _____ the boxes on top of each other.
- Gather the students so they can do a _____ together.
- Give each student a _____ job, like clearing the art supplies.

- 5 Listen and read the textbook excerpt again. Why might you turn music on during clean up?

Listening

- 6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- The man's class was slow during clean up.
- The man wants to make clean up a group activity.
- The woman likes to play music during clean up.

- 7 Listen again and complete the conversation.

Teacher 2: Pretty good. 1 _____ didn't go well though.

Teacher 1: That's too bad. What happened?

Teacher 2: My students were very slow. I had to do most of the cleaning myself.

Teacher 1: Oh, I'm sorry. Let me give you some advice. Students clean faster if clean up feels like a game.

Teacher 2: How can I make clean up feel like a game?

Teacher 1: Give each student a 2 _____ task. Have them race to get their jobs done.

Teacher 2: That's a good idea. But I wanted to make clean up a 3 _____.

Teacher 1: I see. Then you should put the students into groups. 4 _____ each group to clean part of the room.

Teacher 2: That's a good 5 _____. Do you have any other advice?

Teacher 1: I like to play music while we clean. The students love to 6 _____ while they work.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Let me give you some advice.

Try to ...

You can also ...

Student A: You are a teacher.

Talk to Student B about:

- Student B's problem with clean up
- advice on how to fix the problem
- how you organize clean up

Student B: You are another teacher. Talk to Student A your problem with clean up.

Writing

- 9 Use the conversation from Task 8 to complete the ideas for fun clean up page.

How to Make Clean Up Fun

Music: _____

Teamwork: _____

Puzzle: _____





bus

line up

aboard

relative

Plainview Elementary School

Dismissal Procedures and Policy

At Plainview Elementary, we want to keep our students safe. Our **dismissal** procedures make sure that happens.

Parents and **guardians** may **pick up** their children any day. But before leaving with their child, they must **sign out**. Our office has records of every person **authorized** to pick up students. Students will not be **released** with someone who is not authorized. All **relatives** must be registered in the office before picking up students. Parents must call to **confirm** a relative is picking up their child.

Buses are provided for students living five or more miles from school. Students **line up** at the bus stop immediately after school. This allows our staff to supervise children waiting for the bus. It also guarantees the bus won't leave without everyone **aboard**.

Please remind your children to follow these rules. We understand that sometimes these policies may be inconvenient. Remember, these procedures keep our students safe. Thank you.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is it important to follow dismissal policies?
- 2 What are some examples of good dismissal policies?

Reading

2 Read the dismissal policies. Then, choose the correct answers.

- 1 What is the purpose of the dismissal policies?
 - A to list bus options for parents
 - B to explain rules for students leaving school
 - C to tell parents about things students can do after school
 - D to welcome relatives to come to school
- 2 Which of the following is NOT mentioned in the dismissal policies?
 - A who is allowed to bring students home
 - B who is allowed to ride the bus
 - C where students riding the bus need to wait for the bus
 - D how to register to pick up a student
- 3 According to the policy, why do students need to line up at the bus stop?
 - A so the staff can supervise them
 - B so the school can be locked up
 - C so their parents know where they are
 - D so they can talk with each other

Vocabulary

3 Read the sentences and choose the correct words.

- 1 Parents can **guardian/pick up** their children any day.
- 2 Teachers can't **release/relative** students to a person who isn't registered.
- 3 A parent must **confirm/d dismissal** that his or her child is being taken home by an aunt.
- 4 Don't forget to **sign out/aboard** before leaving with a child.
- 5 The child rides the **authorized/bus** to get home from school.

4 Match the words or phrases (1-6) with the definitions (A-F).

- 1 __ aboard 4 __ guardian
 2 __ relative 5 __ dismissal
 3 __ sign out 6 __ authorized

- A allowed to do something
 B a person who is a part of another person's family
 C an adult who is responsible for a child's safety
 D in a vehicle
 E the act of allowing a person to leave an area or an event
 F to sign one's name on a sheet of paper to show that one is leaving

5 Listen and read the dismissal policies again. When can a relative pick up a student?

Listening

6 Listen to a conversation between a parent and a teacher. Mark the following statements as true (T) or false (F).

- 1 __ Susan's mother can't pick up Susan from school.
 2 __ Susan's grandmother is authorized by the office.
 3 __ Susan usually rides the bus.

7 Listen again and complete the conversation.

Parent: Hi, this is Susan's mother. I'm calling to tell you Susan's grandmother will **1** _____ Susan today.

Student Teacher: Is Susan's grandmother registered with the office?

Parent: No, she isn't. I was planning on picking up Susan today. But I had to take my son to the hospital.

Student Teacher: I'm sorry. Unfortunately, we can't **2** _____ Susan with her grandmother.

Parent: Why not? I thought I just had to call to **3** _____ it.

Student Teacher: Susan's grandmother is not **4** _____ by the office. It's a legal restriction.

Parent: But this is an emergency. Susan can't ride the **5** _____. We live too close to school.

Student Teacher: I'm very sorry. I know this can be frustrating. Do you have any **6** _____ registered in the office?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- I'm very sorry.*
I know this can be frustrating.
Unfortunately ...

Student A: You are a teacher. Talk to Student B about:

- who is allowed to pick up Student B's child
- who is not allowed to pick up Student B's child
- how you are sorry, but have to obey the policy

Student B: You are a parent. Talk to Student A about picking up your child.

Writing

9 Use the conversation from Task 8 to complete the dismissal policies for the office.

School Office

Dismissal Rules

Bus: _____

Pick up: _____

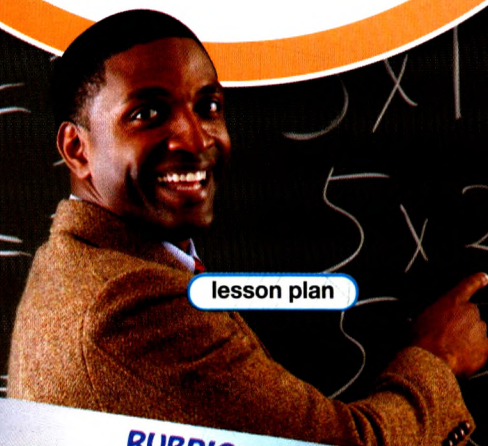
Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why are lesson plans important for teaching?
- 2 What do you think should be included in lesson plans and why?



activity



lesson plan

| | RUBRIC | | |
|--------------|----------------------------|--------------|-----------------------------|
| | 1st week | 2nd week | 3rd week |
| IDEAS | -Few/ No Details | Some Details | Lots of interesting details |
| ORGANIZATION | -Order does not make sense | Some order | Lots of interesting details |

rubric

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Writing a Lesson Plan

TeachingLesson.com

A good **lesson plan** explains how to teach a lesson. When writing a lesson plan, start with a **learning outcome**. Think about your lesson's **objectives**. The lesson you create should be an **extension** of these. Review your lesson several times to make sure it is clear.

If possible, create a lesson with **activities**. Students remember lessons better when they get to do an activity. Make sure you have a **culminating activity** at the end. Include the **materials** for the activities in your plan. Even if the activity is simple, write the **procedure** down. You want other teachers to be able to use your lesson.

Finally, include a **rubric**. This should help you **evaluate** your students' culminating activity. The rubric should judge your students' **applications** of what you taught.

Finally, have other teachers look over your lesson plan.

Ask them if the lesson plan is easy to understand.

Now you should be ready to teach a great lesson!

Reading

2 Read the webpage. Then, choose the correct answers.

- 1 What is the purpose of the webpage?
 - A to advertise a teaching class
 - B to explain a teaching method
 - C to explain how to write a lesson plan
 - D to offer help reviewing lesson plans
- 2 Which of the following is NOT mentioned in the webpage?
 - A start with a learning outcome
 - B use activities in your lesson
 - C include a rubric in the lesson plan
 - D include discussion questions in the lesson plan
- 3 According to the webpage, why should you show your lesson plan to other teachers?
 - A so they can copy your lesson plan
 - B to see if it is easy to understand
 - C to see if they have materials you can borrow
 - D so they can help with the procedure

Vocabulary

3 Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

- 1 A An assistant can help write a lesson plan.
B Extension lessons frequently.
- 2 A If a lesson is clear, students evaluate.
B The lesson has several objectives.
- 3 A There are many steps to the procedure.
B Rubric can be difficult to teach.
- 4 A Don't materials too much in a lesson.
B Students will enjoy doing this activity.
- 5 A The project is a great application of what the teacher taught today.
B Learning outcome is the best way to teach young children.

- 4 Fill in the blanks with the correct words or phrases from the word bank.

Word BANK

rubric extension evaluate culminating activity
learning outcome materials

- 1 We need a lot of _____ to do this project.
- 2 At the end of the lesson, we will have a(n) _____.
- 3 I need my _____ to judge my students' projects.
- 4 This project is difficult to _____.
- 5 This task is a(n) _____ of the lesson.
- 6 Create your _____ first so you know exactly what you need to teach.

- 5 Listen and read the webpage again. Why should a lesson have activities?

Listening

- 6 Listen to a conversation between a mentor and a student teacher. Mark the following statements as true (T) or false (F).

- 1 ___ The woman likes the learning outcome.
- 2 ___ The man wasn't sure he would have time for another activity.
- 3 ___ The closet has extra supplies.

- 7 Listen again and complete the conversation.

Teacher: Yeah. Here's my 1 _____.

Mentor: Thank you. It looks pretty good. I like the 2 _____ you've chosen. You might want to include another activity though.

Teacher: Oh, really? I wasn't sure I would have time for that.

Mentor: Remember, students learn better when lessons have activities. It also helps you 3 _____ your students better.

Teacher: Right. Do you think I should start the lesson with a short activity?

Mentor: That's a good idea. Make sure it's an 4 _____ of the first part of your lesson.

Teacher: Okay. I'll have to think about it. Do you have any other ideas?

Mentor: Don't forget to include the new activity in the 5 _____.

Teacher: I won't. I might need some more 6 _____ though.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Remember ...

Make sure ...

Also, don't forget ...

Student A: You are a mentor. Talk to Student B about:

- what you think of the lesson plan
- a suggestion for improving the lesson plan
- a reminder about changing the lesson plan

Student B: You are a student teacher. Talk to Student A about developing a lesson plan.

Writing

- 9 Use the conversation from Task 8 to complete the keys to a good lesson plan.

Keys to a Good Lesson Plan

Learning outcome: _____

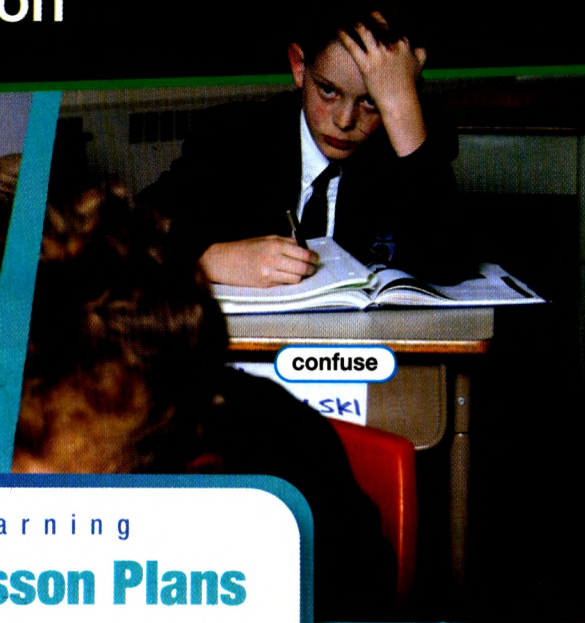
Culminating activity: _____

Evaluate: _____

12 Assessing the Lesson



approach



confuse

Early Child Learning

Section 5.4: Evaluating Lesson Plans

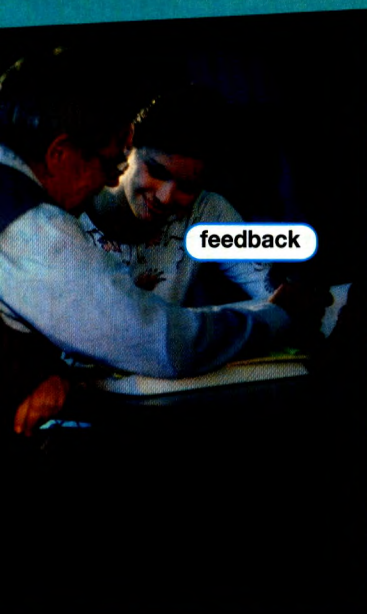
A good lesson plan takes time to create. Teachers often need to **revise** their lessons. When **revisiting** your lessons, there are several things to consider.

Another teacher's **feedback** is incredibly valuable. If possible, have someone **observe** you teaching the lesson. Let them **assess** your lesson and talk to you afterward.

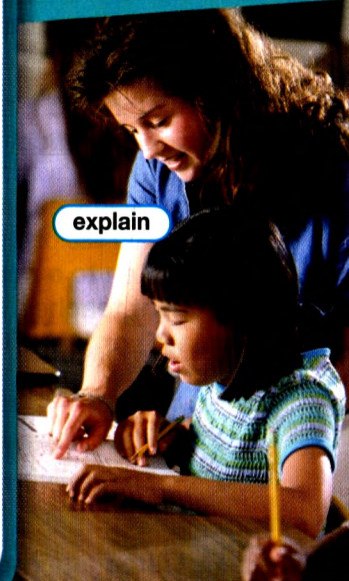
When assessing another teacher's lesson, consider the following. What was the teacher's **goal** for the lesson? Did they **accomplish** this goal? It's easy for teachers to **lose** the focus of a new lesson.

Also pay close attention to the teacher's **introduction**. A good introduction will capture students' interest. Observe the teacher's **approach** after the introduction. Did they **confuse** any steps of the lesson? Did they **explain** each part of the lesson **clearly**?

As a student teacher, listen to your mentor's feedback. This is a great way to learn how to teach better.



feedback



explain

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is it important to evaluate your lessons?
- 2 How would you evaluate someone's lesson?

Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 Teachers should try to assess their own lessons as they teach.
- 2 A good introduction captures student's interest.
- 3 Feedback is most valuable before a lesson.

Vocabulary

3 Read the sentences and choose the correct words.

- 1 The man's mentor gave him good **assess/feedback** on his lesson.
- 2 The teacher needs to **confuse/ revise** his lesson plan.
- 3 The teacher didn't **accomplish/ introduction** all of his objectives.
- 4 Can the teacher **explain/goal** what he is trying to teach?
- 5 It can be hard to keep a child's **interest/revisit** during a long lesson.
- 6 The teacher is nervous because the principal is going to **observe/ clearly** her lesson today.
- 7 The teacher should try a different **lose/approach** for this lesson.

4 Match the words (1-7) with the definitions (A-G).

- 1 __ lose 4 __ revisit 7 __ introduction
2 __ goal 5 __ clearly
3 __ assess 6 __ confuse

- A a result that a person tries to make happen
B to judge the quality or effectiveness of something
C to no longer have something, intentionally or unintentionally
D to mistake something for something else
E when something is first shown or discussed
F easily understood
G to look at something or return to it after already looking at or visiting it earlier

5 Listen and read the textbook excerpt again. What is one thing to consider when revisiting a lesson plan?

Listening

6 Listen to a conversation between a mentor and a student teacher. Mark the following statements as true (T) or false (F).

- 1 __ The woman thought the man had trouble with the introduction.
2 __ The man didn't explain what sound the letter F makes.
3 __ The woman suggested trying a different approach.

7 Listen again and complete the conversation.

Mentor: Well, I liked your 1 _____. But after that, I think you had some trouble.

Student Teacher: Oh, really? Can you give me some 2 _____?

Mentor: Absolutely. You didn't explain what sound the letter F makes. Instead you listed words that start with F.

Student Teacher: I see. Sometimes I 3 _____ track of where I am in a lesson.

Mentor: That's all right. Maybe you should try a different 4 _____ next time.

Student Teacher: Okay. What should I do instead?

Mentor: Well, let's 5 _____ your goals. You want to teach the difference between F and V sounds.

Student Teacher: Right. Should I revise my goal?

Mentor: No, the goal is good. But you need to keep your students' 6 _____. I would start by having students draw pictures of things that start with F and V.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I liked ...

You didn't ...

I think ...

Student A: You are a mentor.

Talk to Student B about:

- what you liked about Student B's lesson
- what you didn't like about Student B's lesson
- a suggestion for how to improve the lesson

Student B: You are a student

teacher. Talk to Student A about your lesson.

Writing

9 Use the conversation from Task 8 to complete the tips for assessing lessons.

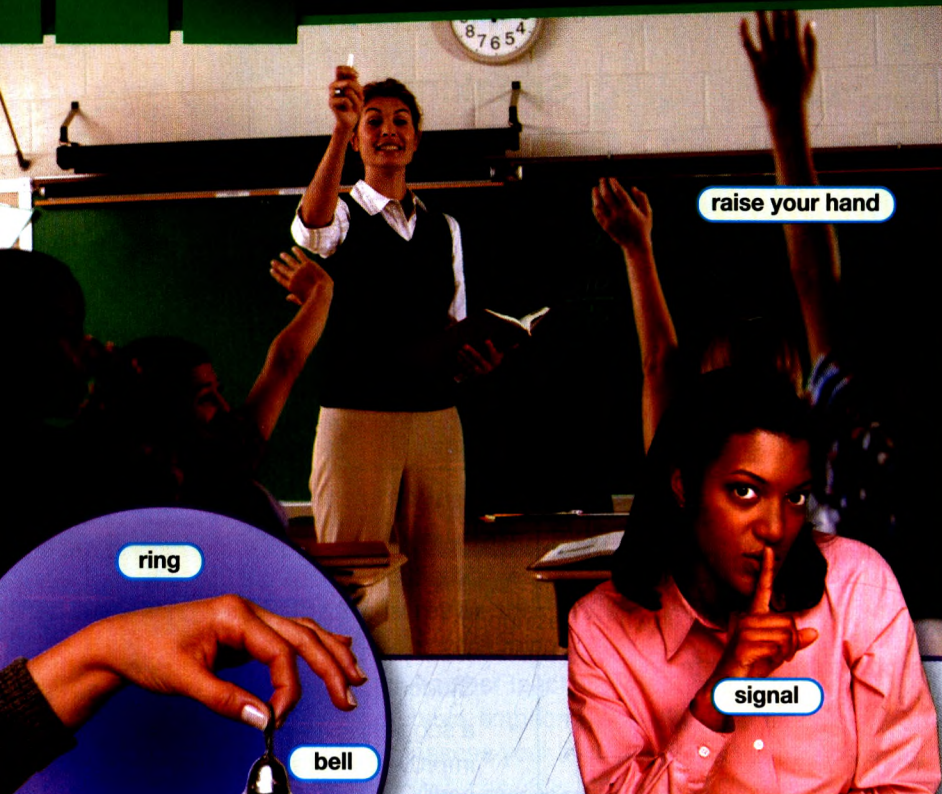
Tips for Assessing Lessons

Observe: _____

Revisit: _____

Feedback: _____

13 Classroom Language: Getting Attention



TeacherCircle.com

Message Board

Topic: **Getting Attention.**

newteacher23: It's really hard to keep my students focused. Does anyone have tips on getting students' **attention**?

mr.kindergarten: If I **turn off** the lights, my students stop talking. Then I turn the lights on. I say, "**Raise your hand** if you're ready to learn." It actually works!

tinyteacher49: I blow a whistle and then make a **signal**. I stick two fingers in the air. We call it "quiet coyote." I taught my students to do the same thing. We wait until no one is making a **sound**. Then I begin my lesson.

kinderteacher522: I use the same two **phrases** every time. When my students aren't listening, I say, "**Heads up!**" Then I say, "**Eyes on me.**" Then I **direct** them to what I want to show them.

teachforlife: I'm surprised that method works for you! I have to **ring a bell** to get my students to listen. It almost frightens them.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is it important to always get students' attention?
- 2 How do people get students' attention in your country?

Reading

2 Read the message board. Then, mark the following statements as true (T) or false (F).

- 1 ___ One teacher rings a bell and then makes a signal.
- 2 ___ One teacher turns off the lights to make his students quiet.
- 3 ___ Newteacher23 is good at keeping students focused.

Vocabulary

3 Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

- 1 A When the teacher says, "Eyes on me," most of the students look up.
B It's hard to keep students' signal.
- 2 A The teacher has a bell for when his students aren't listening.
B Use a turn off to start your class.
- 3 A The students won't ring when the teacher asks them to.
B Direct the students to look at the chalk board.
- 4 A "Heads up" is a way of saying hello.
B How did the teacher get his students' attention?
- 5 A Have students repeat a phrase.
B Make sure students sound before starting class.

4 Match the words or phrases (1-6) with the definitions (A-F).

- 1 ___ ring 4 ___ turn off
2 ___ sound 5 ___ heads up
3 ___ signal 6 ___ raise your hand

- A anything that can be heard
B to make something stop working
C a phrase which means you want people to lift their heads and focus on something
D a movement, usually with one's hands, that has a meaning
E to strike something or shake it so it makes a sound
F a phrase which means you want people to lift their hand in the air and keep it up

5 Listen and read the message board again. What is one way to get students' attention?

Listening

6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- 1 ___ The man's students only listen to him after recess.
2 ___ The man used to ring a bell to get his students' attention.
3 ___ The woman suggested turning off the lights.

7 Listen again and complete the conversation.

Teacher 1: I've been having trouble getting my students' 1 _____.

Teacher 2: I've been there. After recess, my students wouldn't 2 _____ to me.

Teacher 1: That's my problem too. I used to 3 _____ a bell. But that doesn't work anymore.

Teacher 2: I 4 _____ the lights. It always surprises them. Then I turn on the lights and say, "Eyes on me."

Teacher 1: Wow. That works? I think my students would think that is funny.

Teacher 2: Do something to 5 _____ them away from each other.

Teacher 1: How would I do that?

Teacher 2: Say something like, "6 _____." You could make it a game. The first person to put their head up gets a sticker.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I've been there.

I usually ...

You could ...

Student A: You are a teacher.

Talk to Student B about:

- your problem with your students
- how you used to get their attention
- what you think of Student B's ideas

Student B: You are another

teacher. Talk to Student A about your ideas for getting students' attention.

Writing

9 Use the conversation from Task 8 to complete the tips for getting students' attention.

Ways to get Students' Attention

Sound: _____

Phrase: _____

Signal: _____

14 Classroom Language: Generating Repetition



repeat after me



chanting



clap



rhythm

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why should you use repetition in teaching?
- 2 What are some ways to use repetition?

Reading

2 Read the textbook excerpt. Then, choose the correct answers.

- 1 What is the purpose of the textbook excerpt?
 - A to explain how to teach a music class
 - B to describe a game for students
 - C to list the benefits of practice
 - D to describe ways of using repetition in teaching
- 2 Which of the following is NOT mentioned in the textbook excerpt?
 - A using a rhythm for repetition
 - B most students love chanting
 - C when not to use repetition
 - D using songs for repetition
- 3 According to the textbook excerpt, why is repetition good for students?
 - A it's easier than writing a lesson plan
 - B it refreshes students' memory
 - C clapping makes students focus
 - D it gives them a break from learning

Teaching Kindergarten
Section 7.4:

Methods of Repetition

Choral repetition is an effective way to teach simple ideas to students. Young children love repetition. And saying things out loud helps them remember. Use repetition techniques to **refresh** your students' memory.

Use a **rhythm** to make the repetition more fun. **Clap** while you repeat the phrase for your students. Then say, "**repeat after me**". This can feel like a game to students. Have students take turns **calling back** to you. Then say, "**all together now!**" Most students love **chanting** together.

Songs are another great way to teach with repetition. There are plenty of songs that teach subjects to children. If you can't find a song about your lesson, make one up. You can use the melody of a well-known song. Most children know "Twinkle, Twinkle Little Star," for example.

You can even make your lesson into a performance! Help your students prepare a small show for their parents. Every time you **practice**, your students will be learning!

Vocabulary

3 Read the sentences and choose the correct words.

- 1 The students love to sing a **song/clap**.
- 2 The more people **all together now/practice** something, the better they will be at it.
- 3 The students should **choral repetition/call back** after the teacher says the phrase.
- 4 Students often like to **chant/rhythm** together.
- 5 Say the phrase. Then say, "**repeat after me/refresh**."

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

choral repetition refresh clap
all together now rhythm

- 1 Create a _____ by hitting a drum over and over.
 - 2 I use _____ to teach my students the names of different animals.
 - 3 _____ your hands while you repeat the phrase.
 - 4 First, have students take turns. Then say, "_____".
 - 5 We need to _____ the students' memory.
- 5 Listen and read the textbook excerpt again. How can you make a rhythm for repetition?

Listening

- 6 Listen to a conversation between a student teacher and a mentor. Mark the following statements as true (T) or false (F).

- 1 ___ The man is teaching his students about the stars.
- 2 ___ The woman suggests using a song.
- 3 ___ The woman suggests clapping to make a rhythm.

- 7 Listen again and complete the conversation.

Mentor: I think you should use 1 _____.

Student Teacher: That's a good idea. What kind of repetition would you suggest?

Mentor: Students love learning with 2 _____. You should try to find a song about the planets.

Student Teacher: I'll try. What if I can't find one?

Mentor: You could use the melody of a song the students know. You could make a 3 _____ by clapping.

Student Teacher: Okay. Do you have any other ideas?

Mentor: Yeah. Students often like 4 _____ too. It helps refresh their memory.

Student Teacher: So I would just have them 5 _____ after I say a planet name?

Mentor: That would work. Just say, "6 _____." Then start listing the planets.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I need some advice.

How do you think ...?

What ... would you suggest?

Student A: You are a student teacher. Talk to Student B about:

- what you are trying to teach your students
- advice Student B about memorizing
- questions about Student B's advice

Student B: You are a mentor. Talk to Student A about your advice for helping students memorize things.

Writing

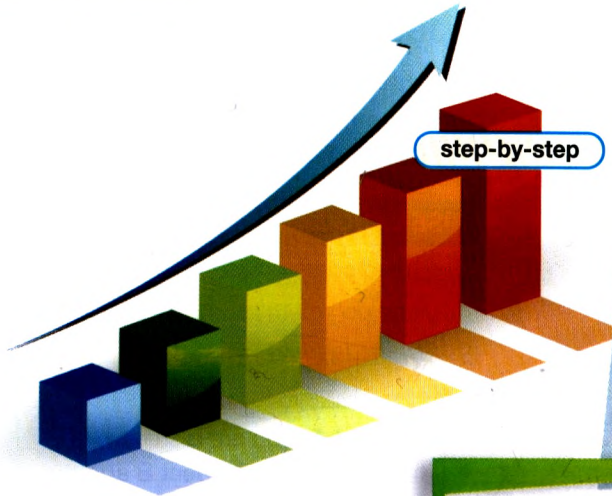
- 9 Use the conversation from Task 8 to complete the types of repetition page.

Types of repetition

Song: _____

Chant: _____

Call back: _____



afraid → scared
 rephrase → frightened



T e a c h i n g K i n d e r g a r t e n

Section 8.1: Check for Understanding

In kindergarten, students are still learning how to learn. This **process** can be hard for some students. Make sure you don't **leave** any students **behind**.

When students don't understand something, try **explaining** it **another way**. Sometimes you may just need to **rephrase** things. For more complicated lessons, use a **step-by-step** approach. Don't make your students learn the entire thing at once. **Walk through** each part of the lesson individually. Afterwards, have students describe what they learned **in their own terms**.

It's also important to **ensure** students understand rules. For safety rules, teach students about **cause** and **effect**. Make sure they see the **relationship** between an action and harm. For example, if you run with scissors, you might cut yourself. Ask students about classroom rules. Say, "**tell me about** why we don't run with scissors." If they repeat the rule exactly, ask them to explain it. Make sure they're not just reciting what they heard.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 When should you check for understanding and why?
- 2 How can you help students understand better?

Reading

2 Read the textbook section. Then, mark the following statements as true (T) or false (F).

- 1 ___ Repeating an explanation the same way is the best way to ensure understanding.
- 2 ___ For complicated lessons, teachers should review the full lesson before the steps.
- 3 ___ Students should understand cause and effect for safety rules.

Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|---------------|---------------------------|
| 1 ___ cause | 4 ___ leave behind |
| 2 ___ effect | 5 ___ walk through |
| 3 ___ process | 6 ___ explain another way |

- A to describe something differently because someone didn't understand it
 B to continue without someone
 C the result of an action or event
 D a way of doing something
 E an action or event that makes something happen
 F to explain something thoroughly

4 Read the sentences and choose the correct words.

- 1 The teacher had to **rephrase/effect** the rule because the students didn't know some of the words.
- 2 Teachers must **process/ensure** that their students understand their directions.
- 3 The assistant is teaching the students the **relationship/explaining** between sunlight and plant growth.
- 4 This lesson is complicated, so the teacher is using a **leave behind/step-by-step** approach.
- 5 The teacher makes students describe the instructions **in their own terms/walk through**.
- 6 **Cause/Tell me about** the project you're working on.

5 Listen and read the textbook excerpt again. What can you do to make sure a student understands directions?

Listening

6 Listen to a conversation between a teacher and a student. Mark the following statements as true (T) or false (F).

- 1 The girl didn't understand the project at first.
- 2 The man had to rephrase the instructions.
- 3 The man asked the girl to describe the project in her own terms.

7 Listen again and complete the conversation.

Teacher: But you're supposed to draw a garden. Do you 1 _____ ?

Student: This is my red garden. Everything is red because I like red.

Teacher: Do you remember the 2 _____ - _____ - _____ process I showed you?

Student: No. Can you 3 _____ ?

Teacher: A garden has flowers. Flowers are colorful plants. Choose a different color for each plant. So what is your project? Tell me 4 _____ .

Student: I have to use different crayons to make a colorful flower.

Teacher: Let me 5 _____ it. Draw four different flowers. How can you make them different?

Student: I can use crayons to color different flowers.

Teacher: And how do you 6 _____ each flower is different?

Student: I use a different crayon for each flower.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Do you understand?

Tell me ...

Let me rephrase it.

Student A: You are a teacher. Talk to Student B about:

- the project he or she is working on
- if Student B understands the directions
- talking about the directions in Student B's own terms

Student B: You are a student. Talk to Student A about the directions for the project.

Writing

9 Use the conversation from Task 8 to complete the keys to not leaving students behind page.

Keys to Not Leaving Students Behind

Step-by-step: _____

Rephrase: _____

"Tell me about ...": _____

Glossary

- aboard** [ADJ-U10] If someone is **aboard**, he or she is in a vehicle.
- absent** [ADJ-U3] If someone is **absent**, he or she is not at the class or meeting or event being discussed.
- accident** [N-COUNT-U1] An **accident** is when a child urinates or defecates before reaching a bathroom.
- accomplish** [V-T-U12] To **accomplish** something is to complete and finish it successfully.
- activity** [N-COUNT-U11] An **activity** is something people do for fun or learning.
- afternoon** [N-UNCOUNT-U8] **Afternoon** is the time in the middle of the day after morning and before evening.
- all together now** [EXPRESSION-U14] To say, "**all together now**" means that you want others to do or say something at the same time.
- application** [N-COUNT-U11] An **application** is when a person tries to do something he or she has learned about.
- approach** [N-COUNT-U12] An **approach** is a way of doing something.
- assess** [V-T-U12] To **assess** something is to judge the quality or effectiveness of it.
- assign** [V-T-U9] To **assign** someone to do something is to tell them to do that thing.
- attendance sheet** [N-COUNT-U3] An **attendance sheet** is a list of all the people that should be at a class or meeting and which can be marked to indicate who is present and who is absent.
- attention** [N-UNCOUNT-U13] **Attention** is the state of focusing on something.
- authorized** [ADJ-U10] If someone is **authorized** to do something, he or she is allowed to do it.
- backpack** [N-COUNT-U3] A **backpack** is a bag worn on one's back with two shoulder straps, often used for carrying school supplies.
- beforehand** [ADV-U8] To do something **beforehand** is to do it earlier than other things.
- bell** [N-COUNT-U13] A **bell** is a somewhat round hollow object with a smaller metal part inside it that makes noise when one rings it.
- bin** [N-COUNT-U9] A **bin** is a container for storing things in.
- book walk** [EXPRESSION-U7] A **book walk** is when a teacher shows students the pictures of a book and has the students guess what the story is about.
- break** [N-COUNT-U5] A **break** is a short amount of time to rest before going back to work or class.
- break up** [PHRASAL V-U5] To **break up** something is to stop it and keep it from continuing.
- breakfast** [N-COUNT-U4] A **breakfast** is the meal a person eats in the morning.
- burn off** [V-T-U5] To **burn off** something is to use it up.
- bus** [N-COUNT-U10] A **bus** is a large, long vehicle that takes many people to different destinations.
- cafeteria** [N-COUNT-U4] A **cafeteria** is a place where people eat that often sells food.
- call back** [V-I-U14] To **call back** is to repeat a phrase after someone has just said it.
- calm** [V-T-U8] To **calm** someone is to make him or her feel relaxed and not worried.
- cause** [N-COUNT-U15] A **cause** is an action or event that makes something happen.
- change of clothes** [N-COUNT-U1] A **change of clothes** is a group of clothes that are worn as an outfit, such as a pair of pants, a shirt, socks, and underwear.
- chant** [V-I-U14] To **chant** something is to repeat one or more phrases with a group of people.
- choral repetition** [N-UNCOUNT-U14] **Choral repetition** is when a teacher says a word or phrase and the students repeat what the teacher said.
- clap** [V-I-U14] To **clap** is to quickly hit one's hands together to make a sound.

class library [N-COUNT-U7] A **class library** is a collection of books kept in a classroom.

class list [N-COUNT-U1] A **class list** is a list of the names of the students in a class.

classroom layout [N-COUNT-U1] A **classroom layout** is the way that a classroom is organized, such as where the desks and chairs are.

clean-up [N-UNCOUNT-U9] **Clean-up** is when students put supplies away and tidy up messes they made.

clearly [ADV-U12] To do something **clearly** is to do it so it is easily understood.

coat [N-COUNT-U3] A **coat** is a piece of clothing worn over one's shirt for warmth.

comfort [N-UNCOUNT-U8] **Comfort** is a feeling of relaxation and peacefulness.

confirm [V-T-U10] To **confirm** something is to make sure it is correct.

confuse [V-T-U12] To **confuse** something is to mistake it for something else.

contact information [N-UNCOUNT-U1] **Contact information** is information that can be used to contact a person by, such as his or her phone number and home address.

crib [N-COUNT-U8] A **crib** is a bed suitable for a small child.

crucial [ADJ-U6] If something is **crucial**, it is very important and necessary for success.

cubby [N-COUNT-U3] A **cubby** is a small compartment for storing items.

culminating activity [N-COUNT-U11] A **culminating activity** is an activity that comes at the end of a lesson that allows students to practice what they've learned.

depart [V-T-U2] To **depart** is to leave a place or to stop following a plan.

development [N-UNCOUNT-U6] **Development** is a process of growing.

direct [V-T-U13] To **direct** something is to lead or guide it.

discuss [V-T-U7] To **discuss** something is to talk about it with other people.

dismissal [N-UNCOUNT-U10] **Dismissal** is the act of allowing a person to leave an area or an event.

display [V-T-U7] To **display** something is to hold it or put it somewhere where it can be viewed.

drag out [V-T-U2] To **drag out** something is to spend more time doing it than is necessary.

drop off [PHRASAL V-U3] To **drop off** someone is to take him or her somewhere and leave him or her there.

early care [N-UNCOUNT-U4] **Early care** is care given to children before school, often including a breakfast.

effect [N-COUNT-U15] An **effect** is the result of an action or event.

encourage [V-T-U2] To **encourage** someone is to make them feel good about what they are doing.

engage [V-T-U2] To **engage** someone is to get their attention and make them interested in something.

ensure [V-T-U15] To **ensure** something is to make sure it happens or is true.

escort [V-T-U4] To **escort** someone is to take him or her where he or she needs to go.

establish [V-T-U2] To **establish** something is to set it up as a permanent system, rule, or habit.

evaluate [V-T-U11] To **evaluate** something is to judge its quality.

excitement [N-UNCOUNT-U2] **Excitement** is a feeling of energetic happiness.

explain [V-T-U12] To **explain** something is to describe it so someone can understand it.

explain another way [EXPRESSION-U15] To **explain another way** is to describe something differently because someone didn't understand it.

extension [N-COUNT-U11] An **extension** is something related to or added on to something else.

Glossary

- eyes on me** [EXPRESSION-U13] To say, “**eyes on me**” means you want people to look at you.
- family style** [ADJ-U4] If a meal is **family style**, it has large plates of food that several people take portions from.
- feedback** [N-UNCOUNT-U12] **Feedback** is someone’s advice or opinion for someone else’s work or idea.
- finish** [V-T-U4] To **finish** something is to complete it, be done with it, or eat or use all of it.
- flip through** [V-T-U7] To **flip through** something is to look at its pages quickly without reading them.
- friendship** [N-COUNT-U6] A **friendship** is when two people enjoy spending time together.
- game** [N-COUNT-U6] A **game** something people play that has rules and objectives.
- goal** [N-COUNT-U12] A **goal** is a result that a person tries to make happen.
- greet** [V-T-U2] To **greet** someone is to welcome him or her, or say hello to him or her after meeting him or her.
- group activity** [N-COUNT-U9] A **group activity** is something that people can do together.
- guardian** [N-COUNT-U10] A **guardian** is an adult who is responsible for a child’s safety.
- gym** [N-COUNT-U5] A **gym** is a large room or building for people to exercise or do sports inside.
- heads up** [EXPRESSION-U13] To say, “**heads up**” means you want people to lift their heads and focus on something.
- healthy** [ADJ-U4] If something is **healthy**, it is good for a person’s body.
- hold up** [V-T-U7] To **hold up** something is to hold it so that others can see it.
- hot lunch** [N-COUNT-U4] A **hot lunch** is any lunch cooked and served by a school’s cafeteria staff.
- imaginative** [ADJ-U6] If someone is **imaginative**, he or she is able to think creatively.
- in (one’s) own terms** [EXPESSION-U15] To describe something **in your own terms** is to describe it by yourself, without using a book or someone else’s answer.
- in-class** [ADJ-U4] If something is **in-class**, it happens in the classroom.
- independent** [ADJ-U6] If someone is **independent**, he or she is not under another’s control.
- interest** [N-UNCOUNT-U12] **Interest** is someone’s desire to know about something.
- introduce** [V-T-U2] To **introduce** something is to present it for the first time.
- introduction** [N-COUNT-U1] An **introduction** is when something is shown or presented for the first time, or when people meet and tell each other their names.
- involve** [V-T-U6] To **involve** someone is to make him or her a part of something.
- junk food** [N-UNCOUNT-U4] **Junk food** is food that is not nutritious, such as potato chips, soda, and cookies.
- label** [N-COUNT-U1] A **label** is a small piece of material that is attached to something and has information about that object on it.
- late** [ADJ-U3] If someone is **late**, he or she is not present when the class, meeting, or event starts.
- learning outcome** [N-COUNT-U11] A **learning outcome** is what a student is expected to know after a lesson.
- leave behind** [V-T-U15] To **leave** someone **behind** is to continue without him or her.
- left out** [ADJ-U6] If someone is **left out**, he or she is not able to participate.
- lesson plan** [N-COUNT-U11] A **lesson plan** is a written plan for how to teach a lesson.
- lie down** [PHRASAL V-U8] To **lie down** is to fully recline one’s body like when one sleeps.
- line up** [PHRASAL V-U10] To **line up** is to stand next to others to make a straight line.
- lose** [V-T-U12] To **lose** something is to no longer have it, intentionally or unintentionally.
- lunch** [N-COUNT-U3] A **lunch** is a person’s meal eaten during the middle of the day.

mat [N-COUNT-U8] A **mat** is a piece of material placed on the floor or another surface that is often padded.

materials [N-PL-U11] **Materials** are objects needed for an activity or task.

monitor [N-COUNT-U5] A **monitor** is a person who watches over others at an event.

nap [N-COUNT-U8] A **nap** is when a person sleeps for a short amount of time during the day.

objective [N-COUNT-U11] An **objective** is a purpose for doing something.

observe [V-T-U12] To **observe** something is to watch it.

out sick [ADJ-U3] If someone is **out sick**, he or she is absent because of an illness.

parent letter [N-COUNT-U1] A **parent letter** is a letter written by a teacher to the parents.

participate [V-I-U5] To **participate** is to be part of something such as an event.

participation [N-UNCOUNT-U6] **Participation** is the act of being a part of a group or event.

philosophy [N-COUNT-U1] A **philosophy** is a set of beliefs related to a particular task.

phrase [N-COUNT-U13] A **phrase** is a small group of words often said together that has a certain meaning.

pick up [PHRASAL V-U10] To **pick up** someone is to come and take them from an area or an event, usually in a vehicle.

play [N-UNCOUNT-U6] **Play** is anything done for fun and enjoyment.

play structure [N-COUNT-U5] A **play structure** is a structure built for children, often featuring a slide and things to climb on.

playground [N-COUNT-U5] A **playground** is an area with structures for children to play on.

practice [V-T-U14] To **practice** something is to repeat an activity or exercise to become better at it.

predict [V-T-U7] To **predict** something is to guess it before it happens or before one knows about it.

prepare [V-T-U1] To **prepare** something is to get it ready for use.

present [ADJ-U3] If someone is **present**, he or she is at the class or meeting or event being discussed.

preview [V-T-U7] To **preview** something is to look at part of it before fully viewing it.

procedure [N-COUNT-U11] A **procedure** is a way of doing something.

process [N-COUNT-U15] A **process** is a way of doing something.

puzzle [N-COUNT-U9] A **puzzle** is a bunch of little pieces that fit together to make a picture.

quiet [ADJ-U8] If something is **quiet**, it makes almost no sound.

raise your hand [EXPRESSION-U13] To **raise your hand** is to lift your hand in the air and keep it up.

reading circle [N-COUNT-U7] A **reading circle** is a group of people who read the same book and discuss it.

recess [N-UNCOUNT-U5] **Recess** is the time at school when students are allowed to go outside.

refresh [V-T-U14] To **refresh** something is to bring it back to someone's memory by going over it again.

regular [ADJ-U9] If something is **regular**, it happens frequently and usually around the same time.

rehearse [V-T-U2] To **rehearse** something is to practice it before doing it before an audience or in a competition.

relationship [N-COUNT-U15] A **relationship** is a way that people or things interact with and influence each other.

relative [N-COUNT-U10] A **relative** is a person who is a part of another person's family.

release [V-T-U10] To **release** someone is to let him or her leave an area or event.

repeat after me [EXPRESSION-U14] To say, "**repeat after me**" means that you want others to say the same thing you say after you say it.

rephrase [V-T-U15] To **rephrase** something is to say it using different words that have the same meaning.

Glossary

request [V-T-U1] To **request** something is to ask for it politely.

rest [V-I-U8] To **rest** is to not be active.

revise [V-T-U12] To **revise** something is to change it from its original form to be better.

revisit [V-T-U12] To **revisit** something is to look at it or return to it after already looking at or visiting it earlier.

rhythm [N-COUNT-U14] A **rhythm** is a sound or motion repeated over and over with the same amount of time between each repetition.

ring [V-T-U13] To **ring** something is to strike it or shake it so it makes a sound.

routine [N-COUNT-U2] A **routine** is a system for doing things on a regular basis.

rubric [N-COUNT-U11] A **rubric** is a list of things that should be learned in a lesson or assignment used to grade a student's work.

schedule [V-T-U8] To **schedule** something is to set a time of day for it to happen.

seating chart [N-COUNT-U1] A **seating chart** is a map of the chairs in a classroom that shows where each student is supposed to sit.

seesaw [N-COUNT-U5] A **seesaw** is a long beam balanced on a point with a seat on either end, allowing children to swing up and down by pushing the ground with their feet.

select [V-T-U7] To **select** something is to choose it from a group of things.

separation anxiety [N-UNCOUNT-U2] **Separation anxiety** is when a child is afraid or worried about his or her parents leaving him or her.

show [V-T-U2] To **show** something is to present it and explain what it's used for or how it's done.

sign in [V-I-U3] To **sign in** is to mark that one is present by writing one's name or marking a sheet in another way.

sign out [V-I-U10] To **sign out** is to sign one's name on a sheet of paper to show that one is leaving.

signal [N-COUNT-U13] A **signal** is a movement, usually with one's hands, that has a meaning.

sing along [V-I-U9] To **sing along** is to sing with a recording of a song.

slide [N-COUNT-U5] A **slide** is a slippery sloped surface that children glide down.

snack [N-COUNT-U4] A **snack** is a small amount of food eaten in between meals.

song [N-COUNT-U14] A **song** is a short piece of music.

soothing [ADJ-U8] If something is **soothing**, it has the ability to make people relaxed.

sound [N-COUNT-U13] A **sound** is anything that can be heard.

specific [ADJ-U9] If something is **specific**, it is well defined.

stack [V-T-U9] To **stack** things is to place them on top of each other.

step-by-step [EXPRESSION-U15] If something is done **step-by-step**, it is done in several parts, one after the other.

store [V-T-U3] To **store** something is to put it somewhere to be used later.

story time [N-UNCOUNT-U7] **Story time** is when someone reads a story to one or more other people.

structured play [N-UNCOUNT-U6] **Structured play** is play that has rules, such as a game or sport.

supervise [V-T-U5] To **supervise** someone is to watch him or her to make sure he or she is behaving appropriately.

supply list [N-COUNT-U1] A **supply list** is a list of items that will be needed for work, school, or some other task.

task [N-COUNT-U9] A **task** is a job or chore that needs to be done.

teamwork [N-UNCOUNT-U9] **Teamwork** is when people work together as a team.

tell me about [EXPRESSION-U15] To say "**tell me about** something" is to ask someone to describe something to you.

tour [N-COUNT-U2] A **tour** is when a person guides someone through a place.

toy [N-COUNT-U9] A **toy** is an object that children play with.

turn off [V-T-U13] To **turn off** something is to make it stop working.

unstructured play [N-UNCOUNT-U6] **Unstructured play** is play that does not have rules.

utensil [N-COUNT-U4] A **utensil** is a tool used for eating, such as a fork, knife, or spoon.

walk through [V-T-U15] To **walk through** something is to explain it thoroughly.

wind down [V-I-U8] To **wind down** is to become relaxed after being energetic.



**CAREER
PATHS**

KINDERGARTEN Teacher

Book

3

Virginia Evans
Jenny Dooley
Rebecca Minor



Express Publishing

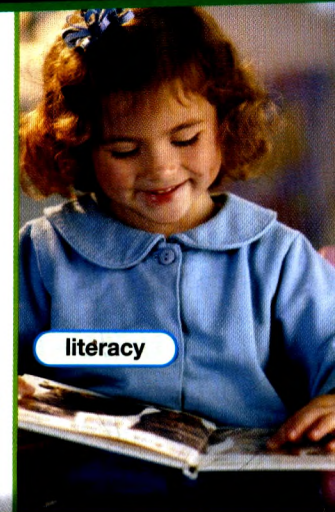
Scope and Sequence

| Unit | Topic | Reading context | Vocabulary | Function |
|------|--|-------------------------------|--|---------------------------------|
| 1 | Language Skills 1: Reading | Reading Standard | consonant, decode, literacy, meaning, memorize, phonemic, phonic, recognize, sight word, sound, vocabulary, vowel | Citing strengths and weaknesses |
| 2 | Reading Strategies 1 | Textbook Excerpt | chunking, CNC word, echo reading, match, picture, point to, pronounce, reading strategy, shared reading, sound it out, word, word wall | Asking for advice |
| 3 | Language Skills 2: Literature | Language Standard | compose, comprehension, demonstrate, event, identify, link, narrate, opinion, problem, provide, reaction, solution, topic | Asking for help |
| 4 | Reading Strategies 2 | Textbook Excerpt | act out, audience, build, coach, drama, draw, make-believe, materials, narrator, next, pass out, present, prompt, prop, recreate, role | Providing options |
| 5 | Writing Skill | Writing Standard | capitalize, independently, letter, lowercase, number, pluralize, preposition, print, spell, uppercase | Discussing goals |
| 6 | Writing Strategies | Textbook Excerpt | clue, color, copy, dotted line, guessing game, jumble, list, missing letter, prize, show and tell, starting letter, trace | Providing reassurance |
| 7 | Math Skill 1: Counting and Cardinality | Math Standard | addition, cardinality, compare, count, count sequence, larger, put together, smaller, subtraction, take away | Giving encouragement |
| 8 | Math Strategies 1 | Textbook Excerpt | bead, bean, calendar, coin, correct order, dot plate, hands-on, keep track, narrative, number line, pass out, shake and spill | Citing benefits |
| 9 | Math Skill 2: Measurements and Data | Standards Guide | attribute, category, classify, data, length, less, measurement, more, shorter, sort, taller, temperature, weight | Describing order of events |
| 10 | Math Strategies 2 | Textbook Excerpt | brainstorm, cold, comparison, color, gather, group, height, hot, natural objects, order, ruler, string | Giving a compliment |
| 11 | Math Skill 3: Geometry | Standards Guide | ball, circle, cube, difference, flat, geometry, polygon, shape, similarity, solid, square, three-dimensional, two-dimensional | Giving an example |
| 12 | Math Strategies 3 | Message Board Posts | build, clay, combine, corner, cut out, draw, form, glue, pasta, pour, rectangle, sand, side, sugar, triangle | Asking about plans |
| 13 | Classroom Management: Theory | Textbook Chapter Introduction | anger, classroom management, conflict, confusion, control, flexibility, misbehave, preemptive, preparation, prevent, problem, positive, reinforce, resolve, think on your feet | Giving praise |
| 14 | Classroom Management: Methods 1 | Classroom Handout | active role, caretaker, door holder, eraser, helper, involve, job, line leader, nurse buddy, paper handler, reduce, responsibility, rotation, sweeper, take turns | Making a suggestion |
| 15 | Classroom Management: Methods 2 | Message Board | act up, behavior, break, consistent, cover (your) mouth, interrupt, quiet corner, quiet signal, repetition, reward, routine, start over | Describing success and failure |

Table of Contents

| | |
|--|----|
| Unit 1 – Language Skills 1: Reading | 4 |
| Unit 2 – Reading Strategies 1 | 6 |
| Unit 3 – Language Skills 2: Literature | 8 |
| Unit 4 – Reading Strategies 2 | 10 |
| Unit 5 – Writing Skill | 12 |
| Unit 6 – Writing Strategies | 14 |
| Unit 7 – Math Skill 1: Counting and Cardinality | 16 |
| Unit 8 – Math Strategies 1 | 18 |
| Unit 9 – Math Skill 2: Measurements and Data | 20 |
| Unit 10 – Math Strategies 2 | 22 |
| Unit 11 – Math Skill 3: Geometry | 24 |
| Unit 12 – Math Strategies 3 | 26 |
| Unit 13 – Classroom Management: Theory | 28 |
| Unit 14 – Classroom Management: Methods 1 | 30 |
| Unit 15 – Classroom Management: Methods 2 | 32 |
| Glossary | 34 |

1 Language Skills 1: Reading



Reading-Literacy.1: Reading Standards for Kindergarten Students

Reading-Literacy.1a:

Students should first be able to recognize and name all **vowels** and **consonants**.

This includes identifying the letters by **sound** as well as

written form. Once 1a is met, the teacher should build **literacy** skills with higher level exercises.

Reading-Literacy.1b:

Students should be able to demonstrate **phonemic** and **phonic** skills. These skills include isolating the different sounds that make up common, simple words. For example, use the three-letter words such as "dog" and "dig". Students should be able to identify the consonant sounds that start and end the words. They should also be able to identify the different vowel sounds in the words.

Reading-Literacy.1c:

Students should be able to **recognize** common **sight words** and read them out loud. The students should not only **memorize** these sight words, but also understand their **meanings**. Teachers should ensure that students fully understand that words represent different concepts.

Reading-Literacy.1d:

In order to meet this learning standard, students will need a strong **vocabulary**. They should also know how to **decode** a word by identifying its different parts. Teachers should instruct students on different word-decoding strategies.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is the difference between phonemics and phonics?
- 2 What skills must children develop as a foundation for reading?

Reading

2 Read the reading standard. Then, mark the following statements as true (T) or false (F).

- 1 ___ Standard 1a requires students to name all the letters of the alphabet.
- 2 ___ Students who know but don't understand sight words meet standard 1c.
- 3 ___ The passage recommends teaching students multiple decoding strategies.

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- | | |
|----------------|------------------|
| 1 ___ sound | 5 ___ phonemic |
| 2 ___ phonic | 6 ___ sight word |
| 3 ___ meaning | 7 ___ memorize |
| 4 ___ literacy | |

- A the idea a word or phrase represents
- B the quality of being able to read and write
- C to learn something so well that one is able to recall it immediately
- D a common word that children memorize and learn to recognize by looking at it
- E relating to a speech sound associated with a certain language
- F a noise, tone, or utterance that a person can produce
- G relating to the physical characteristics of speech sounds

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

consonant vowel decode
recognize vocabulary

- 1 A _____ sound must accompany a vowel sound.
- 2 The teacher helped students increase their _____.
- 3 Teachers should help children learn to _____ words, by identifying their different parts.
- 4 Many three-letter words in English contain a _____ as the middle letter.
- 5 After a lot of practice, the children were able to _____ the common words.

- 5 Listen and read the reading standard again. What are some phonic and phonemic skills students should be able to demonstrate?

Listening

- 6 Listen to a conversation between a teacher and a parent. Mark the following statements as true (T) or false (F).

- 1 ___ The woman's son struggles with vowel and consonant sounds.
- 2 ___ The woman will help her son learn sight words.
- 3 ___ The man gives the woman a list of common phonetic sounds.

- 7 Listen again and complete the conversation.

Teacher: He's great at identifying all the vowel and 1 _____ sounds.

Parent: That's right. We've been practicing the alphabet 2 _____ at home.

Teacher: I can tell. I think you should 3 _____ to practicing words with him.

Parent: Okay. We'll do that. I know he struggles a little bit with reading 4 _____.

Teacher: Yeah. That's one area that I think he needs some 5 _____ on.

Parent: How do you recommend I practice with him?

Teacher: Well, I think you should help him learn common 6 _____.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm pleased to report ...

He struggles with ...

How can I help ...?

Student A: You are a teacher. Talk to Student B about:

- a student in your class
- reading-related activities where the student excels
- the student's areas of weakness with reading

Student B: You are a parent. Talk to Student A about your child, and your child's progress with reading.

Writing

- 9 Use the reading standard and conversation from Task 8 to complete a letter about reading to the parents of the students in your class. Include: the important skills students need to develop when learning how to read, and how parents can help them develop these skills.

Dog

CNC word

Chapter 4:

Teaching Standard 1

Reading Strategies for Beginning Readers



point to

There are a number of **reading strategies** teachers can refer to when helping beginning readers.

One of these strategies, **chunking**, involves breaking **words** down into smaller, more manageable parts that are easier to **pronounce**. Encourage students to **sound it out** by attempting to read the word out loud. Help students identify common **CNC words**, or three-letter words that start and end with consonant sounds, within the larger word.

Shared reading is an exercise in which the entire class reads a short passage out loud together. One method is **echo reading**. To begin, stand where all students can see

the book. Say "Repeat after me." Then **point** to each word as you read a sentence. When you stop, have students repeat the sentence. Point to each word again as the students speak.

To be sure that students understand what they are reading, have them **match words with pictures**. Another way to improve understanding is to feature a **word wall** in your classroom. Place common words in large print on this wall. Students can refer to them during reading practice. As students learn new words, add those words to the wall. This will help students become more comfortable with the new words and concepts.



shared reading

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some reading strategies for new readers?
- 2 How can teachers use word walls as learning tools?

Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 Teachers should help students break down long CNC words.
- 2 The echo reading strategy involves students repeating after the teacher.
- 3 The passage encourages adding words to word walls as students learn.

Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|-------------------------------------|---|
| 1 <input type="checkbox"/> picture | 4 <input type="checkbox"/> CNC word |
| 2 <input type="checkbox"/> word | 5 <input type="checkbox"/> pronounce |
| 3 <input type="checkbox"/> chunking | 6 <input type="checkbox"/> shared reading |

- A to say a word out loud using one's voice
- B an image or visual representation of something
- C a combination of sounds or written letters that represents a concept
- D a strategy in which teacher and students read a text out loud together
- E a strategy in which students break down a word or sentence into smaller pieces
- F a three-letter word consisting of a consonant-vowel-consonant

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

point to reading strategy echo reading
word wall sound it out match

- Who can _____ the word to a picture?
 - If students see a word they don't know, they should _____.
 - Which _____ is most effective with students? Chunking or echo reading?
 - Yesterday, the kids added a new word to the _____ at the front of the room.
 - As teachers read a passage, they should _____ each word so that students make the association between the word's pronunciation and its form.
 - If a student repeats a word after the teacher pronounces it, he or she is engaged in _____.
- 5 Listen and read the textbook excerpt again. What is the purpose of a word wall in a classroom?

Listening

- 6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).
- The woman asks the man for advice.
 - The man explains the importance of shared reading.
 - The speakers discuss some ways to use a word wall.
- 7 Listen again and complete the conversation.

Teacher 2: Do you have a 1 _____ in your classroom?

Teacher 1: No, I don't. What's that?

Teacher 2: It's an area where you display common words in 2 _____ so all students can see them.

Teacher 1: I see. Can I put 3 _____ next to words to make the meaning clearer for students?

Teacher 2: Sure. That's a great idea.

Teacher 1: Thanks for the 4 _____. I'll give it a try.

Teacher 2: You can also use the word wall as a tool for 5 _____.

Teacher 1: Oh? How so?

Teacher 2: Well, 6 _____ each word and read it out loud. Have students repeat what you say.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Some of my students ...

Do you have any advice ...?

You might want to try ...

Student A: You are a teacher. Talk to Student B about:

- students who are struggling with reading
- ways to help your students learn to read
- strategies for teaching reading

Student B: You are a teacher. Give Student A advice on teaching students how to read.

Writing

- 9 Use the textbook excerpt and conversation from Task 8 to complete a lesson plan overview for a reading lesson for kindergarten students. Include: the goal of the lesson, a list of tools and materials required for the lesson, and a description of the lesson's activities.

CNC word
chunking
word wall match
shared reading
CNC word point to
word wall match

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some goals for teaching lessons on stories?
- 2 How can teachers check for student comprehension?



English.
Literature.1

Literature Standards for Kindergarten Students

English.Literature.1a: When the teacher **narrates** a short story, students should be able to demonstrate basic **comprehension** of the storyline. This includes being able to **link** the different **events** of the story and explain how they relate to each other. When prompted, students should be able to **provide** a summary of the story in their own words.

English.Literature.1b: Students should demonstrate their ability to form an **opinion** on a **topic** related to the story. They should explain their **reaction** to the story's events in basic terms. With encouragement, students should be able to explain and elaborate on their opinion.

English.Literature.1c: With support, students should **identify** the central **problem** of a story. Additionally, they should name or propose a **solution**. In doing so, students demonstrate basic critical thinking skills.

English.Literature.1d: To meet this learning standard, students should be able to **compose** or **narrate** a short story. It must contain a beginning, a middle, and an end. The events in this story should progress logically and relate to each other in some way.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- | | |
|--------------|--------------------|
| 1 __ topic | 4 __ compose |
| 2 __ event | 5 __ identify |
| 3 __ problem | 6 __ comprehension |

- A to name or recognize something
 B the quality of understanding something
 C something that occurs or takes place in a story
 D to write or develop something, such as a story
 E an event or situation that needs to be solved or overcome
 F the subject area that a story, discussion, or piece of writing is about

Reading

2 Read the language standard. Then, mark the following statements as true (T) or false (F).

- 1 __ Students must retell a story in their own words to meet standard 1a.
- 2 __ Meeting standard 1c requires students to think critically.
- 3 __ Narrating a short story with a logical progression of events is not a requirement.

4 Write a word that is similar in meaning to the underlined part.

- 1 What is the student's personal point of view on this story?
_ _ i n _ _ _
- 2 Can students make a connection between these two events?
_ _ n _
- 3 Can the student think of a resolution to the problem?
s _ _ _ t _ _ n
- 4 Teachers need students to show that they understand the story.
_ _ m o _ _ _ r a _ _
- 5 Ask students to give their opinions on the story.
p _ _ v i _ _
- 6 What was the student's response to the story?
_ _ _ c t _ _ _
- 7 Tell the short story to the class.
n _ r _ _ _ _

5 Listen and read the language standard again. Students should be able to narrate a short story that contains what elements?

Listening

6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- 1 ___ The speakers discuss how to check student comprehension.
- 2 ___ Students will act out the story in small groups.
- 3 ___ Students will practice explaining their points of view.

7 Listen again and complete the conversation.

- Teacher 1:** How can we check for student 1 _____ ?
- Teacher 2:** Well, after we read the story out loud, we can ask students to 2 _____ it.
- Teacher 1:** So they'll summarize it for us?
- Teacher 2:** Exactly. That way, students can 3 _____ that they fully understand.
- Teacher 1:** I see. I think students will enjoy 4 _____ the story for us.
- Teacher 2:** Me too. We can also have students act it out in 5 _____ .
- Teacher 1:** That sounds like a lot of fun. I think this will be a great lesson.
- Teacher 2:** I agree. Do you have any ideas what else we can do?
- Teacher 1:** Well, I thought students could talk about their 6 _____ to the story.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- Could you help me ...?*
Why don't we ...?
Well, after we finish reading the story ...

Student A: You are a teacher. Talk to Student B about:

- a future lesson plan on a story
- checking student comprehension
- ideas for activities to accompany the story

Student B: You are also a teacher. Talk to Student A about teaching a lesson on a story.

Writing

9 Use the language standard and conversation from Task 8 to complete a list of questions a teacher can ask students after he or she reads a story. Include: questions that check for comprehension, questions that ask students to identify aspects of the story, and questions that allow students to share their opinions.

4 Reading Strategies 2

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What creative activities help teach stories?
- 2 What skills can students demonstrate when performing creative activities related to a story?



Teaching Kindergarten Chapter 2: *Class Activities*

In preparation for teaching a story, plan creative or interactive activities to accompany your lesson. For example, have students complete an art project related to the story. After you **pass out** paper and **materials** to the students, **prompt** them to use their creativity to **draw** a picture of their favorite scene. Then, when students are finished, let them **present** their completed artwork to the class.

Another idea is to **recreate** the story in the form of a class play or **drama**. First, go over the story with the students until everyone understands the order of the events. Afterward, tell students they will **make-believe** that they are different characters in the story. Assign each student a **role**, including the role of the **narrator**. Then, **act out** the story.

In preparation for a performance, **build** a set and create **props** together as a class. Then, practice with the students. Remind students what comes **next** in the story, and **coach** them as needed. When students are ready to perform, invite another class to be the **audience**. This is a great way to make the story come to life for students and cooperate as a class.

Reading

2 Read the textbook excerpt. Then, choose the correct answers.

- 1 What is the purpose of the passage?
 - A to help teachers select a story to teach students
 - B to provide ideas for activities to accompany a story
 - C to give parents advice on creative and interactive activities
 - D to compare and contrast different methods of teaching literature
- 2 Which of the following is NOT a suggestion provided in the passage?
 - A prompting students to use their creativity
 - B helping students build a set and create props for a play
 - C giving students the opportunity to present artwork to the class
 - D inviting students' parents to be the audience for a class performance
- 3 What should the teacher do first when preparing to put on a class play?
 - A build a set and the props
 - B assign each student a role
 - C invite people to watch the play
 - D ensure all students understand the story

Vocabulary

3 Fill in the blanks with the correct words from the word bank.

Word BANK

materials **drama** **audience**
role **build** **next**

- 1 What happens _____ in the story?
- 2 The class will _____ a set together.
- 3 Assign each child a(n) _____ in the play.
- 4 Pass out the art supplies and _____ to the students.
- 5 Acting in a play gives students experience with _____.
- 6 The teacher would like to invite another class to be the _____ when the students perform.

4 Read the sentence pairs. Choose which word best fits each blank.

1 prompt / present

- A _____ students to draw a picture of a scene from the story.
- B Let students _____ their work to the class.

2 act out / coach

- A Be sure to _____ students so that they are prepared for the performance.
- B The students will _____ the story.

3 pass out / recreate

- A Have a student help _____ materials to the students in your class.
- B When students perform a play, they _____ the events of a story.

4 draw / make-believe

- A Have students _____ that they are characters in the story.
- B Have children _____ pictures of their favorite scenes in the story.

5 prop / narrator

- A A _____ is a person telling a story.
- B The student made her own _____ in preparation for the performance.

5 Listen and read the textbook excerpt again. What creative or interactive classroom activities are described in the passage?

Listening

6 Listen to a conversation between a teacher and a student. Mark the following statements as true (T) or false (F).

- 1 What is the conversation mostly about?
- A the events and characters of a story
- B the creation of sets and props for a play
- C the speakers' favorite parts of a story
- D the project options available to students
- 2 What will the girl likely do next?
- A draw pictures that illustrate parts of a story
- B practice for a class play that recreates a story
- C talk about her favorite characters in a story
- D write about her reaction to the story's events

7 Listen again and complete the conversation.

- Teacher:** So, which 1 _____ would you like to do?
- Student:** I don't know. What are the choices again?
- Teacher:** Well, you could 2 _____ of your favorite part of the story.
- Student:** Oh. I'm not very good at drawing.
- Teacher:** That's okay. Just use your 3 _____.
- Student:** Maybe. But I think I'd rather do something else. What else can I do?
- Teacher:** Well, if you prefer, you can be in our 4 _____.
- Student:** You mean I get to play 5 _____ - _____?
- Teacher:** That's right. You can 6 _____ to be a character in the story.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- What are the choices ...?*
- Well, your other option is ...*
- I like that idea.*

Student A: You are a teacher. Talk to Student B about:

- activities related to a story you taught in class
- the options available to students
- what each project option involves

Student B: You are a student. Talk to Student A about the project options that are available to you.

Writing

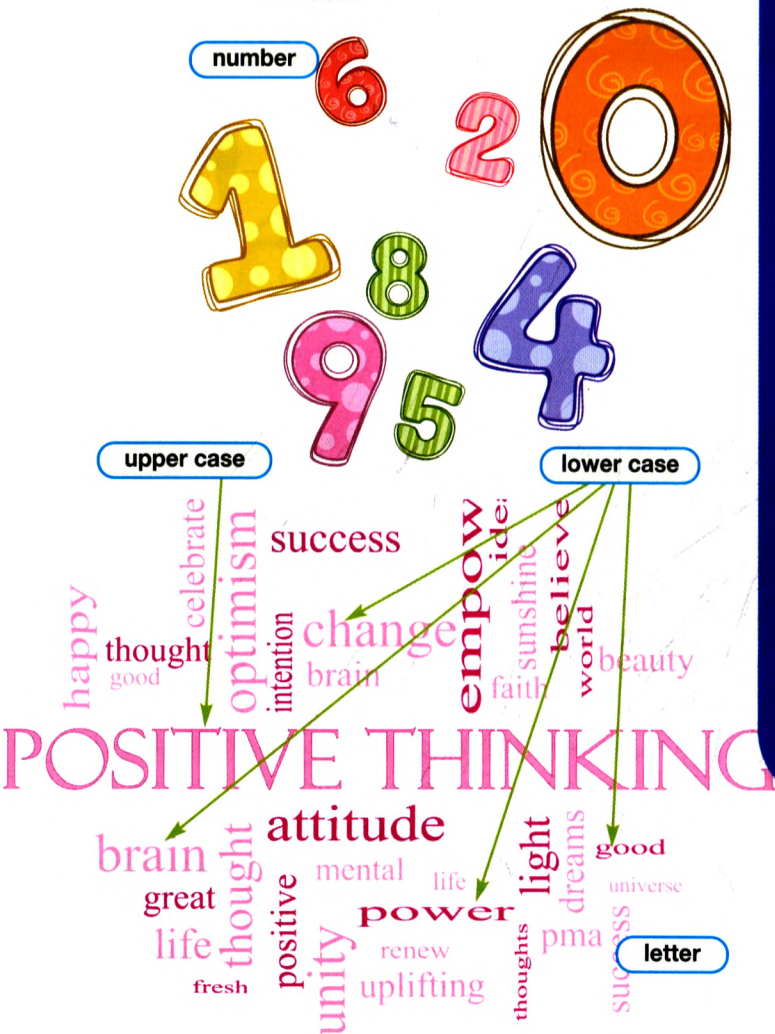
9 Use the textbook excerpt and conversation from Task 8 to complete a lesson plan that includes an interactive or creative activity related to a story. Include: a description of the activity, a discussion of goals for the activity, and the steps to follow when leading students in the activity.

5 Writing Skill

Get ready!

- Before you read the passage, talk about these questions.
 - What skills should students develop so that they can write complete sentences?
 - How could a teacher help students who are learning to write numbers?

3



Writing.1: Writing Standards for Students

Writing.1a: _____

Students should be familiar with the letters of the alphabet. This includes knowing the sound associated with each letter. Students must also recognize the letter in both its **uppercase** and **lowercase** forms.

Writing.1b: _____

Students should learn to **print** uppercase and lowercase letters. Teachers should emphasize the difference between the two forms. Explain when students should use each form. In order to meet this standard, students must show an understanding of when to **capitalize** letters.

Writing.1c: _____

When students can print the letters **independently**, they should learn how to **spell** common words. Students should understand the concepts the words represent, rather than just simply write the letters. This competency also requires that students know how to **pluralize** words.

Writing.1d: _____

This competency requires that students be familiar with the basic **prepositions**. They must show knowledge of how to use and spell them.

Writing.1e: _____

Students should be able to demonstrate the proper way to write the ordinal **numbers** of 0-9. Students that meet this competency will count and write up to the number twenty.

Vocabulary

- Fill in the blanks with the correct words from the word bank.

word BANK

pluralize print preposition capitalize

- The word 'on' is an example of a _____.
- When people _____ the word cat, they add an s to the end of the word.
- Students need to learn how to _____ both uppercase and lowercase letters.
- Make sure students _____ the first letters of their names.

Reading

- Read the writing standard. Then, mark the following statements as true (T) or false (F).
 - Writing 1.c requires students to change singular nouns to plural forms.
 - Capitalizing letters and printing are in the same standard.
 - Students who can count to ten meet Writing 1e.

4 Match the words (1-6) with the definitions (A-F).

- 1 __ spell 4 __ lowercase
2 __ letter 5 __ uppercase
3 __ number 6 __ independently

- A** describes a capital letter, rather than a small letter
B describes a small letter, rather than a capital letter
C a symbol or character that represents an amount or quantity
D describes something that is done on one's own without direct assistance
E to write a word so that the letters in it are in the correct sequence
F a character or symbol that makes up part of the alphabet

5 Listen and read the writing standard again. What should teachers emphasize to students in order to meet the requirements of Writing.1b?

Listening

6 Listen to a conversation between a principal and a teacher. Mark the following statements as true (T) or false (F).

- 1 __ The speakers discuss goals for the man's students.
2 __ The man's students can print their letters completely independently.
3 __ The man has already taught his students how to pluralize words.

7 Listen again and complete the conversation.

Teacher: Right now they are learning how to 1 _____ the letters.

Principal: Are they learning both the 2 _____ forms?

Teacher: Yes. I'm introducing some basic rules of 3 _____, too.

Principal: Oh? Which rules have you taught so far?

Teacher: Well, they know that their names should always begin with a 4 _____.

Principal: I see. Good idea. Students should develop good writing habits early on.

Teacher: Exactly. I agree completely.

Principal: So what are your 5 _____ for your class in the next few months?

Teacher: Well, I'd like my students to print their letters completely 6 _____.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

So, how are your students doing with ...?

Well, next week I plan to ...

What are your goals ...?

Student A: You are a principal. Talk to Student B about:

- student progress with writing skills
- the skills the students are currently working on
- the goals for the students in the class

Student B: You are a teacher. Talk to Student A about what you are teaching your students and your future teaching goals.

Writing

9 Use the writing standard and conversation from Task 8 to complete a progress report on a particular student. Include: an overview of the student's progress in writing, a description of what the student is currently working on, and a discussion of future goals for the student.

6 Writing Strategies



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What types of activities can help students practice writing letters and words?
- 2 What type of games could a teacher play with students in class to help with writing?

Reading

2 Read the textbook excerpt. Then, choose the correct answers.

- 1 What is the purpose of the passage?
 - A to explain the importance of proper writing techniques
 - B to discuss activities that help students develop writing skills
 - C to give parents ideas on how to make writing fun for children
 - D to list classroom activities that help students learn basic math skills
- 2 Which of the following game activities is NOT described in the passage?
 - A Students try to guess a mystery word.
 - B Students jumble up the letters of words.
 - C Students try to put the letters of a word in the correct order.
 - D Students rearrange letters of a word in order to form the correct spelling.
- 3 What happens after students have completed the coloring activity?
 - A The student draws a picture of an animal.
 - B The teacher lets students present their work to the class.
 - C The student writes the animal's name on the piece of paper.
 - D The teacher makes a list of students' favorite animals on the blackboard.

Chapter 14:

Teaching the Writing Standard

There are a number of ways to help your students with their writing skills. For example, some exercises have students **trace** along **dotted lines** to form letters and words. These are very effective learning aids. Afterwards, have students **copy** the letters independently for additional practice.

Most students love to **color**. So combining a coloring activity with writing is a great way to engage students. Ask students to name their favorite animals, and **list** their answers on the blackboard. Then, tell students to choose an animal and draw a picture of it. Each student should write the name of the animal on their piece of artwork. Once students have finished the activity, let them present their work in **show and tell**.

Play **guessing games** with your students to make learning even more fun. Write the **starting letter** of a mystery word on the blackboard. Include dashes that indicate the word's **missing letters**. Give **clues** until students are able to complete the word.

You could also **jumble** the letters of a word. Then challenge students to put the letters in the correct order. Consider giving the student that gets the correct answer the fastest a **prize**.

Vocabulary

3 Fill in the blanks with the correct words: *trace, copy, missing letter, list, show and tell, prize, guessing game.*

- 1 The students will play a _____ together as a class.
- 2 Who knows the _____ in that word?
- 3 Make sure students _____ along the dotted line.
- 4 The student who wins the game will get a _____.
- 5 What will the boy share with the class during _____?
- 6 As students name their favorite animals, _____ them on the blackboard.
- 7 After students trace the words, have them _____ them several times for practice.

4 Match the words (1-5) with the definitions (A-E).

- 1 ___ clue
- 2 ___ color
- 3 ___ jumble
- 4 ___ dotted line
- 5 ___ starting letter

- A the letter that begins a word
B to mix something up, such as the letters of a word
C a hint that helps students arrive at the right answer
D a line made up of small dots
E to use crayons, colored pencils, or similar tools to add color

5 Listen and read the textbook excerpt again. What are some activities that give students practice writing letters?

Listening

6 Listen to a conversation between a parent and a teacher. Mark the following statements as true (T) or false (F).

- 1 ___ The man's daughter writes her letters exceptionally well.
- 2 ___ The woman reassures the man about his daughter's writing skills.
- 3 ___ The woman discusses the guessing games that she plays in class with students.

7 Listen again and complete the conversation.

Parent: How is my daughter doing with writing?

Teacher: Overall, she's doing well. She still 1 _____ a little with writing her letters.

Parent: Yes, I noticed that her writing is very difficult to read. I'm a little 2 _____.

Teacher: I wouldn't be. I think she's making 3 _____.

Parent: That's 4 _____. How do you teach writing in your class?

Teacher: Well, I start by having students 5 _____ their letters.

Parent: And then do students practice writing them independently?

Teacher: Yes. I walk around the room to help students who are 6 _____.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm concerned about ... / I like to ...

What other types of ...?

Student A: You are a parent. Talk to Student B about:

- your child's writing skills
- your concern about your child's progress
- class writing activities

Student B: You are a teacher. Talk to Student A about the progress one of your students is making.

Writing

9 Use the textbook excerpt and conversation from Task 8 to complete a lesson plan for a fun activity focusing on writing skills. Include: an overview of the activity and its purpose, and the activity's procedures.

7 Math Skill 1: Counting and Cardinality

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why must students understand cardinality?
- 2 What is addition and subtraction?

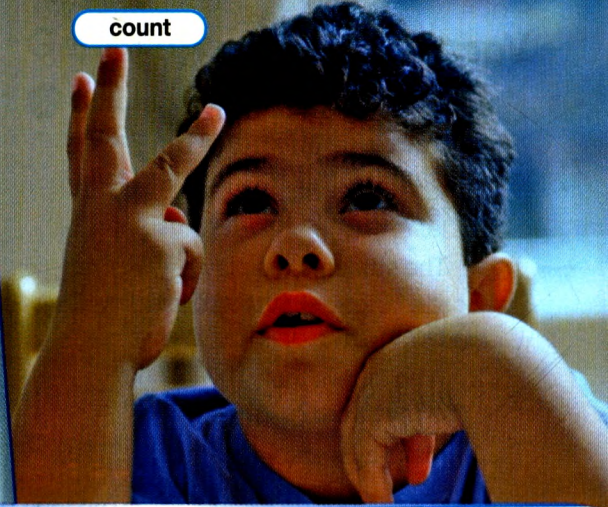
$$2 \text{ (2 apples)} + 3 \text{ (3 apples)} = 5$$

addition

$$5 \text{ (5 apples)} - 3 \text{ (3 apples)} = 2$$

subtraction

count



Math.1: Math Standards for Students Counting and Cardinality

Math.1a: This standard requires students to be familiar with number names and the **count sequence**. To meet this standard, students must **count** forward up to the number 100. The ability to write the numbers up to 20 is also a required competency.

Math.1b: Students should display understanding of the association between quantities and numbers. Additionally, they should understand the relationship between the act of counting and **cardinality**. The ability to **compare** two different numbers is a required competency. When presented with two quantities, students must determine which quantity is **larger** and which is **smaller** by counting.

Math.1c: This standard requires that students understand the concept of **addition**. They should know that addition involves **putting together** two quantities. Students should be able to use small objects, such as beans, to demonstrate their understanding of addition.

Math.1d: This standard requires that students understand the concept of **subtraction**. Students should know that when they **take away** some objects from a group of objects, they perform subtraction. The ability to illustrate this concept with small objects is also required.



compare

Reading

2 Read the math standard. Then, mark the following statements as true (T) or false (F).

- 1 A student who can count to 20 has met the requirements of Math.1a.
- 2 Math.1b requires that students understand that numbers represent quantities.
- 3 Students should have an understanding of how to add and subtract.

Vocabulary

- 3 Fill in the blanks with the correct words from the word bank.

Word BANK

put together take away count compare

- 1 Students should be able to _____ up to the number 100.
- 2 When students _____ 2 apples and 3 apples, they get 5 apples.
- 3 Have students _____ these two numbers. Which is larger and which is smaller?
- 4 If people _____ 2 oranges from the total of 4 oranges, how many oranges are left?

- 4 Match the words (1-6) with the definitions (A-F).

- | | |
|----------------|----------------------|
| 1 ___ larger | 4 ___ cardinality |
| 2 ___ smaller | 5 ___ subtraction |
| 3 ___ addition | 6 ___ count sequence |
- A the order of numbers
B the number of elements in a group of things
C the process of deducting one number or amount from another one
D the process of summing numbers, or combining two or more amounts
E describes a number that represents a lesser quantity than another number
F describes a number that represents a greater quantity than another number

- 5 Listen and read the math standard again. What does Math.1c require of students?

Listening

- 6 Listen to a conversation between a teacher and a student. Mark the following statements as true (T) or false (F).

- 1 ___ The man asks the girl two subtraction problems.
- 2 ___ The girl thinks addition is easier than subtraction.
- 3 ___ The girl gives an incorrect answer.

- 7 Listen again and complete the conversation.

Teacher: Let's do a 1 _____ together next.

Student: Oh. Those are harder. I'm better at 2 _____.

Teacher: Just do your 3 _____. You can do it!

Student: Okay, I'll try. I hope I get it right.

Teacher: Suppose you have five oranges. If I 4 _____ three of them, how many are left?

Student: Hmm ... I need to think about it for a minute. Is that okay?

Teacher: Sure. 5 _____.

Student: I think the answer is two apples. Is that right?

Teacher: Yes, it is! 6 _____ work. See, you're good at subtraction problems too.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Let's practice ...

Suppose you have ...

I think the answer is ...

Student A: You are a teacher. Talk to Student B about:

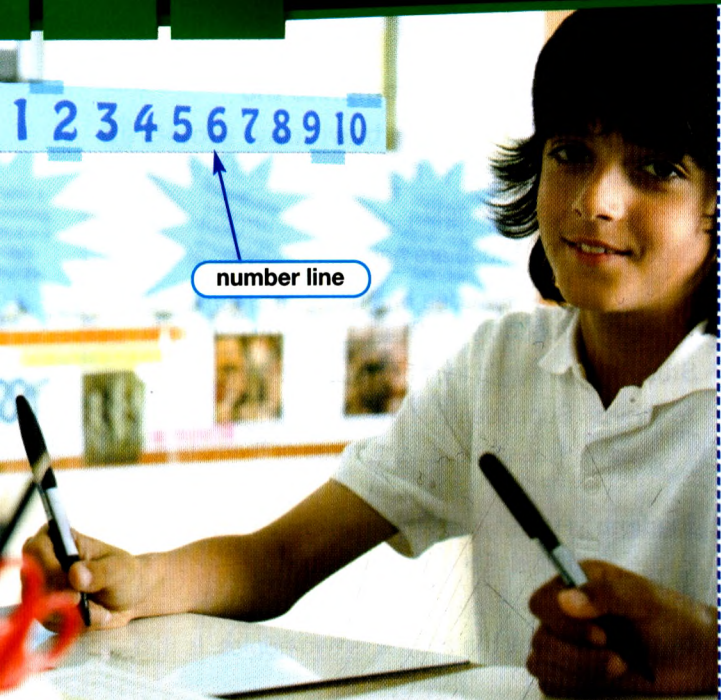
- the concepts of addition and subtraction
- a specific math problem
- the answer to the math problem

Student B: You are a student. Talk to Student A about addition and subtraction.

Writing

- 9 Use the math standard and conversation from Task 8 to complete a student progress report. Include: an overview of the student's progress in math, the skills the student is currently working on, and your goals for the student.

8 Math Strategies 1



number line



coin



beans

Teaching Methodology

Chapter 15: Teaching Math Standard 1

When teaching students their numbers, display a **number line** and **calendar** prominently. Students can refer to them for help remembering the **correct order** of the numbers.

Another helpful tool is a set of **dot plates**. Draw a different number of dots on paper plates. Make sure that all the numbers between 1 and 9 are represented at least once. Then, hold up a plate and ask students what number it represents. When teaching students how to add, hold two plates up side by side. Then ask students for the total number of dots.

Hands-on activities are particularly good learning tools. **Pass out 5 coins** and a cup to each student. After they **shake and spill** the coins, they should record how many land on heads and how many land on tails. Continue the activity until students find all possible combinations of heads and tails. Then, try with a different number of coins, such as 6 or 7.

You could also read a **narrative** out loud. Tell students, "Mary had 3 cookies. She ate 2 of them, and then bought 8 more." Have students **keep track** of the number of cookies Mary has. They can use **beads** or **beans** as counters.

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 How do calendars and number lines help students?
 - 2 What are some hands-on math activities?

Reading

- 2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).
 - 1 A calendar can help students remember the correct order of the numbers.
 - 2 The shake and spill activity requires objects that have one side.
 - 3 A set of dot plates can be used to illustrate the concept of addition.

Vocabulary

- 3 Fill in the blanks with the correct words or phrases from the word bank.

Word BANK

correct order number line dot plate
keep track shake and spill pass out

- 1 Ask a student to help _____ the materials.
- 2 Teachers should display a _____ prominently across the front wall of their classrooms.
- 3 Use the beans to _____ of the number of cookies Mary has.
- 4 Hold up a _____ and ask students what number it represents.
- 5 Students can refer to a number line if they forget the _____ of the numbers.
- 6 After students _____ the coins, they should record the results.

4 Match the words (1-6) with the definitions (A-F).

- 1 ___ bead 4 ___ narrative
2 ___ coin 5 ___ calendar
3 ___ bean 6 ___ hands-on

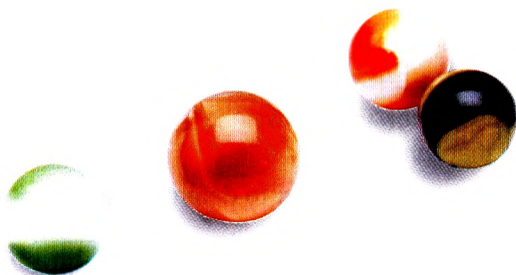
- A** a small seed
B a story or an account
C a small, disc-shaped object that has monetary value
D a chart that shows the days, months, and weeks of a year
E a small piece of plastic, glass, or stone with a hole in the middle
F allowing active participation, as opposed to passive observation

5 Listen and read the textbook excerpt again. How can a teacher create a set of dot plates?

Listening

6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- 1 ___ The speakers discuss how to utilize dot plates in the classroom.
2 ___ The man explains a shake and spill activity.
3 ___ The woman led her students in a hands-on activity.



7 Listen again and complete the conversation.

Teacher 1: How's teaching math going?

Teacher 2: It's going pretty well! We did a 1 _____ activity today.

Teacher 1: Oh? I'm not familiar with that type of activity. What does it involve?

Teacher 2: Well, students get 5 coins. They need to find all possible combinations of 2 _____.

Teacher 1: I see. What 3 _____ did you need?

Teacher 2: Just 4 _____ and paper cups. And a worksheet where students can keep track of the combinations.

Teacher 1: Cool. It sounds like a great 5 _____.

Teacher 2: It is. It helps students understand 6 _____.

Teacher 1: I'll have to try it with my class. I think my students would really enjoy it.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What activities have you done ...?

I'm not familiar with ...

It helps students ...

Student A: You are a teacher. Talk to Student B about:

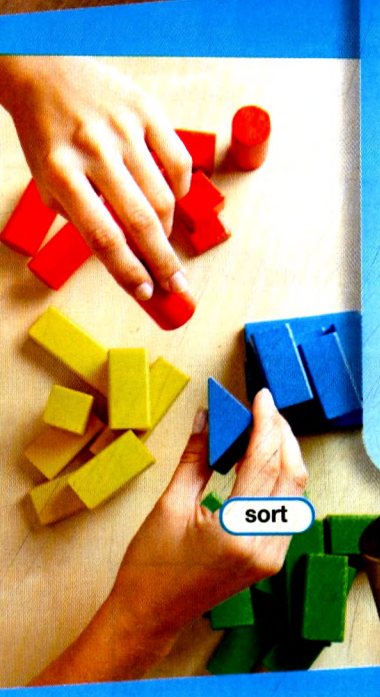
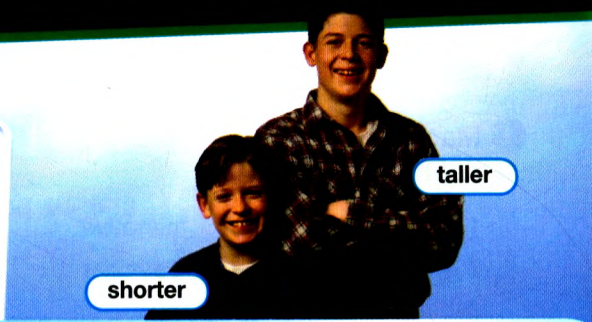
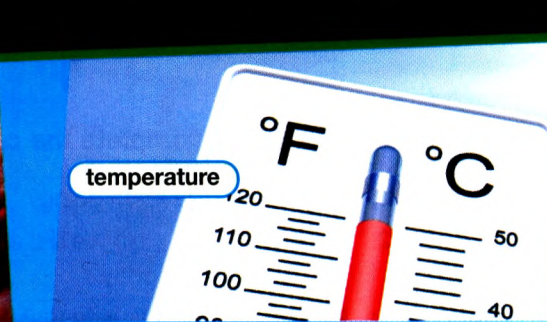
- math teaching tools and activities
- math activities that are hands-on
- the benefits of these activities for students

Student B: You are also a teacher. Talk to Student A about classroom activities for math.

Writing

9 Use the textbook excerpt and conversation from Task 8 to complete a list of materials various hands-on math activities require. Include: a description of each item needed, a discussion of what the item can be used for, and an overview of the classroom activity that uses the item.

9 Math Skill 2: Measurements and Data



Math Standards

Math 2: Measurement and Data

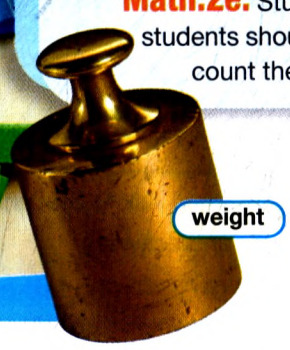
Math.2a: This standard requires students to name measurable **attributes** of objects. These include **length**, **weight**, and **temperature**.

Math.2b: Students should be able to compare objects with different attributes. For example, a student should be able to identify which of two different objects weighs **more** and which weighs **less**. When comparing two people, they should identify who is **taller** and who is **shorter**.

Math.2c: To meet this standard, students must understand temperature as a **measurement** of heat. They should understand that colder and hot areas have lower or higher temperatures, respectively. Students should be able to compare two temperature readings. They must identify which comes from hot and cold locations.

Math.2d: Students should be able to collect **data** related to object attributes. This includes using rulers to measure length and scales to measure weight. Thermometers should be used to measure temperature when available.

Math.2e: Students must be able to **classify** objects by their attributes. For example, students should be able to **sort** a group of items by color. They should then be able to count the number of objects that fall into each **category**.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some attributes objects can have?
- 2 What are some measurement devices?

Reading

2 Read the standards guide. Then, mark the following statements as true (T) or false (F).

- 1 One of the standards requires that students be able to collect data.
- 2 Students should be able to use a ruler to determine how heavy an object is.
- 3 One of the standards requires that students be able to count objects.

Vocabulary

3 Fill in the blanks with the correct words from the word bank.

Word BANK

more less taller shorter
temperature length sort

- 1 Please _____ the objects by color.
- 2 The five-pound cat weighs _____ than the twenty-pound dog.
- 3 Students should use a ruler to measure an object's _____ in centimeters.
- 4 Please use a thermometer to determine the _____ of the water.
- 5 The heavy bowling ball weighs _____ than that light feather.
- 6 Students can use a ruler to determine which pencil is longer and which is _____.
- 7 Since Mr. Smith is six feet tall and Lacey is three feet tall, Mr. Smith is _____.

4 Match the words (1-6) with the definitions (A-F).

- 1 __ data 4 __ attribute
2 __ classify 5 __ category
3 __ weight 6 __ measurement

- A** to put something in group or category
B a feature or characteristic of something
C a measurement of how heavy an object is
D the action of determining the size or degree of something
E a division or class that contains items with a certain characteristic
F the information collected by some type of measurement or analysis

5 Listen and read the standards guide again. What type of measuring instruments should students be able to use?

Listening

6 Listen to a conversation between a teacher and an assistant. Mark the following statements as true (T) or false (F).

- 1 What is the conversation mostly about?
A an upcoming math unit
B ways to help struggling students
C the lesson they taught yesterday
D how students are currently progressing
- 2 What will the speakers focus on first?
A teaching students how to use measuring devices
B teaching students how to compare different objects
C teaching students how to collect data about objects
D teaching students about the attributes of objects

7 Listen again and complete the conversation.

Teacher: Let's plan for our next math unit.

Assistant: Okay. We're teaching about 1 _____ next, right?

Teacher: Right. I'd like to start with teaching students the different 2 _____ objects can have.

Assistant: Such as weight, length, and 3 _____?

Teacher: Yes. I want to make sure students understand those terms.

Assistant: That sounds like a great 4 _____. What will we teach after that?

Teacher: After that, I'd like to have students start comparing different objects.

Assistant: Such as a 5 _____ object and a light object?

Teacher: Yes. I want students to be able to tell which object has 6 _____ of a given attribute.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Let's plan for ... / We'll start by ...

After that, we'll ...

Student A: You are a teacher. Talk to Student B about:

- an upcoming unit on data and measurement
- your plans for teaching the unit
- the order in which you will introduce the concepts

Student B: You are an assistant. Talk to Student A about a unit on data and measurement.

Writing

9 Use the standards guide and conversation from Task 8 to create an ordered list of teaching goals for a unit on data and measurement. Include: a description of your goals and the concepts you plan to teach, and a discussion of the skills and abilities you want students to achieve.

10 Math Strategies 2

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is brainstorming, and why is it a good activity?
- 2 What activities help students practice comparing objects?



The Kindergarten-Level Math Standards

Chapter 3: Data and Measurement

During a lesson on temperature, tell students to try and think of as many examples of **hot** and **cold** items as possible. Make a list on the board of all the items students name in each category. You could also do a similar activity when discussing **color**. For example, have students **brainstorm** and name items that are green. Then, move on to naming items that are blue. Do this for all the colors.

Natural objects can be great learning tools. Take your class outside to **gather** twigs, small rocks, leaves, and similar items. Have students **group** items by type. Then, have them **order** items from longest to shortest or biggest to smallest. This gives students some hands-on practice with making **comparisons** between objects.

Students can also use **string** to measure the lengths of some of these natural objects. To do this, have students hold one end of the string at one end of the object. They should then stretch the string across the object's length and make a mark on the string at the object's end point. Then, have students hold their strings up to **rulers** to determine how many inches or centimeters the object measures. They can also use string as a tool for measuring **height**.



Reading

2 Read the textbook excerpt. Then, choose the correct answers.

- 1 What is the purpose of the passage?
 - A to give tips for how to lead brainstorming sessions
 - B to detail the science competencies students must achieve
 - C to provide ideas for how to use natural materials in art projects
 - D to suggest activities to help teach measurement-related standards
- 2 Which of the following is NOT a topic for brainstorming suggested in the passage?
 - A things that are hot
 - B things that are cold
 - C things that are green in color
 - D things that are found in nature
- 3 What is a use of natural objects that is suggested in the passage?
 - A sorting natural objects by type
 - B weighing natural objects using a scale
 - C tying natural objects together with string
 - D comparing natural and manmade objects

Vocabulary

3 Fill in the blanks with the correct words from the word bank.

Word BANK

brainstorm color comparison
group natural objects string

- 1 Twigs, leaves, and rocks are examples of _____.
- 2 Please _____ and name different items that are orange.
- 3 The student used a _____ as a tool to help measure the object.
- 4 Have students _____ the different objects they collected by type.
- 5 Who can think of something that is purple in _____?
- 6 Be sure to encourage the student to form a _____ between the two objects.

4 Match the words (1-6) with the definitions (A-F).

- 1 __ hot 3 __ height 5 __ gather
2 __ cold 4 __ ruler 6 __ order

- A to collect things or bring things together
B describes something with a high temperature
C the measurement of how tall something is
D describes something with a low temperature
E to arrange things according to some pattern or rule
F a strip of material that is marked at regular intervals

5 Listen and read the textbook excerpt again. How can students use string as a tool to help them take measurements?

Listening

6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- 1 What is the conversation mostly about?
A an upcoming math unit
B ways to help struggling students
C the lesson they taught yesterday
D how students are currently progressing
- 2 What did the activity mainly focus on?
A teaching students how to use measuring instruments
B teaching students how to compare different objects
C teaching students how to collect data about objects
D teaching students about the attributes of objects

7 Listen again and complete the conversation.

- Teacher 1:** How's the unit on measurement going?
Teacher 2: It's going great! We did a really fun activity **1** _____ .
Teacher 1: Oh? What did you do?
Teacher 2: We went outside together as a class and **2** _____ natural objects.
Teacher 1: What kind of **3** _____ ?
Things like twigs and rocks?
Teacher 2: Yes, that's right.
Teacher 1: Sounds interesting. How did you use those items to teach the **4** _____ ?
Teacher 2: We did several things. First I had students practice **5** _____ the objects they found by size.
Teacher 1: What a great idea! What else did you do?
Teacher 2: I also had students practice measuring objects using a **6** _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*What did you do ...? / Great idea!
So students got practice ...*

Student A: You are a teacher. Talk to Student B about:

- a unit on data and measurement
- the activities you have done with your class
- how the activities connect to a math standard

Student B: You are an assistant. Talk to Student A about activities to help teach data and measurement.

Writing

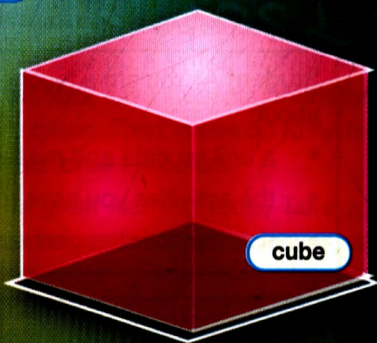
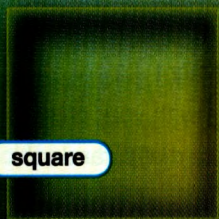
9 Use the textbook excerpt and conversation from Task 8 to describe an activity that addresses the math standard for data and measurement. Include: an overview of the activity, the procedures, and the goals.

11 Math Skill 3: Geometry

Get ready!

1 Before you read the passage, talk about these questions.

- 1 How can two polygons be alike and different?
- 2 What are some two- and three-dimensional shapes?



Reading

2 Read the standards guide. Then, mark the following statements as true (T) or false (F).

- 1 A cube is a flat shape.
- 2 A circle has height, width, and depth.
- 3 Students should be able to identify ways that two shapes are the same.

Math Standards

Math 3: Geometry

Math.3a: After receiving an introduction to **geometry**, students should be able to identify different kinds of **shapes**. This includes the different types of **polygons**, such as triangles, rectangles, and pentagons. Students should also be able to describe shapes' relative position to each other. They can do this by using terms and expressions such as "next to" and "behind".

Math.3b: This standard requires that students understand the difference between **two-dimensional** shapes and **three-dimensional** shapes. For example, students should know that a **square** is a two-dimensional shape because it is **flat**. In comparison, a **cube** is a three-dimensional shape because it is solid and has height, width, and depth. Similarly, students should know that a **circle** is a two-dimensional shape, and a **ball** is a three-dimensional shape.

Math.3c: Students should be able to make comparisons between different shapes. This includes being able to identify key **similarities** and **differences**. Suppose students are presented with two differently shaped rectangles. In one rectangle, two sides are short, and two sides are long. The other rectangle is a square, where all sides are of equal length. Students should be able to identify these factors. They must also show how the shapes are similar and different.

Vocabulary

3 Place the words from the word bank under the correct headings.

word BANK

polygon square cube
ball circle flat solid

| Two-Dimensional Shapes | Three-Dimensional Shapes |
|------------------------|--------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

similarity difference geometry shape
two-dimensional three-dimensional

- A circle is an example of a _____.
 - A _____ figure has no depth, just height and width.
 - In the unit on _____, students will study polygons.
 - Objects that have height, width, and depth are _____.
 - A _____ between the two shapes is that they both have 3 sides.
 - A _____ between the two shapes is that one has 4 corners and the other has 5.
- 5 Listen and read the standards guide again. What competencies does Math.3a require?

Listening

- 6 Listen to a conversation between a teacher and a student. Mark the following statements as true (T) or false (F).
- The girl gives an example of a polygon.
 - The man asks the girl to compare two objects.
 - The girl confuses three-dimensional and two-dimensional shapes.

- 7 Listen again and complete the conversation.

Teacher: Let's review our lesson on 1 _____.

Student: Okay. That sounds fun. I like geometry.

Teacher: Great! I'm glad. Could you give me an example of a 2 _____?

Student: That's a shape with 3 _____, right?

Teacher: Yes, that's right. Do you have any ideas?

Student: Hmm. I think a 4 _____ is a polygon. Is that right?

Teacher: It is! And is a square a two-dimensional or three-dimensional 5 _____?

Student: That's an easy one. It's 6 _____ - _____.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Let's review ...

Can you give me an example of ...?

Can you name ...?

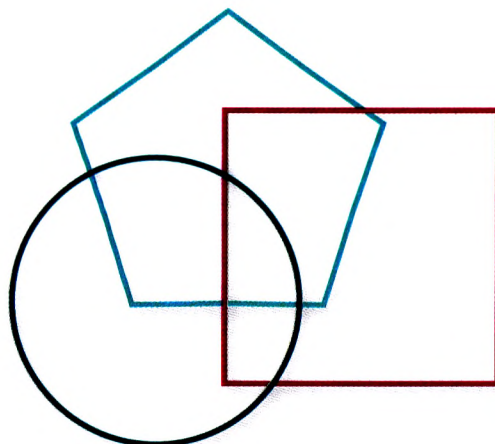
Student A: You are a teacher. Talk to Student B about:

- geometry concepts
- types of geometric shapes
- examples of two-dimensional and three-dimensional objects

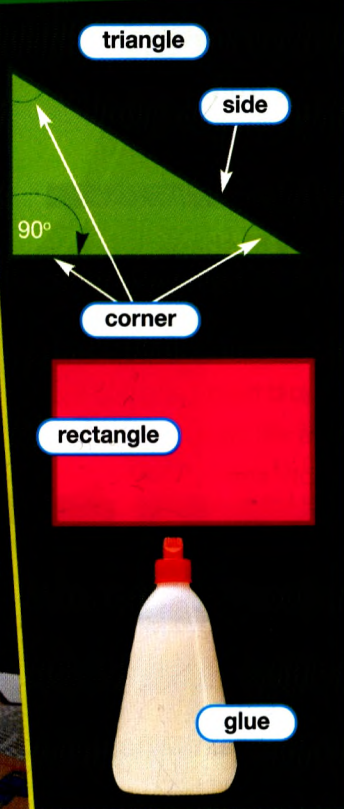
Student B: You are a student. Talk to Student A about geometry.

Writing

- 9 Use the standards guide and conversation from Task 8 to create a guide to helping students learn the difference between two-dimensional and three-dimensional objects. Include: a discussion of how to introduce the concept to students, ways to illustrate the concept for students, and lesson tips.



12 Math Strategies 3



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are the characteristics of triangles and rectangles?
- 2 What are some materials that geometry activities might require?

Reading

2 Read the message board posts. Then, mark the following statements as true (T) or false (F).

- 1 A user suggests asking students to use two rectangles to form a triangle.
- 2 StudentHelper3 describes a method of building three-dimensional objects.
- 3 One of the users suggests using pasta to connect clay structures.

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

- 1 Draw a picture of a(n) three-sided polygon.
_ _ _ a n _ l _
- 2 Combine the two triangles to create a four-sided polygon.
_ _ _ t a _ _ _ e
- 3 Please circle the triangle's shortest edge.
_ _ _ e
- 4 Use the clay to mold a ball.
_ o _ _
- 5 Please construct a three-dimensional structure using the clay and pasta.
_ _ i l _
- 6 Next, use adhesive to stick the two items together.
_ _ u _

Kindergarten Teachers Message Board Teaching Geometry Standards

SchoolLady11: Does anyone have any good lesson ideas for teaching students geometry? I'm struggling to think of fun ways to teach students about shapes and their components.

TeacherDude12: I recommend giving students worksheets with shapes on them. Have students **cut out** the shapes, and then **combine** them in different ways. For example, tell students to put two **triangles** together in a way to create a **rectangle**. Have students count the number of **sides** and **corners** each shape they create has. Then let them **glue** their shapes together to create a unique work of art.

StudentHelper3: Great topic! My geometry lessons are my favorite lessons to teach. I like to pour some **sand** or **sugar** onto a flat surface. Then, I let students take turns using their fingers to **draw** the different shapes they've been learning. I find this activity is particularly effective because it is so hands-on.

MathLover7: My favorite geometry activity is one where students **build** three-dimensional structures out of clay and pieces of dry pasta. I give each student a ball of **clay**, which they use to create three-dimensional shapes. Then they use the **pasta** to connect the different clay structures they **form**. This activity is a lot of fun.

SchoolLady11: Great ideas, everyone! Thanks so much.

4 Match the words (1-9) with the definitions (A-I).

- | | | |
|------------|-------------|--------------|
| 1 __ pour | 4 __ draw | 7 __ combine |
| 2 __ sand | 5 __ clay | 8 __ cut out |
| 3 __ sugar | 6 __ corner | 9 __ pasta |

- A to unite or merge two things
B a place where two or more edges meet
C to depict something in the form of a picture
D to use scissors to cut around the shape of something
E to make something flow from one location to another
F a material that consists of small, loose granules of rock
G a crystalline substance that is used to sweeten food and drink
H a type of material that is easily molded to form shapes
I a food product that comes in a many shapes and is boiled

5 Listen and read the message board posts again. What materials does the activity StudentHelper3 suggested require?

Listening

6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- The speakers mention last week's geometry lesson.
- The man plans to have students cut out shapes.
- The woman plans to give each student some pasta.

7 Listen again and complete the conversation.

Teacher 1: What's your plan for the 1 _____ on shapes?

Teacher 2: I thought I'd give students worksheets with shapes that they can 2 _____.

Teacher 1: Sounds interesting. How would students use those shapes?

Teacher 2: I have a couple of ideas. First, I'll use the shapes to 3 _____ for student comprehension.

Teacher 1: Oh? How will you do that?

Teacher 2: Well, I'll ask students to hold up a triangle, and then a 4 _____.

Teacher 1: And you'll 5 _____ that for all the shapes?

Teacher 2: Exactly. After that, students can 6 _____ the shapes together however they'd like.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What's your plan ...?

I am thinking about ...

How would you ...?

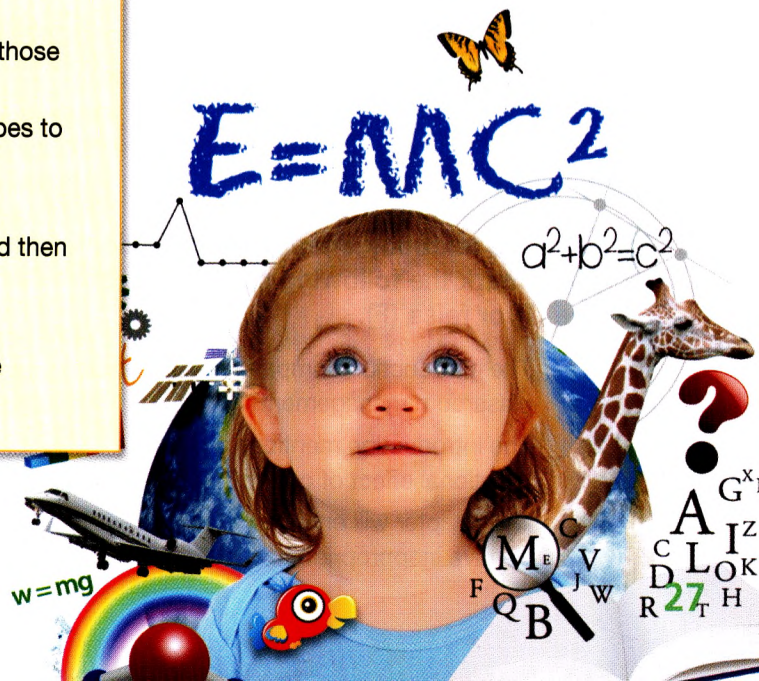
Student A: You are a teacher. Talk to Student B about:

- an upcoming geometry lesson
- the lesson activities you are planning
- what students will learn from the lesson

Student B: You are also a teacher. Talk to Student A about an upcoming geometry lesson.

Writing

9 Use the message board posts and conversation from Task 8 to create a lesson plan to help teach students the geometry standards. Include: an overview of the lesson, a description of the lesson's activities, and a discussion of what students should learn from the lesson.



13 Classroom Management: Theory

Early Education Theory

Chapter 8:

Classroom Management

Introduction

The ability to manage a classroom is very important. A teacher with poor **classroom management** skills may not clearly outline or consistently enforce classroom rules. As a result, he or she may be unable to **control** students. In such an environment, students feel **confusion** about what is expected of them. This increases the likelihood of **conflicts** between students and the teacher. The teacher is unable to **prevent** these conflicts, which may cause feelings of **anger** to exist on both sides.

Strong classroom management, on the other hand, creates a **positive** learning environment for students. The teacher consistently corrects students when they misbehave, and **reinforces** positive behavior. The teacher anticipates classroom behavioral **problems**, and takes **preemptive** action to ensure that these problems do not occur. When conflicts do take place, the teacher is able to **resolve** them quickly and effectively.

This chapter will introduce you to basic classroom management techniques. You will learn how to prepare for various classroom situations that may arise. However, in addition to learning about proper **preparation**, you will also learn about the importance of **flexibility**. You will improve your ability to **think on your feet**, an important skill for all teachers. Finally, you will learn effective techniques to correct students who **misbehave**.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why is good classroom management important?
- 2 Why is the ability to think on one's feet an important skill for a teacher?

Reading

2 Read the textbook chapter introduction. Then, mark the following statements as true (T) or false (F).

- 1 The introduction compares good and bad classroom management.
- 2 The introduction mentions a possible emotional effect of conflict.
- 3 The chapter will only deal with students who behave inappropriately.

Vocabulary

3 Write a word or phrase that is similar in meaning to the underlined part.

- 1 Focus on rewarding good behavior rather than punishing negative behavior. p _ _ _ _ _ e
- 2 The ability to adapt to changing circumstances is an important skill. _ _ x _ _ _ _ y
- 3 Anticipate common problems and take preventive measures. _ _ e e _ _ _ _
- 4 Good teachers can exercise authority over students when needed. _ _ _ t r _ _
- 5 The best teachers can quickly and effectively solve problems. _ _ s _ l _ e
- 6 The disagreement negatively affected the classroom environment. _ o n _ _ _ _ t
- 7 What should teachers do when their students behave inappropriately? _ _ s b _ _ _ _
- 8 How can we address this negative issue? p _ _ _ l _ _
- 9 Can you quickly devise a solution to an unforeseen problem? t _ _ _ _ n y _ _ _ f _ _ t

4 Match the words or phrases (1-6) with the definitions (A-F).

- 1 __ anger 4 __ preparation
2 __ prevent 5 __ confusion
3 __ reinforce 6 __ classroom management

- A the process of getting ready
B to keep an event or situation from happening
C the status of being unsure or unclear about something
D to strengthen or encourage something, such as a type of behavior
E a feeling of hostility or annoyance towards someone or something
F the practice of keeping students well-behaved

5 Listen and read the textbook chapter introduction again. What can happen if a teacher does not clearly outline or consistently reinforce classroom rules?

Listening

6 Listen to a conversation between a student teacher and a mentor teacher. Mark the following statements as true (T) or false (F).

- 1 __ The woman suggests a way to reward good behavior.
2 __ The man needs help developing a list of class rules.
3 __ The woman advises the man to remind students what is expected of them.

7 Listen again and complete the conversation.

- Student Teacher:** I've been having some trouble 1 _____ the students in my class.
- Mentor Teacher:** That's understandable. 2 _____ can be a challenge.
- Student Teacher:** Yeah. A few of the students constantly 3 _____. It's becoming a big problem.
- Mentor Teacher:** I see. How have you handled the situation so far?
- Student Teacher:** Well, I've been focusing on enforcing the rules 4 _____.
- Mentor Teacher:** Good work. That way students fully understand what's expected of them.
- Student Teacher:** How can I 5 _____ these problems from happening in the first place?
- Mentor Teacher:** Hmm ... I like to remind students of behavior rules before beginning an activity.
- Student Teacher:** I'll try that. I'd much rather take 6 _____ than try and correct bad behavior.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Well, I've been having some trouble ...

I'd also like to ...

Why don't you ...?

Student A: You are a student teacher. Talk to Student B about:

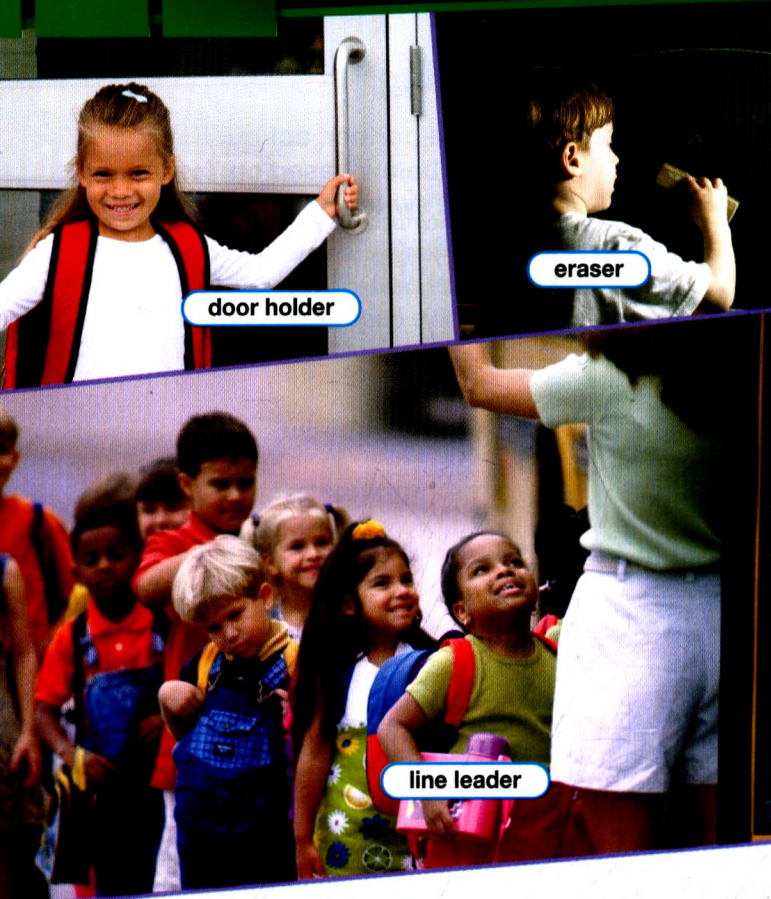
- classroom management approaches
- problems you are experiencing with students
- ways to address those problems

Student B: You are a mentor teacher. Talk to Student A about classroom management.

Writing

9 Use the textbook chapter introduction and conversation from Task 8 to create an email from a mentor teacher to a student teacher about classroom management. Include: a discussion of good classroom management, an overview of how to address common problems with classroom management, and advice on how to improve student behavior.

14 Classroom Management: Methods 1



The Classroom Job Rotation

In order to encourage participation, students will **take turns** performing jobs. Each student will perform an assigned **job** for one week. The following week, the student will perform the next job in the **rotation**. In this way, students fulfill several different **active roles** in the classroom. This system **reduces** behavioral problems. Students feel like valued members of the class.

Students will take turns performing all the following jobs:

The **line leader** stands at the front of the line and serves as a leader. The **eraser** erases the blackboard after each class. The **door holder** props the door open for other students as they enter or exit a room. The **sweeper** sweeps the floor at the end of each day. The role of the **caretaker involves** caring for the class rabbit (under the teacher's supervision). The paper handler serves as the teacher's **helper** by passing out papers to the students. Finally, the **nurse buddy** accompanies other students to the nurse's office as needed.

A schedule of jobs will be posted on the bulletin board at the front of the classroom. This way, students are reminded of their current and upcoming **responsibilities**.

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some classroom jobs for students?
- 2 Why might a teacher assign classroom jobs?

Reading

② Read the handout. Then, mark the following statements as true (T) or false (F).

- 1 ___ Students perform each job in the rotation for two weeks.
- 2 ___ Students take turns being the line leader.
- 3 ___ The student caring for the class pet will be supervised.

Vocabulary

③ Read the sentence pairs. Choose which word best fits each blank.

1 **line leader / sweeper**

- A The _____ cleans the floor.
B The _____ leaves the room first.

2 **paper handler / caretaker**

- A The _____ waters the plant.
B The _____ passes out worksheets.

3 **door holder / active role**

- A The job of the _____ is very important.
B Each student takes a(n) _____ in the classroom.

4 **helper / rotation**

- A The student will perform the next job in the _____.
B The paper handler is the teacher's _____.

5 **involves / reduces**

- A The job rotation system _____ problem behaviors.
B Being the nurse buddy _____ walking sick students to the office.

4 Match the words or phrases (1-5) with the definitions (A-E).

- 1 __ job 4 __ nurse buddy
2 __ eraser 5 __ responsibility
3 __ take turns

- A** a set of duties that a person performs
B a duty that is part of a person's job or role
C to alternate doing an activity with one or more other individuals
D is a student who accompanies another student to the nurse's office
E a student who is responsible for cleaning chalk marks and writing off the blackboard

5 Listen and read the classroom handout again. Where will the teacher display the job schedule?

Listening

6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- 1 What is the conversation mostly about?
A how to reinforce positive behaviors students exhibit
B how to develop more interesting and engaging lessons
C how to resolve several different types of behavioral issues
D how to get students to take on more active roles in the classroom
- 2 What will the man likely do next?
A give his students more playtime
B provide another teacher with suggestions
C revise his classroom's job rotation schedule
D assign his students jobs and responsibilities

7 Listen again and complete the conversation.

- Teacher 1:** Hi there, how're things going with your class?
Teacher 2: Honestly, not too well. A good number of my students seem **1** _____ and bored.
Teacher 1: That can be **2** _____, especially when you're trying really hard to engage them.
Teacher 2: Exactly. Do you have any **3** _____?
Teacher 1: Yes. Have you tried assigning your students **4** _____?
Teacher 2: No, I haven't. Is that when students **5** _____ doing things like erasing the board and sweeping the floor?
Teacher 1: Yes. There are a lot of possible classroom jobs students can do.
Teacher 2: Like what? I can only think of a few.
Teacher 1: Well, you could have one student be a plant caretaker. Another one can be the designated **6** _____, for example.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- Do you have any suggestions ...?*
Do you ...? / What do you mean ...?

Student A: You are a teacher. Talk to Student B about:

- getting your students more interested and involved in class
- assigning students jobs and responsibilities
- encouraging students to take on active roles

Student B: You are also a teacher. Talk to Student A about assigning classroom jobs.

Writing

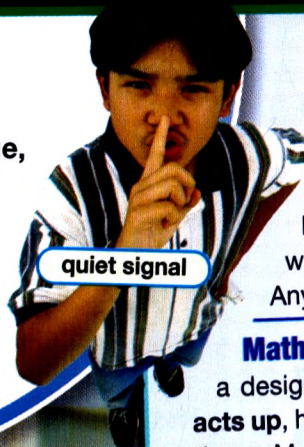
9 Use the classroom handout and conversation from Task 8 to create an information sheet on classroom jobs. Include: an overview of the classroom job schedule, a description of each job, and a discussion of the responsibilities associated with each job.

15 Classroom Management: Methods 2

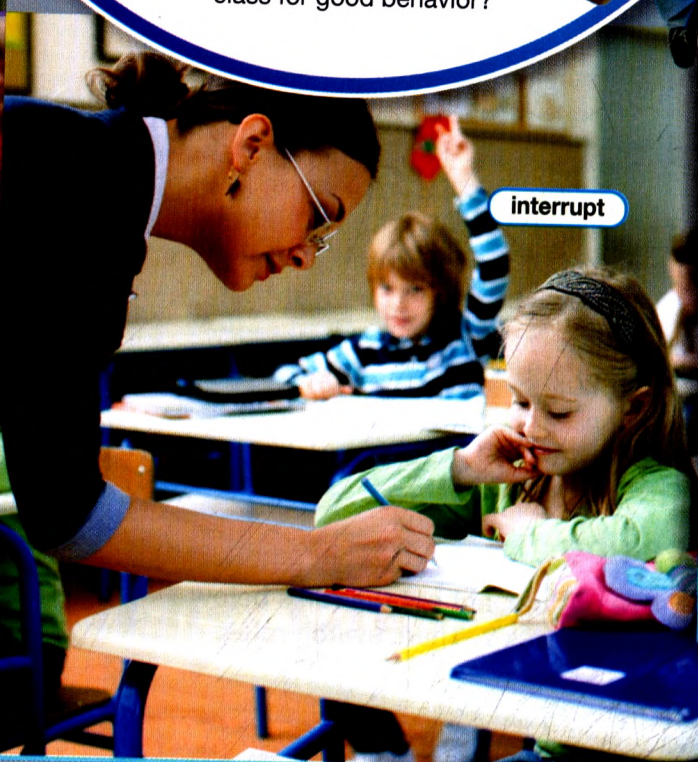
Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is a quiet signal, and how can a teacher use it to help manage a class?
- 2 How might a teacher reward a class for good behavior?



quiet signal



interrupt

Teacher Talk Message Board

Managing Students who Misbehave

ReadingTeacher80: Lately, some of my students have been misbehaving in class. They **interrupt** me when I'm talking and distract the other students. Any advice?

MathMan12: Your problem is very common! I find having a designated **quiet corner** to be helpful. When a student **acts up**, have the student sit in the corner until he or she calms down. More often than not, misbehaving students will be on their best behavior for the rest of the day.

TeacherPro88: I recommend having a special **quiet signal**. When I want my students to be quiet, I raise one hand in the air and **cover my mouth** with my other hand. One by one, students will copy my quiet signal. In a short period of time, all students will stop talking.

KindergartenLady1: Be **consistent** when enforcing class rules, and follow a **routine**. For example, my students are supposed to be quiet when getting in line. If they talk, I have them sit back down. I explain to them that they need to **start over** and line up again. The second time, students do so quietly. **Repetition** is the key! If students follow the rules particularly well, I **reward** them. For example, we might take a **break** to play a fun game together.



reward

Reading

2 Read the message board posts. Then, mark the following statements as true (T) or false (F).

- 1 What are the message board posts mostly about?
A reasons why students might misbehave
B suggestions for managing a classroom
C the importance of rules in the classroom
D different ways to reward students for good behavior
- 2 Which user suggests giving students a prize or special privilege?
A MathMan12 C ReadingTeacher80
B TeacherPro88 D KindergartenLady1
- 3 What is NOT a tip mentioned in the message board posts?
A using a special sign to tell students to stop talking
B changing the classroom rules and routine frequently
C using repetition to enforce classroom rules and procedures
D sending students to a corner of the room when they misbehave

Vocabulary

3 Fill in the blanks with the correct words: *quiet signal, start over, interrupt, behavior, consistent, quiet corner, break.*

- 1 Please take a fifteen-minute _____.
- 2 Go sit in the _____ for ten minutes.
- 3 Have the students _____ from the beginning.
- 4 Instead of enforcing the class rules only some of the time, be _____.
- 5 The teacher's _____ is to raise one hand in the air.
- 6 The teacher is proud of her students for being on their best _____ today.
- 7 If students _____ the teacher, they will be sent to the quiet corner.

4 Match the words or phrases (1-5) with the definitions (A-E).

- 1 __ act up 3 __ reward 5 __ cover (your) mouth
2 __ routine 4 __ repetition

- A to misbehave
B doing something again and again
C to place a hand in front of your mouth
D an established, regular way of doing things
E to award a prize or special privilege

5 Listen and read the message board posts again. What is TeacherPro88's quiet signal?

Listening

6 Listen to a conversation between a student teacher and a mentor teacher. Mark the following statements as true (T) or false (F).

- 1 __ The woman noticed an improvement in her students' behavior recently.
2 __ The speakers discuss how to reward students for good behavior.
3 __ The woman found using a quiet signal ineffective.

7 Listen again and complete the conversation.

Mentor Teacher: How did your week go?
Student Teacher: It went pretty well! My students didn't 1 _____ as much as the previous week.
Mentor Teacher: That's great! Did you do anything 2 _____ ?
Student Teacher: Yes. I tried a couple new classroom management 3 _____ .
Mentor Teacher: Oh! Which ones did you try?
Student Teacher: Well, I introduced students to a 4 _____ .
Mentor Teacher: Good idea. Did you find that 5 _____ ?
Student Teacher: Yes, I did. I can get my classroom quiet much faster now.
Mentor Teacher: Excellent! I like using a quiet signal. It's much easier than trying to 6 _____ students.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Did you use ...?

I introduced ...

I also tried ...

Student A: You are a mentor teacher. Talk to Student B about:

- ways to improve student behavior
- classroom management strategies he or she tried
- whether or not the techniques were successful with students.

Student B: You are a student teacher. Talk to Student A about classroom management strategies you tried.

Writing

9 Use the message board posts and conversation from Task 8 to create a classroom management guide for student teachers. Include: a discussion of ways to manage student behavior, an overview of behavioral management strategies, and a description of each behavioral management technique.

Glossary

- act out** [PHRASAL V-U4] To **act out** a story is to pretend to be the characters in the story and recreate the story's action.
- act up** [PHRASAL V-U15] To **act up** is to misbehave, or behave in an inappropriate manner.
- active role** [N-COUNT-U14] An **active role** is a set of responsibilities that involves direct participation and involvement in certain activities.
- addition** [N-UNCOUNT-U7] **Addition** is the process of summing numbers, or combining two or more amounts.
- anger** [N-UNCOUNT-U13] **Anger** is a feeling of hostility or annoyance towards someone or something.
- attribute** [N-COUNT-U9] An **attribute** is a feature or characteristic of something.
- audience** [N-COUNT-U4] An **audience** is the group of people that observe an event, such as a play or drama.
- ball** [N-COUNT-U11] A **ball** is a three-dimensional, round shape whose surface points are all the same distance from its center.
- bead** [N-COUNT-U8] A **bead** is a small piece of material such as plastic, glass, or stone that has a hole in the middle and can be threaded on a string or wire to create jewelry.
- bean** [N-COUNT-U8] A **bean** is a small seed that can be used during classroom activities that involve counting and numbers.
- behavior** [N-UNCOUNT-U15] **Behavior** is the way a person acts.
- brainstorm** [V-I-U10] To **brainstorm** is to come up with as many ideas as possible through a group discussion.
- break** [N-COUNT-U15] A **break** is a pause while doing an activity.
- build** [V-T-U4] To **build** something is to construct it.
- calendar** [N-COUNT-U8] A **calendar** is a chart that shows the days, months, and weeks of a year.
- capitalize** [V-T-U5] To **capitalize** a letter is to write it in upper case, as opposed to lower case.
- cardinality** [N-UNCOUNT-U7] **Cardinality** is the number of elements in a group of things.
- caretaker** [N-COUNT-U14] A **caretaker** is a student who is responsible for caring for something, such as a plant or an animal.
- category** [N-COUNT-U9] A **category** is a division or class that contains items with a certain characteristic.
- chunking** [N-UNCOUNT-U2] **Chunking** is a reading strategy where the student breaks down a word, sentence, or text into smaller, more manageable pieces.
- circle** [N-COUNT-U11] A **circle** is a two-dimensional shape whose boundary is made up of points that are all the same distance from the center.
- classify** [V-T-U9] To **classify** something is to put it in a group or category.
- classroom management** [N-UNCOUNT-U13] **Classroom management** is the practice of keeping students in the classroom organized, focused, and well-behaved.
- clay** [N-UNCOUNT-U12] **Clay** is a type of material that may be molded to form shapes and sculptures.
- clue** [N-COUNT-U6] A **clue** is a hint or a tip that helps students find the right answer.
- CNC word** [N-COUNT-U2] A **CNC word** is a word that consists of a consonant-nucleus-consonant, or a consonant-vowel-consonant, and can be used to help practice reading skills.
- coach** [V-T-U4] To **coach** students is to teach or train them to do something.
- coin** [N-COUNT-U8] A **coin** is a small, disc-shaped object that has monetary value.
- cold** [ADJ-U10] If an object is **cold**, it has a low temperature.
- color** [N-UNCOUNT-U10] **Color** is the visual quality of an object, where light reflecting off the object is perceived in a certain way. For example, an object may be green in color.
- color** [V-T-U6] To **color** something is to use crayons, colored pencils, or similar tools to add color to a piece of paper or piece of artwork.
- combine** [V-T-U12] To **combine** two things is to unite them or merge them together.
- compare** [V-T-U7] To **compare** two things is to note the similarities and differences between them.

comparison [N-COUNT-U10] A **comparison** is an evaluation of the similarities and differences between two things.

compose [V-T-U3] To **compose** something is to write it.

comprehension [N-UNCOUNT-U3] **Comprehension** is the quality of understanding, or comprehending, something.

conflict [N-COUNT-U13] A **conflict** is a disagreement between individuals or groups.

confusion [N-UNCOUNT-U13] **Confusion** is the status of being unsure or unclear about something.

consistent [ADJ-U15] If a person is **consistent**, he or she does not deviate from his or her routine or established way of doing things.

consonant [N-COUNT-U1] A **consonant** is a letter representing a speech sound that is produced by some degree of obstruction of air flow. It can't be spoken alone, but must accompany a vowel sound.

control [V-T-U13] To **control** someone is to exercise one's influence or authority over them.

copy [V-T-U6] To **copy** a letter or shape is to make a replica of it by using the original as reference.

corner [N-COUNT-U12] A **corner** is a place where two or more edges meet.

correct order [EXPRESSION-U8] The **correct order** of numbers is one where numbers follow a designated pattern or rule.

count [V-I-U7] To **count** something is to determine the total amount of items or parts that make it up.

count sequence [N-UNCOUNT-U7] The **count sequence** is the order of numbers.

cover (your) mouth [EXPRESSION-U15] To **cover (your) mouth** is to place a hand or another object in front of your mouth.

cube [N-COUNT-U11] A **cube** is a three-dimensional shape that has six squares as sides.

cut out [PHRASAL V-U12] To **cut out** something is to use scissors to cut around its shape.

data [N-UNCOUNT-U9] **Data** is the information collected by some type of measurement or analysis.

decode [V-T-U1] To **decode** a word is to translate a printed word into the sound it represents.

demonstrate [V-T-U3] To **demonstrate** something is to show it or prove it.

difference [N-COUNT-U11] A **difference** is a way in which two or more things are not the same.

door holder [N-COUNT-U14] A **door holder** is a student who is responsible for propping the door open while other people pass through the door.

dot plate [N-COUNT-U8] A **dot plate** is a plate in a series in which the teacher has drawn a certain number of dots (such as 1 dot up to 10 dots). Students can then use these plates in class activities.

dotted line [N-COUNT-U6] A **dotted line** is a line made up of small dots, which students can connect to form letters or shapes.

drama [N-COUNT-U4] A **drama** is an act that tells a story and is performed in front of an audience.

draw [V-T-U12] To **draw** something is to depict it in the form of a picture.

draw [V-T-U4] To **draw** something is to depict it in the form of a picture using pencils, crayons, or other art supplies.

echo reading [N-UNCOUNT-U2] **Echo reading** is a reading strategy where students echo or mimic the reading modeled by the teacher.

eraser [N-COUNT-U14] An **eraser** is a student who is responsible for cleaning chalk marks and writing off the blackboard.

event [N-COUNT-U3] An **event** is something that occurs or takes place in a story.

flat [ADJ-U11] If an object is **flat**, it exists on a two-dimensional surface.

flexibility [N-UNCOUNT-U13] **Flexibility** is the ability to change and adapt one's plans according to the circumstances.

form [V-T-U12] To **form** something is to mold it or create it out of some type of material.

gather [V-T-U10] To **gather** items is to collect them or bring them together.

geometry [N-UNCOUNT-U11] **Geometry** is the study of shapes, lines, and space.

glue [V-T-U12] To **glue** something is to use some type of adhesive substance to stick it or attach it to something else.

group [V-T-U10] To **group** items is to sort them by category or type.

Glossary

- guessing game** [N-COUNT-U6] A **guessing game** is an activity where students suggest ideas until they say the secret answer.
- hands-on** [ADJ-U8] If an activity is **hands-on**, participants can take part in the activity actively, rather than passively observe it.
- height** [N-UNCOUNT-U10] **Height** is the measurement of how tall someone or something is.
- helper** [N-COUNT-U14] A **helper** is a person who provides assistance of some kind.
- hot** [ADJ-U10] If an object is **hot**, it has a high temperature.
- identify** [V-T-U3] To **identify** something is to name it or recognize it.
- independently** [ADV-U5] If something is done **independently**, it is done on one's own without direct assistance.
- interrupt** [V-T-U15] To **interrupt** is to interject while another person is talking.
- involve** [V-T-U14] To **involve** something is to include it. A job might involve certain responsibilities, for example.
- job** [N-COUNT-U14] A **job** is a set of duties that a person performs.
- jumble** [V-T-U6] To **jumble** the letters of a word is to mix them up.
- keep track** [V PHRASE-U8] To **keep track** of something is to be aware of how it progresses or changes.
- larger** [ADJ-U7] If a number is **larger** than another one, it represents a greater quantity.
- length** [N-UNCOUNT-U9] **Length** is a measurement of how long an object is from end to end.
- less** [ADJ-U9] If something is **less** than something else, it is smaller in its amount or size.
- letter** [N-COUNT-U5] A **letter** is a character or symbol that makes up part of the alphabet and is associated with a speech sound.
- line leader** [N-COUNT-U14] A **line leader** is the student who is first in a line of people.
- link** [V-T-U3] To **link** two things or events is to make a connection between them.
- list** [V-T-U6] To **list** items is to write their names in a column.
- literacy** [N-UNCOUNT-U1] **Literacy** is the quality of being able to read and write.
- lowercase** [ADJ-U5] If letters are **lowercase**, they are written in small letters, rather than capital letters.
- make-believe** [V-I-U4] To **make-believe** is to pretend that one is a character in a story or a different person.
- match** [V-T-U2] To **match** something is to connect it to its counterpart.
- materials** [N-COUNT-U4] **Materials** are the items that a person needs in order to follow a plan of some type.
- meaning** [N-COUNT-U1] The **meaning** of a word or phrase is the idea it represents.
- measurement** [N-UNCOUNT-U9] **Measurement** is the determination of the size or degree of something.
- memorize** [V-T-U1] To **memorize** something is to learn it so well that one is able to recall it immediately.
- misbehave** [V-I-U13] To **misbehave** is to act in a way that is unacceptable to others or against the rules.
- missing letter** [N-COUNT-U6] A **missing letter** is a blank space in a word, which students need to fill in to complete the word.
- more** [ADJ-U9] If something is **more** than something else, it is greater in its amount or size.
- narrate** [V-T-U3] To **narrate** is to tell a story.
- narrative** [N-COUNT-U8] A **narrative** is a story or an account.
- narrator** [N-COUNT-U4] A **narrator** is the person that tells a story.
- natural objects** [EXPRESSION-U10] **Natural objects** are objects that are found in nature, such as leaves, twigs, and rocks.
- next** [ADV-U4] If something is done **next**, it is done immediately following an event.
- number** [N-COUNT-U5] A **number** is a symbol or character that represents an amount or quantity.
- number line** [N-COUNT-U8] A **number line** is a line on which numbers are marked in order, and can be used in classrooms as a reference for students who are learning the numbers.

nurse buddy [N-COUNT-U14] A **nurse buddy** is a student who accompanies another student to the nurse's office when the other student is sick or hurt.

opinion [N-COUNT-U3] An **opinion** is a personal point of view on a topic.

order [V-T-U10] To **order** objects is to arrange them according to some pattern or rule.

paper handler [N-COUNT-U14] A **paper handler** is a student who is responsible for handling and distributing papers in a classroom.

pass out [V-T-U4] To **pass out** materials is to distribute them to each member of a class.

pasta [N-UNCOUNT-U12] **Pasta** is a type of food product that comes in a variety of shapes and can be prepared by boiling it in water.

phonemic [ADJ-U1] If something is **phonemic**, it relates or corresponds to a speech sound associated with a certain language.

phonic [ADJ-U1] If something is **phonic**, it relates or corresponds to the physical characteristics of speech sounds that humans can produce, independent of their use or prevalence within a language.

picture [N-COUNT-U2] A **picture** is an image or visual representation of something.

pluralize [V-T-U5] To **pluralize** a noun is to modify it so that it represents more than one thing, rather than a singular quantity.

point to [V-T-U2] To **point to** something is to use one's finger to indicate or identify it.

polygon [N-COUNT-U11] A **polygon** is a two-dimensional shape that has at least three straight sides.

positive [ADJ-U13] If something is **positive**, it reflects on the good side of something, rather than the negative.

pour [V-T-U12] To **pour** something is to make it flow from one location to another.

preemptive [ADJ-U13] If an action is **preemptive**, it is designed to prevent something from happening.

preparation [N-UNCOUNT-U13] **Preparation** is the process of getting ready for or anticipating something.

preposition [N-COUNT-U5] A **preposition** is a part of speech that expresses a relation between two elements in a clause. Prepositions include words such as on, in, and at.

present [V-T-U4] To **present** something is to show it in front of an audience.

prevent [V-T-U13] To **prevent** something is to keep it from happening.

print [V-T-U5] To **print** is to write letters of words so that the letters are distinct, rather than connected to each other.

prize [N-COUNT-U6] A **prize** is a reward that a teacher gives a student who wins a game or provides the correct answer.

problem [N-COUNT-U3] A **problem** is a situation that needs to be solved or overcome.

prompt [V-T-U4] To **prompt** a student is to help or encourage him or her to do something.

pronounce [V-T-U2] To **pronounce** a word is to say it out loud using one's voice.

prop [N-COUNT-U4] A **prop** is an accessory that is used on stage when acting out a play.

provide [V-T-U3] To **provide** something is to give it or supply it.

put together [EXPRESSION-U7] To **put together** is to add two or more amounts together.

quiet corner [N-COUNT-U15] A **quiet corner** is a corner of the classroom where the teacher may send a student if the student is talking during class, being too loud, or interrupting.

quiet signal [N-COUNT-U15] A **quiet signal** is a sign or motion a teacher makes to let students know that they should be quiet.

reaction [N-COUNT-U3] A **reaction** is a response to a situation or event.

reading strategy [N-COUNT-U2] A **reading strategy** is an approach to reading, particularly for beginning readers.

recognize [V-T-U1] To **recognize** something is to identify it by recalling a previous encounter with it.

recreate [V-T-U4] To **recreate** a story is to depict it in a new way.

rectangle [N-COUNT-U12] A **rectangle** is a shape that has four straight sides and four corners.

reduce [V-T-U14] To **reduce** something is to decrease it or lower it.

Glossary

- reinforce** [V-T-U13] To **reinforce** something is to strengthen it or encourage it.
- repetition** [N-UNCOUNT-U15] **Repetition** is the practice of doing something over and over again.
- resolve** [V-T-U13] To **resolve** a problem is to find a solution to it.
- responsibility** [N-COUNT-U14] A **responsibility** is a duty that is part of a person's job or role.
- reward** [V-T-U15] To **reward** somebody is to give them a prize or special privilege in exchange for good work or behavior.
- role** [N-COUNT-U4] A **role** is a part of a character in a drama or play.
- rotation** [N-COUNT-U14] A **rotation** is a repeating schedule of jobs or activities.
- routine** [N-COUNT-U15] A **routine** is an established, regular way of doing things.
- ruler** [N-COUNT-U10] A **ruler** is a strip of material that is marked at regular intervals and is used as a measuring device.
- sand** [N-UNCOUNT-U12] **Sand** is a material that consists of small, loose granules of rock, and is commonly found on beaches.
- shake and spill** [EXPRESSION-U8] **Shake and spill** is an activity where a teacher places a certain number of two-sided items, such as coins, in a cup that students can shake and then spill out onto a surface. They can then use the items to illustrate math concepts.
- shape** [N-COUNT-U11] A **shape** is a form or an outline of a figure.
- shared reading** [N-UNCOUNT-U2] **Shared reading** is a reading strategy where the teacher and the students read a text out loud together.
- shorter** [ADJ-U9] If something is **shorter** than something else, it has a lesser height.
- show and tell** [N-UNCOUNT-U6] **Show and tell** is an activity where students present items to the class and talk about them.
- side** [N-COUNT-U12] A **side** is the edge of a shape or object.
- sight word** [N-COUNT-U1] A **sight word** is a common word that children memorize and learn to recognize by sight, rather than by having to use decoding strategies to read it.
- similarity** [N-COUNT-U11] A **similarity** is a trait that two things have in common.
- smaller** [ADJ-U7] If a number is **smaller** than another one, it represents a lesser quantity.
- solid** [ADJ-U11] If an object is **solid**, it takes up three-dimensional space.
- solution** [N-COUNT-U3] A **solution** is a resolution to a problem.
- sort** [V-T-U9] To **sort** things is to put the things in groups according to their characteristics or features.
- sound** [N-COUNT-U1] A **sound** is a noise, tone, or utterance that a person can produce using such structures as their mouth, lips, and throat.
- sound it out** [EXPRESSION-U2] To **sound it out** is to attempt to read a word by pronouncing the recognizable vowel and consonant sounds that make up the word.
- spell** [V-T-U5] To **spell** a word is to write it so that the letters that make up the word are in the correct sequence.
- square** [N-COUNT-U11] A **square** is a two-dimensional shape with four equal sides and four equal angles.
- start over** [EXPRESSION-U15] To **start over** is to begin an activity again.
- starting letter** [N-COUNT-U6] The **starting letter** is the letter that begins a word.
- string** [N-UNCOUNT-U10] A **string** is an object that consists of threads of material that are twisted together to form a cord.
- subtraction** [N-UNCOUNT-U7] **Subtraction** is the process of deducting one number or amount from another one.
- sugar** [N-UNCOUNT-U12] **Sugar** is a crystalline substance that is used to sweeten food and drink.
- sweeper** [N-COUNT-U14] A **sweeper** is a student who is responsible for cleaning the floor with a broom.
- take away** [EXPRESSION-U7] To **take away** is to subtract an amount from a number or quantity.
- take turns** [EXPRESSION-U14] To **take turns** is to alternate doing an activity with one or more other individuals.
- taller** [ADJ-U9] If something is **taller** than something else, it has a greater height.
- temperature** [N-UNCOUNT-U9] **Temperature** is the degree of heat that is present in the atmosphere or in an object.

think on your feet [EXPRESSION-U13] To **think on your feet** is to quickly devise a solution to an unforeseen problem.

three-dimensional [ADJ-U11] If an object is **three-dimensional**, it has height, width, and depth.

topic [N-COUNT-U3] A **topic** is what a story, discussion, or piece of writing is about.

trace [V-T-U6] To **trace** a letter or shape is to directly copy it from a model or an example in order to create a replica.

triangle [N-COUNT-U12] A **triangle** is a shape that has three straight sides and three corners.

two-dimensional [ADJ-U11] If an object is **two-dimensional**, it is flat and does not have any depth.

uppercase [ADJ-U5] If letters are **uppercase**, they are written in capital letters, rather than small letters.

vocabulary [N-UNCOUNT-U1] **Vocabulary** is the collection of words that a person knows and uses.

vowel [N-COUNT-U1] A **vowel** is a letter representing a speech sound produced by an open vocal tract and can be spoken alone.

weight [N-UNCOUNT-U9] **Weight** is a measurement of how heavy an object is.

word [N-COUNT-U2] A **word** is a combination of sounds or written letters that represents a concept.

word wall [N-COUNT-U2] A **word wall** is a large area of the classroom where common words and new vocabulary words are displayed so that students can reference them.

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