

A Day in the Life of a Developmental Kindergarten

PKI Conference
Saturday, January 19

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Mrs. Bateman's Schedule
M-T-W-F

11:20-11:35 Morning 5

(hang up jacket, turn in binder,
choose a new book, sign in, table job)

11:35-11:50 Story, Roll, Helpers
Lord/Lady of the Day,
Letters & Heart Words Review

11:50-12:25 Learning Zones

12:25 Story,
Calendar, Poetry

12:40-1:40 Groups Daily 4

1:40-1:50 Snack

1:50-2:20 Outside Cooperative Play

2:20-2:40 Story, Music
Prepare to go home

This schedule is subject to change
depending on the craziness of the day.

*My children come in the morning on Thursday
but that's another story!

Things to Glue on the ABC's

Aa adhesive dots, Apple Jacks, prints

Bb beans, buttons

Cc cotton balls, feed corn, candy corn

Dd dots (dobbers or Q-tips)

Ee elbow macaroni

Ff finger tip, Fruit Loops, gold fish, felt

Gg green or gold glitter, gift wrap paper

Hh hay (straw), hearts

Ii ice (bio color frozen paint), icicles (tinsel) insects

Jj jello, jellybeans, junk

Kk Kix, kidney beans

Ll leaves (kids tear), lima beans, lace

Mm macaroni, mini marshmallow

Nn noodles, nails, numerals from grocery ads

Oo oatmeal, Cheerios

Pp popcorn, pretzels, pasta

Qq Q-tip, quarter stamp

Rr rose petals, rice, ribbon,

Ss sunflower seeds, squares, stickers, salt

Tt tissue, triangles, toothpicks, Trix

Uu U stamp

Vv violet velvet, valentine hearts

Ww wheel pasta, wallpaper

Xx stamp X or draw/paint X

Yy yellow yarn

Zz zero (reinforcement holes), zig zag rick rack, zoo animals

More glue-on ABC ideas

Mrsalphabet.com/glueabc.html

Teachers.net/lessons/posts/1015.html

Littlegiraffes.com/letterart.html

Kinderthemes.com/chickaboom.html

Sensory Table Ideas

Easter grass and
insects to trap
Pompoms
Bird seed
Popcorn
Oatmeal
Colored rice
Colored pasta
Corn meal
Dried beans
Cotton balls
Packing peanuts
Shredded paper
Sea shells
Seeds
Leaves
Pieces of paper to rip
Feed corn
Straws
Sunflower seeds
Tissue paper
Curling ribbon cut 1"
lengths

Gift bows
Pine cones
Marbles
Buttons
Sticks/twigs
Small balls
Beads
Puzzle pieces
Confetti
Fabric samples
Ribbon
Yarn
Plastic Easter eggs
Acorns
Toilet paper rolls
Paper towel rolls
Lids
Clothespins
Plastic/rubber animals
Beads(from Xmas garlands)
Alphabet pasta
Feathers
Nuts

Resources

Barbara's Favorite Kindergarten Web Sites

Little Giraffes.com	ditk-kids.com
Makinglearningfun.com	prekinders.com
Kindercorner.com	earlylearningactivities.com
Kellyskindergarten.com	jmeacham.com
mrskilburnkiddos.wordpress.com	Pinterest see Barbara's page
Kidscount1234.com	earlylearningactivities.com
billings.k12.mt.us/literacy/kindergarten	

Debra's favorite teacher supplies

Discountschoolsupply.com	Everything - in bulk and reasonable!!
Lakeshore.com	some stuff
Ingreetings.com	book bags
Giftsintl.com	ribbon for necklaces
Reallygoodstuff.com	teacher stuff
Callowayhouse.com	more teacher stuff
Target	dollar section

Teaching Resources

Primers for The Explode the Code Series: Get Ready for The Code (Book A), Get Set for The Code (Book B), and Go for The Code (Book C)

Happy Hands and Feet by Cindy Mitchell

Cutting Activities by Sue Lambert and Sandi Rickerby

Scissor Skill Patterns by Linda Milliken

Little Kids . . . Cut! by Karen Sevaly

Animals (Easy to Read, Easy to Draw) by Joan Holub

The Daily 5 by Gail Boushey and Joan Moser

F-2-3 Magic for Teachers by Thomas Phelan PhD and Sarah Jane Scholnour MA

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 3 by Carol Copple

Glossary of Terms

Badges - I use badges at the beginning of year to help me and the kids remember which rotating group to stay in.

Binder - Communication for parent to send notices, homework and reading log. The binder comes back and forth M-Th. I keep them on Friday to check entries myself.

Chimes/Gong - used for clean-up and announcements.

Coins in a Jar - The children can put one coin into the second jar for positive behavior such as: being polite, helpful, following school rules. Their reward when jar is full is to go play on the upper grade playground.

Cubbies - Where children store their book bag and put their completed work.

Daily 4 - My own version of the Daily 5. The children do this activity when done with group work.

Helpers - I have 3 classroom helpers: flag salute/calendar, weather and snack. These change daily.

iPod - I use for storage of my music. It is so easy.

Kinderbloom - Is the program I have taught for the last 17 years. It is designed for children with summer/fall birthdays. Program is a parental choice allowing the children another year to grow.

Learning Zones - (inside play) They choose an area, only four children allowed. They must stay there the entire time.

Lord/Lady of the Day - aka child of the day. I use their name and sentence for morning message. They lead the poetry.

Rainbow Writing - The children can trace their name or letter of the week using the 6 colors of the rainbow.

Sixth Grade Helpers - They volunteer during their lunch once a week and lead/watch simple projects, puzzles or play bingo. They also attend to the binders by putting notices and stamp reading log entries.

Table Jobs - Small manipulatives done on the table used in the morning as they arrive and as a time-filler if needed.

Think Chairs - aka time out chair. The child needs to think about his/her actions. We have three!

Zee - My dog comes to the classroom about twice a week. We have a board approved animal policy in our district. She has her TDI.

Zones - The area they need to stay in.

Housekeeping/Play Corner

Our housekeeping area changes throughout the year. Here is a list of play corners we have done:

Santa's Workshop
Vet Hospital
Beauty Parlor
School

Grocery Store
Restaurant
Mechanic Shop

Post Office
Flower Shop
Office

Attention Grabbers

Shave and a haircut, two bits!
Bum, buda bum, bum, zip, zip
1-2-3 eyes on me! 1-2 eyes on you
Macaroni and cheese, everybody freeze.
I criss cross, 2 hiding hands, 3 eyes on me!
Hocus pocus everybody focus.

All set! You bet!
Thumbs up!
Hands in rabbit hole
Hands and eyes

Daily 4

Our version of the Daily 5

Language Arts

Read to Self - Children read to themselves books they have chosen.

Listen to a Story - Children listen to stories with CD's.

Writing - We purchase composition books for children to write in.

We change out the writing tools frequently. Some ideas are: skinny crayons and markers, markers, colored pencils, Twistables, glitter crayons

Word Work - rainbow write letters or sight words, stamp out sight words or children's names; pinch and pull play dough on letters, Kids favorite!! Write letters, sight words or children's names on black construction paper with Crayola Gel Markers. Another favorite is staple on top of a black piece of paper a letter with a picture that starts with that sound.* The children then use a push pin and punch through the paper following the black lines of the letter and picture (do this on a carpet) making little holes. When done pull off the white sheet and put the black sheet to the light. Voila! They see the letter and picture! One more easy and fun activity is children are letter detectives. The children use highlighters or light colored marker to find the letter. For fun they can use a magnifying glass.*

Math***

Computers - We were fortunate to acquire four old computers from our old computer lab with some math programs.

Number Writing - Practice number writing various ways such as: tracing over the numbers with either a Visa Vis or dry erase marker, pinch and pull over the numbers, roll a dice activities.

Math Exploration - We want the children to explore various math manipulatives and treasure boxes. This allows the children to get the "play" out the manipulatives. Then the activities will move onto patterning and other expectations.

Math Work - This area we would like the children to do more math game type of activities such as dominos, roll the dice to count and color.

***To be honest we have just started our Math Daily 4, and a first for us this year. It will be a learning experience for us too.

*See handout.

Math Exploration	Computers	Math Work	Number Writing
Jonah	Wyatt	Mathias	Justin
Eduardo	Lily	Lexie	Eleanor
Aubrielle	Anthony	Logan	Ayden
Gavin	Jazlyne	Regina	Esteban
Abigail	Andrew	Samantha	Janelle
Bella	Jazmin	Sadie	Isaiah
Nathan	Cesar	Rafael	

Daily 4
Math

Read to Self	Listen to a Story	Word Work	Writing
Isaiah	Sadie	Bella	Rafael
Jazlyne	Jazmin	Cesar	Nathan
Aubrielle	Regina	Logan	Eduardo
Abigail	Andrew	Ayden	Anthony
Janelle	Samantha	Esteban	Gavin
Lily	Lexie	Eleanor	
Jonah	Justin	Wyatt	Mathias

Daily 4
L. A.

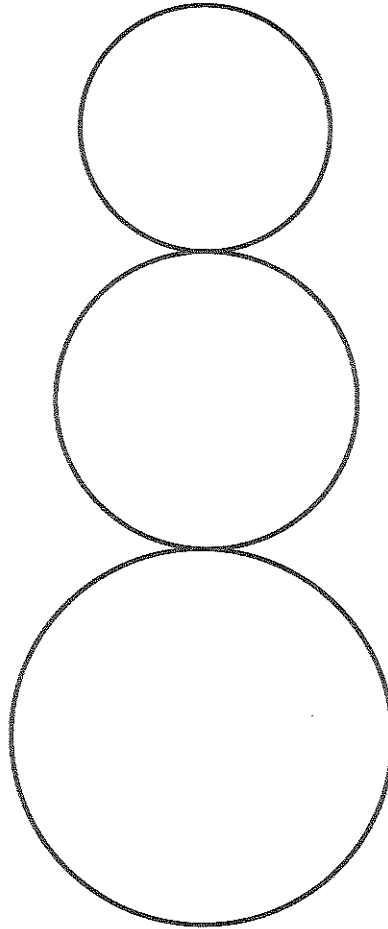
Helper Math	Mrs. Bateman Daily 4 Language
Mrs. Andersen Daily 4 Math	Helper Language

Group
Chart

Name _____ Date _____

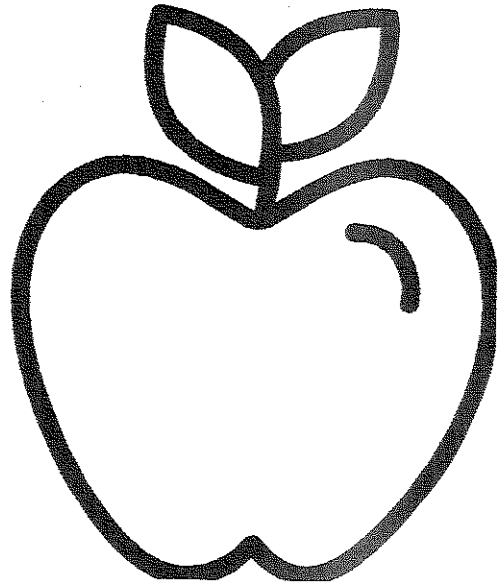
Roll a Snowman

Directions: Roll the dice, and then draw and color the matching part until snowman is complete.

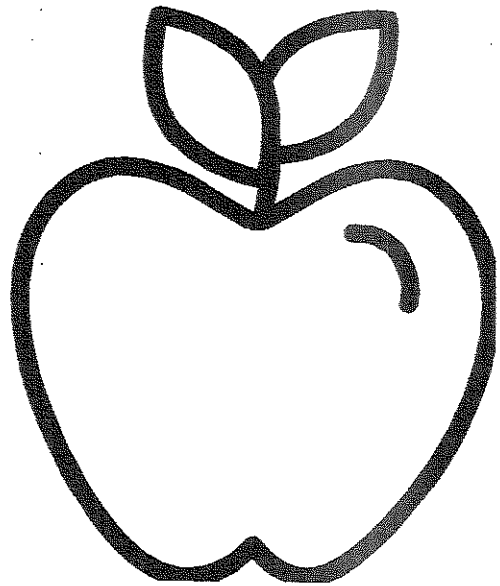


eyes	nose	mouth	hat	buttons	arms

A a



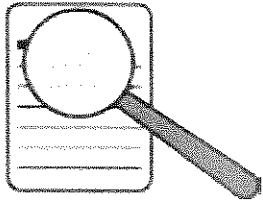
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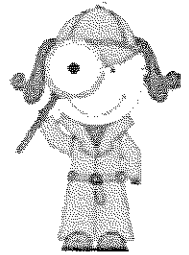
Created by Krissy Miner

<http://kindergartenmonkeybusiness.blogspot.com>

Name *



Detective Letters



M A d e F g S a j A l m n M
a r m t u a M x y z A B C D
f A H e J K A r N a P Q R S
M v W M a Z a b c
e a g h M j A l
n o p q r a m u
m x y z Q a E A
Y U a m a P A S D m
G M b K e Z X a V B N M q w
r A y u i M p a s d a g h j
A z m a v b n m Q a t y A M
t r A D Y A E a o B F a m D
S M j k A x s M a k m n A f

ELA 2012-13 Essential Standards & I Can Statements

Grade Transitional Kindergarten

READING

- WA 1.2 Follow words from left to right and from top to bottom on the printed page.
I can track words from left to right and top to bottom.
- WA 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.
I can name 20 uppercase letters.
I can name 20 lowercase letters.
- WA 1.14 Match all consonant and short-vowel sounds to appropriate letters.
I can match 20 out of 26 sounds to its letter.
- WA 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
I can read simple (CVC) words.
- RC 2.4 Retell familiar stories.
I can retell a story.
- LR 3.3 Identify characters, settings, and important events.
I can tell who the characters are in a story.

WRITING

- WS 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.
I can write letters of the alphabet.

LISTENING AND SPEAKING

- LS 1.1 Understand and follow one- and two-step oral directions.
I can follow simple directions.

Color words

- I can recognize colors: red, blue, green, yellow, orange, brown, black, purple.**
I can recognize the names of the colors: red, blue, green, yellow, orange, brown, black, purple.

Grade TK Added Essential Standards

Physical Education

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative skills

- I can catch and throw a ball.**

ELA 2012-13 Essential Standards & I Can Statements

Identify the loco-motor skills of walk, jog, run, hop, and jump.

I can hop (on 1 foot).

I can jump (on 2 feet).

Body Management

I can balance on one foot.

FINE MOTOR

I can use a correct pencil grip.

I can hold scissors correctly while cutting.

“I cans” based on preschool standards.

LANGUAGE AND LITERACY

LA 1.3 Children use writing to communicate their ideas.

I can write my name.

I can copy simple words.

SELF AND SOCIAL DEVELOPMENT

SSD 2.1 Children will regulate their attention, thoughts, feelings, and impulses more consistently.

I can take turns.

I can play with peers.

I can share experiences and activities with peers.

MATH 2012-13 Essential Standards & I Can Statements

Transitional Kindergarten

NUMBER SENSE

- NS 1.1** Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other.
a) I can compare sets that are more versus less.
- NS 1.2** Count, recognize, represent, name and order a number of objects (up to 30).
a) I can count objects up to 20.
b) I can recognize numbers out of order up to 20.
c) I can write numbers up to 10.

ALGEBRA AND FUNCTIONS

- AF 1.1** Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).
a) I can put objects into groups that are the same.
b) I can identify objects that are different.
- MG 1.1** Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).
a) I can tell which object is longer or shorter.
b) I can tell which object is lighter or heavier.
c) I can tell which object can hold more or less.
- MG 1.2** Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
a) I can discriminate between day and night.
b) I can identify today, tomorrow and yesterday.
c) I can tell that clocks and calendars help people keep track of time.
- MG 2.1** Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).
a) I can name shapes such as: circle, square, triangle, rectangle.

STATISTICS, DATA ANALYSIS, AND PROBABILITY

- SDAP 1.1** Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
a) I can identify a graph.
- SDAP 1.2** Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.
a) I can identify a pattern.