



### DAY 3: COMPARE SCHOOL ROUTINES

III.D.1. Uses words to label and describe. VIII.A.3. Connects events/time/routines to own life. VIII.A.4. Identifies sequence of events in a day.

Display the Vocabulary Card (routine). Remind children that a routine is a sequence of activities that are repeated each day, such as brushing our teeth after we eat. Ask children to share an activity or routine they do every day at home.

routine



Routines happen not only at home before school, as in our story about Chloe, but they also happen at school. Routines at school are things we do every day, such as starting the day with Greeting Circle followed by Morning Message and Music and Movement (adapt for your schedule). Having lunch and nap time at specific times each day are also examples of routines. Knowing what will happen next helps track our way through the day.

As you turn pages in *Sara Sidney's First Day of School*, guide children to identify the routines at Sara Sidney's school.



Place the "School Routine" Card Set in the order that best represents your class schedule. As you present each card, stop to discuss how these activities compare to Sara Sidney's classroom routine. **Note:** You could also display your own class schedule and compare it to Sara Sidney's routine.

#### UNDERSTANDING

Ask: What happens after Greeting Circle? Is this part of our routine? What happens after story time? Is this part of our routine?

#### ANALYZING

Ask: What is your favorite school routine? Invite children to sequence the "School Routine" Card Set.

#### CREATING

Challenge children to think about their school routine. Ask them if there is anything in the routine they might like to change and if so what and why.

#### ★ DID YOU KNOW? ★

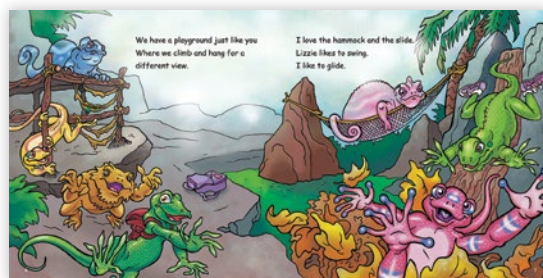
Routine is like a clock for preschoolers who are not yet telling time. They measure their day by understanding what comes next in the routine. Everyone is more secure (and calmer) when they have an understanding of time and knowledge about what comes next.



### DAY 4: COMPARE PLAYGROUNDS

III.D.1. Uses words to label and describe. III.D.2. Understands words and meaning. VI.A.4. Counts objects one per count 1-10.

After reading *Sara Sidney's First Day of School*, display pages 6-7 showing Sara and her friends on the playground. Define the word *hammock* (a swinging couch or bed hung by cords at each end). Challenge children to describe how the playground equipment they see in the illustration is different from their playground equipment. Ask: *How many classmates are playing on Sara Sidney's school playground?*



#### SPECIAL NEEDS ADAPTATION

Provide photographs of your school's playground for children to use when comparing playgrounds.

#### ★ DID YOU KNOW? ★

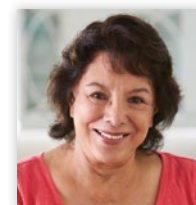
Children learn more from watching us than they do from listening to us. Occasionally, move your hand across the book page under the words you are reading. Children will internalize that print moves from left to right across the page.



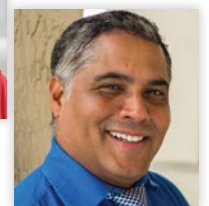
### DAY 5: SCHOOL WORKERS

III.D.3. Increases speaking vocabulary. VIII.A.1. Compares and contrasts people.

**Prepare:** Before doing this read-aloud lesson, take children on a tour of the school to meet school personnel, such as the principal, cooks, custodians, and librarian, to build prior knowledge and prepare children for the discussion that follows. Take photographs of each school worker. Use the photographs to create a chart. Label each photograph with the worker's name and job title.



Ms. Ramirez  
Cafeteria Helper



Mr. Martinez  
Principal

Read *Sara Sidney's First Day of School*. Display page 8 and point out Sara Sidney's teacher. Ask a volunteer to describe the teacher. Ask children what they think the other school workers look like at Sara's school. Have children recall the jobs that are required to run the school based on the information they gained during your school tour and by referencing the chart you created. Ask: *Do you think Sara Sidney's school has these same workers? Why or why not? How is your teacher different from Sara Sidney's teacher?*

