

**CAREER
PATHS**

KINDERGARTEN Teacher

Virginia Evans - Jenny Dooley
Rebecca Minor



Express Publishing

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KINDERGARTEN Teacher

Book

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Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	The Classroom	Email	bulletin board, calendar, chair, classroom, craft table, desk, lock, sink, stepstool, whiteboard, window	Assigning responsibilities
2	Classroom Supplies 1	Letter	crayon, dry erase marker, eraser, folder, glue stick, marker, pencil, safety scissors, washable, watercolors	Giving a polite reminder
3	Classroom Supplies 2	Webpage	baby wipes, construction paper, cotton ball, glitter, paper bag, paper plate, paper towel, pipe cleaner, popsicle stick, tissue paper	Asking for a favor
4	Daily Schedule	Daily Schedule	arrival, check in, dismissal, lesson, lunch, open play, quiet time, recess, schedule, snack, story time	Describing order of events
5	Kindergarten Goals	Webpage	academic, develop, emotional, interact, learn, peer, practice, problem-solving, self-esteem, social	Describing goals
6	Communicating with Parents 1	Letter	cell phone, classroom letter, classroom phone, class webpage, conversation, email, incident report, stay in touch, text message, update	Stating a preference
7	Communicating with Parents 2	Teaching Manual Entry	dialogue, concern, collaborate, issue, parent-teacher conference, praise, resolve, review, successful, support	Giving mixed feedback
8	Classroom Language: Frequency	Letter	always, daily, every, never, occasionally, often, rarely, sometimes, usually, weekly	Discussing Frequency
9	Classroom Language: Generating Responses	Textbook Excerpt	call, call back, connect, experience, plan ahead, preview, prior knowledge, random, recall, reference, remember, remind (one) of	Generating responses
10	Classroom Rules	Poster	bullying, classroom rules, handle, handwashing, listen, maintain, physical contact, running, safety, sharp object	Discussing rules
11	Assessments 1	Webpage	assessment, classwork, collect, demonstrate, end of year, example, interval, observational record, over time, portfolio assessment	Providing an example
12	Assessments 2	Text Introduction	checklist, disability, fine motor skills, gross motor skills, improvement, parental, physical assessment, progress, questionnaire, rating scale	Stressing importance
13	Student Backgrounds	Textbook Excerpt	allergy, attend, IEP, illness, non-native speaker, one child, preschool, sibling, single parent, special needs	Asking for more information
14	Traits of the Kindergarten Teacher	School Newsletter	caring, communicative, creative, flexible, innovative, kind, organized, passionate, patient, understanding	Stating values
15	Education and Certification	Job Listing	bachelor's degree, certified, diploma, education, early childhood education, graduate, licensed, major, master's degree, student teaching	Describing experience

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Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Before the First Day	Email	accident, change of clothes, class list, classroom layout, contact information, introduction, label, parent letter, philosophy, prepare, request, seating chart, supply list	Assigning tasks
2	The First Day	Textbook Excerpt	depart, drag out, encourage, engage, establish, excitement, greet, introduce, rehearse, routine, separation anxiety, show, tour	Giving a warning
3	Arrival	Handout	absent, attendance sheet, backpack, coat, cubby, drop off, late, lunch, out sick, present, sign in, store	Talking about attendance
4	Mealtimes	Textbook Excerpt	breakfast, cafeteria, early care, escort, family style, finish, healthy, hot lunch, in-class, junk food, lunch, snack, utensil	Stating goals
5	Recess	Staff Meeting Notes	break, break up, burn off, gym, monitor, participate, playground, play structure, recess, seesaw, slide, supervise	Accepting responsibility
6	Play	Textbook Excerpt	crucial, development, friendship, game, imaginative, independent, involve, left out, participation, play, structured play, unstructured play	Making a recommendation
7	Stories and Reading	Textbook Excerpt	book walk, class library, discuss, display, flip through, hold up, predict, preview, reading circle, select, story time	Giving feedback
8	Naps and Rest	Textbook Excerpt	afternoon, beforehand, calm, comfort, cot, lie down, mat, nap, quiet, rest, schedule, soothing, wind down	Requesting information
9	Cleanup	Textbook Excerpt	assign, bin, cleanup, group activity, puzzle, regular, sing along, specific, stack, teamwork, task, toy	Offering advice
10	Dismissal	Dismissal Policies	aboard, authorized, bus, confirm, dismissal, guardian, line up, pick up, relative, release, sign out	Deescalating a situation
11	Lesson Plan Formats	Webpage	activity, application, culminating activity, evaluate, extension, learning outcome, lesson plan, materials, objective, procedure, rubric	Giving a reminder
12	Assessing the Lesson	Textbook Excerpt	accomplish, assess, approach, clearly, confuse, explain, feedback, goal, interest, introduction, lose, observe, revive, revisit	Describing mixed results
13	Classroom Language: Getting Attention	Message Board	attention, bell, direct, eyes on me, heads up, phrase, raise your hand, ring, signal, sound, turn off	Sympathizing with someone
14	Classroom Language: Generating Repetition	Textbook Excerpt	all together now, call back, chant, choral repetition, clap, practice, refresh, repeat after me, rhythm, song	Asking for advice
15	Classroom Language: Checking for Understanding	Textbook Excerpt	cause, effect, ensure, explain another way, in (one's) own terms, leave behind, process, relationship, rephrase, step-by-step, tell me about, walk through	Checking for understanding

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Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Language Skills 1: Reading	Reading Standard	consonant, decode, literacy, meaning, memorize, phonemic, phonic, recognize, sight word, sound, vocabulary, vowel	Citing strengths and weaknesses
2	Reading Strategies 1	Textbook Excerpt	chunking, CNC word, echo reading, match, picture, point to, pronounce, reading strategy, shared reading, sound it out, word, word wall	Asking for advice
3	Language Skills 2: Literature	Language Standard	compose, comprehension, demonstrate, event, identify, link, narrate, opinion, problem, provide, reaction, solution, topic	Asking for help
4	Reading Strategies 2	Textbook Excerpt	act out, audience, build, coach, drama, draw, make-believe, materials, narrator, next, pass out, present, prompt, prop, recreate, role	Providing options
5	Writing Skill	Writing Standard	capitalize, independently, letter, lowercase, number, pluralize, preposition, print, spell, uppercase	Discussing goals
6	Writing Strategies	Textbook Excerpt	clue, color, copy, dotted line, guessing game, jumble, list, missing letter, prize, show and tell, starting letter, trace	Providing reassurance
7	Math Skill 1: Counting and Cardinality	Math Standard	addition, cardinality, compare, count, count sequence, larger, put together, smaller, subtraction, take away	Giving encouragement
8	Math Strategies 1	Textbook Excerpt	bead, bean, calendar, coin, correct order, dot plate, hands-on, keep track, narrative, number line, pass out, shake and spill	Citing benefits
9	Math Skill 2: Measurements and Data	Standards Guide	attribute, category, classify, data, length, less, measurement, more, shorter, sort, taller, temperature, weight	Describing order of events
10	Math Strategies 2	Textbook Excerpt	brainstorm, cold, comparison, color, gather, group, height, hot, natural objects, order, ruler, string	Giving a compliment
11	Math Skill 3: Geometry	Standards Guide	ball, circle, cube, difference, flat, geometry, polygon, shape, similarity, solid, square, three-dimensional, two-dimensional	Giving an example
12	Math Strategies 3	Message Board Posts	build, clay, combine, corner, cut out, draw, form, glue, pasta, pour, rectangle, sand, side, sugar, triangle	Asking about plans
13	Classroom Management: Theory	Textbook Chapter Introduction	anger, classroom management, conflict, confusion, control, flexibility, misbehave, preemptive, preparation, prevent, problem, positive, reinforce, resolve, think on your feet	Giving praise
14	Classroom Management: Methods 1	Classroom Handout	active role, caretaker, door holder, eraser, helper, involve, job, line leader, nurse buddy, paper handler, reduce, responsibility, rotation, sweeper, take turns	Making a suggestion
15	Classroom Management: Methods 2	Message Board	act up, behavior, break, consistent, cover (your) mouth, interrupt, quiet corner, quiet signal, repetition, reward, routine, start over	Describing success and failure

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Classroom Supplies 1

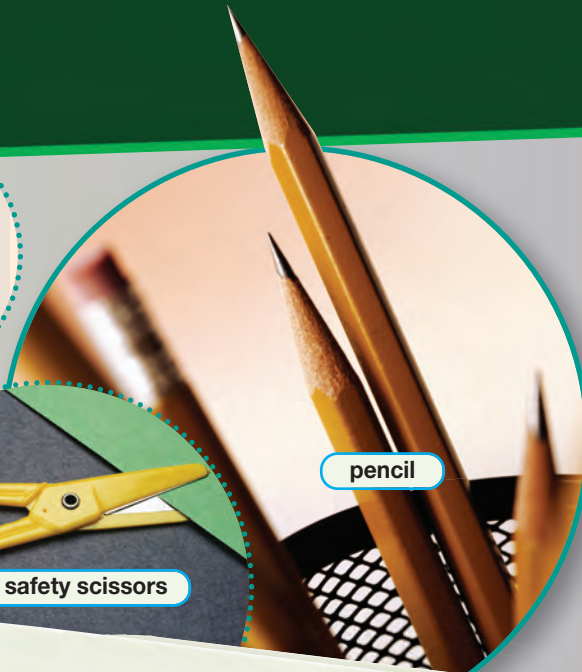
Get ready!

1 Before you read the passage, talk about these questions.

- 1 What craft supplies do you find in a classroom?
- 2 What do you need to consider when buying supplies?



eraser



pencil



safety scissors



watercolors

glue stick

Dear Families,
 Welcome to kindergarten! I am your child's teacher this year. I look forward to getting to know your family. In kindergarten, we do lots of creative activities. It is important we have the necessary supplies. This year we need the following items.

- Black and colored **pencils** for writing and drawing.
- **Crayons, markers** and **watercolors** for doing artwork.
- **Folders** for storing schoolwork.
- **Safety scissors, glue sticks** and **erasers**.

Please do not buy any **dry erase markers**. I only use them on the classroom's whiteboard. Also, choose the supplies carefully. Please only buy **washable** supplies.

Thank you for your help.
 Philip Henson

Reading

2 Read the letter. Then, complete the table using information from the passage.

Type of Supplies	Classroom Use
Pencils	1 _____ _____
Watercolors	2 _____ _____
Folders	3 _____ _____

Vocabulary

3 Place the words from the word bank under the correct headings.

Word BANK

dry erase markers crayons watercolors
 safety scissors markers

Objects that Cut	Items for Writing on Whiteboards	Objects for Coloring on Paper
_____	_____	_____
_____	_____	_____


4 Match the words (1-5) with the definitions (A-E).

- 1 ___ eraser 3 ___ glue stick 5 ___ washable
2 ___ folder 4 ___ pencil

- A** a container that stores loose pieces of paper
B able to be removed easily with water
C a thin, wooden stick with a black or colored substance in the middle
D a small piece of rubber that you use to get rid of pen or pencil marks on a paper
E a tube that contains a sticky substance, which you use to attach two things to each other

5  **Listen and read the letter again. What does the teacher want families to shop for carefully?**

Listening

6  **Listen to a conversation between a parent and a teacher. Choose the correct answers.**

- 1 What is the purpose of the conversation?
A to discuss which items the class needs
B to explain why supplies should be washable
C to contrast the cost of classroom supplies
D to compare different kinds of markers
- 2 What will the man most likely do next?
A buy glue sticks and markers
B try to wash off the marker stains
C ask about the provided supply list
D give supplies to all the children

7  **Listen again and complete the conversation.**

Parent: I 1 _____ about school supplies.

Teacher: Oh, good.

Parent: I'll make sure my child has all the items listed. But I'd like to 2 _____ for the classroom.

Teacher: I greatly appreciate that. We always 3 _____ of certain items.

Parent: What 4 _____ do you need the most?

Teacher: 5 _____. Extra markers are useful too. Just remember that they have to be washable.

Parent: Of course. I'll pick up a multipack of glue sticks and 6 _____.

Teacher: Thanks so much.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

I'll make sure ...

I greatly appreciate ...

Just remember ...

Student A: You are a parent. Talk to Student B about:

- the letter
- your child
- supplies needed

Student B: You are a teacher. Talk to Student A about classroom supplies.

Writing

9 **Use the letter and conversation from Task 8 to complete a shopping list for classroom supplies.**

Shopping List

Item 1: _____

Item 2: _____

Item 3: _____

2 Reading Strategies 1

Teaching Standards and Approaches

Chapter 4:

Teaching Standard 1

Reading Strategies for Beginning Readers

CNC word
Dog



point to

There are a number of **reading strategies** teachers can refer to when helping beginning readers.

One of these strategies, **chunking**, involves breaking **words** down into smaller, more manageable parts that are easier to **pronounce**. Encourage students to **sound it out** by attempting to read the word out loud. Help students identify common **CNC words**, or three-letter words that start and end with consonant sounds, within the larger word.

Shared reading is an exercise in which the entire class reads a short passage out loud together. One method is **echo reading**. To begin, stand where all students can see

the book. Say "Repeat after me." Then **point to** each word as you read a sentence. When you stop, have students repeat the sentence. Point to each word again as the students speak.

To be sure that students understand what they are reading, have them **match words with pictures**. Another way to improve understanding is to feature a **word wall** in your classroom. Place common words in large print on this wall. Students can refer to them during reading practice. As students learn new words, add those words to the wall. This will help students become more comfortable with the new words and concepts.



shared reading

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some reading strategies for new readers?
- 2 How can teachers use word walls as learning tools?

Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 ___ Teachers should help students break down long CNC words.
- 2 ___ The echo reading strategy involves students repeating after the teacher.
- 3 ___ The passage encourages adding words to word walls as students learn.

Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|----------------|----------------------|
| 1 ___ picture | 4 ___ CNC word |
| 2 ___ word | 5 ___ pronounce |
| 3 ___ chunking | 6 ___ shared reading |

- A to say a word out loud using one's voice
B an image or visual representation of something
C a combination of sounds or written letters that represents a concept
D a strategy in which teacher and students read a text out loud together
E a strategy in which students break down a word or sentence into smaller pieces
F a three-letter word consisting of a consonant-vowel-consonant

- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

point to reading strategy echo reading
word wall sound it out match

- Who can _____ the word to a picture?
- If students see a word they don't know, they should _____.
- Which _____ is most effective with students? Chunking or echo reading?
- Yesterday, the kids added a new word to the _____ at the front of the room.
- As teachers read a passage, they should _____ each word so that students make the association between the word's pronunciation and its form.
- If a student repeats a word after the teacher pronounces it, he or she is engaged in _____.

- 5 Listen and read the textbook excerpt again. What is the purpose of a word wall in a classroom?

Listening

- 6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).

- ___ The woman asks the man for advice.
- ___ The man explains the importance of shared reading.
- ___ The speakers discuss some ways to use a word wall.

- 7 Listen again and complete the conversation.

Teacher 2: Do you have a 1 _____ in your classroom?

Teacher 1: No, I don't. What's that?

Teacher 2: It's an area where you display common words in 2 _____ so all students can see them.

Teacher 1: I see. Can I put 3 _____ next to words to make the meaning clearer for students?

Teacher 2: Sure. That's a great idea.

Teacher 1: Thanks for the 4 _____. I'll give it a try.

Teacher 2: You can also use the word wall as a tool for 5 _____.

Teacher 1: Oh? How so?

Teacher 2: Well, 6 _____ each word and read it out loud. Have students repeat what you say.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Some of my students ...

Do you have any advice ...?

You might want to try ...

Student A: You are a teacher. Talk to Student B about:

- students who are struggling with reading
- ways to help your students learn to read
- strategies for teaching reading

Student B: You are a teacher. Give Student A advice on teaching students how to read.

Writing

- 9 Use the textbook excerpt and conversation from Task 8 to complete a lesson plan overview for a reading lesson for kindergarten students. Include: the goal of the lesson, a list of tools and materials required for the lesson, and a description of the lesson's activities.

CNC word
point to chunking
word wall match
shared reading chunking
CNC word point to
word wall match

Glossary

- act out** [PHRASAL V-U4] To **act out** a story is to pretend to be the characters in the story and recreate the story's action.
- act up** [PHRASAL V-U15] To **act up** is to misbehave, or behave in an inappropriate manner.
- active role** [N-COUNT-U14] An **active role** is a set of responsibilities that involves direct participation and involvement in certain activities.
- addition** [N-UNCOUNT-U7] **Addition** is the process of summing numbers, or combining two or more amounts.
- anger** [N-UNCOUNT-U13] **Anger** is a feeling of hostility or annoyance towards someone or something.
- attribute** [N-COUNT-U9] An **attribute** is a feature or characteristic of something.
- audience** [N-COUNT-U4] An **audience** is the group of people that observe an event, such as a play or drama.
- ball** [N-COUNT-U11] A **ball** is a three-dimensional, round shape whose surface points are all the same distance from its center.
- bead** [N-COUNT-U8] A **bead** is a small piece of material such as plastic, glass, or stone that has a hole in the middle and can be threaded on a string or wire to create jewelry.
- bean** [N-COUNT-U8] A **bean** is a small seed that can be used during classroom activities that involve counting and numbers.
- behavior** [N-UNCOUNT-U15] **Behavior** is the way a person acts.
- brainstorm** [V-I-U10] To **brainstorm** is to come up with as many ideas as possible through a group discussion.
- break** [N-COUNT-U15] A **break** is a pause while doing an activity.
- build** [V-T-U4] To **build** something is to construct it.
- calendar** [N-COUNT-U8] A **calendar** is a chart that shows the days, months, and weeks of a year.
- capitalize** [V-T-U5] To **capitalize** a letter is to write it in upper case, as opposed to lower case.
- cardinality** [N-UNCOUNT-U7] **Cardinality** is the number of elements in a group of things.
- caretaker** [N-COUNT-U14] A **caretaker** is a student who is responsible for caring for something, such as a plant or an animal.
- category** [N-COUNT-U9] A **category** is a division or class that contains items with a certain characteristic.
- chunking** [N-UNCOUNT-U2] **Chunking** is a reading strategy where the student breaks down a word, sentence, or text into smaller, more manageable pieces.
- circle** [N-COUNT-U11] A **circle** is a two-dimensional shape whose boundary is made up of points that are all the same distance from the center.
- classify** [V-T-U9] To **classify** something is to put it in a group or category.
- classroom management** [N-UNCOUNT-U13] **Classroom management** is the practice of keeping students in the classroom organized, focused, and well-behaved.
- clay** [N-UNCOUNT-U12] **Clay** is a type of material that may be molded to form shapes and sculptures.
- clue** [N-COUNT-U6] A **clue** is a hint or a tip that helps students find the right answer.
- CNC word** [N-COUNT-U2] A **CNC word** is a word that consists of a consonant-nucleus-consonant, or a consonant-vowel-consonant, and can be used to help practice reading skills.
- coach** [V-T-U4] To **coach** students is to teach or train them to do something.
- coin** [N-COUNT-U8] A **coin** is a small, disc-shaped object that has monetary value.
- cold** [ADJ-U10] If an object is **cold**, it has a low temperature.
- color** [N-UNCOUNT-U10] **Color** is the visual quality of an object, where light reflecting off the object is perceived in a certain way. For example, an object may be green in color.
- color** [V-T-U6] To **color** something is to use crayons, colored pencils, or similar tools to add color to a piece of paper or piece of artwork.
- combine** [V-T-U12] To **combine** two things is to unite them or merge them together.
- compare** [V-T-U7] To **compare** two things is to note the similarities and differences between them.



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Career Paths: Kindergarten Teacher is a new educational resource for kindergarten teachers and other childcare providers who want to improve their English communication in a work environment. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking, and writing. **Career Paths: Kindergarten Teacher** addresses topics including classroom supplies, assessments, stories and reading, lesson plan formats, and classroom management.

The series is organized into three levels of difficulty and offers a minimum of 400 vocabulary terms and phrases. Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

Included Features:

- A variety of realistic reading passages
- Career-specific dialogues
- 45 reading and listening comprehension checks
- Over 400 vocabulary terms and phrases
- Guided speaking and writing exercises
- Complete glossary of terms and phrases

The **Teacher's Guide** contains detailed lesson plans, a full answer key and audio scripts.

The **audio CDs** contain all recorded material.



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