

Transition to Kindergarten -Support resources for the school year-

Domain: Language and Literacy

Component: Emergent Reading

Standard: 1. Shows age-appropriate phonological awareness- Rhyming Words



Monday

- Distinguishes words that sound the same at the end (oral activity)
Explain that some words sound the same at the end
For example, CAT- RAT
Ask them to close their eyes and listen carefully as you say the two words: HOUSE- MOUSE
. Those words are called rhyming words.

Now say more words that rhyme: (say familiar words)
TREE-BEE
FROG- DOG
TEN-PEN
. Ask them if they know words that sound the same at the end (rhyming words)
. say the two new words and with the children decide if the words rhyme or not.



Tuesday

- Introduce a bag of different objects and/or images (animals, food, toys) previously selected to rhyme with one or some.
- During Circle time ask one child at a time to pick two random objects from the magic bag. If they rhyme, children jump. If they do not rhyme children squat.



Wednesday

- Thumbs Up and Down!
Tell children that you will play a game called Thumbs Up-Thumbs Down!
. Say some words previously chosen:
CAKE – RAKE , HAT – CAT
BOX- FOX , HEN- PEN

. Ask children to show Thumbs up! If the two words rhyme. If the two words do not rhyme, ask them to show Thumbs down!
. Invite children to say two words and continue the game.
(Words can be invented; what matters is that the words rhyme)



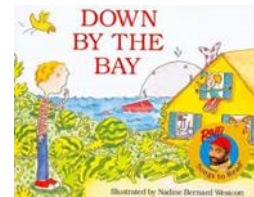
Thursday

- Nursery Rhyme time
Choose a favorite rhyme. (check Mother Goose rhyme story book).
-Read the rhyme
-Remind children the meaning of rhyming words.
. It is important that you familiarize children with these nursery rhymes.

. Ask children to listen carefully for rhyming words in the rhyme

. Encourage them to show thumbs up if they hear rhyming words in the rhyme.

- Reading Time!
. Read children's favorite rhyming book like "Down By The Bay" by Raffi.
. Ask them to listen to words that sound the same.
. Ask children to show thumbs up or down if they hear words that rhyme.



Friday

You Tube Stories: - Down By The Bay <https://www.youtube.com/watch?v=jAjhLexlrDc>

Transition to Kindergarten -Support resources for the school year-

Domain: Mathematical Thinking

Component: Geometry

Standard: 2. Describes, sorts, and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)



Monday

- **Building a House**
Encourage children to use any materials to build a house that will hold a favorite toy or even themselves! Talk together about their plan before and during the building process.
- *"What should be built first? How tall does the house need to be? Does the house need a door or a window? What shapes are you using? What shapes are the doors? And the windows?"*



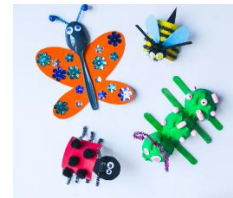
Tuesday

- **Geometry in the Kitchen**
Invite children to sort some pantry items into two groups: items that roll and items that do not roll. "What do the rolling containers have in common? (Point out the circles at the top and bottom of these cylinders). What containers do not roll? Why? What are the shapes these containers have?"
- Before you put those boxes away in the pantry, take a minute to look at their attributes (sides, vertices, faces). "What shape do you see on each face? How many faces do you see? How many vertices? Do all the boxes have the same amount of faces and vertices?"
- Scavenger hunt! Look for items that roll.



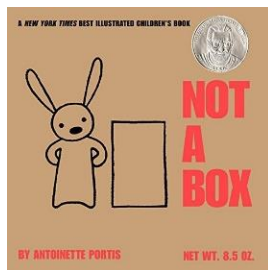
Wednesday

- **Playdough Shapes**
Provide children with playdough and encourage them to mold their favorite 3D shape.
- **Playdough Insects**
Encourage children to use 3D shapes made with playdough to keep creating. "What insect can you create with these shapes? What other shapes can you use?"



Thursday

- **Making fun recyclable Insects**
Materials: egg cartons, paper tubes, cardboard, plastic spoons, glue, washable paint, cotton balls, and misc. items you may have.
- Motivate children to draw the shape of their favorite insect using cardboard, egg carton, paper tube, and decorate! Ask children while they are working: "What shape are you using now? Why did you use that one? What other shapes do you see?"



Friday

- Read the book: "Not a Box" by Antoinette Portis
"A box is just a box...unless it is not a box. From a mountain to a rocket ship, a small rabbit shows that a box will go as far as the imagination allows."
- Ask children: "What did the rabbit find? Where is he taking it? What does he think each box is used for? Why does he wear the box? I can see a rectangle in this box, it has 4 sides and 4 corners. Let us see how many rectangles we can find?"
- Use all those extra cardboard boxes (and some strong tape) to build just about anything. "Can you build a rocket ship? A Robot? A boat? What else?"



You Tube Stories: - Not a Box <https://www.youtube.com/watch?v=qXqFv610g0o>

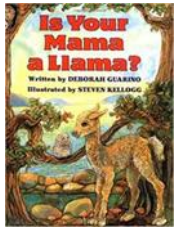
Strategies and Activities based on the Florida Early Learning and Developmental Standards for 4 years old.

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Domain: Scientific Inquiry

Component: Life Science

Standard: 1. Demonstrates knowledge related to living things and their environments



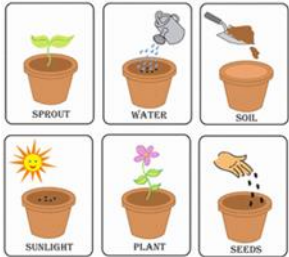
Monday

- Read the book: "Is Your Mama a Llama?" By Deborah Guarino.
- Ask children about all the animals they saw in the story.
- Make a chart with the name and picture of each animal.
- Invite children to compare these animals (similarities and differences). Let them describe what they see. Give them some hints by asking open-ended questions like "What type of skin do they have? Where do you think they live? Why? How many legs do they have? Do they swim or fly? Why?"



Tuesday

- Provide children with landscape scenario templates.
- Invite children to create different animals with play dough and put animals in their habitat.
- Talk to the children about why animals live in those places and ask "Why is water important to fish or alligators? Why are trees and air important to the birds? What do they eat?"
- Reflect and discuss animals and people as living things.



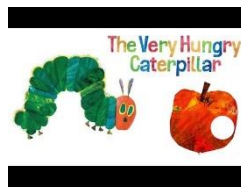
Wednesday

- Provide children with different type of seeds. Ask them "What are these? What do we do with them?"
- Invite children to plant seeds in different containers.
- Talk to children about the growing process of a plant.
- Talk about the things plants need to grow (air, sun, water).
- Talk about plants as living things.



Thursday

- Invite your children to draw, chart, or journal the growing progress of their plant every day.
- Ask your families to provide you with at least 3 or 4 pictures of their children at different ages to make a timeline.
- Talk about their growing process as part of life for living things.
- Show them books or flash cards where they can compare animals and their babies.
- Ask them open-ended questions "How different is a horse from a baby horse (colt)? Do you think they do and eat the same things or act the same way? "



Friday

- Read the book "The Very Hungry Caterpillar" by Eric Carle.
- Discuss with the children "Where did the caterpillar come from? What does the caterpillar eat? Why do animals and people eat? What do plants eat? "
- Collect some pebbles and rocks at the playground and talk about these objects as nonliving things.
- Make a list of nonliving things children can find around the classroom. Discuss the differences between living and nonliving things.

YouTube stories: - Is Your Mama a Llama? <https://www.youtube.com/watch?v=Ft0j76plrHQ>

- The Very Hungry Caterpillar <https://www.youtube.com/watch?v=oFRYjOkbxfE>

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