

Pat Drake - Kindergarten - Content I Standard 3

Quote from "The Master Teacher" -- Our expectations of students are strong predictors of their academic performance. Giving students challenging work and supporting their efforts and accomplishment send a strong message of confidence and hope. Conversely, failing to challenge students and expect quality work from them can communicate an absence of caring and lack of belief in their potential. The choice we make is a significant factor in students' lives. Students will be more likely to behave in acceptable ways if you are clear about what you expect. When you focus on the behaviors that add productivity, harmony, efficiency, and growth, you help students understand and acquire the behaviors you are seeking.

Choose the Rule Train

Tune - Choo, Choo, the Big Train
choose, choose the rule train
it's coming down the track
eyes that are watching
ears that are listening
lips that are silent
hands that are still
feet that are quiet
Choose, choose the rule train
it's coming down the track

Write Your Name

Tune - If You're Happy and You Know It
Put your name on your paper
write your name
Put your name on your paper
write your name
if you don't put your name
then they all look the same
put your name on your paper
write your name

Show and Teach

Tune - Farmer in the Dell
It's time for show and teach
it's time for show and teach
sit right down and lend an ear
it's Jill's turn to teach

I Know My Left Hand

I know my left hand
Ha, ha, ha, ha, ha, ha
I know my right hand
Ha, ha, ha, ha, ha, ha
That's why I'm singing
With delight
'Cause I know my
left hand from my right

What's in the Alphabet

What's in the alphabet
a is the alphabet
What's in the alphabet
a, a, a
What is the sound
Of the *a* in the alphabet
The sound of the *a* is
/a/ /a/ /a/

Independent Strategies
By Jill Marie Warner

When I get stuck on a word in a book,
There are lots of things to do.
I can do them all, please, by myself.
I don't need help from you.

I can look at the picture to get a hint.
Or think what the story's about.
I can "get my mouth ready" to say the first letter.
A kind of "sounding out".
I can chop the word into smaller parts.
Like on and ing and ly.
Or find smaller words in compound words
Like raincoat and bumblebee.
I can think of a word that makes sense in that place,
Guess and read on
Until the sentence has reached its end.
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the sun
In my mind can't you see?

If I've thought of and tried out most of these things
And I still do not know what to do.
Then I may turn around and ask
For some help to get me through.