

Kindergarten Math Assignments for Learning Period 2

Week	Math Chapter	Math Focus (Lesson Names)	Daily Calendar	IXL (Online Math)	Assessment
Week 1	Unit 4: Order	-Count and recite numbers from 1-10 and backwards from 10-1 -Order numbers from 1-10 and then 10-1 -Order increasing & decreasing numbers	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 2	Unit 4: Order	-Count and recite numbers from 1-10 and backwards from 10-1 -Order numbers from 1-10 and then 10-1 -Order increasing & decreasing numbers	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 3	Unit 5: Shapes	-Match, sort, observe, describe and identify circles, squares, triangles, rectangles, cones, cuboids and spheres	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 4	Unit 5: Shapes	-Match, sort, observe, describe and identify circles, squares, triangles, rectangles, cones, cuboids and spheres	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 5	Unit 6: Patterns	- Identify, describe and extend simple patterns by their colors, shapes, sizes and orientation	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.
Week 6	Unit 6: Patterns	- Identify, describe and extend simple patterns by their colors, shapes, sizes and orientation	<u>Calendar Activities</u> - Date - Days of the week -Months of the Year _Counting (1, 2's, 5's, 10's)	Use it daily and/or weekly to reinforce math skills taught	Complete chapter reviews and assessments as needed or assigned in the TE.

Notes

- This is a suggested pacing guide for the learning period.
- If finished with chapters early...please use the extra time for other math activities such as practice on the IXL website, math games, creating/solving word problems and/or completing activities from the Chapter Overview found in the TE at the beginning of each chapter.
- There are Extra Practice and resource pages for different kindergarten concepts located on the "Curriculum" page of my website. (www.mschristinaswebsite.weebly.com-password: k1aim)

Steps for Teaching a Math Lesson

Step 1: I DO...

When teaching a new concept, always try and start the math lesson with an introduction on how to teach the concept. Using manipulatives, a white board and/or a blank piece of paper to teach the child first is a great way to introduce a new concept. The main goal is to show them what to do. Use the teacher's manual to give you ideas on how to introduce a new concept.


Step 2: WE DO...

After you have given/worked through a few examples of how to do a math skill, help guide your child through the same process. You should be working through this process together. The more hands-on you can be, the better. Work through some example problems (either made up or from your workbook/textbook/teacher's manual) together until you feel your child understands the concept and is ready to try it independently on his/her own.

Step 3: YOU DO...

This is the step where your child should have an opportunity to work through problems on his/her own. You may have to read the directions or questions to your child, but they should be the one showing how to solve the answer. If your child has mastered the concept, they should be able to complete the assigned work on his/her own. If your child is struggling with answering the questions/solving the problems, this is a sign that you may need to re-teach the concept again (either the same day or the next day).

Kindergarten Language Arts Assignments for Learning Period 2

Week	Lesson/Stories	Phonics/Spelling	Comprehension	High Frequency Words	Writing (3 Choices) Pick 1
Week 1	Lesson 6: -"New Shoes for Silvia" (Read-Aloud) -Pre-decodable Book 6	-Short vowel /a/	-Make Predictions -Use Story Structure	Review: I, a, my, the, go	* Narrative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 2	Lesson 7: -"Tucker's Four-Carrot School Day" (Read Aloud) -Pre-decodable Book 7	-Word Building - Phonograms –am (ham, bam, Sam, etc.) -Phonograms –at (bat, hat, mat, cat, that, etc)	-Beginning, Middle, End - Use Graphic Organizers	to	* Narrative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 3	Lesson 8: -"Chicken Chickens Go to School" (Read Aloud) -Pre-decodable Book 8	-Consonant /d/ d	-Beginning, Middle, End -Use story structure	like	* Narrative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 4	Lesson 9: -"Chicken Chickens Go to School" (Read Aloud) -Pre-decodable Book 9	- Word Building -Phonogram –ap (cap, map, slap, etc.) -Phonogram –an (man, can, plan, etc)	-Characters -Summarize	he	* Narrative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 5	Lesson 10: -"Millie and the Mud Hole" (Read Aloud) -Pre-decodable Book 5	-Short Vowel /i/	- Draw Conclusions -Make Inferences	come	* Narrative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal
Week 6	Review/Catch-Up -AND/OR- Enrichment/Book Projects * There are ideas for projects on my website under the "Daily Resources" tab.				* Narrative Stage1-2 * 3 day writing (brainstorm, rough, final) * Journal

Notes

- Each week you are responsible for reading the assigned read aloud stories with your child and for completing practice book pages/projects/activities that teach the skills associated with that week.
- If more ideas/resources are needed...please go to my website at www.mschristinaswebsite.weebly.com. (Password: k1aim). Note: In Kindergarten, hands-on practice/activities are encouraged!

Read Aloud Plans Lesson 6



Use Story Structure Comprehension

Objectives

- To listen to and respond to a story
- To understand story elements

Materials

- Read-Aloud Anthology: "New Shoes for Silvia," pp. 16-19
- chart paper
- marker

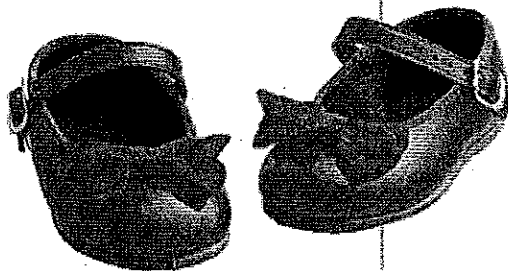
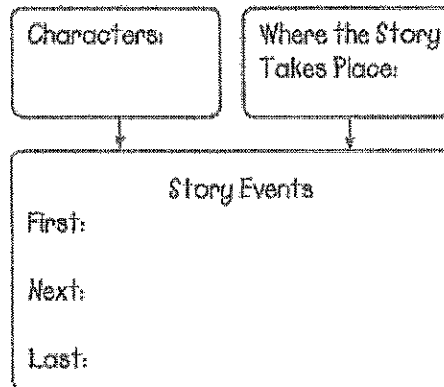
Review

USE STORY STRUCTURE Display the story map from Day 3, page T391. Remind children that they used this chart while reading *What Will Mommy Do When I'm at School?* Review the chart and explain that it can help them remember and tell someone about the story because it gives information about the characters, where the story takes place, and what happens first, next, and last in the story.



▲ Read-Aloud Anthology "New Shoes for Silvia," p. 16

Tell children that today they will listen to "New Shoes for Silvia" again. Ask children what they remember about this story. Explain that you will use a chart to help you remember and retell this story. Begin a story map like the one below.



T408 Theme 2: Families



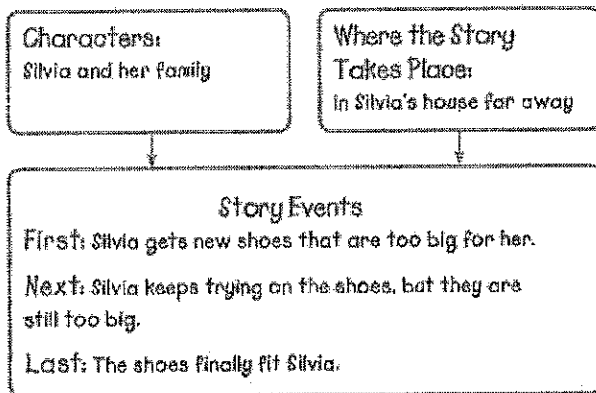
CALIFORNIA STANDARDS
ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.4 Retell familiar stories; RE.3 Identify characters, settings, and important events.

As you read aloud "New Shoes for Silvia," model how to identify the story characters and where the story takes place. Record the information in the chart.

Think Aloud In the beginning of the story, Silvia gets a package in the mail. The story is about Silvia; she is a character. Her family members are characters, too. The package comes to the post office in their village. They live in a country far away. That's where the story takes place.

Practice/Apply

DURING READING As you continue reading, stop periodically to add information to the chart. Have children tell what happens first, next, and last in the story. **CC** R3.3



RETELL AND RESPOND Review the story map and help children use it to retell the story. Then ask them to dramatize it with you. As you retell or reread the story, pause to model gestures and dialogue as appropriate. Have children join you. Some children may make up additional dialogue as they act out story events. **CC** R2.4

3 LANGUAGE SUPPORT

Beginning/Early Intermediate Help children understand the meanings of *first*, *next*, and *last* by performing a simple action such as tying a shoe. Use the words as you do the steps. Have children repeat the words.

Intermediate/Early Advanced/Advanced Have children work in pairs of mixed proficiencies to respond to the story. Have partners take turns pantomiming gestures and saying dialogue from the story or that they create.

READING

Read Aloud Plans Lesson 7



Use Graphic Organizers

Comprehension

Objectives

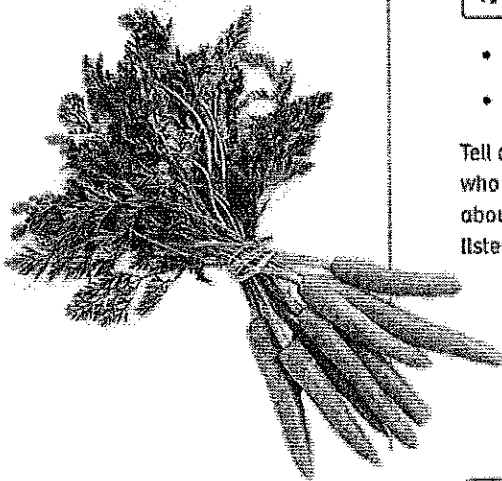
- To listen to and respond to a story
- To use graphic organizers

Materials

- Read-Aloud Anthology: "Tucker's Four-Carrot School Day," pp. 20–23
- Beginning, Middle, Ending chart from Day 3 (p. T6)
- chart paper, marker
- paper, crayons, pencils

EL LANGUAGE SUPPORT

Beginning/Early Intermediate
Review the sequence words *first*, *next*, and *last*, and help children relate those words to the words *beginning*, *middle*, and *ending*.



778 Theme 3: Friends at School

Review

USE GRAPHIC ORGANIZERS Display the Beginning, Middle, Ending chart from Day 3 page T61. Remind children that they used this chart to tell about what happens in the beginning, in the middle, and at the end of *Jessica*.



▲ Read-Aloud Anthology
"Tucker's Four-Carrot School Day," p. 20

Tell children that today they will listen to a new story and that they will use the same kind of chart to show what happens in the beginning, in the middle, and at the end of the new story. Begin a new Beginning, Middle, Ending chart.

Beginning

Middle

Ending

Reading
Level
17

PREVIEW/SET PURPOSES Read aloud the title of the story, "Tucker's Four-Carrot School Day," and the author/illustrator's name. Ask:

- What do you think a four-carrot school day might be?
- What kind of character do you think Tucker is? R2.2

Tell children that this story is about a young rabbit named Tucker who goes to school for the first time. Ask children to speculate about what kind of school day Tucker will have. Have children listen to find out about Tucker's first day of school. R2.2



CALIFORNIA STANDARDS

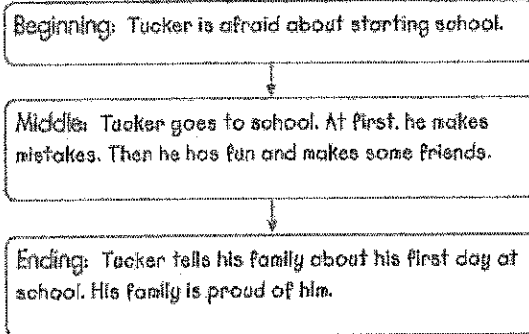
ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.2 Use pictures and context to make predictions about story content; **R2.4** Retell familiar stories; **R3.3** Identify characters, settings, and important events; (continued)

Practice/Apply

DURING READING Read the story to the point when Tucker's teacher greets him. Model for children how to use the graphic organizer to record ideas about the beginning of the story.

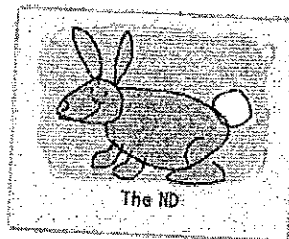
Think Aloud We just read the beginning of the story. We found out that Tucker is going to school for the first time. He is scared because school is new to him. Let's write those ideas on the chart.

Continue reading the story. Pause at appropriate points to have children tell what is happening in the middle and at the end of the story. Record their responses on the chart. **R3.3**



AFTER READING Read aloud the completed chart. Guide children to use the chart to retell story events in order. **R2.4**

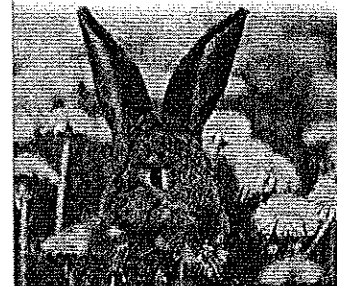
RESPOND Have children act out how Tucker feels at the end of the story. Then have them draw a picture to show how Tucker feels in the beginning, in the middle, or at the end of the story. Have children write a label that tells what part of the story they illustrated. **R3.3; W1.1**



SCT2b

SUPPORTING STANDARDS

SCIENCE **Animals in Stories**
Talk with children about the animal characters in "Tucker's Four-Carrot School Day." Talk about ways Tucker and his family are like real rabbits and ways they are not. For example, they eat carrots and vegetables like real rabbits, but they talk, wear clothes, live in a house, and go to school. Remind children that real living animals don't talk, wear clothes, live in houses, or go to school as people do. Talk with children about the idea that the author of the story made up animal characters that do things that real animals cannot do.



Writing 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. *The Science 2b* Students know (a) sometimes give plants and animals attributes they do not really have.

Read Aloud Plans Lesson 8



Use Story Structure Comprehension

Objectives

- To listen to and respond to a story
- To understand story structure

Materials



- story map from Day 3 (p. T13)
- *Read-Aloud Anthology*: "Chicken Chickens Go to School," pp. 24–27
- chart paper
- marker
- drawing paper
- pencils, crayons

Review

USE STORY STRUCTURE Display the story map from Day 3 (page T13). Remind children that they used this story map while reading *Sparky and Eddie: The First Day of School*. Review with them the information that the story map gives about characters and events in the *Library Book*.



▲ *Read-Aloud Anthology*
"Chicken Chickens Go to School," p. 24

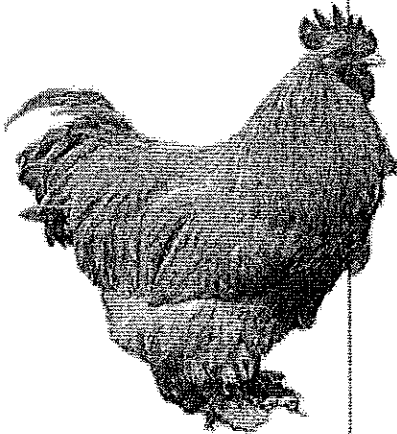
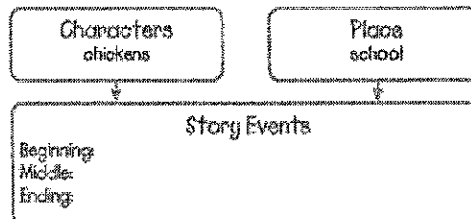


PREVIEW Display "Chicken Chickens Go to School," and read aloud the title. Tell children that you will use a story map to record events in the beginning, in the middle, and at the end of this story. Ask:

- Do you think this is a story about a realistic school or an imaginary school? Why? (an imaginary school; because chickens do not go to school) R.3.1
- Who do you think the characters are? (chickens) R.3.3
- Where do you think the story happens? (school) R.3.3

Begin a story map, using children's responses.

Chicken Chickens Go to School



T148 Theme 3: Friends at School



CALIFORNIA STANDARDS
EMERGENCY LANGUAGE ARTS STANDARDS—Reading 2.3 Connect to life experiences the information and events in texts; R.2.4 Retell familiar stories; R.3.1 Distinguish fantasy from realistic text; R.3.3 Identify characters, settings, and important events; Writing 2.1 Use letters and phonetically spelled words to write about experiences, *(continued)*

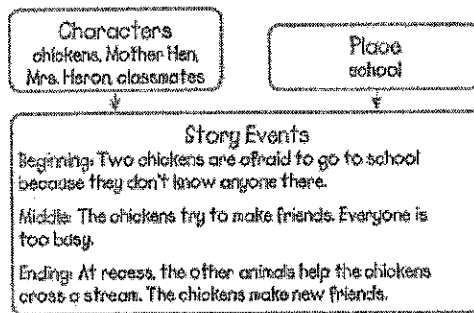
As you read aloud, model for children how to use the story map to record story elements. Begin reading the first few lines of the story.

Think Aloud We were right that the story happens at school. We were also right that the characters in the story are chickens. There are other characters too—Mother Hen and Mrs. Heron. Let's add them to our story map.

Practice/Apply

DURING READING As you read, have children identify the important events. Record their responses on the story map. **R3.3**

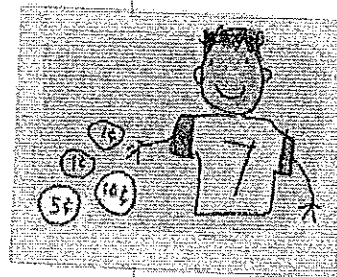
Chicken Chickens Go to School



RETELL AND RESPOND Guide children to use the story map to retell the story. Then remind them that the chickens try crossing a stream for the first time on their first day of school. Ask: **What new things have you tried in kindergarten?** Have children draw and write about new things they have tried or would like to try in kindergarten, and then stand and tell the class about what they have drawn. Coach them to use eye contact, smile, and use gestures as they speak.

R2.3; R2.4; W1.1; LS1.2

LANGUAGE SUPPORT
Beginning/Early Intermediate
 Draw attention to the idiomatic phrase: *Don't be such chicken chickens*. Explain that the word *chicken* can also mean "afraid." Beaver is telling the chickens not to be afraid to cross the stream.



stories, people, objects, or events; **Listening and Speaking 1.2** Share information and ideas, speaking audibly in complete, coherent sentences.

READING

Read Aloud Plans Lesson 9

Day 3



Summarize

Comprehension

Review


SUMMARIZE Remind children that when you summarize a story, you tell what the story is about in just a few sentences. Thinking about the main things that happen in the beginning, in the middle, and at the end of a story can help you summarize it.



▲ Read-Aloud Anthology
"Chicken Chickens Go to School," p. 24

Begin a Beginning/Middle/Ending chart. Say: When I read a story, I pay attention to what happens in the beginning, in the middle, and at the end. Then I can summarize the story.

Practice/Apply


DURING READING As you read aloud, pause at the beginning, in the middle, and at the end of the story to ask children what has happened. Record the events in the Beginning/Middle/Ending chart.
 R2.5; R3.3

Chicken Chickens Go to School

In the beginning, the chickens are scared to go to school.

In the middle, the chickens try to make friends, but their classmates are too busy.

At the end, the chickens make friends at school.

AFTER READING Read aloud the completed Beginning/Middle/Ending chart. Help children use the information in the chart to summarize the story.  R2.4; R3.3

Objective

- To summarize a story

Materials



- Read-Aloud Anthology: "Chicken Chickens Go to School," pp. 24–27
- chart paper, markers

"Chicken Chickens Go to School"

READING

Read Aloud Plans Lesson 10



Monitor Comprehension: Make Inferences *Comprehension*

Objectives

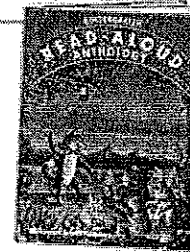
- To listen to and respond to a story
- To make inferences

Materials

- Read-Aloud Anthology: "Mille and the Mud Hole," pp. 28-35
- chart paper
- markers
- paper
- crayons
- pencils

Review

MAKE INFERENCES Remind children that they can use what they know and clues in the words and pictures to make inferences about things that are happening in a story. Discuss with children how they used what they know and clues in the words and pictures to make inferences about information in *Farms Feed the World*.



▲ Read-Aloud Anthology
"Mille and the Mud Hole,"
p. 28

Tell children that today you will read them a story. Explain that you will make a chart to help them figure out things that happen in this story.



Read the title of the story to children. Ask:

- What kind of selection do you think this will be, an information book or a story? (a story) Why? (Possible response: The title sounds more like the title of a story than an information title.) **RS.1**
- What do you know about mud? (Responses will vary.) **LS2.1**

Accept children's responses. Call on volunteers to summarize what their classmates said about mud. Use the summaries to begin to fill in the What I Know column of the chart. **LS1.2**

What I Know	+ Text Clues	= Inferences
Mud is brown. Mud makes you dirty. Pigs like mud.		



Model for children how to make inferences by using what you already know and clues in the story to figure out what kind of animal Millie is. Fill in the Text Clues and Inferences columns of the chart.

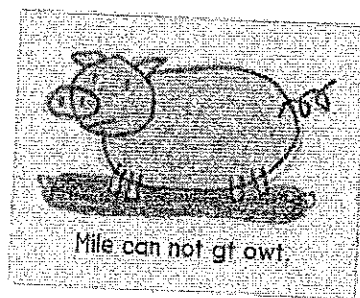
Think Aloud I know that mud is brown and dirty. I don't like mud, but I know that pigs do. They like to nap in the mud. The story tells me that Millie is an animal that likes mud. I think that she is a pig.

What I Know	+ Text Clues	= Inferences
Mad is brown. Mad makes you dirty. Pigs like mud.	Millie is an animal. Millie likes mud.	Millie is a pig.

Practice/Apply

DURING READING As you read, ask children questions that will require them to use what they know and story clues to make inferences. Add the information to the chart. **R.2.5**

RESPOND Have children draw a picture and write about their favorite part of the story. Then call on children to tell about what they drew and wrote. **W.1.1**



EL LANGUAGE SUPPORT

Beginning/Early Intermediate
Show children pictures of the different animals in the story. Name the animals for children, and have them repeat the names.

READING

about experiences, stories, people, objects, or events; **Listening and Speaking 1.2** Share information and ideas, speaking audibly in complete, coherent sentences; **1.2.1** Describe people, places, things (e.g., size, color, shape), locations, and actions.

GENRE:
Realistic Fiction

New Shoes for Silvia

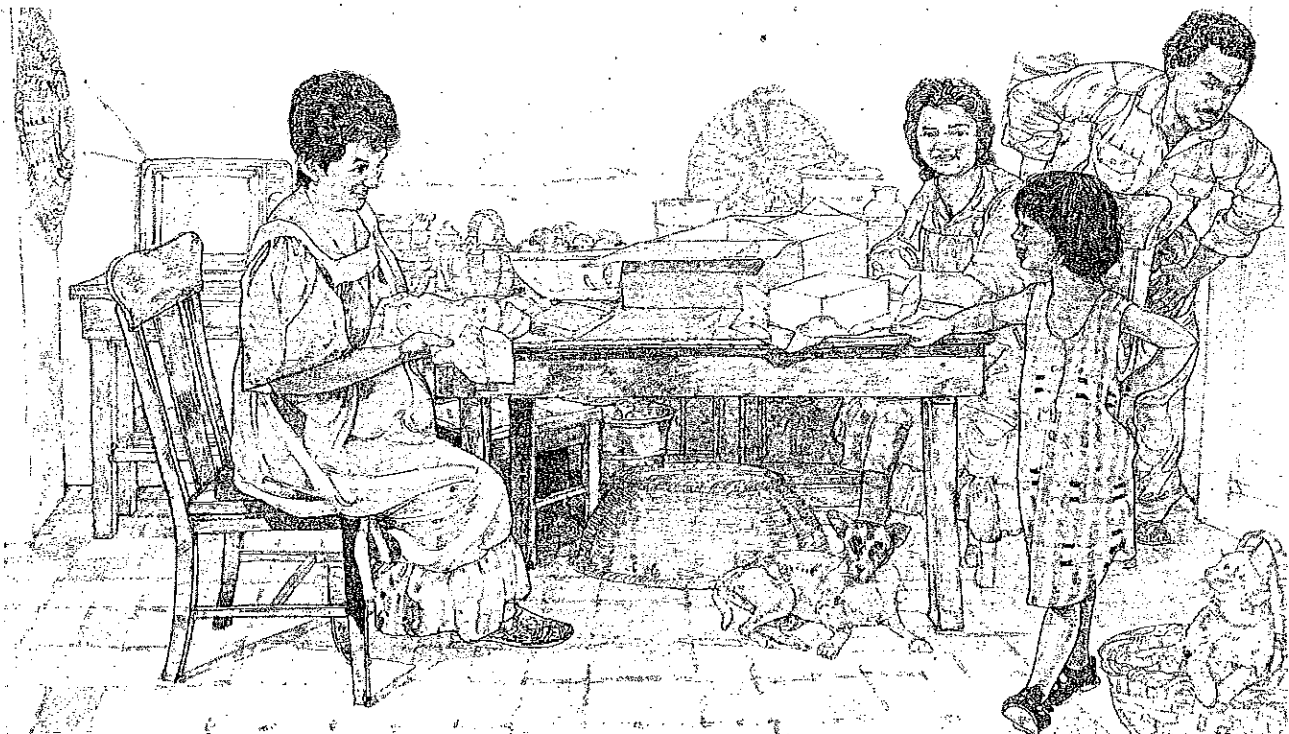
by Johanna Hurwitz
illustrated by Jerry Pinkney

Tell children that the "other America" the author names is a country in South or Central America.

Once, far away in another America, a package arrived at the post office. The package came from Tía Rosita. Inside there were gifts for the whole family.

For Silvia there was a wonderful present—a pair of bright red shoes with little buckles that shone in the sun like silver.

Right away, Silvia took off her old shoes and put on the beautiful new ones. Then she walked around so everyone could see.



"*Mira, mira,*" she called. "Look, look."

"Those shoes are as red as the setting sun," her grandmother said.

"But they are too big for you."

"Your shoes are as red as the inside of a watermelon," said Papa.

"But they are too big. You will fall if you wear them."

"Tía Rosita has sent you shoes the color of a rose," said Mama.

"We will put them away until they fit you."

Silvia was sad. What good were new shoes if she couldn't wear them?

That night she slept with them in her bed.



The next morning Silvia put on the red shoes again. Perhaps she had grown during the night.

No. The shoes were still too big. But she saw that they were just the right size to make beds for two of her dolls. Even though it was morning, the dolls went right to sleep in their new red beds.



A week passed, and Silvia tried on the red shoes again. Perhaps she had grown during the week.

No. The shoes were still too big. But she saw that they made a fine two-car train. She pushed them all around the floor. What a good ride the babies had in their red train!

Another week passed, and Silvia tried on the red shoes again. Certainly by now she had grown big enough so they would fit.

No. The shoes were still too big. But Silvia found some string and tied it to the shoes. Then she pulled the shoes like oxen working in the field.

Still another week passed, and Silvia tried on the red shoes again. Would they fit now?

No. The shoes were still too big. But she saw that they were just the right size to hold the pretty shells and smooth pebbles that she had collected when she went to the beach with her grandparents.

Another week passed, and another and another. Sometimes Silvia was so busy playing with the other children or helping her mama with the new baby or feeding the chickens or looking for their eggs that she forgot to try on her new red shoes.

One day Mama wrote a letter to Tía Rosita. Silvia thought about the red shoes. She emptied out all the shells and pebbles and dusted the shoes off on her skirt. They were as red and beautiful as ever. Would they fit today?

Yes.

"Mira, mira," she cried, running to show Mama and the baby. "Look, look. My shoes are not too big now."

Silvia wore her new red shoes when she walked to the post office with Mama to mail the letter.

"Maybe there will be a new package for us," said Silvia.

"Packages don't come every day," said Mama.

"Maybe next time Tía Rosita will send me new blue shoes," said Silvia.

They mailed the letter and walked home. Silvia's shoes were as red as the setting sun. They were as red as the inside of a watermelon. They were as red as a rose. The buckles shone in the sun like silver.

And best of all, the shoes were just the right size for Silvia.

Talk with children about the words the author uses to tell about the shoes at the beginning and at the end of the story. Ask how the words help children imagine Silvia's shoes.



GENRE:
Fiction

Tucker's Four-Carrot School Day

by Susan Winget

“Where’s Tucker?” asked Tucker’s father. Tucker peeked out of hiding. “I don’t want to go to school,” he said. “Hey, I remember the first time I went to school,” Father said. “I was scared!”

“You were?”

“Yes, but I did it and you can, too!”

“Can Stitch come with me?” asked Tucker.

“You bet,” said Tucker’s father.

Tucker got ready.

Mother and Tulip packed a surprise in Tucker’s backpack.

Then they walked down the street to school.

“Maybe I better not go in,” said Tucker. “Won’t you and Tulip miss me?”

“Of course we’ll miss you, Tucker. But I just know you’ll be great at school.” Tucker’s mother gave him a big hug.

Tucker felt better, but Tulip looked sad.

“Here, Tulip,” Tucker said. “You can play with Stitch today.”

“Come on in, Tucker,” said the teacher.

“Um, Miss Blossom?” Tucker began. “I need to go home. I help take care of my sister.”

Explain to children
that Stitch is
Tucker’s special
stuffed animal.



"I bet you're a good helper," said Miss Blossom. "Can you help me put out the paints?"

"Sure!" said Tucker. "I love to paint!"

But Tucker tripped and paint spilled everywhere. What a big mess! Tucker felt like all the other children were looking at him.

"I . . . I'm sorry," he whispered.

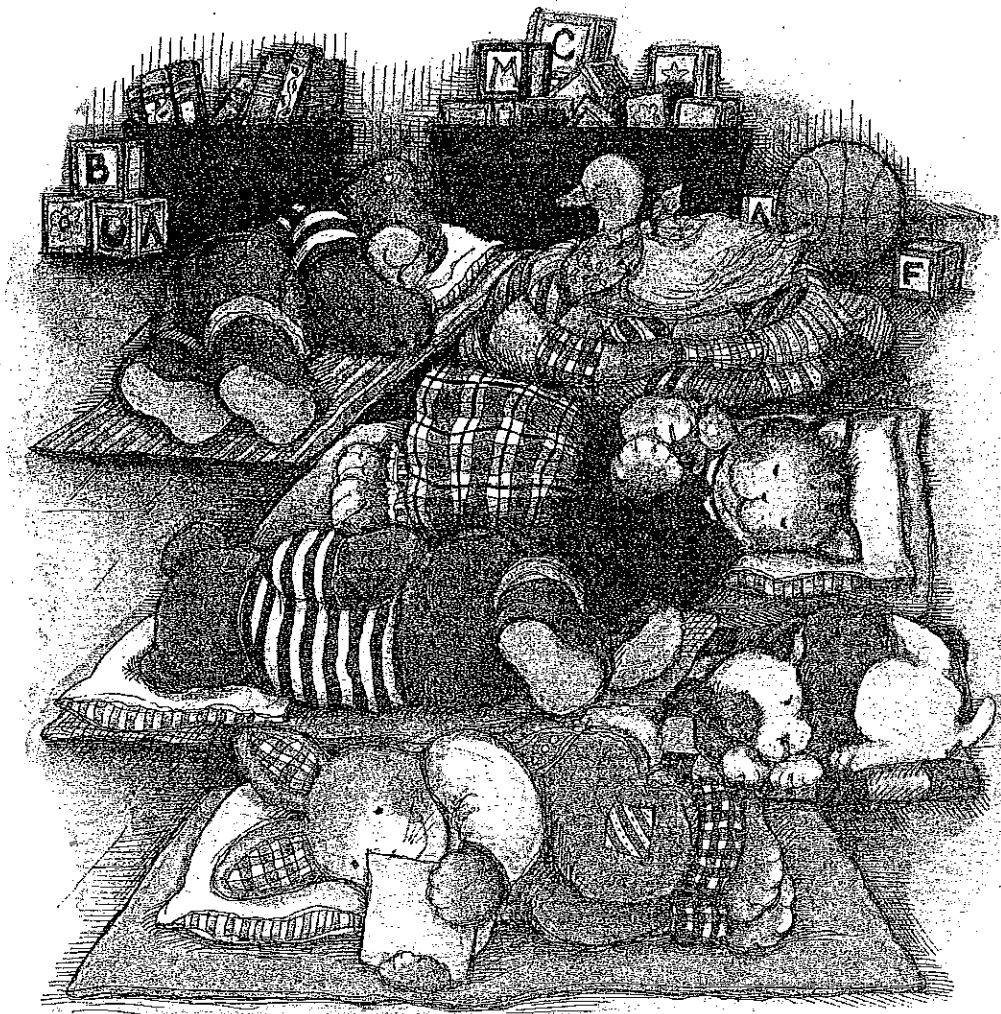
"It's all right, Tucker," said Miss Blossom. "Making a mess is part of the fun!"

Before long everyone was painting. Tucker made his truck bright blue.

After painting, it was music time. All the children sang and played. Tucker was having fun! When the song ended, Tucker just kept going. The other children laughed.

"Oops," said Tucker.

"Let's all sing one more song with Tucker!" said Miss Blossom.



At nap time, Tucker went to get Stitch from his backpack. But Stitch wasn't there. . . . Stitch was with Tulip.

I miss Stitch, Tucker thought. I miss home.

Then he saw something in the bottom of his backpack. He reached in and pulled out a picture. There was his whole family, even Stitch!

Suddenly Tucker didn't feel quite so homesick.

At playtime, Jonathan and Jared were building a tall tower.

"I'm good at blocks," said Tucker. He added one to the top.

Millie went next. Her block made the tower tumble to the ground!

"Sorry!" said Millie.

"That's okay," said Tucker. "Knocking it down is the best part."

Soon it was snack time. Miss Blossom gave everyone an apple and an oatmeal-raisin cookie.

"I don't want an apple," Millie said.

"I don't like raisins in cookies," said Tucker. "Let's trade!"

Before Tucker knew it, the school day was over. His mother was waiting to walk him home. Tucker waved good-bye to his new friends.

“Bye, Tucker!” said Millie.

“Bye, Millie!” said Tucker.

“Tell us about your day,” Father said.

“Well . . . first I spilled paint. Then I sang loud when everybody else was quiet.

“But then everybody sang with me! And Millie gave me her apple and I gave her my cookie—and I brought home a picture.”

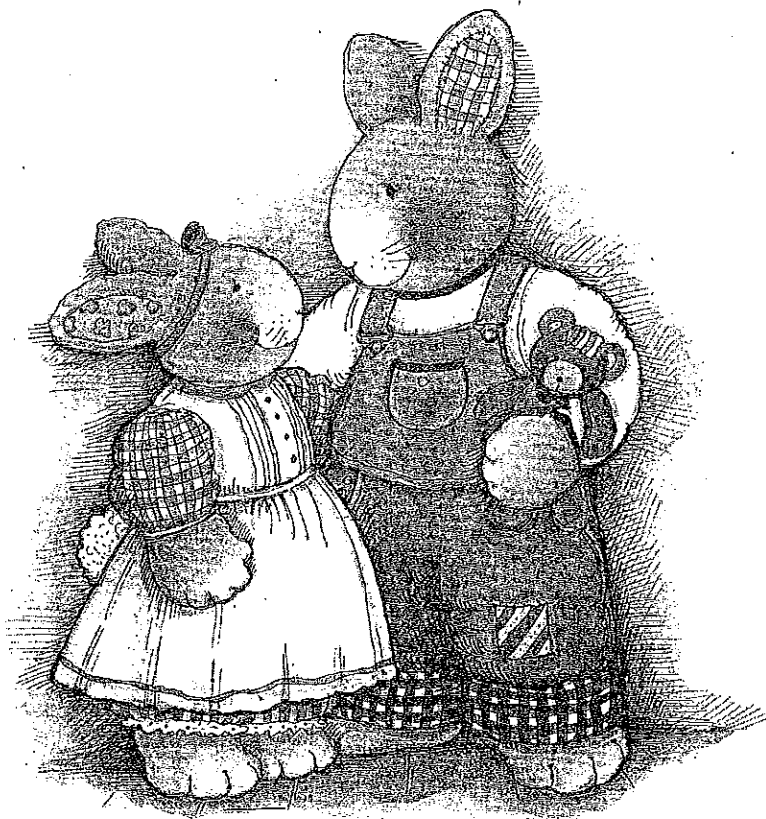
Mother put Tucker’s picture on the refrigerator. Father said, “Tucker, it sounds like you’ve had a four-carrot day!

“You painted a picture, you helped the teacher, and you made some new friends.”

Mother and Father said, “We’re so proud of you.”

“Yay, Tucker,” said Tulip.

Tucker smiled and said, “I did it and you can, too!”



GENRE:
Animal Fantasy

Point out to children that the author is making a play on words. The characters are chickens who are scared to go to school—they are chicken chickens.

CHICKEN CHICKENS Go to School!

by Valeri Gorbachev

One fine day, Mother Hen took her two little chickens to school for the very first time.

The little chickens were a little scared.

“Don’t worry,” said Mother Hen as she waved good-bye, “I’m sure you will like it here.”

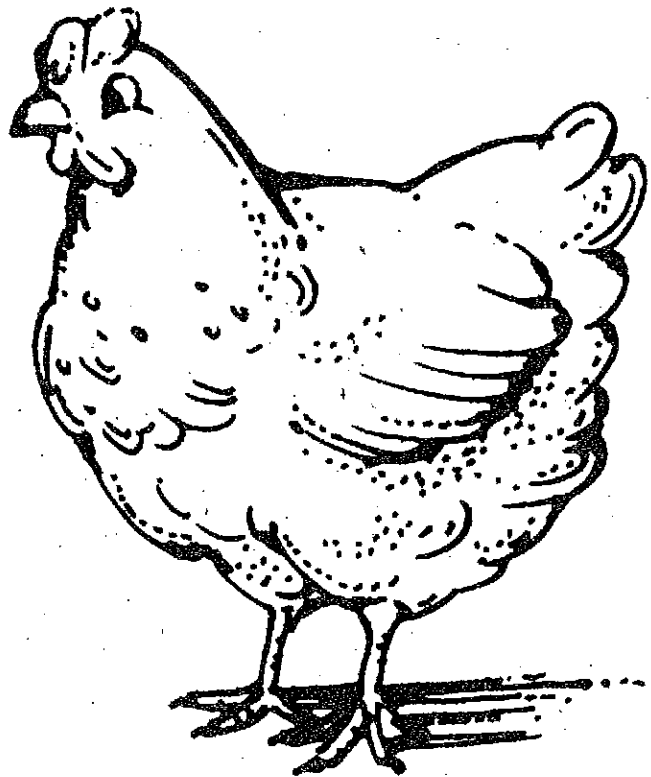
“Hello,” said Mrs. Heron the teacher, “welcome to my class.”

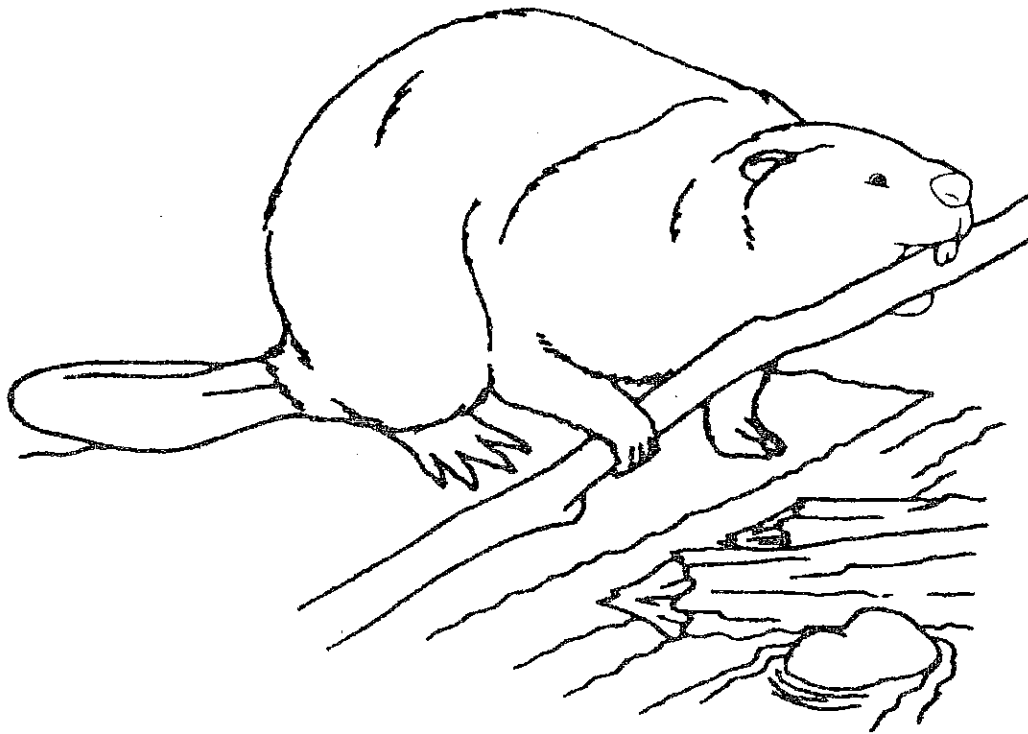
“We’re scared,” said the chickens. “We don’t know anyone.”

“Don’t worry,” said Mrs. Heron. “I’m sure you will make friends quickly.”

“Can we make friends with anyone in the class?” asked the chickens.

Mrs. Heron smiled. “Of course you can,” she said.





During playtime, all the chickens could think about was making friends.

Beaver is very big, they thought. It would be good to have her as a friend. So they walked up to Beaver and said hello.

“Sssssssh,” said Beaver, “I’m trying to build this tower!”

During story time, the chickens sat next to Rabbit. Rabbit looks friendly, they thought. He would be a good friend. So they turned to Rabbit and said hello.

“Sssssssh,” said Rabbit, “I’m listening to the story.”

During music time the chickens stood next to Frog. Frog is little just like us, thought the chickens. Maybe he would be our friend. So the chickens turned to Frog and said hello.

“Sssssssh,” said Frog, “I’m trying to sing.”

During snack time the two little chickens sat all by themselves. No one wants to make friends with us, they thought.

“How do you like school?” asked Mrs. Heron.

“We can’t make any friends,” said the little chickens sadly.

“Just wait,” said Mrs. Heron. “I have a feeling you will.”

After everyone cleaned up, it was time to go outside.

“Come along,” said Mrs. Heron. “We’ll go to the meadow.” The whole class cheered.

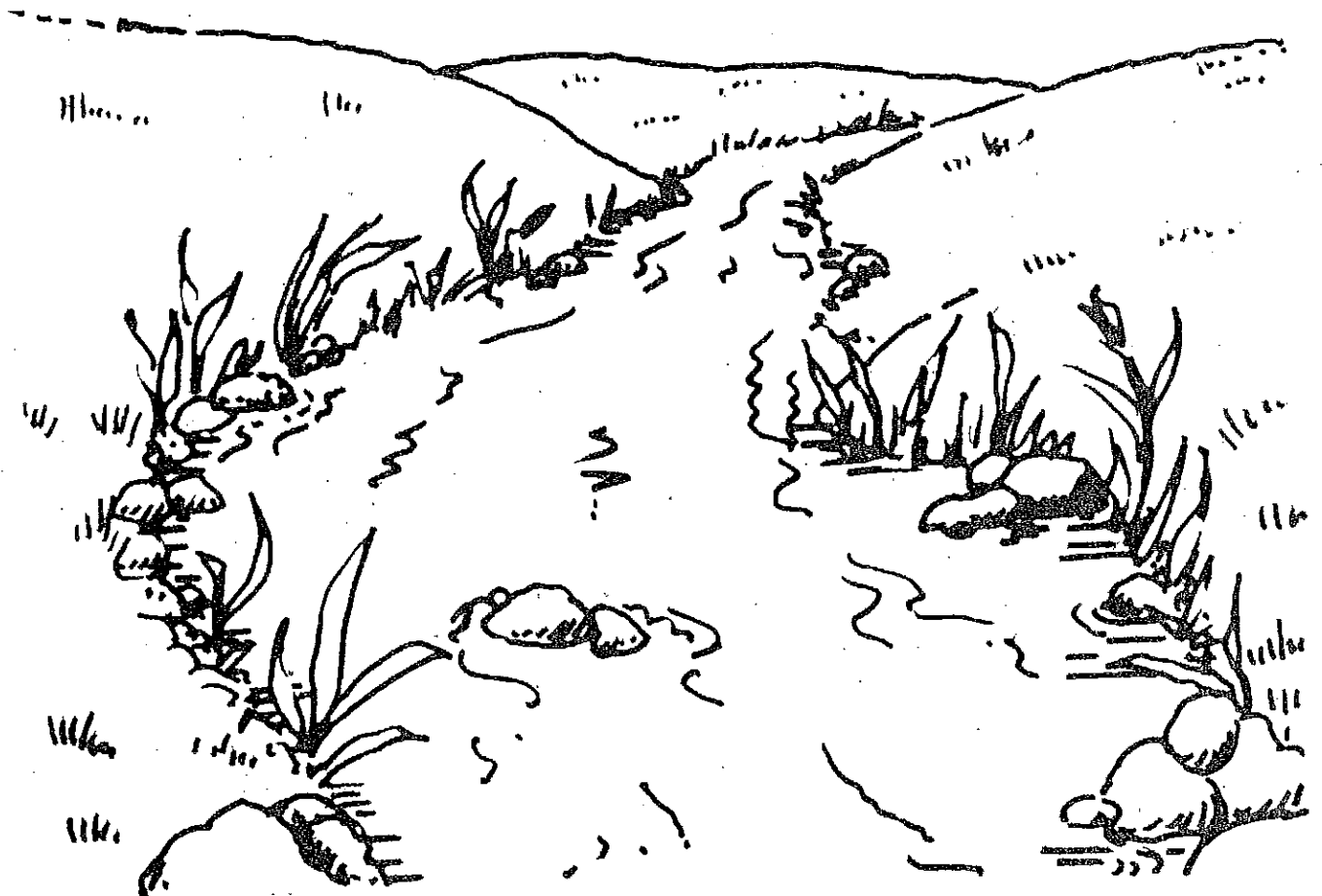
On the way, everyone crossed a little stream.

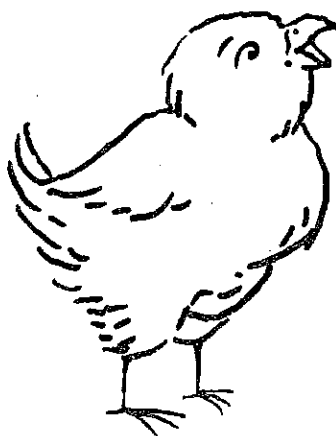
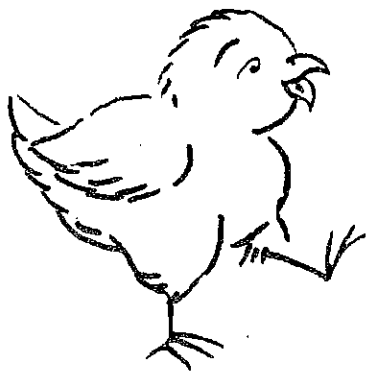
Everyone except the little chickens.

“What’s wrong?” asked Mrs. Heron.

“We’re too little,” said the chickens. “We might fall off the rocks—and we can’t swim!”

“Don’t be such chicken chickens,” said Beaver. “The water isn’t very deep. You can do it.”





“No,” they said. “We’re just little chickens.”

“I could build a bridge over the water,” said Beaver.

“I could leap across the stream carrying the chickens,” said Rabbit.

“I could teach the chickens how to swim,” said Frog.

“Thank you all,” said Mrs. Heron, “but I have a better idea. Why don’t you hold hands with the chickens and help them over the rocks?”

So they all held hands and slowly crossed the stream.

“We did it!” cried the little chickens. “Thank you for helping us.”

The little chickens had a wonderful time playing in the meadow with their new friends.

On the way back to school, the little chickens scampered across the rocks all by themselves.

“Hurray for the little chickens!” everyone cried.

After school Mother Hen was waiting. “Goodness,” she said as the little chickens ran down the stairs. “You both look very happy.”

“We *like* school,” they said. “We made lots of friends.”

“That’s wonderful,” said Mother Hen.

As the little chickens headed home they turned and waved.

“Good-bye, friends,” they called, “see you tomorrow!”

GENRE:
Animal Fantasy

MILLIE AND THE MUD HOLE

by Valerie Reddix
illustrated by Thor Wickstrom

Tell children that *shallow* means "not deep," and that when pigs *wallow*, they sit and roll around in the mud.

Millie knew everything there was to know about mud. She knew that it was cool and brown and oozy. She knew that when a mud hole was shallow, the best thing to do was to wallow. And when a mud hole was deep, the best thing to do was to sit very still in the cool, brown ooze and sink ever...

so...

slowly....

First it would tickle her knuckles, and then it would squeeze at her knees. And finally, when Millie sat very still in the mud for a long time, it would nip at her hips and slide up her sides.

Explain that *swill* is a word for food that pigs eat. It is made from food scraps and water or a little milk.

One day, after having her fill of swill, Millie found a nice, deep mud hole. "The perfect place for a morning snooze," she said, stepping lightly into the ooze.

The mud had just begun to tickle her knuckles when along came a rooster.

"Cockadoodledoo, that hole's too deep for you," crowed the rooster. "Silly Millie, come out, come out of that mud!"



Tell children that when Millie *chortled*, she laughed from back deep in her throat.

But Millie just flicked her tail and happily popped a mud bubble with her snout. "After all," she chortled, "what does a rooster know about mud?"

Millie sat very still and began to sink ever...

so...

slowly...

when along came a hen. "*Bawk buck-buck*, you're going to get stuck," clucked the hen.

"Silly Millie," cried the rooster and the hen, "come out, come out of that mud!"

But Millie only flicked her tail and began building a mud castle. "After all," she snortled, "what do roosters and hens know about mud?"

The mud had just begun to squeeze at her knees when along came a cat. "*Meow, meow*, you must come out now," cried the cat.

"Silly Millie," cried the rooster and the hen and the cat, "come out, come out of that mud!"

But Millie flicked her tail and pretended she was a lily pad floating on a garden pond. "After all," she muttered, "what do roosters and hens and cats know about mud?"

Millie was sinking...

ever...

so...

slowly

Tell children that *sow* is a word for a female pig.

when along came a dog. "*Bow-wow*, you're such a silly sow," barked the dog.

"Silly Millie," cried the rooster and the hen and the cat and the dog, "come out, come out of that mud!"

But Millie flicked her tail and pretended she was a cherry in a giant chocolate milk shake. "After all," she sputtered, "what do roosters and hens and cats and dogs know about mud?"



The mud had just started to nip at her hips and slide up her sides when along came a sheep. "Baaa, baaa, you're sinking way too faaah," bleated the sheep.

"Silly Millie," cried the rooster and the hen and the cat and the dog and the sheep, "come out, come out of that mud!"

Millie tried to flick her tail, but she couldn't. So she shrugged instead and twitched her ears, and pretended she was a little silver coin drifting in a fountain of thick, golden-brown honey. "After all," she grumbled, "what do roosters and hens and cats and dogs and sheep know about mud?"

Millie was sinking...

ever...

so...

slowly

when along came a goat. "Maaa-maaa-ma'am, you're really in a jaaam," goaded the goat.

"Silly Millie," cried the rooster and the hen and the cat and the dog and the sheep and the goat, "come out, come out of that mud!"

Millie only twitched her ears and pretended she was a submarine on a rescue mission in deep enemy waters. "After all," she mumbled, "what do roosters and hens and cats and dogs and sheep and goats know about mud?"

Millie was about to snooze, up to her throat in ooze, when from the pasture nearby there came a cow. "Moo, moo, get out of that goo," called the cow.

"Silly Millie," cried the rooster and the hen and the cat and the dog and the sheep and the goat and the cow, "come out, come out of that mud!"

But Millie only twitched her ears and pretended to be a crocodile swimming along in a soupy swamp. She opened her mouth wide and snapped it shut. "After all," she snuffled, "what do roosters and hens and cats and dogs and sheep and goats and cows know about mud?"

Explain that when the goat goaded Millie, it was trying to get her to do something she didn't want to do.



The mud began to appear at her ears when the horse whinnied near the barn. "*Neigh, neigh, you're sinking all the way!*"

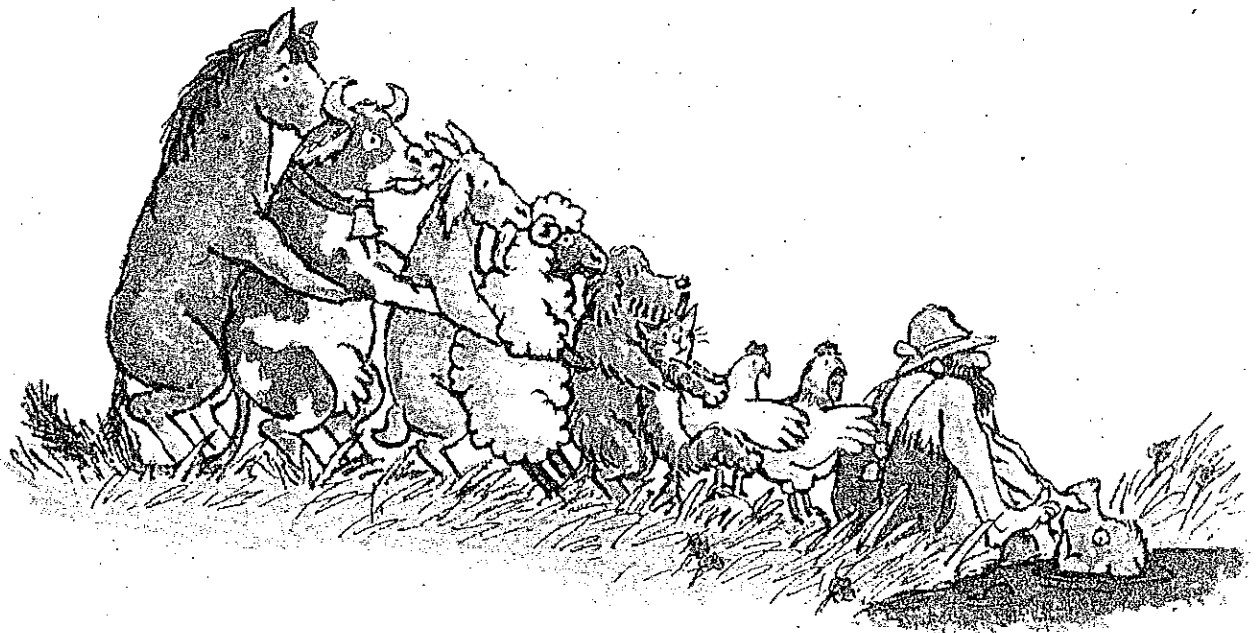
"Silly Millie," cried the rooster and the hen and the cat and the dog and the sheep and the goat and the cow and the horse, "come out, come out of that mud!"

Millie could not flick her tail and she couldn't even twitch her ears. She had sunk so deep that she could only just barely poke her nose out of the mud.

"*Oieeee, oieeee, save me, save me,*" squealed Millie.

The pig keeper saw Millie and came running. "Silly Millie," he said, "we'll get you out of that mud."

So the horse grabbed hold of the cow,
and the cow grabbed hold of the goat,
and the goat grabbed hold of the sheep,
and the sheep grabbed hold of the dog,
and the dog grabbed hold of the cat,
and the cat grabbed hold of the hen,
and the hen grabbed hold of the rooster,
and the rooster grabbed hold of the pig keeper,
and the pig keeper grabbed hold
of Millie's stout little snout
and they all pulled and pulled.





Up came her nose.
Up came her ears.
Up came her sides.
Up came her knees.
And then with a loud **SHLOO-OOK!**
out popped Millie from the mud.

The pig keeper shook his head. "You didn't listen to the rooster. You didn't listen to the hen. You didn't listen to the cat or the dog. You didn't listen to the sheep. You didn't listen to the goat. You didn't listen to the cow or the horse."

"You are a very silly Millie!" shouted all the animals together.

But Millie only flicked her tail and twitched her ears and pretended she had just returned from the Great Bottomless Mud Hole to the rooting of the rooster, the hurras of the hen, the compliments of the cat, the declarations of the dog, the shouts of the sheep, the greetings of the goat, the congratulations of the cow, and the hailing of the horse.

She walked proudly past her cheering fans to her own little pen and lay down for a nice long nap.

After all, it was very tiring, knowing everything there was to know about mud.

After reading, explain to children the meanings of the words *rooting*, *compliments*, *declarations*, *congratulations*, and *hailing*.