

Transition to Kindergarten - Support resources for the school year-

Domain: Language and Literacy

Component: Emergent Reading

Standard: 1. Shows motivation for and appreciation of reading



Monday

- **Organize the library area with age appropriate books**

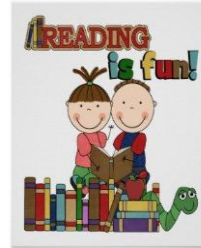
Check the books you have in your bookshelves.

Make sure those books are appropriate for your children's age.

Preschool children prefer interesting stories with beginning, middle and end, and stories with repetitive and predictable texts.

Place props that go along with the story, for children to dramatize the story independently during center time.

Place books so children may see the cover of the book to invite them to read the story



Tuesday

- **Have signs on the walls that show that reading is fun**

Take pictures of your children while they are reading or spending time in the library, and make a poster sharing with others that reading is an enjoyable activity!
 "Today a Reader, Tomorrow a Leader"
 "Reading is Fun"
 "Keep Calm. Read a Book"

Have children do "Bookmarks" to save the page of the book they are reading. Invite them to come back and open the book where they have left the bookmark. Invite them to continue reading the story.



Wednesday

- **Have a personal "Reading Log"**

Create a "Reading Log" by writing the child's name and some lines for them to copy the name of the book they are reading!

Discuss with them a goal of how many books they want to read each week. Praise them when they have reached the goal.

Make a short reading log with a few lines first. Increase the number of lines as children read more books



Thursday

- **Read to them frequently!**

Make reading a daily routine. Read to children at least three times every day. Preschool children enjoy big books. While sharing these books, make sure you "Picture Walk Talk" each page. This means to orally talk about the illustrations of the book

As children discuss each page, ask open ended questions such as:
 "What is happening in this page?"
 When the child responds, follow up with another question:
 "What makes you say that?"
 Continue the conversation until the child can express his comments.



Friday

- **"Show and Tell"**

Invite each child to bring a favorite story that they have read at home that week. Give each child the opportunity to show the group the book and to pretend reading it or talking about their favorite part of the book.

Transition to Kindergarten -Support resources for the school year-

Domain: Mathematical Thinking

Component: Geometry

Standard: 1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation



Monday

- **Shaving Cream Shapes**
Spread some shaving cream on a flat surface. Invite the children to use a finger to draw a house. Begin by making a square with four equal sides. Add a triangle for the roof. What shapes should you add for the doors and windows?
- Invite the children to draw different shapes on the shaving cream. Learning is fun!



Tuesday

- **Masking Tape Shapes**
Using masking tape, create a large circle, square and triangle on the floor and then say, "Let's find shapes around the classroom and place them inside the appropriate large shape on the floor."
- **Building a Fence for Animal Toys**
Invite your children to build a square fence for animal toys using four straws, or blocks. Could you build a larger fence and add more animals? How many straws or blocks would you need for that one? Continue exploring this growing pattern.



Wednesday

- **Hunting Shapes**
Circles. Squares. Triangles. Shapes can be found all around us, especially at mealtime! Go on a shape hunt with your children. Ask them "Do you see any shapes on your eating plate? What common shapes can you name?"
- Take turns closing your eyes and thinking of a shape. Share the shape, open your eyes, and everybody will look for something in the room that is that shape. Continue this process with other shapes.



Thursday

- **Keeping Little Hands Busy**
What shapes can you make with your fingers? Circles? Triangles? Hold up two fingers from each hand and then touch the tips of your fingers together to make a rhombus. What other finger shapes can you make?
- **Guessing Shapes**
Give descriptions of two-dimensional shapes (circle, triangle, square, rectangle, etc.). For example, "My shape has four equal sides."



Friday

- **Shape Changer**
Cut out triangles, squares, and rectangles forms in different sizes. Invite your children to put the shapes together to create new shapes. For example, "Can you use two triangles to create a square? How about two triangles to make a bigger triangle?"
- What is your favorite animal? Can you make it with these shapes? Let's do it!



Transition to Kindergarten -Support resources for the school year-

Domain: Scientific Inquiry

Component: Environment

Standard:1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment



Monday

- Ask children to introduce themselves. Name and nick name. How many siblings, name of pets if there are any, etc.
- Make a chart with the kind of pet children have. Compare them. For example, a column for dogs, fishes, cats, others.
- Invite the children to use playdough to create their pets. If they do not have a pet, ask them to make an animal they like.



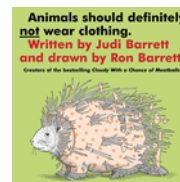
Tuesday

- Talk about the relationships we keep among friends, family, and pets (warm, enthusiastic and respectful).
- Ask each child to say something good about themselves starting with: "I'm very good at..."
- Invite children to draw themselves doing the thing they are particularly good at. Ask them to keep the drawing for next day to expand on their learning.



Wednesday

- Invite children to share their drawing and to describe themselves. Guide their descriptions with: "How do you do that?" "Can you explain to us about...?" "When do you ...?"
- Read the book: "It's OK to be Different" by Todd Parr. Ask children about how we are different and similar (physically, temperamentally, skill set, abilities).



Thursday

- Read the book: "Animals Should Definitely NOT Wear Clothing" by Judi Barrett
- Ask children: "Why do you think animals don't wear clothing? Where do they live? What are the different skin coverings you remember seeing on animals?"
- Show them the book again and invite them to draw the animal they liked the most and talk to them about their skin covering and why they do not need clothing like humans do.



Friday

- Ask your children about what we need to do before and after eating as healthy measures (wash hands). "Have you counted how many times you wash your hands in a day? Let us count them...When you wake up in the morning 1, before and after lunch 2 more..."
- Recognize the importance of healthy habits, and the importance of conserving water as a valuable resource in the planet.
- Discuss conserving water while brushing teeth and washing hands. Encourage them to save water and discuss why it is important.
- Ask them why else we use water in addition to washing and cleaning ourselves. Ask them "What about animals? Why do they need water? Why is water important for all living things?"

YouTube stories: - Animals Should Definitely NOT Wear Clothing by Judi Barret. <https://www.youtube.com/watch?v=by7fLxL33Zk&t=11s>

- It's OK to be Different by Todd Parr. <https://www.youtube.com/watch?v=opqyvPuAeO0>

Strategies and Activities based on the Florida Early Learning and Developmental Standards for 4 years old.