



DAY 3: COMPARE MORNING ROUTINES

VI.D.3. Uses time words. VI.F.1. Connects math to the real world. VIII.A.4. Identifies sequence of events in a day.

Take a picture walk through *Chloe Gets Ready for School* to identify what Chloe did to get ready for school. Ask children to identify what she did using transition words *first*, *next*, *then*, and *last*.



CSS.B.1.

Display the Vocabulary Card (routine). Explain that routines are a sequence of actions that are often repeated. Parts of a daily routine might include brushing your teeth every morning, washing your hands before you eat, and going to school each weekday. Share the “Morning Routine” Card Set and invite children to compare their morning routine to Chloe’s morning.



Extension: Choose two or three cards from the “Morning Routine” Card Set. Ask children to pick one of these activities and describe how they do this task in their morning routine.



Dual/English Language Learners
Scaffolding

Add hand gestures to support the transition words: *first*, *next*, *then*, and *last*. Move your hand farther from your body with each word.

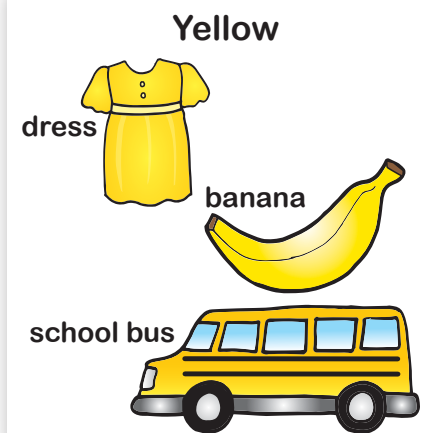


DAY 4: CHLOE’S FAVORITE COLOR

III.D.1. Uses words to label and describe. IV.D.1. Uses book information. VI.E.1. Sorts and describes objects.

As you read *Chloe Gets Ready for School*, ask children to identify items that are yellow, which is Chloe’s favorite color.

Invite children to recall all the yellow items mentioned in the story. Record answers on a chart titled Yellow. Add simple illustrations to support the words children share. Ask: *What is your favorite color? Why do you like this color?*



Post the chart in the Writer’s Corner. Invite children to add items in the classroom that are yellow.

SPECIAL NEEDS ADAPTATION

Invite children to search for yellow items in the classroom and place them in a yellow tub by the yellow chart in the Writer’s Corner.



Dual/English Language Learners
Think-Pair-Share

Invite children to choose a crayon that matches their favorite color and draw a picture of something that color. Pair children with an English speaking peer to share and talk about what they drew. Select volunteers to share with the whole group what they discussed with their peer.



DAY 5: REAL OR MAKE-BELIEVE?

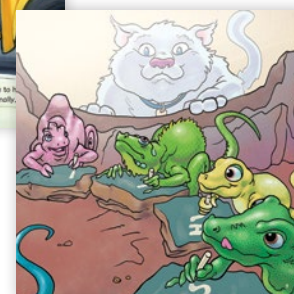
IV.D.4. Asks and answers questions about words. VII.D.3. Compares and categorizes. IV.D.15. Compares characters’ experiences in stories.

Display Sara Sidney’s *First Day of School* and *Chloe Gets Ready for School*. Ask children to think about both of these stories they have heard this week. Ask which story might really happen and which story is make-believe. Ask: *What is the difference between real stories and make-believe stories?* Display the illustration of Chloe getting on the school bus (page 16). Ask: *Do some children ride the bus to school? Do animals ride the school bus? Why didn’t Bayley ride the school bus? Look at this illustration carefully. Could this really happen?* Explain that Chloe getting on a bus could really happen. Display the illustration of Sara Sidney and her classmates (pages 8-9). Ask: *Are any of your classmates iguanas? Are any of your classmates animals? All of our classmates are children. Look at this illustration. Could this really happen?* Explain that this story could not really happen and it is make-believe.

Encourage children to identify other real and make-believe events in the two stories.



real



make-believe

★ DID YOU KNOW? ★

Comparing is a higher-level thinking skill. Generally children are more capable of identifying things that are alike than they are at identifying things that are different.