

Transition to Kindergarten -Support resources for the school year-

Domain: Language and Literacy

Component: Sentence and Structure

Standard: 1. Uses age-appropriate grammar in conversations and increasingly complex in phrases and sentences



Monday

I went to a ...!

. This is a fun word substitution game where each child has to repeat the sentence with a different ending. For example:
Say: "I went to the store to buy a_____."
. Ask children to think about what they would buy if they went to the store
. Give them time to think, and then invite them to share with the group.

Do the same with other statements. For example:
Say: "My favorite game is_____."
Ask children to think about which is their favorite game.
*Make sure that they respond using complete sentences of five or more words.
. Make sure the sentence has a subject and a verb:
For example:
"I went to the store to buy cookies" or
"My favorite game is Simon Says".



Tuesday

Making a fruit salad!

. Gather food items needed to make a delicious fruit salad
. Bring children's' favorite fruits: bananas, mandarins, grapes, strawberries, blueberries etc. As you show the fruits, describe them. For example: "Look, I brought a banana. A banana is a **curved, yellow** fruit with a **thick** skin and **soft sweet flesh**. Add more information: "A banana is a **tropical** fruit. It grows in bunches on a banana tree".

. As you work together making the fruit salad, invite them to talk about it.
Ask questions such as:
What ingredients should we use?
How should we serve it?
Why are fruits good for our health?
*As children respond and participate, make sure you ask them to speak in complete sentences.
. Repeat what they say using correct grammar and ask them to repeat after you.



Wednesday

The Planning Box!

. Have each student pick a toy/object they would like to play with during Work Time and put it in a large box before planning time: Teacher will ask them to pick out their toy and tell the planning group what they are planning to do with it.
. Teacher takes a moment to engage in meaningful conversations during work time.

. During the conversations, help children speak using complete sentences.
. Ask questions, WAIT for responses, Repeat the sentence using correct grammar.
. Ask follow-up questions based on the children's response:
"Great you are building a strong tower for the children to play!"



Thursday

Mystery Bag!

Prepare a bag with different objects familiar to children. For example: Small balls, shells, keys, blocks, small toy cars etc...
During circle time, ask each child to go to the center and pick an object from the bag without other children seeing it. The child needs to describe the object to the group. The rest of the group will guess the name of the object.

. While the child is describing the object, help him/her speak using complete sentences, and use adjectives that describe the object.
For example
. My object is **red**, it is **small**, it is **fast**, it is used to go different places, it has **four** wheels, etc....
. The child who guesses the name of the object, will get to be the next to pick an object!



Friday

Reading Time!

. One of the best moments to develop language is during reading time.
Ask children to bring their favorite book from home.
-Invite each child to show the book to a friend, or to the group.
. Help children follow a simple format while sharing their books:

. This book is called _____
. My _____ gave it to me for _____
. This book is about: _____
. I like this book because _____
. My favorite part of the story is _____
*Make sure you listen carefully to children and repeat their statement using correct grammar.

YouTube Story Brown Bear by Eric Carle Read the Book: Brown Bear

https://www.youtube.com/watch?time_continue=27&v=HaDDsT9IAWc&feature=emb_logo

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: Measurement and Data

Standard: 3. Seriation (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)



Monday

Read **Goldilocks and the Three Bears** and use the seriation vocabulary – *small, medium, and large*, to match baby bear, mama bear and papa bear.

Use recyclables and open-ended materials and encourage students to make their own family of bears.

Encourage them to organize them in order from *big bear, medium bear, and small bear*.



Tuesday

Weight and Bottles

Invite students in groups of four to the water table. Have a jar of water, food coloring and six empty plastic water bottles. Let them color the water with the color of their choice and invite them to fill the bottles.

Allow them to fill the bottles in decreasing order from a full bottle to an almost empty. Let them play with the bottles. Ask them: "Which one goes first, which one goes last. Which one has more water? Which one has the most"



Wednesday

Who's Next in Line?

In everyday activities we can use this concept and use seriation language as students are placed in order by their height: "Joshua is taller than Tyron, so he will go after Tyron in line." Model appropriate math/seriation language as objects are placed in increasing order.

Use words like: *tall, taller; short, shorter, shortest; small, medium, large*.

In circle time, ask one of your students to order from 4 to 6 friend by high. From the tallest to shortest. And allow other students to pick different friends and order them from shortest to tallest.



Thursday

Nesting dolls with recyclables.

Previously prepare some interesting origamis with construction paper, craft, or newspaper (folding figures like boats, airplanes, hats, cups) in 4 or 6 different sizes. You can also support your students to make them on their own.

Remember that each piece should be smaller than the other. Encourage your students to decorate individually. During decoration time, talk about sizes, use seriation words, and encourage them to organize them by size.



Friday

Decorating with Shapes

In circle time, make a huge triangle on the floor with color tape and provide students with different shapes (circles, squares, stars) in four different sizes. Invite students to decorate the shapes using markers and glitter.

While they work, talk about different sizes "This one is the smallest! This circle is bigger than the one Susana has."

Allow students to decorate the triangle placing the shapes from small to large from the top to the bottom.

YouTube Story Goldilocks and The Three Bears [Goldilocks And The Three Bears](#) | [Fairy Tales](#) | [Gigglebox - YouTube](#)

YouTube Story The Three Billy Goats Gruff [The Three Billy Goats Gruff](#) | [Fairy Tales](#) | [Gigglebox - YouTube](#)

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Domain: VIII. Creative Expression Through the Arts

Component: Culture

Standard: 1. Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or non-verbally, with others using a variety of objects in own environment.



Monday

Read the book "The Biggest Snowman Ever" by Steven Kroll.

Ask students about the things they observe in the images. Remark on things you think are interesting for them to understand (winter, snow). Ask them: "What do they think about the snow? Have you ever seen the snow? How do you think the snow feels like?" Talk to them about the Winter season in our country and some places that become very cold and water becomes snow!!

Make an experiment to pretend having snow in the classroom!

You will need to mix 1 cup of baking soda with 1 cup of shaving cream. Mix with a fork. Add a few drops of water until the mixture takes on a snow-like appearance. You may need to add a little more water or baking soda.

Create your own "snowman"!!!



Tuesday

At circle time provide a box full of recyclables. Ask each student to pick one and close their eyes to imagine what he/she can do with that. Ask open-ended questions: "What do you think you can do with this? Can you transform this box/can/bottle in another thing? How can you do that? What do you need to do your creation?"

Invite children to go to the tables, or to choose a comfortable space on the floor to start working on their projects. Support them with additional materials they will need such as:

- . construction paper
- . cardboard
- . caps and straws
- . piper cleaners
- . markers
- . glue and scissors
- .tape



Wednesday

Talk about holiday celebrations. Ask them how they feel about celebrating different occasions.

Invite children to create seasonal decoration objects made with paper rolls.

Show students some celebration books to see images of snowman, reindeers, elves, Santa Claus, etc. Invite them to select one and create their own figure.



Thursday

Read the book "The Great Reindeer Rebellion" by Lisa Trumbauer.

Talk about the different animals of the story. "What they do? How have they helped with the presents? What do the reindeers wanted?" Invite your students to pretend the different characters of the book while you read a second time the story!

Then, invite students to go to the tables to make an art creation. Show them how they can create a Reindeer by stamping the palm of their hands on paper and decorate it as they want.



Friday

Let us make some decorations! Invite students to sit on pairs and invite them to decorate some "Wreaths" to decorate the classroom or to take home with them!

Cut some wreath templates from cardboard. Provide students with watercolor to paint the wreaths, also provide them with pompons, color ribbons, glue, scissors, to decorate as they wish. Talk about their creations, their ideas, and how they like what they do!

YouTube Story The Biggest Snowman Ever by Steven Kroll <https://www.youtube.com/watch?v=4ylCMZTj8pg>

YouTube Story The Great Reindeer Rebellion by Lisa Trumbauer <https://www.youtube.com/watch?v=7Zv4ir5hrrM>

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