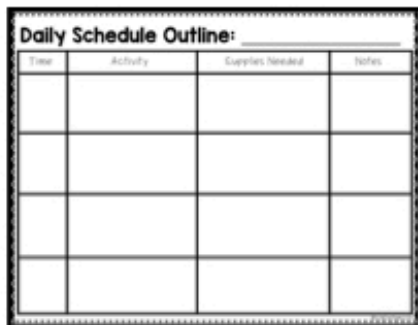


# everything you need for the first 5 days of school!

\*Or even longer:)

Each **DAY** includes lessons plans, printables, and extension ideas for the following five different activities:

- **Morning Circle Activity**
- **Daily Graph**
- **Daily Transition Goal (PLUS award tickets)**
- **Daily Hat or Bracelet**
- **Write the Room Activity**



**Daily Schedule Outline:**

Time	Activity	Supplies Needed	Notes



**Family Communication**

Student's Name: \_\_\_\_\_  
What is the best way to contact you? (e.g., phone, email, etc.) \_\_\_\_\_

Home Number: \_\_\_\_\_  
Cell Number: \_\_\_\_\_

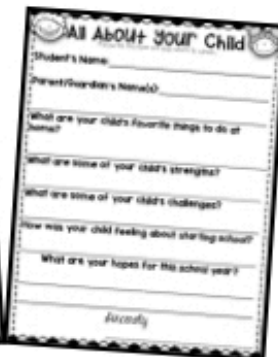
What times are best to talk with you about non-emergency subjects? \_\_\_\_\_

How will your child get home? (e.g., bus, parent pick-up, etc.) \_\_\_\_\_

What adults will be picking up your child? (List as many as could be possible.) \_\_\_\_\_

Please give us time to get this information \_\_\_\_\_

\_\_\_\_\_  
Faculty



**All About Your Child**

Student's Name: \_\_\_\_\_  
Parent/Guardian's Name(s): \_\_\_\_\_

What are your child's favorite things to do at home? \_\_\_\_\_

What are some of your child's strengths? \_\_\_\_\_

What are some of your child's challenges? \_\_\_\_\_

How was your child feeling about starting school? \_\_\_\_\_

What are your hopes for this school year? \_\_\_\_\_

\_\_\_\_\_  
Faculty

**BONUS PRINTABLES**

- **DAILY SCHEDULE TEMPLATE**
- **TWO PARENT INFORMATION LETTERS**

# FIVE DAY OUTLINE

## FIVE DAY OUTLINE

Use this 5 day outline as a guide to what activities are included in this pack. Please use them in the order that best suits YOUR students' needs.

Each "day" includes five activities:

- Morning Circle
- Daily Graph
- Transition Goal

-Daily Hat or Bracelet (pick which version you want to use)

-Write the Room: Find & Color

Please use the Daily Outline (schedule keeper) on page 7 if you want each day to go. You may need several copies of the page for each day. The more details you can give yourself the better!

In addition, please read my "Additional Thoughts & Ideas" for more tips and tricks.

### Day 1 Pages 8-32

Morning Circle: The Name Game + Favorite

Daily Graph: "How do we get home from school?"

Transition Goal: Moving to and from the classroom

Daily Hat or Bracelet: My First Day of Kindergarten

Write the Room: Find & Color Ant

### Day 2 Pages 33-48

Morning Circle: The Name Game + Favorite

Daily Graph: "How did we feel the on the 1st day?"

Transition Goal: Lining up

Daily Hat or Bracelet: My Name is \_\_\_\_\_

Write the Room: Find & Color Letters

### Day 3 Pages 49-63

Morning Circle: The Name Game + Favorite

Daily Graph: "How many boys and girls are in our class?"

Transition Goal: Walking in the hallway

Daily Hat or Bracelet: Things I Like to Do at School

Write the Room: Find & Color Letters (Set 1)

### Day 4 Pages 64-77

Morning Circle: The Name Game + Favorite

Daily Graph: "How many siblings do you have?"

Transition Goal: Cleaning up

Daily Hat or Bracelet: Things I Like to Do at Home

Write the Room: Find & Color Numbers

### Day 5 Pages 78-92

Morning Circle: The Name Game + Favorite

Daily Graph: "How many letters are in your name?"

Transition Goal: Packing Up for Dismissal

Daily Hat or Bracelet: I Know Numbers Number Line

Write the Room: Find & Color School Supplies

## Additional Thoughts & Ideas

\*I have included two letters to send home to parents during the first week of school on pages 5 and 6.

\*You may want to include a daily read aloud or two. The following books are great stories to read the first week of school:

First Day Jitters by Julie Danneberg

The Kissing Hand by Audrey Penn

What if Everybody Did That? by Ellen Javernick

Never Ride Your Elephant to School by Doug Johnson

Miss Nelson is Missing by Harry Allard & James Marshall

Froggy Goes to School by Jonathan London

If You Take a Mouse to School by Laura Numeroff

Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate

How Do Dinosaurs Go to School? by Jane Yolen & Mark Teague

After reading, have students draw their favorite part on a blank piece of paper. This is a great time to assess many skills such as pencil/crayon holding, comprehension, details, etc.

\*You may want to decide on what your classroom rules will be. Some teachers create these rules with the help of their students. I personally use the Whole Brain Teaching rules. Look it up on [youtube.com](http://youtube.com). I would highly recommend it! Include some time in your daily schedule to discuss these with students!

\*You may want to plan in detail how you want transitions to work in your classroom. The more details you provide your students when practicing transitions, the more successful they will be with these!

\*You may want to include some free play or exploration time into the school schedule during the first week of school. It is beneficial for students to get to know their classroom and the things in it during that first week of school.

\*Plan for "brain breaks" throughout the day!

Please don't hesitate to email me at [thekindertlife@gmail.com](mailto:thekindertlife@gmail.com) if you have any questions, concerns, or comments.

ENJOY!

The KinderLife

# LESSON PLAN EXAMPLES

## Morning Circle: **The Name Game**

### What you will need:

- poster paper
- each student's first name on an index card (\*one card for each student)
- How are you? Rating Scale poster (3 options- Pick the one that best fits your students or use a different one each day.)

optional: a beach ball

### How to prepare:

Write the following name game poem on the poster paper. You will use this poem poster all week.

(Tune: Twinkle Twinkle Little Star)

**Hello \_\_\_\_\_! How are you?  
We're so glad you're at our school.**

(Place a piece of tape in the blank to easily swap student names in and out.)

### How to play:

Have students sit in a circle. Post the poster up for students to see. Introduce the tune of the song. You will sing it using each student's name in the blank and ask them to give a "How are you?" rating. (Use the rating poster to help guide this.) If you choose to use a beach ball, the first student whose name you use will start holding the ball and then students will roll the beach ball to the next student whose name is sung in the blank until all students have been sang about.

\*Save the Name Game Poem Poster and the index cards with student names for the entire week. You will use these each day.

Day 1

Daily Graph:

## **How do we get home from school?**

### What you will need:

- poster paper
- information on how each student goes home from school (to confirm each student's response) \*It is very helpful to gather this information before school starts or very first thing in the morning on the first day of school. It helps tremendously with the end of the day on that crazy first day of school.
- one copy of each transportation choice (colored rectangles on pages 13-15)
- several copies of each transportation choice (for students to put on the graph: see on pages 16-21)
- tape/glue

### How to prepare:

At the top of the poster paper write the title of the graph "How do we get home from school?". Cut and paste the color transportation choices you want to use at the bottom of the graph to form columns. Cut out copies of the transportation choices and lay each choice in a pile for students to choose their correct choice when you start the activity.

### How to use:

Introduce the question at the top of the graph. Ask students to individually come up and tape/glue their transportation square above how they get home on to the graph. (\*A blank dark line is on each of the choices to write the student's name. I write their name on the line after they tape/glue it to the graph. I post this chart in our classroom all year long. It is helpful for substitutes, students, etc.) After all students have graphed their transportation, count each amount and discuss most, least, etc.

BONUS: I also make extra copies of the transportation choices and laminate them. I attach these to each student's backpack!

Day 1





# DAY 2

**Morning Circle: The Name Game + Favorite Color**

**What you will need:**  
 -name poster from Day 1's morning circle  
 -each student's first name on an index card (One card for each student. \*You can reuse the cards used on Day 1 if available.)  
 -one copy of the "Our Favorite Color Poster"  
 -How are you? Rating Scale poster (from Day 1)  
 -card stickers  
 -optional: a beach ball

**How to prepare:**  
 Write the question of the day "What is your favorite color?" somewhere for students to all clearly see. Find the Name Game poster and "Our Favorite Color Poster" for all students to see as well.

**How to play:**  
 Have students sit in a circle. Review the face of the song. You will sing it using each student's name in the blank. After the student's name is sung in the song, read the question of the day as a class and have that student answer while putting a sticker on that color on the "Our Favorite Color Poster". If you choose to use a beach ball, the first student whose name you use will start holding the ball and then students will roll the beach ball to the next student whose name is sung in the blank until all students have been sung about.

Day 2

**Daily Graph: How did we feel on the 1st day of school?**

**What you will need:**  
 -poster paper  
 -one copy of each Feeling Face (pg 36)  
 -several copies of heart paper- one heart for each student (pg 37) \*Students will use these to graph their feelings.  
 -tape/glue

**How to prepare:**  
 At the top of the poster paper write the title of the graph "How did we feel on the 1st day of school?". Cut and paste the Feeling Faces at the bottom of the graph to create four columns. Cut out heart squares.

**How to use:**  
 Introduce the question at the top of the graph. Pass out one heart to each student. Ask students to individually come up and tape/glue their heart above the feeling they feeling on the 1st day of school. "I usually graph and discuss my feelings on the first day of school to demonstrate for students. After all students have graphed their feelings, count each amount and discuss most, least, etc."

Day 2

# LESSON PLANS

**Transition Goal: Lining Up**

**What you will need:**  
 -gold award tickets (pg 75)  
 -stickers  
 -gold poster paper  
 -tape and glue

**How to prepare:**  
 Write the transition goal at the top of the poster paper. Underneath it make a heart and paste the eye square of the top of one column and the ear square of the top of the other column.  
 Print out the gold poster and several copies of the gold award tickets.

**Ready, Set, Go!**  
 Introduce the transition goal to the students to line up in a line. Ask students to give ideas about how lining up should look like. Write four responses under the eye column. Ask students to give ideas about how lining up should sound like. Write four responses under the ear column. Demonstrate how you would like students to line up. Ask students to practice this. Hand out gold award tickets to students doing a great job with this. If the whole class does a great job practicing, add a sticker to the bottom of the goal poster.  
 After practicing several times, continue passing out tickets and adding stickers to the goal poster as the day/week goes on. \*You could even collect the tickets at the end of the day if you have students write their name on the back and have a raffle for a reward.

Day 2

**Daily Hat or Bracelet: My Name is \_\_\_\_\_**

**What you will need:**  
 -hat  
 -hat markers  
 -long strip of paper or sentence strip for each student  
 -bracket  
 -copies of the bracket for each student

**How to prepare:**  
 For hat: Print one page for each student. The oval written will be pasted on the front of the hat. The flow strips will be pasted around the hat. Two strips could be pasted on one side one on top and one on bottom.  
 For bracelet: Each page contains three bracelets. Just print, cut, and glue one end to make a bracelet. For students who need assistance, write their name ahead of time in pencil or highlighter first and then they can trace over it.

**How to use:**  
 For hat: Students will write their name in the oval. For students who need assistance, write their name in pencil or highlighter first and then they can trace over it.  
 For bracelet: Students will write their name in the blank space below "My name is". For students who need assistance, write their name in pencil or highlighter first and then they can trace over it.

Day 2

**Write the Room: Find & Color- Letters Set 1**

**What you will need:**  
 -letter task cards (set 1)  
 -a copy of the Find & Color Letters (set 1) recording sheet for each student  
 -a crayon, pencil, or marker for each student  
 -clips  
 -Optional: clipboard for each student


**How to prepare:**  
 After you have cut out all of the letter task cards, tape them to all levels in the room at student height level or a little higher/lower. The more spread out you have them, the better.


**How to play:**  
 Students will take their recording sheet and walk around the room looking for "letters". Once they find a letter, they will color it on their recording sheet. They will continue finding and coloring letters until all letters have been found.  
 TIPS: This is a great time to introduce what students can do once they are done with a whole group activity. For example, read quietly, practice, etc.  
 This is also a great time to do some informal assessments. Which students have knowledge of letter names?


Day 2


# DAILY HAT OR BRACELET

# TRANSITION GOAL

MY NAME IS- 

MY NAME IS- 

MY NAME IS- 


MY NAME IS- 


# MORNING CIRCLE


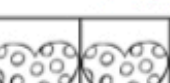
# DAILY GRAPH

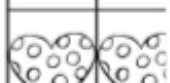

**OUR Favorite COLORS POSTER**

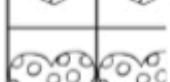

yellow	blue
red	green
purple	pink



nervous 

sad 


 



 



 



**We Can Do It!**



Lining Up



I did it!  I did it! 

I did it!  I did it! 

I did it!  I did it! 

I did it!  I did it! 

# FIND & COLOR

Find & Color LETTERS

C	☆	A	E
M	F	G	I
G	B	H	J
H	☆		

Name \_\_\_\_\_



# DAY 3

# LESSON PLANS

**Morning Circle: The Name Game + Favorite Food**

**What you will need:**  
 name cards from Day 2 morning circle  
 each student's first name on an index card (One card for each student. \*You can reuse the cards used on Day 1 if available.)  
 name tags (name card for each student)  
 a glass of water  
 How are you? Making Scale poster (from Day 2)  
 paper plate  
 colored markers  
**How to prepare:**  
 Write the question of the day "What is your favorite food?" for students to all check one of the top of the glass poster (that the Name Game poster and blank poster for all students to see as well.)  
**How to play:**  
 Have students sit in a circle. Review the face of the song. You will sing it using each student's name in the blank. After the student's name is sung in the song, read the question of the day to a class and have that student answer with a food and a glass of water. That food name of the student's name card. Then, that card for that student. Students will distribute a picture to match when the word when you are done singing. I have students do the distribution of their cards. I write my favorite food and distribute it to demonstrate for students. *(Write of students' name and distribute the food and water to each student. Then, that card for that student.)* I will use poster on "Order Card" poster using clear name tags throughout the year! You can do with with about any concept. Eg, words that start with a number, etc.)  
 \*If you choose to use a blank card, the first student whose name you use will start taking the hat and then students will all be back to the next student to use name is sung in the blank until all students have been using each.  
 Day 3

**Daily Graph: How many boys and girls are in our class?**

**What you will need:**  
 poster paper  
 one copy of "boy" and "girl" (pg 50)  
 several copies of kids page- one person for each student (pg 52) Students will use these to graph their gender.  
 \*Each page has 5 girls and 4 boys.  
 tape/glue  
**How to prepare:**  
 At the top of the poster paper write the title of the graph "How many boys and girls are in our class?". Cut and paste the "boy" and "girl" of the bottom of the graph to create two columns. Cut out "kid" squares and pass the correct gender to each student.  
**How to use:**  
 Introduce the question of the top of the graph. Ask students to individually come up and tape/glue their kid above their gender. "I usually graph and my gender to demonstrate. After all students have graphed their gender, count each amount and discuss most, least, etc.  
 Day 3

**Transition Goal: Walking in the Hallway**

**What you will need:**  
 goal poster (pg 50)  
 stickers  
 girl award tickets (pg 50)  
 blank poster paper  
 egg and mar markers  
**How to prepare:**  
 Write the transition goal at the top of the poster paper. Underneath it make a 4x4 grid and paste the egg square at the top of one column and the mar square at the top of the other column.  
 Print out goal poster and several copies of the girl award tickets.  
**Ready, Set, Go!**  
 Ask students to come to the carpet. Introduce the goal using the goal poster. Ask students to give ideas about how walking in the hallway should appear like. Write their responses under the egg column. Ask students to give ideas about how walking in the hallway should appear like. Write their responses under the mar column.  
 Demonstrate how you would like students to walk in the hallway. Ask students to practice this. Hand out goal award tickets to students doing a great job with this. If the whole class does a great job practicing, add a sticker to the bottom of the goal poster.  
 After practicing several times, continue passing out tickets and adding stickers to the goal poster as the days/weeks go on. \*You could even collect the tickets at the end of the day (Have students write their name on the back) and have a raffle for a reward.  
 Day 3

**Daily Hat or Bracelet: Things I Like to Do at School**

**What you will need:**  
 For hat:  
 -hat emblems  
 -long strip of paper or sentence strip for each student  
 For bracelet:  
 -copies of the bracelet for each student  
**How to prepare:**  
 Hat: Print one page for each student. The oval emblems will be placed on the front of the hat. The squares students choose will be glued around the "band" of the hat.  
 Bracelet: Each page contains three bracelets, just print, cut, and glue one and to make a bracelet.  
**How to use:**  
 Hat: Students will decide which things they like to do at school. They will cut and paste the things they like to do on to the sides of their hat.  
 Bracelet: Students will color the things they like to do at school.  
 hat and bracelet picture examples ("What I Like to Do at School" version)  
 Day 3

**Write the Room: Find & Color- Letters Set 2**

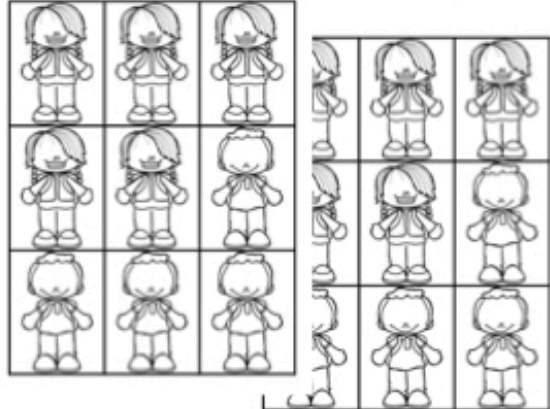
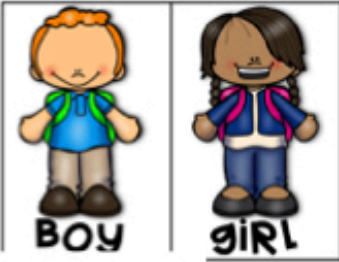
**What you will need:**  
 letter task cards (set 2)  
 10 copies of the Find & Color Letters (set 2) recording sheet for each student  
 a crayon, pencil, or marker for each student  
 -age  
 Optional: clipboard for each student  
**How to prepare:**  
 After you have cut out all of the letter task cards, tape them to different areas in the room if student bought level or a little higher than. The more spread out you have them, the better. Tape them in places in NO particular order.  
**How to use:**  
 Students will take their recording sheet and walk around the room looking for "letters". Once they find a letter, they will color it on their recording sheet. They will continue finding and coloring letters until all letters have been found.  
 TIPS: This is a great time to introduce what students can do once they are done with a whole group activity. For example, read quietly, practice, etc.  
 This is also a great time to do some informal assessments. Which students have knowledge of letter names?  
 Day 3

# DAILY HAT OR BRACELET

# TRANSITION GOAL

# MORNING CIRCLE

# DAILY GRAPH



**We Can Do It! Walking in the Hallway**

I did it!

I did it!

I did it!

I did it!

I did it!

I did it!

I did it!

I did it!

**THINGS I Like to DO at SCHOOL.**

# FIND & COLOR

**Find & Color LETTERS**

S	Z	☆	1
Y	O	R	M
U	☆	Q	V
P	V	☆	2

Name \_\_\_\_\_

POSTER FROM DAY ONE USED:)

# DAY 4

**Morning Circle: The Name Game • Favorite Toy**

**What you will need:**  
name poster from Day 1, morning circle each student's first name on an index card (20 cards for each student), 20 name cards used on Day 1 if available, one large name card for each student or large poster.

**How to use:**  
Use the question of the day "What is your favorite toy?" for students to do clearly one of the top of the large poster. Put the Name Game poster and the name cards for students to use.

**How to play:**  
Have students sit in a circle. Review the name of the day. You will use it using each student's name in the circle. After the student's name is sung in the song, read the question of the day to the class and have that student answer with a toy and glue that toy name at the bottom of a blank name card. Pass that card to that student. Students will distribute a picture to match above the word when you are done singing. Have students do the distributions of their cards. If you have any favorite toys and pictures to demonstrate for students. When all students are done distributing, they will come up and label their name on the blank poster.

*If you choose to use a beach ball, the first student whose name you can still hear holding the ball and then students will roll the beach ball to the next student whose name is sung in the blank until all students have been sung about.*

Day 4

**Daily Graph: How many siblings do you have?**

**What you will need:**  
poster paper  
one copy of each colored number (pg 66)  
several copies of stars paper-one star for each student (pg 67) Students will use these to graph the number of siblings in their family.  
glue sticks

**How to prepare:**  
At the top of the poster paper write the title of the graph "How many siblings do you have?". Cut and paste the colored numbers at the bottom of the graph to create columns. Cut out "star" squares and pass one star to each student.

**How to use:**  
Introduce the question at the top of the graph. Ask students to individually come up and label their star above the number of siblings in their family as well. After all students have graphed their number, count each amount and discuss most, least, etc.

Day 4

# LESSON PLANS

**Transition Goal: Cleaning Up**

**What you will need:**  
word poster (pg 70)  
stickers  
word labels (pg 70)  
star poster paper  
egg washer squirts

**How to prepare:**  
Write the transition goal at the top of the poster paper. Underneath it make a chart and paste the egg squirts at the top of one column and the star squares at the top of the other column.  
Print out the goal poster and several copies of the goal word labels.

**Ready, Set, Go:**  
Ask students to come to the carpet. Introduce the goal using the goal poster. Ask students to give ideas about how cleaning up should look like. Write their responses under the egg column. Ask students to give ideas about how cleaning up should look like. Write their responses under the star column.  
Demonstrate how you would like students to clean up. Provide students with some time to free play and then ask students to practice this. Hand out goal word labels to students doing a great job with this. If the whole class does a great job practicing, add a sticker to the bottom of the goal poster.  
After practicing several times, continue passing out labels and adding stickers to the goal poster as the day/week goes on. "You could even collect the labels at the end of the day (Have students write their name on the back) and have a raffle for a reward."

Day 4

**Daily Hat or Bracelet: Things I Like to Do at Home**

**What you will need:**  
For hat:  
-hot emboss  
-long strip of paper or sentence strip for each student  
-copies of the bracelet for each student  
For bracelet:  
-glue  
-Print one page for each student. (The oval emblem will be glued around the "band" of the hat.)  
-Bracelet: Each page contains three bracelets, just print, cut, and glue one on to make a bracelet.

**How to use:**  
-hat: Students will decide which things they like to do at home. They will cut and paste the things they like to do on to the sides of their hat.  
-bracelet: Students will color the things they like to do at home.

hat and bracelet picture examples ("What I Like to Do at School" version)

Day 4

**Write the Room: Find & Color- Numbers**

**What you will need:**  
number task cards (pg 76-77)  
-a copy of the Find & Color Numbers recording sheet for each student (pg 75)  
-a crayon, pencil, or marker for each student  
-glue  
Optional: a clipboard for each student

**How to prepare:**  
After you have cut out all of the number task cards, tape them to different areas in the room at student height level or a little higher/lower. The more spread out you have them, the better. Tape them in places in NO particular order.

**How to use:**  
Students will take their recording sheet and walk around the room looking for "numbers". Once they find a number, they will color it on their recording sheet. They will continue finding and coloring numbers until all numbers have been found.  
TIPS: This is a great time to introduce what students can do once they are done with a whole group activity. For example, read quietly, practice, etc.  
This is also a great time to do some informal assessments. Which students have knowledge of numbers?

Day 4

# DAILY HAT OR BRACELET

# TRANSITION GOAL

**We Can Do It! Cleaning Up**

I did it!

I did it!

I did it!

I did it!

I did it!

I did it!

**Things I Like to Do at Home**

# FIND & COLOR

**Find & Color NUMBER**

1	10	6
7	4	3
11	2	9
5	0	8

2 4 6  
7 9 0  
8 10 11

Name \_\_\_\_\_

# MORNING CIRCLE

# DAILY GRAPH

0	1	★	★
2	3	★	★
★	★	★	★
★	★	★	★
★	★	★	★

POSTER FROM DAY ONE USED:)



# DAY 5

# LESSON PLANS

**Morning Circle: The Name Game • Favorite Season**

**What you will need:**  
 -name poster from Day 1's morning circle  
 -each student's first name on an index card (One card for each student. \*You can reuse the cards used on Day 1 if available.)  
 -one copy of the "Our Favorite Season Poster"  
 -How are you? Feeling Scale poster (from Day 1)  
 -index cards  
 optional: a beach ball

**How to prepare:**  
 Write the question of the day "What is your favorite season?" somewhere for students to all clearly see. Post the Name Game poster and "Our Favorite Season Poster" for all students to see.

**How to play:**  
 Have students sit in a circle. Post the poster up for students to see. Discuss the tone of the song and the four seasons. You will sing it using each student's name in the blank. After the student's name is sung in the song, read the question of the day as a class and have that student answer while putting a sticker on that color on the "Our Favorite Season Poster". If you choose to use a beach ball, the first student whose name you use will start holding the ball and then students will roll the beach ball to the next student whose name is sung in the blank until all students have been sung about.

Day 5

**Daily Graph: How many letters are in your name?**

**What you will need:**  
 -poster paper  
 -one copy of each colored number  
 -index cards with each student's name written on one finger/glove

**How to prepare:**  
 At the top of the poster paper write the title of the graph "How many letters are in your name?". Cut and paste the colored numbers at the bottom of the graph to create columns. Pass each name index card to each student.

**How to use:**  
 Introduce the question at the top of the graph. Ask students to individually come up and as a class count the letters in each name. Then ask each student to tape/glove their name above the number of letters in my name as well. \*I usually graph the number of letters in my name as well. After all students have graphed their number, count each amount and discuss most, least, etc.

Day 5

**Daily Hat or Bracelet: I KNOW NUMBERS!**

**What you will need:**  
 For hat:  
 -hat  
 -hat ornaments  
 -long strip of paper or sentence strip for each student  
 For bracelet:  
 -copies of the bracelet for each student

**How to prepare:**  
 For hat:  
 Print one page for each student. The oval ornaments will be glued in order around the front of the hat. The nine squares will be glued in order around the "band" of the hat.  
 For bracelet:  
 Each page contains three bracelets, just print, cut, and glue one and to make a bracelet.

**How to use:**  
 For hat:  
 Students will cut out the nine squares and put the numbers in order around the hat. \*Show students a number line they can reference if needed.  
 For bracelet:  
 Students will trace each number in the number line.

Day 5

**Write the Room: Find & Color- School Supplies**

**What you will need:**  
 -school supplies task cards (pg 91-92)  
 -a copy of the Find & Color School Supplies recording sheet for each student (pg 10)  
 -crayon, pencil, or marker for each student

**How to prepare:**  
 \*Students will have their recording sheet and walk around the room looking for "school supplies". Once they find a school item, they will color it on their recording sheet. They will continue finding and coloring school items until all school supplies have been found. \*TIPS: This is a great time to introduce what students can do once they are done with a whole group activity. For example, read quietly, practice, etc.

**How to use:**  
 This is also a great time to do some informal assessments. Which students are eager to help others? Which students are kinder with the names of school supplies?

Day 5

**Transition Goal: Packing Up for Dismissal**

**What you will need:**  
 -goal poster (pg 39)  
 -stickers  
 -goal word tickets (pg 39)  
 -blank poster paper  
 -eye and ear squares

**How to prepare:**  
 Write the transition goal at the top of the poster paper. Underneath I make a ticket and paste the eye square at the top of one column and the ear square at the top of the other column.  
 Print out the goal poster and several copies of the goal word tickets.

**Ready, Set, Go!**  
 Ask students to come to the carpet. Introduce the goal using the goal poster. Ask students to give ideas about how packing up to go home should look like. Write their responses under the eye column. Ask students to give ideas about how packing up to go home should sound like. Write their responses under the ear column.  
 Demonstrate how you would like students to pack up for dismissal. Ask students to practice this. Hand out goal word tickets to students doing a great job with this. If the whole class does a great job practicing, add a sticker to the bottom of the goal poster.  
 After practicing several times, continue passing out tickets and adding stickers to the goal poster as the day/week goes on. \*You could even collect the tickets at the end of the day (Have students write their name on the back) and have a raffle for a reward.

Day 5

# DAILY HAT OR BRACELET

# TRANSITION GOAL

# MORNING CIRCLE


# DAILY GRAPH







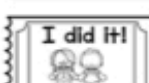

**OUR Favorite SEASONS POSTER**

 winter	 spring
 summer	 fall


2	3
4	5
6	7+

**We Can Do It! Packing Up for Dismissal**







**I KNOW NUMBERS**



I know numbers! 3, 6, 7	1 2 3 4 5 6 7 8 9 10
I know numbers! 3, 6, 7	1 2 3 4 5 6 7 8 9 10
I know numbers! 3, 6, 7	1 2 3 4 5 6 7 8 9 10

# FIND & COLOR

**Find & Color SCHOOL SUPPLY**

Name \_\_\_\_\_