

Transition to Kindergarten -Support resources for the school year-

Domain: Mathematical Thinking

Component: Number Sense

Standard: 6. Uses counting and matching strategies to find which is more, less than or equal to 10



Be an Archeologist!
Bury small toys in the sand (two or three kinds of toys, like: small balls, animals, blocks, cars, plastic fruits or vegetables)

Encourage students to dig to find them.
Support students sort the founded toys by type.
Ask questions like: *“Let us count together how many cars did you found! How many blocks do you have? Which one do you have more of? Which one do you have less of?”*

Monday

| Food Items | Tally Marks |
|---------------|-------------|
| Burger | |
| Pizza | |
| Fried Chicken | |
| Hot Dog | |

Thanksgiving Feast List

As Thanksgiving Feast is approaching bring to class a list with some suggestions of foods for the Feast. Students can use supermarket flyers to cut the images. Make a chart to put all items students choose as they like the most.

Collect the data using tally marks and then compare the results. Let us see! *“What is the most popular food? What is the least popular food? Who many students prefer Turkey? Let us count how many prefer pumpkin pie?”*

Tuesday



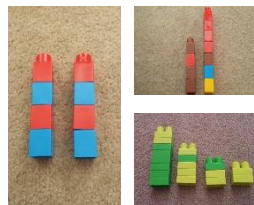
Nature Walks

Go on a nature walk in your outdoor area and encourage students to collect two or three kinds of objects they can easily find, like small sticks, leaves, flowers, or rocks. Give them some time to explore! Ask them some questions like:

“What do you see a lot of? What do you think we have more of? What do you think we have less of? Let’s see, let’s sort them to find out!”

Help students to sort their objects in different groups and ask questions like: *“How many rocks/ leaves/ flowers do we have? Which do we have the most of? Which do we have the least of? Is there any equal amount?”*

Wednesday



Equal, Less or More Blocks

Bring a basket with blocks. Take 4 blocks from the basket and build a tower, show it to your students. Encourage them to build a tower like yours, ask them: *“Can you build a tower equal to mine? How do you know they are the same?”*

Then encourage them to build a bigger tower: *“Can you build a tower with more block than the ones I have? How do you know you have more?”*

And the final activity, encourage them to build a smaller tower: *“Can you make a tower with less blocks than mine? How do you know you have less?”*

Thursday



More Color, please!

Gather sets of different drawing utensils like crayons, markers and colored pencils. Place them on a table and encourage children to sort them based on their color or type. Guide them through the process and create opportunities to make comparisons.

Use words like “more”, “less”, “equal”. Ask questions like: *“Which group has more? Which group has less? Are there groups with the same amount?”* After sorting the utensils provide children with paper to draw two things of the same size, or one bigger than the other. Talk about it!

Friday

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Domain: III. Social and Emotional Development

Component: Emotional Functioning

Standard: 1. Express, identifies and respond to a range of emotions.



Monday

Emotional Chart

Create a clip charts for each child to encourage recognition of feelings with a visual reference. Incorporate feelings charts in stages, first introducing them and making them part of your classes' daily routines, soliciting children's ideas and observations.

After a while, invite children to use the charts independently. Children should be able to move their indicator on their own.

Encourage them to start using their chart as they come into the classroom in the morning and invite them to move their indicator throughout the day as necessary.

It should be stress-free, and it will help them with the articulation of their feelings.



Tuesday

Matching Cards

Prepare your own Emotion Matching Cards! You can made them of simple recyclables materials like carton boxes and draw emotion faces. Before the game begins gather students on the rug and show them each card. Have them practice making a face that demonstrates each emotion. Next, give each student their own card and tell them to keep it secret.

The game begins as students walk around the room making the feeling face that matches their card. As they walk, they should look for another student who seems to be demonstrating the same feeling. Once everyone thinks they have found their matching feeling friend, let them check their cards to see if they are right. Play a few rounds to give them a chance to try out different feelings.



Wednesday

Feelings with Playdough

Show children a chart with different emotions. And then provide each of them with a piece of paper with a blank face and playdough. Encourage children to practice making face features with playdough to match the emotion of their choice.

Ask them: "Why did you choose this emotion? Have you ever felt...? Can you tell me about it? When do you feel this way? What do you do when you feel...?"

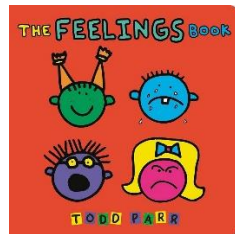


Thursday

"I Feel..." Statements

Help and encourage children to express their feelings. Take some time every day and encourage children to use "I Feel..." Statements to show them how to express their feelings appropriately.

Students need to be taught how to use "I feel..." statements. Start yourself with your "I feel..." statement and encourage each child to talk about their feelings.



Friday

The Feelings Books By Todd Parr
Read aloud the book to your children and make it fun! Change your intonation according the feelings that are described.

Ask children to dramatize what their faces and bodies may look like in some of the examples in the book.

Ask them: "How do you feel sometimes?" Give a chance to each child to express themselves.

Encourage them to draw some of the emotions they saw in the book like: happy, silly, sad, angry, scared, sick, hungry.

You Tube Stories: - The Feelings Book <https://www.youtube.com/watch?v=gWGt3WnZGU0>

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

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Domain: Language and Literacy

Component: Vocabulary (Receptive)

Standard: 1. Shows an understanding of words and their meanings (receptive)



Monday

Treasure Basket!

- . Place a basket with a range of random everyday objects.
- . Invite children to pick up an object from the basket.
- . Ask them questions about the object to find out what they know about it: What did you pick? What do you do with this object? Where do we keep it? Take this opportunity to increase children's

receptive vocabulary by adding new information for example:
This is a **WHISK**. We use it to **whip** eggs, or we can also **whip** cream into **whipped** cream. We can also use it to **mix** cake **batter**. We usually keep it in the kitchen with the rest of kitchen **utensils**.
*Notice the highlighted new words you are adding to the children's receptive vocabulary



Tuesday

¡BINGO Time!

- Prepare bingo words with new vocabulary selected by topics.
- For example, a Bingo about food item.
- Select food items that are familiar to children and some that are new.
- . Give each child a bingo card
- . Call out the name of the item
- Children should check the picture in their bingo card.

cards and cover the space.
. As you name the item describe it thoroughly. For example, if you call out the word **PEA** **PEA** is a small seed or the see-pod. Each pod contains several peas which can be green or yellow.
. Continue the game as you add information to each of the items in the bingo card.
*This is great to expand children's receptive vocabulary!



Wednesday

Picture Wall!

- . Create a picture wall in your classroom.
- . As you do different activities throughout the day, children learn many new words.
- . Every time you encounter a new word ask a child to draw a picture of that word, in a previously prepared flash card.

. Ask the child to identify the beginning sound of that word
. Invite the child to place the flashcard in the folder that has the letter with that beginning sound.
. During a whole group Activity, check the folders and look at the pictures of the new words learned during the week.
. Talk about those new words and use them in sentences.

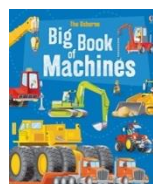


Thursday

Scavenger Hunt!

- Prepare a list of things children may find outdoors.
- . Discuss the list with children so they know what to look for.
- For example:
. Outdoor you may find animals such as ants.
- . Point to the picture of the ant

. Did you know that ants have 6 legs?
. Did you know that the body of an ant is made of three parts: the **head**, the **thorax** and the **abdomen**?
. Go through the list adding information about each item to present new vocabulary.
. Invite them to go outside and see if they can find some of the objects in the list.



Friday

Reading Time!

- . The best way to learn new words is by reading to children.
- . Provide children with a variety of concept books.
- . Concept books talk about facts.
- . Allow them to choose the book they want to listen to
- . Read the book out loud.
- . As you encounter new word in the story. Stop and explain the word in the context of the story:
"This is a giant **excavator**. It is used to **dig trenches**, **brake holes** and **lift waste** away. It has a **bucket**, a **rotating arm** and **movable tracks**.
*You can also bring a toy excavator or any other big machine.

You Tube Story -The Tree Little Pigs- <https://youtu.be/CtP83CWOMwc>