

## Transition to Kindergarten -Support resources for the school year-

**Domain:** Language and Literacy

**Component:** Emergent Writing

**Standard:** Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition.



### Monday

**My Daily Journal!**

- . Make small journals (one for each student) by stapling recycled pieces of paper.
- . Invite students to write their names and draw a picture on the first page.
- . Talk about what a journal is.
- Tell them, during this week, every day, they will "write" and draw what they liked the most about their day at school!

Support students with organizing their ideas  
 "What did you do at the centers? What did you play at the playground? With whom did you play? What was your favorite part of the day?"

\*This is great to connect thinking-drawing-talking and writing.



### Tuesday

**Myself!**

- . Provide students with different materials such as plastic spoons, pipe cleaners, plastic beads, color markers.
- . Invite students to create a figure that represents themselves!
- . Engage students in conversations about themselves:

"What is your favorite food? What sport do you prefer? What places do you like to go or visit? What do you play with at home?"

Write what children tell you about themselves. Show them all the words you wrote!

\*This is great to connect thinking, talking, and writing ideas!



### Wednesday

**The Message Board**

- . Create a poster, or board and name it: "Daily Message Board"
- . During circle time share the poster board with students, and decide together what to write as the message of the day.

Examples:

- . Today is John's Birthday!
- . Tomorrow we will come to school with our favorite costumes!

- . After writing the message with them, read it out loud.
- . Ask them to look at it and see if they recognize any letter/letters.
- . Make them aware of how you used capital letters when starting a statement, how you wrote from left to right and how you read from left to right too!

\*This is a great way to connect writing with reading in a meaningful way!!!



### Thursday

**Shaving Cream Time!**

- Put shaving cream or sand on a cardboard or plastic tray and encourage children to explore.
- . Ask them to write the letters of their names.
- . Ask them to draw their favorite toy.
- . Invite children to talk about what they wrote or drew.

**Play Dough Time!**

- . Give children playdough and invite them to manipulate it and create sticks, snakes and circles to form known letters, figures, people and talk about their creations.



### Friday

**Glitter Names!**

- . Write their names on pieces of cardboard.
- . Invite children to add glue to the traced name.
- . Have them fill their names with their favorite color of glitter
- . When dried, ask them to trace with their fingers each letter of their name.
- . This helps them to use their five senses to identify the letters in their name.

YouTube Song: - Writing English Alphabet Letters, Circles and Lines [https://www.youtube.com/watch?v=gL\\_1iBYXmXI](https://www.youtube.com/watch?v=gL_1iBYXmXI)

# Transition to Kindergarten -Support resources for the school year-

**Domain:** Mathematical Thinking

**Component:** Number Sense

**Standard:** 1. Subitizes (immediately recognizes without counting) up to five objects



### Quick Images

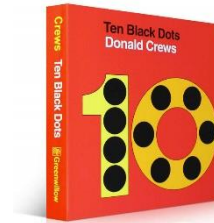
In large group show students cards with dot patterns.

Instead of dots you can make it thematic to spice things up and use images of the current season. For example: pumpkins, turkeys, cranberries, etc.



Students practice identifying how many dots they see without counting! Ask them to hold up the corresponding number of fingers!

**Monday**



**Tuesday**

Read the book **Ten Black Dots** by Donald Crews.

. Open the book in a random page, give them a few seconds and close the book. Ask them: "How many dots did you see?" Repeat this activity with different pages starting from 1 to 5.

. Read the book and practice this activity for a couple of days. Once students easily recognize numbers from 1 to 5, continue from 5 to 10.



**Wednesday**

### Hopscotch with a Die

Draw a hopscotch on the floor outside and have a big die (made from recyclables) ready! "It's time to go out to play!" Model the game: Roll the die, say the number out loud and then jump to get to your number.

. Encourage each student to play. If they need support, help them count each dot with their finger to get to the total (remember to stress one to one correspondence)!



**Thursday**

### Birthday Dots

Provide each student with a piece of paper and a crayon. Ask a question: "How old are you?" Give them some time to reflect and encourage them to draw dots to show their number on paper.

. Compare their work. "Who has more dots? Who has less dots? How many students have the same number of dots? What does that mean?"



**Friday**

### Egg carton

Use an upside-down egg carton. Paint dots (up to 5) on each space. Invite children to insert pieces of pipe cleaners or toothpicks depending on the number of dots. Ask them: "How many dots did you see? How many pipe cleaners do you need?"

. Support students who need more help recognizing the number when seeing the dots and counting them.

. If this activity is easy for some children, continue with numbers from 5 to 10.

YouTube story: - Ten Black Dots <https://www.youtube.com/watch?v=kBdYUF7dWYw>

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

## Transition to Kindergarten -Support resources for the school year-

**Domain:** III. Social and Emotional Development

**Component:** Sense of Identity and Belonging

**Standard:** 4. Develops sense of self-awareness and independence



**Monday**

### Self Portrait

- In small groups have four large-hand mirrors from the dollar store, and dry-erase markers of different colors.
- Invite each student to see his/her face on the mirror and talk about what he/she sees "Can you describe yourself? I see a beautiful and smart young boy/girl!"

*What is the shape of your mouth?  
Have you counted how many teeth you have?"*

- Invite students to draw their faces on the mirrors using the markers.



**Tuesday**

- During circle time, have a chart with two columns: "**Things I like, and Things I don't like**". Have baskets full of pictures/images of different things (instruments, fruits, vegetables, animals, sports, toys, people running, sleeping, reading or dancing etc.).

- Invite each child to select a couple of things he/she likes and a couple of things she/he does not like and put them in columns.
- Talk about what children selected. Ask them about their preferences and ask why they like or dislike certain things.



**Wednesday**

- Make your **Classroom Belonging Tree!!!**
- Bring a small to medium dry tree branch.
- Ask families to send you one picture of their child's face. You can also take pictures in the classroom and print them.

- Give student leaf templates, and color or construction paper to create their own leaves to glue their pictures on.
- Talk about belonging to the same class as a family!



**Thursday**

- Create an **Art Museum Exhibition** in your classroom.
- Use any painting technique to create self-portraits.
- Each child will paint their own portrait and help place their paintings on cardboard frames.

- Select a wall in the classroom. Place all portraits and talk about each student. Their hair, eyes, smiles, etc.
- Let them know how wonderful diversity is! Talk about similarities and differences between each other. Remind them that each of them is unique, beautiful and perfect the way he/she is!



**Friday**

- Go outdoors and play **Hula-hoop Team Games!**
- Invite students to name their team with funny names like "The Happy Lions" "The Hungry Mosquitos"
- Some of the activities could be:
  - Walk from one point to the other holding the hula-hoops with two fingers
  - Roll the hula-hoops from one point to the other

-Walk and jump inside the hula-hoop  
-Throw bean bags inside the hula-hoops

Invite students to encourage and cheer their playmates during the activities!!!

Remember to have fun and continue to promote social distancing and clean the hula-hoops after each child uses them!

You Tube Stories: - I Like Myself <https://www.youtube.com/watch?v=HVp8DtaWUVo>

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