



My School and Chester's School

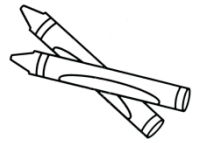
(Three Options)

Domain:

- Creative Writing, Social Studies, Reading and Language

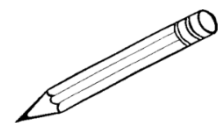
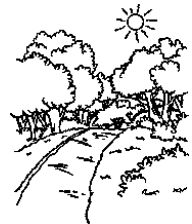
Goals:

- Child will identify Chester as the raccoon from the story.
- Child will identify him/herself as a boy/girl.
- Child will use knowledge of letters in his/her attempts to write.
- Child will write his/her name.
- Child will demonstrate an understanding of differences between his/her school and Chester's school.
- Child will write the name of his/her school.
- Child will write the name of his/her teacher.
- Child will understand the purpose of writing as a means to convey thoughts and ideas.



Materials:

- *Chester's School* page
- *My School* page
- *Pictures and Words* page (optional for children just learning to write)
- markers, crayons, or large primary sized pencil
- scissors (for activity 2)
- *The Kissing Hand* storybook
- Venn diagram (optional)



Instructions:

- For **Activity A (children who are unable write)**, print a *Chester's School* and *My School* page for each child.



- Print a *Picture* page for each child.
- For **Activity B (children learning to write)**, print *Chester's School and My School* page.
- Print the *Words* page for each child.
- For **Activity C (children who can write)** print *Chester's School* page and a *My School* page.
- For **Activity A, Activity B, and Activity C**: read the story, point out Chester's teacher and school.

Activity A (pictures for children who are unable write)

- This activity should be done over several days. One day focus on Chester's school and on another focus on the child's school. Then compare the two schools.

Day 1

- Pass out one *Chester's School* page and *Picture* page to each child.
- Have the child color and cut out the pictures if he/she is able.
- Help the child read the first sentence: Chester is a _____.
- Ask the child what kind of animal Chester is and ask the child to find the picture of that animal and paste it in the correct blank.
- Continue with each question. Read the words and have the child find the correct picture to complete the sentence.
- When the *Chester's School* page is completed, review each answer with the child.

Day 2

- Pass out one *My School* page for each child and a *Picture* page for each child.
- Have the child color and cut out the pictures if he/she is able.
- Help the child read the first sentence: My name is _____.
- Ask the child his/her name and write this name on the line for him/her or write the name with a highlighter and have the child trace the name.
- Continue with the second question: I am a _____. Ask the child if he/she is a boy/girl. Have the child find the picture that answers that question and paste it in the correct blank.

- Read the 3rd, 4th, 5th and 6th questions and have the child find the correct pictures to paste in the blanks.
- For question 7, write the answer for the child or have the child trace the name of the teacher.
- When the *My School*/page is completed, review each answer with the child.

Day 3

- Review each *My School*/page with the child.
- Have the child state differences between the two schools.
- Use a Venn diagram (optional) to show the differences.
- Begin by showing the children the diagram and explaining how to use one. The left side will have the things that are about Chester's school only and the right side will have the things that are about his/her school only. The middle where the circles come together will have the things that are in both schools.
- Explain that both schools have students and teachers and both are places where learning takes place.
- Now ask the child how the schools are different. Write or use the pictures for the answers in the correct side of the diagram.

Activity B (printed words for children learning to write)

- This activity should be done over several days. One day focus on Chester's school and on another focus on the child's school. Then compare the two schools.

Day 1

- Pass out one *Chester's School*/page and *Word*/page to each child.
- Have the child cut out the words.
- Review each word with the child.
- Help the child read the first sentence: Chester is a _____.
- Ask the child what kind of animal Chester is. Ask the child to find the word for that animal and paste it in the correct blank (limit the choice of words for beginners).
- Continue with each question. Read the words and have the child find the word to complete the sentence.

- When the *Chester's School* page is completed, review each answer with the child.

Day 2

- Pass out one *My School* page for each child and a *Word* page for each child.
- Have the child cut out the words if the child is able.
- Review each word with the child.
- Help the child read the first sentence: My name is _____.
- Ask the child his/her name and write this name on the line for him/her or write the name with a highlighter and have the child trace the name.
- Continue with the second question: I am a _____. Ask the child if he/she is a boy/girl. Have the child find the word that answers that question and paste it in the correct blank. Again limit the word choices for the child.
- Read the 3rd, 4th, 5th and 6th questions and have the child find the correct words to paste in the blanks.
- For question 7, write the answer for the child or have the child trace the name of the teacher.
- When the *My School* page is completed, review each answer with the child.

Day 3

- Review each *My School* page with the child.
- Have the child state differences between the two schools.
- Use a Venn diagram (optional) to show the differences.
- Begin by showing the children the diagram and explaining how to use one. The left side will have the things that are about Chester's school only and the right side will have the things that are about his/her school only. The middle where the circles come together will have the things that are in both schools.
- Explain that both schools have students and teachers and both are places where learning takes place.
- Now ask the child how the schools are different. Write or use the pictures for the answers in the correct side of the diagram.

Activity C (for children who can write)

- This activity should be done over several days. One day focus on Chester's school and on another focus on the child's school. Then compare the two schools.

Day 1

- Pass out one *Chester's School*/page to each child.
- Help the child read the first sentence: Chester is a _____.
- Ask the child what kind of animal Chester is. Ask the child to write the answer in the correct blank.
- Continue with each question. Read the words and have the child write words to complete the sentence.
- When the *Chester's School* page is completed, review each answer with the child.

Day 2

- Pass out one *My School*/page for each child.
- Help the child read the first sentence: My name is _____.
- Ask the child to write his/her name in the blank space.
- Continue with the second question: I am a _____. Ask the child if he/she is a boy/girl. Have the child write the word that answers that question.
- Read the 3rd, 4th, 5th and 6th questions and have the child write the correct words to paste in the blanks.
- For question 7, write the answer for the child or have the child trace the name of the teacher.
- When the *My School* page is completed, review each answer with the child.

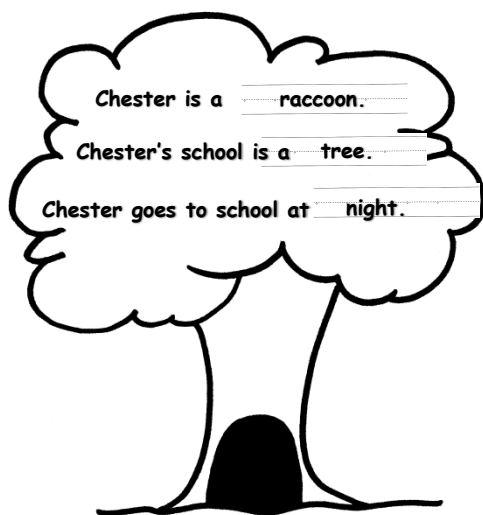
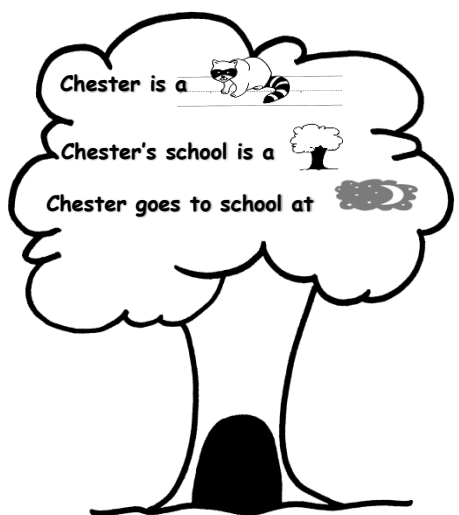
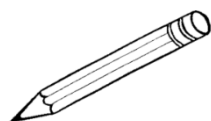
Day 3

- Review each *My School*/page with the child.
- Have the child state differences between the two schools.
- Use a Venn diagram (optional) to show the differences.
- Begin by showing the children the diagram and explaining how to use one. The left side will have the things that are about Chester's school only and the right side will have the things that are about his/her school only. The middle where the circles come together will have the things that are in both schools.
- Explain that both schools have students and teachers and both are places where learning takes place.

- Now ask the child how the schools are different. Have the child write the words, use the printed words or use the pictures for the answers in the correct side of the diagram.

Suggestions:

- Laminate *Chester's School*, *My School* and the *Words and Pictures*. Put Velcro dots on each. Place the set in a center for the children to use.
- Laminate *Chester's School* and *My School* and have the children use a wipe off marker to complete the activity.
- Copy *Chester's School* and *My School* onto cardstock or heavy paper. Write the answers and trace the letters with glue and sprinkle sand on glue while the glue is still wet. Allow glue to dry thoroughly. Encourage child to trace over the raised letters with his/her finger. This is a good pre-writing kinesthetic activity.



Chester is a

Chester's school is a

Chester goes to school at

Chester's teacher is an

Chester's
School

My School

My name is

Handwriting practice lines with a dashed midline and yellow diamond markers.

I am a

Handwriting practice lines with a dashed midline and yellow diamond markers.

My school is a

Handwriting practice lines with a dashed midline and yellow diamond markers.

My school's name is

Handwriting practice lines with a dashed midline and yellow diamond markers.

I go to school during the

Handwriting practice lines with a dashed midline and yellow diamond markers.

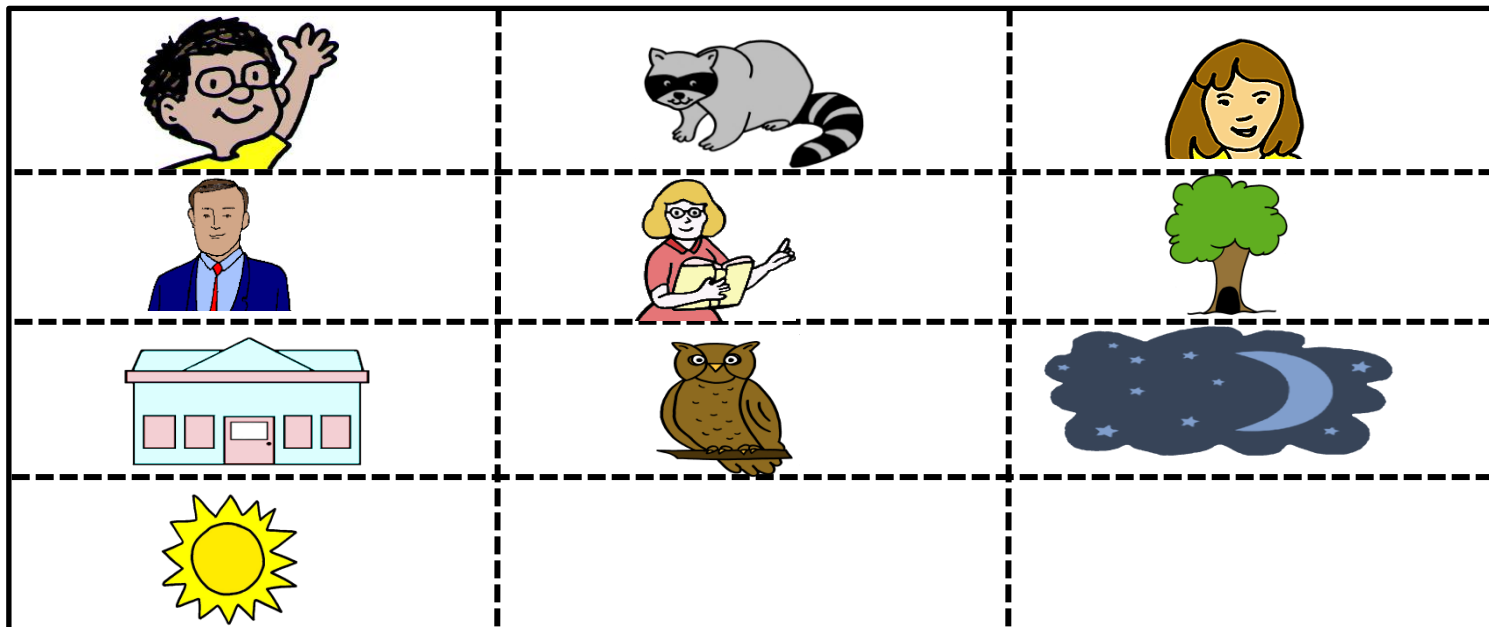
My teacher is a

Handwriting practice lines with a dashed midline and yellow diamond markers.

My teacher's name is

Handwriting practice lines with a dashed midline and yellow diamond markers.

Pictures



Words

boy	raccoon	girl
man	woman	tree
building	owl	night
day		

Venn Diagram

