

Transition to Kindergarten -Support resources for the school year-



Domain: Language and Literacy

Component: Conversation

Standard: 1. Uses verbal and non-verbal communication to express needs and feelings and share experiences.



Monday

Tell us a Story!

Gather students at circle time. Choose one child to share an event or story that happened over the weekend.

Encourage the child to:

- . Speak loud and clear
- . Speak using complete sentences.
- . Tell the story using specific details (share three things about...).

Help when:

- . The child has trouble putting ideas together or remembering the event.
- . The child struggles to find the right word.
- . The child needs assistance expressing thoughts.
- . The child has difficulty organizing ideas in correct sequence



Tuesday

Reading Time!

Bring a variety of age appropriate books and have children choose one they want you to share.

Wordless books such as "Tuesday" by David Wiesner are great for developing oral language.

Share the story with children . Ask them about the pictures in the book with open ended questions:

"What is happening in this picture?
What makes you say that?
How do you think the character is feeling?
What would you do in his/her case?
What do you wonder when you see this picture?
What do you think will happen next?
Why do you think so?"



Wednesday

Magic Toy!

. Have students bring a small toy from home.
. Put all the toys in a magic bag.

. During circle time each child will grab the bag and take out his/ her toy.

. Each child will talk about the toy, how did he/she get the toy, how does it work, how does he/she use it etc.

When listening to the children make sure to:

- . Encourage the child to speak in complete sentences.
- l. If the child makes a mistake, do not tell him/her it is wrong. Just repeat the sentence using correct grammar, or correct words.
- . If the child speaks English as a second language provide additional time and assistance until he /she feels comfortable speaking to the group



Thursday

The Card Game!

. Prepare a deck of action cards!

. Make sure you include actions that children like to do such as:

Playing football, running, playing at the beach, building blocks etc....

. Invite children to take a card and describe the picture to the group.

. You can have actual pictures of your students on the cards.
. Ask children to pick a card and make up a story. For example:
"Once upon a time there was a boy named _____ who liked to play football"
. Encourage them to use complete sentences, and provide them with new words when needed



Friday

Our Funny Story

. Invite students to sit with a partner around the art table.

. Have some old magazines, supermarket, and store flyers on the table.

. Invite children to come up with a funny story involving the items they chose.

. Ask them to cut and glue all the items they want on a paper.

. Ask them to take turns to tell the story to the rest of the group.

. Support and encourage students using new words they have learned.

YouTube Stories: -Tuesday By David Wiesner - <https://www.youtube.com/watch?v=JtQ4DdzCZMA>

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

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Domain: Mathematical Thinking

Component: Measurement Data

Standard: 1. Measures object attributes using a variety of standard and nonstandard tools



Monday

Measuring our Class

Take advantage of everything to explore measuring with something besides inches or centimeters. "What's the length of our table, shelf or our classroom from one wall to the other?" Encourage children to measure using blocks and plastic spoons.

Compare the results with them. "Why does it take more spoons than blocks?" Have children compare the size of a block and the size of a spoon. "Which is the biggest?"

Ask children to estimate –predict how many feet it would take to measure the classroom. Make them compare their feet with blocks and plastic spoons before making a prediction.



Tuesday

Pretending to be a Frog!

Encourage children to go outside and move "Let's see how far you can leap!" "Today we are going to measure how far you can leap by using tape measure on the floor".

Model the activity first.

Support students to count how many leaps it takes to go from one point to another.

Encourage mathematical language "How Many did you leap? You leaped 5, you leaped 3! That is more than ___ That is less than ___"



Wednesday

Fill up the containers

Bring a variety of recyclable containers: plastic cups, cans, bottles, caps, measure spoons, of different sizes to play in the sand or water table. Talk about which of the containers has the biggest capacity (can hold the most) and which one has the smallest/least.

Encourage children to predict the capacity of the different items. Fill and dump and experiment. "Does it 'overflow' because it has a smaller capacity? Now, let's try this one! How many of the small cups will we need to fill the big cup? Can you guess?" Allow students to explore, measure, fill, and empty their containers.

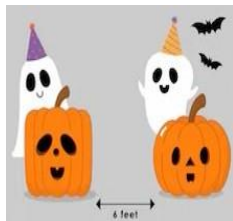


Thursday

More, less, or same

Prior to the activity create a hanger balance made of recyclable materials: plastic hanger with hook loops, 2 plastic cups, ribbon, or string. Make sure both cups are aligned for best results. Demonstrate what a balance does and how it works using beans, or uncooked popcorn kernels, etc., and a tiny pumpkin.

Place the tiny pumpkin in one of the cups and ask: "How many spoons of kernels do you think we need to put in the other cup to be the same weight as the tiny pumpkin? Add a spoon of kernels (one-at-a-time) until the cups are at the same level. Allow students to explore using the balance. Use words like weigh, more, less, or the same.



Friday

Physical Distance

Help children get 6 feet apart from each other outside. Ask students: "What can fit between us?" Start with naming familiar objects around the classroom that you can physically bring and place in between the students (1 broom, 2 chairs, 5 blocks, 1 hula-hoop). Encourage them to brainstorm what animals or other items can fit between them.

Why so far?

While practicing social distance, explain why it is important to be 6 feet apart because of the virus. Gather small pom-poms, or small balls of tissue paper, or confetti in a bowl. Take some of it on your hand and pretend to sneeze while fanning it towards them. Ask them: "Did you get some on you or close to you? Why? What do you think will happen if the pompons or confetti, etc., is the virus and you are close to it?"

*Some of these concepts are complex for some children. These activities can be done repeatedly using other materials for better comprehension.

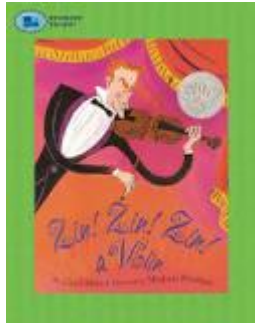
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Domain: VIII. Creative Expression Through the Arts

Component: Music

Standard: 2. Expresses and represents thought, observations, imagination, feelings, experiences, and knowledge in individual and group music activities.



Monday

- Read the book "**Zin! Zin! Zin! a Violin**" by Lloyd Moss, Illustrated by Marjorie Priceman
- Ask them open ended questions about the story "Do you like instruments? What can we do with instruments? What kind of instruments do you know? What can you tell me about the people in the story?"
- Invite students to draw their favorite instrument and/or draw their favorite part of the story.
- Write what they say about their drawing/representation/ instrument.



Tuesday

- In circle time play the game of **Recognizing Instruments**. Open an App on your phone, and play instruments that are to recognize such as piano, guitar, trumpet, drums, bell, violin, etc.
- Then play different kind of music and invite children to walk around the room moving their bodies as they wish. Model: arms up, arms down, turning around, waving around, shaking head...
- Talk about what they hear, about the movements, or the dance they created.
- Talk about the music...if it is loud, quiet, slow, fast...



Wednesday

- Make a **Music Band** with recyclables!!!
- Support children to create instruments. Use plastic bottles filled with grains or pebbles as shakers. Make drums with empty cans and plastic containers. Make a tambourine attaching metal bottle caps around plastic plates.
- Sing your favorite songs as children play their instruments.



Thursday

- Go outside and create a **Music and Movement Course**. Design with chalk straight lines, curve lines, put some boxes to walk around or jump in and out of hula-hoops.
- Invite students to walk all over the course following a rhythm you play with a percussion instrument (a drum or a tambourine). Slow, fast, and faster!



Friday

- Invite students to a "**Gravity Dance!**"
 - Have a basket with at least two different items: tissue paper, ribbon bands/scarfs/streamers. Play some classical music and invite students first to grab the tissue paper, put it on their heads and try to dance around without letting it fall.
 - Change the item, dance around, and try to pick up their item before it falls.
- Invite students to move around the classroom to the rhythm of the music: up and down, in circles, and in lines.

You Tube Stories: - Zin! Zin! Zin! A Violin <https://www.youtube.com/watch?v=vwaWFOoLGdk>

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