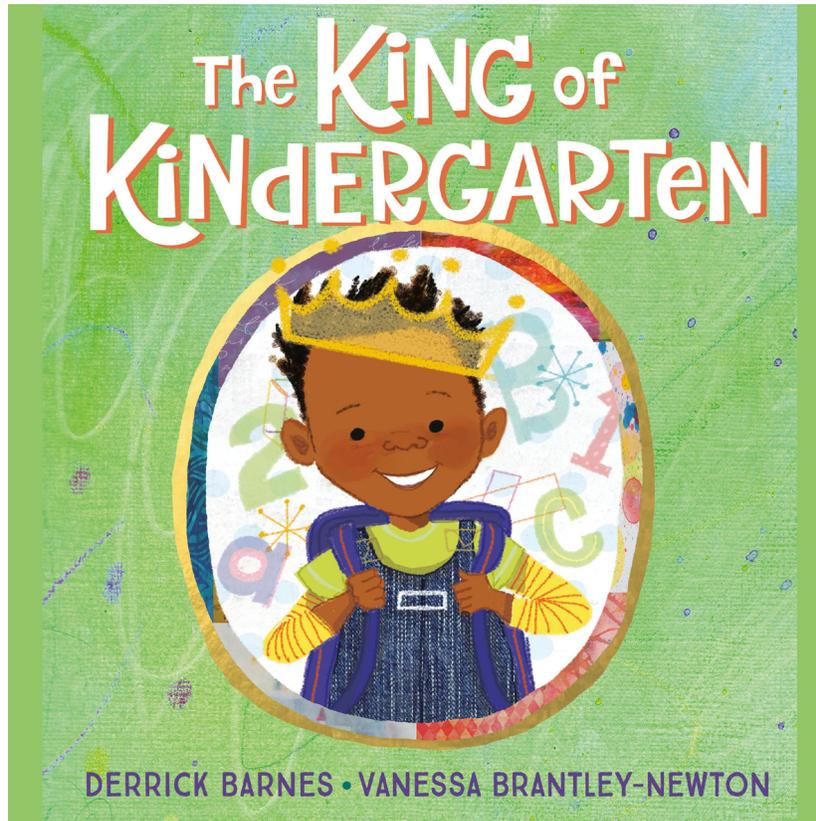


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: PRE-K – K

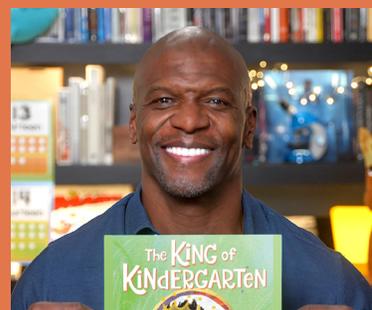


THE KING OF KINDERGARTEN

WRITTEN BY DERRICK BARNES

ILLUSTRATED BY VANESSA BRANTLEY-NEWTON

Watch
Terry Crews
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Starting Kindergarten is a big milestone—and the hero of this story is ready to make his mark! He’s dressed himself, eaten a pile of pancakes, and can’t wait to be part of a whole new kingdom of kids. The day will be jam-packed, but he’s up to the challenge, taking new experiences in stride with his infectious enthusiasm! And afterward, he can’t wait to tell his proud parents all about his achievements—and then wake up to start another day. Newbery Honor-winning author Derrick Barnes’s empowering story will give new Kindergarteners a reassuring confidence boost, and Vanessa Brantley-Newton’s illustrations exude joy.

THEMES IN THE STORY

Facing Fears, Cultural Diversity, Classroom Routines, Independence, Self-Esteem, Family

READING AND WRITING

SUGGESTED GRADE LEVEL: PRE-K – K

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. (*Standards listed below are for Kindergarten.*)

BEFORE READING

Standards: CCSS.SL.K.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1:** Build background for students by discussing the following points with students:
- Ask students to share their experiences on the first day of Kindergarten.
 - Introduce the title of the book (project cover on screen) and discuss.
 - Ask: What does it mean to be king of something? How would someone be *The King of Kindergarten*?
 - Have students predict what the story might be about.

DURING VIEWING

Standards: CCSS.SL.K.2, CCSS.RL.K.4, CCSS.RL.K.10

Objective: Students will listen to story and answer teacher-posed questions appropriately.

Procedure: Stop story at appropriate parts to ask questions, clarify meaning of unfamiliar words, or pose prompts. Suggestions are below.

- Why does Mommy say that the little boy will be “King of Kindergarten?”
- What do you do after you wake up? Draw a comparison with the main character.
- “You’ll be ready to reign!” Clarify the meaning of the word reign.
- What does it mean to “wolf down” pancakes?
- Why does Daddy measure the little boy?
- Do you think that Daddy will be the little boy’s “li’l man” one day? Why or why not?
- How does the little boy get to school? Stop here and ask students to predict what the rest of the book might be about. Have them give a signal when something read is the same as something that they did or felt on their first day.
- What do you think the little boy will tell his parents about Kindergarten when he gets home?

AFTER VIEWING

Standards: CCSS.RL.K.7, CCSS.RL.K.3

Objective: With prompting and support, students will use the illustrations to identify characters, setting, and major events in the story.

Materials: **Teacher Prep:**

- Chart paper
- Use chart paper to make a Three Column Chart labeled “Characters,” “Setting,” “Plot/Events”

Procedure:

Step 1: Explain to students the importance of illustrations in a story and how they can be used to introduce characters and show the important events in a story.

Step 2: Show the chart and provide a mini-lesson on character, setting, and plot/events, if necessary.

Step 3: Tell students that they will revisit the story without the narration. They will use only the illustrations to identify the important elements – characters, setting, plot/events.

Step 4: Go through the story and have students identify characters, setting, and events on each page. Record responses under the appropriate heading on chart.

Step 5: After the story is complete, refer to the chart to show students how the illustrations can help us retell, or summarize, a story.

Extend It: Have students work with a partner to “read” the story using only the illustrations.

READING RESPONSE

Standards: CCSS.RL.K.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: **How did the main character show he was *The King of Kindergarten*?**
Read the prompt to students and have them answer using pictures, words, or a combination of both, depending on the ability of your class.

WRITING

Standards: CCSS.W.K.3

Objective: Students will use a combination of drawings, dictating and writing to write a narrative about their first day of Kindergarten.

Materials: **Teacher Prep:**

- Create a worksheet for students to complete the assignment:
 - 1) Space for name at top.
 - 2) Title in Middle (KING/QUEEN OF KINDERGARTEN).
 - 3) Divide remainder of sheet into 4-6 equal sections and number.
- Writing worksheet (1 for each student)
- Writing tools, crayons

Procedure:

- Step 1:** Briefly review the story, *The King of Kindergarten*. Explain to students that they will write their own version of the story by telling about their first day of Kindergarten as the King or Queen of Kindergarten.
- Step 2:** Partner students and allow them to tell each other about the events of their day.
- Step 3:** Distribute writing sheets. Students first draw a picture in each box showing an event of their day in order. (Ex: 1. Eating breakfast, 2. Riding to school, 3. Recess, etc.) Work with students to write words to go with each drawing according to ability of class. (Ex: 1. I eat breakfast. 2. I ride the bus. 3. I play at recess.)
- Step 4:** Display finished work under heading: **Kings and Queens of Kindergarten!**

ACROSS THE CURRICULUM ACTIVITIES

The King of Kindergarten is the perfect read for the first day of Kindergarten. Below are some beginning of the year activities to use to get your class off to a great start!

KINDERGARTEN KIDS ARE KIND

STANDARDS —

CCSS.RF.K.1D, CCSS.RF.K.2

OBJECTIVE —

Recognize and write the letter **K**. Identify the sound of **K**. Encourage students to demonstrate kindness towards classmates.

MATERIALS —

- Chart paper
- Drawing paper
- Writing tools

PROCEDURE —

- Step 1:** Write the title of the story, *The King of Kindergarten* on chart paper. Use the title to introduce students to the letter **K** (uppercase, lowercase, and sound). Practice writing uppercase and lowercase **K** in their writing journal, if appropriate.
- Step 2:** Write “Kindergarten Kids are Kind” on chart paper and have students identify the letter **K** and its sound.
- Step 3:** Have students reference the story to tell how the main character in *The King of Kindergarten* showed kindness to his classmates.
- Step 4:** Present a lesson on kindness and ways to show kindness in the classroom.
- Step 5:** Have students draw themselves doing a kind act. Help them write words to go with the drawing.
- Step 6:** Display the finished works: **Kindergarten Kids are Kind**

HOW I GET TO SCHOOL

The main character in *The King of Kindergarten* rode the bus to school. Use this as a springboard to keep track of how your students travel to and from school.

- Make a poster with column headings describing various means of transportation to school (bus, walk, car, bike, etc). Students write their name on a sticky note and place it in the appropriate column showing how they get to school. If necessary, do the same to show how students go home.

Add some math:

- Count the total for each column and have students write the number.
- Order the totals: Least to greatest and greatest to least. Introduce the $<$ (less than) and $>$ (greater than) signs.
- Present real world math problems: How many more students travel by _____ than by _____?
- Use the chart to introduce the concept of reading bar graphs.

ART: MAKE A CROWN

Crown your students as Kings and Queens of Kindergarten.

- Use a color and cut template:  Google It!: “King of Kindergarten Crown.” This is an easy and quick way for your students to make a crown.
- Paper Plate Crown:  Google It!: “Paper Plate Crown.” This method requires a little more teacher prep time and additional student support.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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