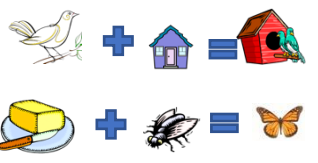






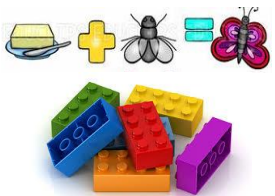
Transition to Kindergarten -Support resources for the school year-

Domain: Language and Literacy

Component: Emergent Reading

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

 <p>Monday</p> <ul style="list-style-type: none"> Distinguishes individual words within spoken phrases or sentences <p>. Explain that compound words are words that are formed by combining two words to make one word. For example: Bird + house=birdhouse Butter + fly = butterfly</p> <p>. Teacher and children go on a scavenger hunt in the classroom looking for compound words: Sun+Glasses= sunglasses Tea+pot= teapot Sun+Flower= sunflower Book+bag= bookbag Wheel+Chair= wheelchair Basket+Ball= basketball Cup+Cake=cupcake Lunch+Box=lunchbox</p>	 <p>Tuesday</p> <ul style="list-style-type: none"> Playing with compound words. MAKE IT! BREAK IT! <p>. Ask children to put their fists together. Tell them you will make up a word. For example: Sunshine (Put your fists together). We MAKE IT!</p> <p>. Now we are going to separate the word into two words: Sunshine: Sun – Shine (Separate your fists) We Break It!</p> <p>. Do the same activity with other compound words. Starfish Cowboy Cupcake Sunshine Cheesecake toothbrush</p>
 <p>Wednesday</p> <p>Find your Match! Game: Prepare flashcards with many pictures of words that can be turned into compound words. For example, the word: Sunflower: A picture of a sun and another picture of a flower. . Shuffle all the cards , Give each child a card , Ask them to move around the room to look</p> <p>for the child who has a picture that matches their word to make up a compound word. . For example, the child with the picture of a BASKET must find the child that has the picture of a BALL. Continue until everybody finds their matching card. You can use pictures from magazines, flyers, and newspapers.</p>	<p>Sing Songs!</p>  <p>Thursday</p> <p>Sing songs that have compound words: For example: "Down by the bay, where the WATERMELONS grow!"</p> <p>. Stop the song and make them aware that the word WATERMELON is a compound word</p> <p>. Sing more songs with words that have compound words For example: 1. You are my SUN-SHINE my only sunshine... 2. I am a little TEA-POT</p> 



Friday

- Invite children to play with Legos that you previously prepared with images that can be turned into compound words.
- Print images or cut some images from magazines or from supermarket flyers and stick them to some Legos.
- First work with vocabulary of single words, then continue with compound words.
- Put these Legos in baskets and ask them to create new words.

You Tube Song: - Have You Hear About <https://www.youtube.com/watch?v=2U00BDRvkKo>

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: Mathematical Thinking

Component: Patterns

Standard: 1. Identifies and extends a simple AB repeating pattern



Monday

Clap & Count

Start by giving children a simple sequence of claps, slaps, and taps. Ask children to repeat the sequence in the exact order. Take turns giving sequences and see how many claps, slaps, and taps they can remember in a row!

Shapes & Colors Pattern

Before class, prepare a few cards with patterns (such as *blue diamond, orange square, green triangle, blue diamond, orange square...*) a basket with different shapes of different colors and an empty egg carton. Model how to follow the pattern on the cards, placing the shapes in the spaces of the egg carton. Encourage children to follow the patterns.



Tuesday

People Pattern

Create a "people pattern" with children (For example: *boy, girl, boy, girl, boy, girl*) in front of the rug and ask someone to make the pattern another way (For example: *blue shirt, red shirt, blue shirt, red shirt.*)

Let's make some Music!

Model a sound pattern with musical instruments and ask children to repeat the pattern with their instrument.

Patterns to Transition

Demonstrate a simple AB pattern like *clap, wave, clap, wave* and ask children to keep the pattern going as they transition to a center.



Wednesday

Rocks and Leaves

Go outside and have children collect items like rocks, leaves, and sticks.

Invite children to arrange the items in a simple pattern such as *one rock, one leaf, one rock, one leaf.*

Once the children understand this pattern, you can model

more advanced patterns such as one rock, one stick, one leaf for them to duplicate.

Ask them what other patterns they can create.

Remember to repeat and emphasize the concept. It is important to use the word "repeats" and "happens over and over again".



Thursday

Let us set the table!

Make patterns part of the everyday routines you share with your children. Ask them to help you set the table and talk about the pattern *fork, spoon, fork, spoon* while you provide each student with their utensils.

Advance:

Create patterns using more items such as cups, plates, and napkins.



Friday

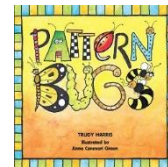
Block Patterns

Use different colors of blocks to make a pattern like *green, gray, blue, green, gray, blue.* Encourage the children to repeat it. Make it more complicated such as: *green, green, gray, blue, green, green.* Ask children questions like: "What comes next?"

Once children are comfortable extending the pattern, see if they can create a new pattern.

"Pattern Bug" by Trudy Harris

Read this book aloud, a few pages at a time. Do children notice that on each page all the patterns follow the same rule? Try having each child create their own signature sound pattern. Model by saying, "My sound pattern is *clap, clap, stomp, clap, clap, stomp.* What's your sound pattern?" Children may also enjoy drawing their own pattern bug page, creating multiple patterns that follow the same rule.



You Tube Stories: - Pattern Bug https://www.youtube.com/watch?v=4g2fKY_mwYI

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: Physical Development

Component: Motor Development c. Fine Motor Development

Standard: 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision



Monday

- Fill a large tray made of cardboard boxes with sand, rice, or sprinkles.
- Invite children to draw and write using their index finger, a paintbrush, or a stick.
- Provide children with different models of lines, shapes, letters, or numbers, for them to reproduce.



Tuesday

- *Make a Treasure Box* with cardboard or a large plastic basin. Fill it with sand or soil. Hide small toys, and classroom objects.
- Invite children in small groups, to use kitchen tweezers (rubber, metal, plastic, or wood) to pick as many objects as they can and put them in their individual baskets.
- As a whole group, go outside and put together establish two or three teams. Explain rules about how to use the tongs and work cooperatively to add objects to a group basket and discuss which has the "most/least" number of items (Support math and language development).



Wednesday

- Stick pipe cleaners vertically on a foam box or on playdough. Have beads, cheerios cereal, cups with holes, etc.
- Invite children to insert the beads. Ask them, "How many beads did you add to this one? What about this other one? How many beads are there? Which pipe cleaner has the most/least beads?"
- Invite children to make patterns with beads. Model first if they need support. Ask them, "Observe what I do. Do you see something that happens over and over again (repeats)? What do you see? Can you continue what I started?"



Thursday

- Invite children to paint different types of pasta with holes (penne, elbow, rigatoni, etc.) You can use markers or tempera. Let the pasta dry.
- Invite children to thread the pasta using yarn, string, or pipe cleaners.
- Provide children with paper plates and invite them to create their own creature of preference, attaching the pasta threads and coloring the rest.



Friday

- Provide caps of different sizes, tweezers, and a basket full of plastic insects or other small plastic animals.
- Invite children to place the insects in the caps using a tweezer.
- Encourage them to do it only with one hand and praise their precision!!!
- You can also work other competencies while doing this activity like counting or classification (looking for similarities and differences).
- After children have practiced independently, make teams and play this game outside at the playground.