UNIT OVERVIEW

Neeta Goes to Kindergarten

★ Literary Elements
  Songs from the Play

★ Music
  Rhythm and Beats

★ Spotlight on Science
  Shapes and Objects

★ Arts and Crafts
  Make Letter Posters

★ Writing
  My Favorite Character

UNIT OBJECTIVES

≥ Describe people
≥ Identify school locations
≥ Discuss school subjects
Introduce the Theme

ORAL FLUENCY

Tell students that they will be learning about school in this unit. Read the unit title aloud with students. Ask: What do you do at school? What things do you need at school? Point out the unit objectives included on the Student Book page, and discuss them with the class. You may use objects in your classroom that can contribute to the introduction of the theme. You may also use photo cards to supplement the eliciting of theme-related vocabulary.

Theme-Related Vocabulary

ORAL LANGUAGE DEVELOPMENT

Assess students’ language levels related to the theme by pointing to pictures in the book and items in your classroom.

Point to individual students in the classroom and ask: What is your name?

Point to the classroom objects in the photo on Student Book pages 10 and 11, and invite students to identify them. Ask: What is this?

Point to the classroom objects in the photo, as well as objects around your classroom, and have students identify the colors they see. Ask: What color is this?

Have students locate and identify letters of the alphabet in the photo or in your classroom. Ask: What letters can you see? In the same way, have them locate and identify numbers. Ask: What numbers do you see?

Have students locate shapes in the photo or in your classroom and identify as many as they can. What shapes can you see?
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Frontload Vocabulary

**VOCABULARY DEVELOPMENT**

Display pictures of the key vocabulary words, *teacher, friend*, and *lunch*. Have students write or trace the first letter that corresponds to each picture.

**Let’s Predict!**

**READING COMPREHENSION**

Explain to students that predicting is guessing what the story is going to be about. Invite students to make predictions about this play, and write their predictions on the board.

**Reading Options**

**ORAL FLUENCY**

On Day 2, read the play aloud without asking any questions. Then read the play aloud again, modeling appropriate intonation and gestures for each character. This time, ask and discuss the Developing questions only.

On Day 3, conduct an echo read of the play, asking students to gradually repeat words and then phrases and sentences after you. Conduct the echo read again. Ask and discuss the Expanding questions only.
Active Reading Questioning Strategies

READER COMPREHENSION

Developing

- **Recall** *Who is Mrs. Brown?* Explain to students that recall questions ask them to answer a question about something directly from the text they just read.

Expanding

- **Making Inferences** *What time of day is it?* Explain to students that inference questions ask them to use clues from the text, the illustrations, and what they already know to figure out something that is not directly explained in the text.

More Complex

- **Drawing Conclusions** *How do you think Neeta feels about meeting Mrs. Brown?* Explain to students that they draw conclusions when they take information about a character or event in a story and then make a statement about the character or event based on that information.

On Day 4, assign parts and help students read the play aloud. Have them read it again and this time ask and discuss the More Complex questions only.

On Day 5, assign parts and have students read the play aloud again. This time review and discuss all of the questions. If time allows, have students read aloud again without asking the questions.

Narrator 1: It's the first day of school.
Narrator 2: Neeta meets her kindergarten teacher.
Mrs. Brown: Good morning, Neeta.
My name is Mrs. Brown.
Active Reading Questioning Strategies

**Developing**

- **Recall** What do Neeta, Luis, Pam, Lee, and Ana say to Mrs. Brown? Remind students that recall questions ask them to answer a question about something directly from the text they just read.

**Expanding**

- **Making Inferences** Who are Luis, Pam, Lee, and Ana? Remind students that inference questions ask them to use clues from the text, the illustrations, and what they already know to figure out something that is not directly explained in the text.

**More Complex**

- **Drawing Conclusions** How do you think Neeta feels about being in school? Remind students that they draw conclusions when they take information about a character or event in a story and then make a statement about the character or event based on that information.

Mrs. Brown: Welcome to kindergarten.
Neeta, Luis, Pam, Lee, and Ana: Good morning, Mrs. Brown!
Narrator 1: Neeta sees a friend.
**Active Reading Questioning Strategies**

**Reading Comprehension**

**Developing**
- **Recall** Whom does Neeta talk to?

**Expanding**
- **Fantasy and Reality** Could this story happen in real life? How do you know? Explain to students that fantasy is something that could not possibly happen in real life; reality is everything that is real or could happen.

**More Complex**
- **Making Inferences** Did Luis and Neeta already know each other before?

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Neeta: Hi, how are you?
Narrator 1: Neeta is talking to Luis.
Luis: I’m fine. Nice to see you again.
Narrator 2: Neeta makes more friends.
Active Reading Questioning Strategies
READING COMPREHENSION

Developing
▶ Recall  What does Neeta ask her classmate?

Expanding
▶ Making Inferences  Which of her classmates does Neeta already know? Whom does she meet for the first time?

More Complex
▶ Drawing Conclusions  Why do you ask someone’s name?

Neeta: My name is Neeta. What is your name?
Ana: My name is Ana.
Luis: Hi, Ana. My name is Luis.
Active Reading Questioning Strategies

**READING COMPREHENSION**

**Developing**
- **Recall** Where do the children sit?

**Expanding**
- **Main Idea and Details** What are some details on this page that explain what the students are doing? Explain to students that the main idea is the most important point the author makes. In order to support the main idea, authors use details that may describe, give reasons and definitions, and give other types of information.

**More Complex**
- **Making Inferences** Where do you think Neeta learned to write her name?

Mrs. Brown: Okay, class. It is work time.
Narrator 2: Students take their seats at the table.
Neeta: I will write my name! N-E-E-T-A.
Luis: I will draw an apple.
Active Reading Questioning Strategies
READING COMPREHENSION

Developing
› Recall What color is Pam’s cat?

Expanding
› Making Inferences What might Luis and Lee be doing?

More Complex
› Comparing and Contrasting How is what Pam is doing different from what Neeta is doing? Explain to students that comparing questions ask them to tell how two things are the same, and contrasting questions ask them to tell how two things are different.

Narrator: Neeta and Pam play with playdough.
Pam: I will make an orange cat.
Neeta: I will make a blue dog.
Luis and Lee: Activity time is fun!
Mrs. Brown: It’s time to read. Neeta, can you say your alphabet?
Mrs. Brown: Great! Can you say your numbers?
Neeta: One, two, three, four, five, six, seven, eight, nine, ten.

Active Reading Questioning Strategies
READING COMPREHENSION

Developing
- Recall What does Mrs. Brown ask Neeta?

Expanding
- Making Inferences Does Neeta know her alphabet?

More Complex
- Sequence Which happens first: reading time or math time? Explain to students that sequence questions ask about the order in which events take place in a story.
Active Reading Questioning Strategies
READING COMPREHENSION

Developing
- **Recall** Who does Neeta play with?

Expanding
- **Drawing Conclusions** Whom might Luis be showing the ball to?

More Complex
- **Main Idea and Details** What details support the main idea that playing is fun? Remind students that the main idea is the most important point. Details give more information to support the main idea.

Mrs. Brown: It’s time for recess.
**Narrator:** Neeta plays in the sandbox with Ana.
**Luis:** Look at this blue ball!
**Ana:** Playing is fun!
Active Reading Questioning Strategies

READ COMPREHENSION

Developing
- **Recall** *What does Neeta eat for lunch?*

Expanding
- **Drawing Conclusions** *Why does Neeta think that school is fun?*

More Complex
- **Author’s Purpose** *Why do you think the author wrote this play?* Explain to students that this question asks about the author’s purpose, or why the author wrote the story. This purpose could be simply to tell a story, but it could also be to teach a lesson or message to the reader.

Vocabulary Review

**ORAL FLUENCY**

Review the words presented in the Frontload Vocabulary activity at the beginning of this lesson. You may again display pictures of the key vocabulary words, such as teacher, friend, and lunch. Have students call out the first letter of each word that corresponds to each picture. You may wish to continue the activity using School photo cards.
Frontload Vocabulary

WRITE THE KEY WORDS *plot*, *character*, and *setting* on the board. Then, write the words sequence, people, and place on the board in any order. Ask students to tell you which pairs of words best go together and why. Help them to understand that characters are people in a story, setting is the place where a story takes place, and plot is the sequence of events in the story. If students are unsure of the meaning of sequence, remind them that sequence refers to the order in which things happen.

Sequence of Events

Help students create and fill in a Sequence of Events graphic organizer. Explain that by organizing the events in the order in which they happen, they can more easily follow the plot of the story or play. Have students write words or draw pictures to show things that Neeta does at school. Make sure that they put the activities in sequential order.
Character Web

**READING COMPREHENSION**

Help students create and fill in a Character Web graphic organizer with pictures or words that describe Neeta. Explain that by organizing the details they have observed about the character's words, actions, and appearance, they can gain a better understanding of the character's motivations.

Setting the Scene

**READING COMPREHENSION**

Help students create and fill in a Setting the Scene graphic organizer. Explain that by organizing the details they have observed about where and when the actions in the play take place, students can more clearly understand what is happening in the play. Help students write words or draw pictures that describe when and where the story takes place and how they know.

Vocabulary Review

**ORAL FLUENCY**

Divide the class into two groups. Ask one group to create a character. You may wish to give them a blank Character Web as a guide. Ask the other group to create a setting. They should describe a place and time. Then, as a class, brainstorm some ideas for stories about this character in this setting.
**Frontload Vocabulary**

**Vocabulary Development**

Write the key words *high*, *low*, *fast*, *slow*, and *soft*, and *beat* on the board. Read each word aloud and demonstrate the meanings and relationships between the pairs of words. Have students say the word pairs in a way that demonstrates their meaning. For example, they may say high in a high-pitched voice and low in a low-pitched voice, or they may say fast very quickly and slow in a long, drawn-out way. Then, write the key word *beat* on the board. Explain to students that when they clap along to the song, they are clapping to its beat.

**Sing the Songs**

**Oral Fluency**

Read and review the lyrics to the first song. Have students echo each line after you read it aloud to them. Then, teach them the tune for the song. You may also play the song on the CD. Practice singing this song with them a few times before teaching them the next song. Repeat this process for each song in this lesson. As you sing each song with students, encourage students to clap along. Reinforce that this rhythm is the *beat*. 
Understand the Songs

READING COMPREHENSION

Discuss the content of the songs as a class. Review the part of the play to which each song refers. Then, discuss what purpose the songs serve in understanding or appreciating the play.

Vocabulary Review

ORAL FLUENCY

Write the word pairs high-low, fast-slow, and loud-soft on the board again. Have students choose one song to sing with each word pair, and sing the song both ways as a class. For example, you might sing “The Alphabet Song” first very quickly and then very slowly.

I want to build a sand castle at recess.
Can I come play in the sand box with you?
You have the shovels, and I have the pails.
I can feel the sand between my fingers and my nails!

I want to build a sand castle at recess.
Will you please show me how to make it tall?
We can make believe a dragon’s flying by,
And build it with a great big wall to keep us safe inside.
Frontload Vocabulary

VOCABULARY DEVELOPMENT

Draw a circle, a square, and a triangle on the board. Label each picture with the key words circle, square, and triangle. Read the labels aloud, and have students chorally repeat each word after you. Point to objects in your actual classroom that resemble these shapes.

Shapes and Objects

VOCABULARY DEVELOPMENT

Read aloud the key words on the page: circle, square, and triangle. Next, explain that they must match the illustrated item with the shape it most closely resembles. For example, the ball resembles a circle, the blocks resemble squares, and the sandwich resembles a triangle. Ask: Which illustration looks like a circle?
Find the Shapes

VOCABULARY DEVELOPMENT

Have students look closely at the illustration on Student Book page 27. Ask them to locate and identify as many shapes as they can. For example, there are squares in the window and door, there is a circle in the picture of Earth on the wall, and there are triangles in the photos of cheese and the ice cream cone.

Vocabulary Review

ORAL FLUENCY

Review the shapes presented in the Frontload Vocabulary activity at the beginning of this lesson. Have students draw pictures that use circles, squares, and triangles to make a familiar object. Then, ask students to come to the front one at a time, present their pictures, and tell the class which shapes they used.
Frontload Vocabulary

VOCABULARY DEVELOPMENT

Write the key word alphabet on the board. Read it aloud, and have students repeat. Then, write the letters of the alphabet in capital and lower case pairs on the board. Review the letters with the class. Ask volunteers to offer names of objects that start with each letter. Write the key words capital and lower case on the board, and point to examples of each in the alphabet you have written on the board. Then, point to letters at random and have the class say whether they are capital or lower case.

Make Letter Posters

WRITING APPLICATIONS

Explain to students that they will be making alphabet posters that would appear on the walls of Neeta’s classroom. Show students the illustration on Student Book page 19 to use as a guide. Help each student choose a letter and an object whose name begins with that letter. As students work, circulate among them to make sure that students’ capital and lower case letters match, and that the object they chose starts with the letter they chose.

Vocabulary Review

ORAL FLUENCY

Have students share their letter posters with the class, reviewing which letter they chose and the name of the object they chose.

To challenge the class, you could ask students to arrange their posters in alphabetical order. Display the posters in the classroom, and have students point to each letter as they sing “The Alphabet Song” together.
Lesson 7

My Favorite Character

Think about your favorite character from Neeta Goes to Kindergarten.

1. Choose a character from the play.
2. Write the name of that character.
3. Draw a picture of that character.
4. Label the picture with words from the unit.

My Favorite Character

WRITING APPLICATIONS

Read the prompt aloud. Help students understand what they are expected to consider before drawing their picture and labeling it. Help students review the characters from the play. Write the name of each character on the board. Help each student select a favorite character. Write the character’s name for them in pencil, and have them trace it in crayon. Next, have them draw the character and color it. Then, help them label the picture with appropriate words such as student, friend, or teacher.

Vocabulary Review

ORAL FLUENCY

Make one set of index cards labeled with the capital letters of the alphabet, and make another set with lowercase letters. Shuffle the cards. Divide students into two teams, and have one player from each team step forward. When you hold up a card, they must say the letter and whether it is capital or lowercase (for example, “capital A”). Whichever student first answers correctly gets a point for his or her team. If the winning student can also name an object that starts with that letter, the team gets a bonus point. Continue the game until all students have had a turn.

Frontload Vocabulary

VOCABULARY DEVELOPMENT

Write the word character on the board. Ask a volunteer to define it. Then, write the remaining key words on the board: student, friend, and teacher. Read them aloud, and have students chorally repeat them after you.