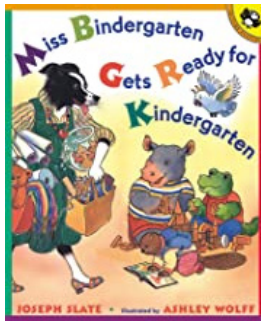




## Kindergarten

Main/Rhyming Book: ***Miss Bindergarten Gets Ready for Kindergarten***



Author: Joseph Slate Illustrator: Ashley Wolff Publisher: Puffin Books

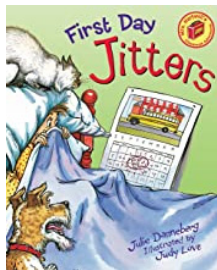
Date: 2001

Paperback ISBN-10: 0140562737 and ISBN-13: 978-0140562736

Hardback ISBN-10: 0525454462 and ISBN-13: 978-0525454465

This book was chosen for its look into the lives of children and teachers as they prepare for the first day of school. The tempo of this alphabetic rhyming story is upbeat and positive with illustrations that hint at everyday routines children experience before leaving home for the first time to attend school.

Related Book: ***First Day Jitters***



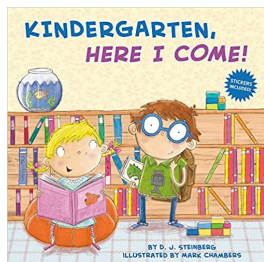
Authors: Julie Danneberg Illustrator: Julie Love Publisher: Charlesbridge Date: 2000

Paperback ISBN-10: 158089061X and ISBN-13: 978-1580890618

Hardback ISBN-10: 1580890547 and ISBN-13: 978-1580890540

This book demonstrates the wide range of emotions some children experience as the first day of school approaches. Children will be able to relate to the text and illustrations that lead to an unexpected and humorous ending.

Rhyming Book: ***Kindergarten, Here I Come!***



Authors: David Steinberg & Mark Chambers Illustrator:

Mark Chambers Publisher: Grosset & Dunlap. Date 2012

ISBN-10: 0448456249 ISBN-13: 978-0448456249

This book consists of poems that describe a kindergartner's view of the first through the hundredth day of kindergarten. The rhyming text and illustrations provide an introduction to moments during the kindergarten day such as story time, lunch time, recess, show and tell, field trips, math and science, and lining up for activities.



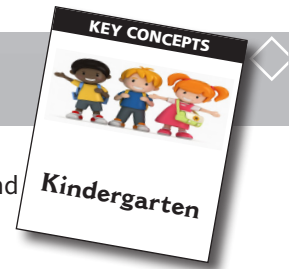
## Language Targets

Vocabulary		Prepositions	Language Forms
<p><b>Main Book</b></p> <ul style="list-style-type: none"> <li>Kindergarten</li> <li>backpack</li> <li>classroom</li> <li>crossing guard</li> </ul> <p><b>Related Book</b></p> <ul style="list-style-type: none"> <li>principal</li> <li>jitters</li> <li>attention</li> <li>peeking</li> <li>chuckle/chuckles</li> <li>sigh/sighed</li> <li>stumble/stumbled</li> <li>slump/slumped</li> <li>nonsense</li> </ul>	<p><b>Ryming Book</b></p> <ul style="list-style-type: none"> <li>check</li> <li>munch</li> <li>recess</li> <li>adventures</li> <li>count</li> <li>leader</li> <li>shrunk</li> </ul>	<ul style="list-style-type: none"> <li>until</li> <li>below</li> <li>across</li> <li>over</li> </ul>	<p>Regular past tense: -ed</p> <ul style="list-style-type: none"> <li>promised</li> <li>figured</li> <li>seemed</li> <li>chuckled</li> <li>sighed</li> <li>stumbled</li> <li>talked</li> <li>asked</li> <li>planted</li> <li>watered</li> <li>watched</li> </ul>
		<b>Phoneme /tʃ/ and Digraph “ch”</b>	
		(digraph = one sound, two letters As in <u>choose</u> , <u>chip</u> , <u>chocolate</u> , <u>chime</u> )	

## Phonological Awareness Groups

**Day 1** The phoneme target for this unit is /tʃ/ and the consonant digraph that represents the sound is “ch.” The term “digraph” refers to a combination of two letters that represent one phoneme/sound. In the ELLC, this is the only lesson that has a consonant digraph (rather than a single sound corresponding with a single vowel or consonant) and is introduced at the end of preschool just prior to kindergarten. Digraphs are often introduced in phonics instruction during the kindergarten year. Explain to the children that in the English language there are not enough alphabet letters to represent all the speech sounds that we make. Therefore, when we make the /tʃ/, we use two letters to represent the sound, “ch.”

Demonstrate the sound and have the children attempt to make it with you. Due to the developmental nature of speech sound mastery, some children may not have acquired the ability to produce this sound; however, it is important to model the sound and give all children several opportunities to use it throughout this unit theme. Using descriptions such as a train sound, /tʃu/ /tʃu/ /tʃu/ “choo, choo, choo,” may be of help. Give examples of words from the unit books that begin with /tʃ/ “ch” such as: check, cheese, chocolate, chip, children, chin paired with the printed words with “ch” underlined. If your district or preschool utilizes a program with gestures, signs, or names in a multisensory approach for speech sounds, introduce it on this day




and use throughout the unit. Also note that the word family for Day 2 includes the /tʃ/ sound and the letters “ch” at the end of the rime.

Make an alliteration chart with words that begin with the /tʃ/ sound and the letters “ch.” Pictures of words that start with the target sound and letter for students who need assistance might include the words found in unit books as previously listed as well as: chalk, cherry, chair, chase, checkers, chicken, chimney, and chest. You may wish to devise a game in which you give a description of one of the stimulus words and ask the children to think of a /tʃ/, “ch” word for it. For example, “What is something you sit in that begins with “ch”; “What is part of your face that begins with /tʃ/, “ch”?”

**Day 2** In this unit, two of the books have rhyming words. In *Miss Bindergarten Gets Ready for Kindergarten*, most pages have words that rhyme with the characters’ names. After reading the book more than once, you may wish to provide completion prompts such that the children supply the rhyming word during shared storybook reading. Introduce rhyming words for the unit.

Introduce the rhyming words for this unit from *Kindergarten, Here I Come!* having the children repeat the pairs after you. Challenge the children to come up with a third rhyming word for each pair (e.g. see, me, bee; eat, treat, meat; big, pig, dig, etc.). Make an Our Rhyming Words chart/paper to display in the classroom. If some children need assistance with rhyming, give them a group of three words, two of the rhyming words for the unit and one word that does not rhyme and ask them to identify the word that does not rhyme.

see → me	shop → stop
eat → treat	cup → up
big → pig	smart → art
town → down	fun → one



**Reminder**  
Read the unit theme storybooks multiple times during the course of the unit to provide children with extensive exposure to the targeted language forms in the books.

Introduce the word family/rime “unch” which has the target sound and digraph for the unit at the end of the word. Demonstrate words from *Kindergarten, Here I Come!* and add other words with the rime. Word examples to use are: munch, hunch, bunch, lunch, punch, brunch, crunch. Explain to the children that the words rhyme as well as end with the target sound for the unit. Have the children say the words after you, emphasizing the final sound. Demonstrate with places in the unit book where some of the words are used. Write the rime, “unch,” on chart or other paper and show that the word changes when you add consonants to the beginning as the children say the words after you.



**Day 3** Review the target phoneme and the digraph “ch” for the unit. Practice the gesture or sign that corresponds with the phoneme and digraph if your district or preschool uses a multisensory program. Review the words on the alliteration chart developed in Day 1 and ask if the children know other words they would like to add to the chart.

Review the concept of compound words (two words that are combined/put together to make a new word). Demonstrate with compound words from the unit books and other words that relate to kindergarten: backpack, classroom, lunchbox, hallway, downstairs, playground, chalkboard, smart board, e.g., practice elision/deletion/manipulation of word parts by having the children say the compound words one at a time and breaking the compound into its individual words. For example, tell the children to say “backpack.” “Now, say it without back. We have pack. Now, put the words back together and we have backpack.” Consider using gestures such as putting fists together when saying the whole word and pulling them apart to demonstrate each individual word then moving fists back together to say the compound as one word.

**Day 4** Practice blending and segmenting words with a consonant-vowel-consonant construction (CVC). Gather objects or pictures of CVC words such as: pig, fig, hat, bat, pup, cup, hit, etc. Also, blend CVC words with the target phoneme: chip, chat, choose, chop, check, cheese. Remember that the digraph is one sound making the sound structure of these words CVC. Put the objects or words in a lunchbox and explain to the children that they will need to find the object or picture in the lunchbox that matches your segmented model: “Which object is a ch—i—p?” Next, have the children choose an object and attempt to segment the word into its individual phonemes. Have the children say the name of the object/picture and then attempt to say each individual sound in the word. Use colored blocks or letter blocks to assist children having difficulty segmenting or blending with only an oral model. Give each child in the group at least 3 opportunities to find the object as they blend the phonemes and to segment CVC words into individual sounds with or without assistance.

## ELLC Circle Time

### A. Alphabet

**MATERIALS** Letter cards (or puzzle/magnetic letters).

**SET-UP** Have materials ready in the circle area.

Focus on the word “alphabet” and have the children fish for different letters of the alphabet. Each child should name their letter. You may wish to focus on upper case letters or matching upper and lower case letters. Choose other games to focus on identification of alphabet letters; alphabet song; first letter of children’s first and last names, etc.



**B. “How we Grow”**

**MATERIALS** newsprint, tape measure, markers.

**SET-UP** Have materials ready in circle area.



Create a wall-measurement chart like the “How We Grow Chart” in the Miss Bindergarten book. Measure the children and have each write their name by their measurement.

**Talking Tips**

During this activity focus on comparative words (smaller, taller, bigger, shorter). Additionally, place a focus on math terms, e.g., names of numbers, words of measurement (inches, feet, ruler, yardstick)



**C. School Supplies**

**MATERIALS** Newsprint, marker, tape measure, ruler, chalk, pencil sharpener, crayons, pencils, pen, eraser, scissors, pointer, backpack, etc.

**SET-UP** Have materials ready in circle area.

Make a list of school supplies. Have the actual objects in the circle and discuss the uses of each. Play ‘what’s missing’ by removing an item.

**D. “Categorizing or Sorting**

**MATERIALS** Variety of items to sort and categorize. Chart paper.

**SET-UP** Have materials ready in circle area.



Children will sort and categorize a variety of items. Sort/categorize into: items for measurement (rulers, measuring cups, measuring spoons, measuring tape, yardstick, scale), items for cooking (pots, pans, stirring spoons, spatula, egg beater, potato masher), numbers 0-20 (plastic numbers, number cards, number blocks), letters (upper and lower case letters, plastic letters, letter cards, letter blocks), writing materials (pencils, pens, crayons, markers, pads, paper, tablets). Following the activity, children will name and describe how to use an item and the teacher will write the name of the item on a chart.

Measurement	Cooking	Numbers	Letters	Writing Materials



**E. Role Playing People Pleasing Talk**

**MATERIALS** chart paper for a list, materials for role play. **SET-UP** Have materials ready in circle area. Develop 5 scenarios prepared for children to role play.

This can be used over several different days during the unit. Role play and make a list of words associated with polite/appropriate classroom behaviors: sharing, polite, brave, patient, alert, paying attention, respecting yourself and others, doing your best, cooperating, safe, responsible, quiet, etc. Make a list of people pleasing words (thank you, you're welcome, please, may I, excuse me, etc.).

**F. Compare/Contrast**

**MATERIALS** Vocabulary cards and/or rebus cards. **SET-UP** Have materials assembled and ready in circle area.

Compare and contrast different vocabulary words for preschool and kindergarten. Match up cards:

- |                     |                        |
|---------------------|------------------------|
| Outside time/Recess | Nap cots/Mats          |
| Lunchroom/Cafeteria | Director/Principal     |
| Gym/Movement/PE     | Reading center/Library |

**G. "Personal Information"**

**MATERIALS** Personal information and picture for each student written on a card. Printer. **SET-UP** Have materials ready in circle area. Ask parent for permission to take each child's picture .

Define personal information vocabulary (address, birth date, telephone number, first name, last name, picture on card). Give each child their personal information card. Take turns discussing personal information from the cards. Each child writes their name on classroom chart.

**My Personal Information**

My name is: Billy Jones  
 I live at: 111 East Maple Street  
 Kiddie, Missouri  
 My phone number is: 333-333-3333  
 I was born on: May 23, 2015  
 My family is: Susan Jones



**H. Practice Kindergarten Directional Terms**

**MATERIALS** Directional terms written on cards.

**SET-UP** Have materials ready in circle area.

First, last, next, behind, raise your hand, line up, use your indoor voice, quiet feet, etc. Each child can choose a card and can act out the direction. “Simon says...” might be a good game to play with these words. For example: Simon says, show me how you stand **behind** John. Simon says, Susie say “help me, please” and show me your **indoor voice**.

**I. Make Your Lunch for School**

**MATERIALS** Pretend food items or real food items or pictures of food items from each food group. Chart paper, marker.

**SET-UP** Have materials ready in circle area. Prepare a chart with pictures of each food group.



Talk about the food groups (meat/protein, dairy, fruit, vegetable, grain). State that a good lunch contains items from each group. Present a variety of foods in categories on chart paper. Each child chooses their favorite food from each category for a school lunch. Write each child’s name next to their choice on the chart and put in the science center.

**J. Team Sports**

**MATERIALS** Tags in two colors to identify team members. Game suggestions -Obstacle course, relay race, bean bag toss.

**SET-UP** Have materials ready in circle area. Teacher designs an obstacle course, relay race or game based on the ELLC Motor Checklist.

At school, sometimes children will be expected to play on a team during P. E. or maybe even in the classroom. Discuss ways of choosing teams (number off, gender, the first 10 to enter a room will be on one team, the next 10 will be on the other team). Talk about how to play together so the team is successful and how it can hurt the team if one person doesn’t play according to the rules. Discuss good sportsmanship. Play a game using 2 sides to demonstrate team play.



## Art Center

### Themed Art Activities

#### A. School Bus

**MATERIALS** School bus template, small black circles for wheels, rectangle shapes for a door, yellow crayons or paint, glue.

**SET-UP** Have materials on the table with a model of the finished project. Encourage children to be creative with the riders on the bus.

Ask the children to color/ paint the school bus yellow. Discuss that school buses are usually yellow, because most people understand that children ride on that color of bus and that they are going to school. Have children glue on a door (rectangle; color of their choice). The door is important because the driver opens the door to let children on and off the bus. Ask children to draw or color the riders on the bus – especially themselves. Communicate that the child or some of their friends may ride the bus to school next school year.

#### B. Drawing/Painting School Pictures

**MATERIALS** Paper, crayons, markers, paint. Copies of unit storybooks.

**SET-UP** Have materials available in the center.

The teacher discusses what their ‘new’ Kindergarten room may look like. Have a copy of *Mrs. Bindergarten Goes to Kindergarten* as an example of a classroom. Encourage children to draw what they want their new Kindergarten classroom to look like.

#### C. Mary Had a Little Lamb

**MATERIALS** Template of lamb or blank paper, scissors, cotton balls, glue, crayons and/or markers.

**SET-UP** Have materials out on the table for children to assemble their lamb.

Children can use the template of a lamb or draw their own lamb. They are free to cut out the lamb and glue it to another sheet of paper. Children can glue cotton balls onto the lamb for the wool and draw the legs, ears, nose, etc. This art activity would be a great follow-up to Optional ELLC Circle Time 3.





**D. Making Friends**

**MATERIALS** Construction paper (all colors) pencil, markers, crayons, glue, stapler, scissors.  
**SET-UP** Have materials in the center.

The teacher communicates to the children in the art center that in Kindergarten they will have the opportunity to make new friends. Often times we use a handshake or a “high five” as a symbol of friendship (consider health issues of touching). Help the children make a pattern of their hands by tracing around them. Ask them to cut out the hands and share hands. Each child will glue one of their hand patterns and a hand pattern from a friend onto a sheet of paper in the form of a handshake or “high five” to symbolize friendship. The hand patterns can also be used to make a chain for a wall display. (The ‘friendship chain’ can be a great circle activity also!)

**E. Puppet Friends**

**MATERIALS** Construction paper circles (all colors), popsicle sticks, pencil, markers, crayons, glue, stapler.  
**SET-UP** Have circles precut.



The teacher asks each child to predict how many new friends they will have at their table during snack time in kindergarten (up to 5). Children will make stick puppet to indicate each friend. Tell children to draw a face on circles provided, then glue face to the popsicle stick(s). Child makes the number of puppets for the predicted number of friends at their table. Count and write numbers on the sticks.

**F. Goodbye Card**

**MATERIALS** Construction paper (all colors) pencil, markers, crayons, glue, sequins/ buttons, yarn, foam shapes. Sample cards.  
**SET-UP** Have materials available in center.

The teacher explains that some children will be going to a new school in the fall and leaving their old school behind. They will need to say goodbye to teachers and friends. Discuss that it’s a nice gesture to give a card to someone to let them know how you feel. (Show the sample of a card or different types of cards). Give instructions to the children to fold a piece of construction paper in half to make a card. Supply the written model or help the children write ‘GOODBYE’ on the front of the card. Let them decorate the front of the card.

Instruct the children to open the card and write the name of the person they want to receive it; then the child can sign the card



**G. School/ Playground Shape Collage**

**MATERIALS** Sheets of construction paper and tissue paper shapes (circle, triangle, oval, square, diamond, etc.) cut in all colors, glue, and thinned glue for shellacking, paint brushes.

**SET-UP** Have materials in center..



The teacher instructs the children on making art work out of shapes; label the shapes. Demonstrate how the shapes can overlap making new shades of colors and new shapes. Tell the children to glue the tissue paper shapes onto piece of construction paper to make the school and playground (swings, sandbox, slide, school, windows) and sign their name on the paper. After they have glued the shapes, the construction paper is lightly brushed with a coat of thin (watered down glue). Let dry and display.



**Talking Tips**  
During activity G, be sure to use the names of the shapes (oval, square, etc.) and have the children say the names. Also include talk that describes shape attributes (corner, side, orientation, etc.).

**H. What's Your Path to Kindergarten? Sand Art Pictures**

**MATERIALS** Construction paper (all colors) prepared with pictures of a school building in one corner and a child in the opposite corner, glue, sand in a variety of colors, jelly roll pan (or card board box of similar dimensions).

**SET-UP** Have materials in center.

The teacher instructs children about how to use sand and to be careful to keep it out of their eyes. The teacher can demonstrate how to place a sheet of construction paper in the jelly roll pan, and then make thin lines of glue from the child to the school building. Choose a sand color and sprinkle it on the lines of glue; gently move the paper so that the sand adheres to the glue. Repeat using various colors of sand. Sign name and allow to dry. (The children have the option to glue the school and draw the child themselves.)



## Create-A-Book Center

### Book of School Supplies

**MATERIALS** Ready-made books with blank pages (the cover could look like a school house), crayons, markers, pictures of school supplies from catalogs already cut out.

**SET-UP** Have materials cut out of catalogs and ready for use.

Give children a blank pre-made book. Discuss with the children the school supplies they need for Kindergarten. This activity relates to ELLC Circle Time C. Ask children to draw pictures or glue pictures cut from catalogs to make their book.

## Dramatic Play Center

### Kindergarted Class (e.g., teacher and students), School Bus, Cafeteria

**MATERIALS** Clothing items to depict teacher/ students, desk, chalkboard/ chalk, big book/ easel, pointer, chairs, classroom rules poster/ steering wheel for school bus, table, cafeteria trays, pretend food for cafeteria.

**SET-UP** Place medium of choice in the tactile center and cover the letters and numbers.

Have teacher discuss with the children the setting for day or week (setting is a classroom, a school bus, or a cafeteria). Explain the various props for the classroom, bus, or cafeteria and the roles/responsibilities each child can play. Be an active participant by playing the role of a student to help them get started.

## Construction Center

### The Little Old Lady's Cottage

**MATERIALS** Cardboard building blocks, wooden letter number blocks, school bus, toy cars, block play traffic signs, block play people, city traffic rug, see through crystal builders (or other small manipulative), paper, note cards, pencils, clip board.

**SET-UP** Have materials on shelves in center.

Explain the materials in the center and challenge the children to create a school, playground, classroom, or school bus. Encourage role play as they create the school related models. Ask the children to make labels for the rooms, building, streets, or names of people in the classroom.



## Tactile Center

### Letter Fishing

**MATERIALS** Optional medium (sand, shredded paper, etc.), magnetic letters and numbers, magnetic wand, and magnetic board.

**SET-UP** Place medium of choice in the tactile center and cover the letters and numbers.



Explain to the children in the center that they are to find the letters and numbers buried in the tub and place them on the magnetic board. Encourage them to sort the letters from the numbers. The children can put the letters in alphabetic order and/ or make sound symbol relationships with them in order to invent words such as 'cat or dog'. Children may also put the numbers in order.

### (Optional) Letters in Sand

**MATERIALS** Sand, alphabet pasta, child safe tweezers, small cookie sheet or cake pan.

**SET-UP** Place sand and pasta letters in the tactile table.

Ask the children to find the letters in the sand and pick them up with the tweezers (or their fingers). Who can find the most letters or the greatest variety of letters? Encourage sound letter correspondence and developmental spelling as children place the letters in the pan.

## Math and Science Center

### Sorting, Counting, Patterning

**MATERIALS** Manipulatives for counting with associated numbers, number sequencing puzzle, patterning kit (counting bears, or stringing beads), cubes, science sorting activity, Attribute blocks w/ patterns, shape puzzles.

**SET-UP** Place items in center.



The teacher can describe and demonstrate materials to children. Encourage the children to talk about the items they sort, count, or pattern.



## Writing Center

### Practice Writing Name

**MATERIALS** Pens, pencils, markers, a variety of paper, dry erase boards, alphabet stencils and stamps, pre-academic writing pages, laminated name writing page for each child.

**SET-UP** Have materials set up and ready to use.

Encourage children to write a letter to their new teacher or make a list of supplies they might need for school. Ask them to practice writing their first and last name, phone number, or address. Children may also use their personal information card as a model to write personal information.

## Listening Center

### Unit Books on Tape

**MATERIALS** Media player, headphones, tapes/ CD's of books, and books.

**SET-UP** Have materials in the center..

Describe the materials to the children and invite them to listen to a story. Teach them to operate the equipment and make sure they are successful in accessing the story on the player.

## Language and Literacy Center

### Letter Matching, Alphabet Knowledge, and other Pre-K Skills

**MATERIALS** Alphabet puzzles, Alphabet bingo, story sequencing cards, Lacing letters, Category cards activity, alphabet / school related books.

**SET-UP** Have materials available in the center..

Describe the materials in the center to the children and explain how to complete activities.

## Reading Center

**MATERIALS** Unit literature and other Kindergarten books.

**SET-UP** Place theme-related books in the center.

Read a variety of stories to the children during this time using the shared story book schema



## Technology Center

Computer programs like *Chicka Chicka Boom Boom* and letter identification.

## Optional Activities

### A. Field Trip to an Elementary School.

**MATERIALS** Related vocabulary cards.      **SET-UP** N/A.

Introduce school based related vocabulary cards. Define the words and use props and pictures as needed. Review the vocabulary on the bus to the school.

Tour building, eat breakfast in cafeteria, meet teachers, have circle time in Kindergarten classroom, play on the playground. Follow up field trip by making class Big Book of experience.

### B. Ask Families to Create a Poster of the Pre-Kindergarten Student

**MATERIALS** Note home to family outlining the activity.      **SET-UP** Send home a piece or two of construction paper to share information and the family note.

Note home to family: with pictures or print, help your child share information about themselves. For example: favorite toy, pet, favorite food, age, brothers/sisters, favorite book, favorite game/activity, favorite color. Be sure to include a picture (if available) of your child and print their name on the chart.

Have the children share their poster with the class during Opening Circle. Display the poster in the classroom to encourage discussion and comments.

## Optional ELLC Circle Time Activities

### A. Mary Had a Little Lamb Line Leader. ([www.firstschool.ws/activities/nrhymes/mary\\_lamb.htm](http://www.firstschool.ws/activities/nrhymes/mary_lamb.htm))

**MATERIALS** Newsprint with rhyme printed on it. (Use rebus symbols for Mary, lamb, school, snow).      **SET-UP** Have materials ready in circle area—have the nursery rhyme printed on paper.

Teach children the rhyme by singing it through a few times. Then play ‘follow the leader’ giving each child an opportunity to act as ‘Mary’ leading the lambs to school. Set up a small obstacle course for the children to make their way through. Give them suggestion of various actions for the ‘lambs’ to imitate such as hopping on one foot, raising hands in the air, or walking backwards.



**B School Rules**

**MATERIALS** Newsprint, markers.      **SET-UP** Have materials ready in circle area. .

Have a conversation with the children about preschool classroom rules. Ask them if the rules will be different or the same when they get to Kindergarten. Discuss what the rules could be in Kindergarten. Scribe the rules and ask the children to sign off on the list. Use their ideas for Create-a-Book.

**Optional Books**

***The Kissing Hand***

Author: Audrey Penn      Illustrators: Ruth E. Harper & Nancy M. Leak .  
 Publisher: Tanglewood Press      Date: 1993, 2006

Paperback: ISBN-10: 1939100429 and ISBN-13: 978-1939100429

Hardback: ISBN-10: 9781933718002 and ISBN-13: 978-1933718002



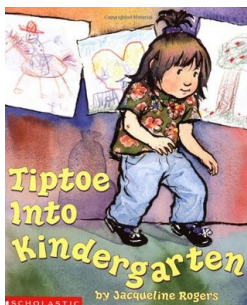
This story is about a young raccoon who is about to leave his mother for the first time so that he can attend school. It is an excellent story to address the feelings that many children experience when they leave their parent(s) for the first time in an unfamiliar place.

***Tiptoe Into Kindergarten***

Author and Illustrator: Jacqueline Rogers      Publisher: Scholastic, Cartwheel Books  
 Date: 1999

Paperback: ISBN-10: 0439244382 and ISBN-13: 978-0439244381

Hardcover: ISBN-10: 0590466534 and ISBN-13: 978-0590466530



This story is about a preschool child who tiptoes into her older brother's classroom. The storyline and illustrations of this book briefly introduce a typical classroom routine and describe various activities that can take place on an ordinary day.

