



# Share-K



September - October 2003 Issue #1

## Welcome to Kindergarten!

This is the first issue of 'Share-K'. As always, the first few issues are rather experimental so it would be great to have some feed-back. Let me know if it is useful for you!

You have a very important job. It takes a very special person to be a Kindergarten teacher! You must have patience and endurance - some of the children will still be babies, with an attention span of about thirty seconds. You will be exhausted at the end of every day and your back will be sore from bending so far over the little dears. You will often be called "Mom" or "Grandma". You will likely find yourself drying tears or wiping noses (or worse). Two classes times twenty children times two boots equals a lot of your precious time. And yet, you will prepare these little people for reading, writing and math, teach them responsibility and neatness, and watch them mature and grow over the year.

Did I mention the fun? The shared laughter and private giggles? The sweetness of these small children and the tenderness you will feel?

Have a great year, and don't forget to look after yourself, too!  
Jean

## IN THIS ISSUE...

- Alphabet - ABCDEF ..... Page 18/20
- Apple Theme ..... Page 23
- Autumn Activities ..... Page 21
- Beginning the Year ..... Page 6/7
- Big Books ..... Page 13
- Bulletin Boards ..... Page 8/9
- Class Management ..... Page 25
- Colour Theme ..... Page 22
- Hallowe'en ..... Page 28/29
- Jamie's Classroom ..... Page 26/27
- Learning Disabilities ..... Page 16
- Math ..... Page 24
- Phonemic Awareness ..... Page 10/11
- Poetry ..... Page 2/3
- Odds and Ends ..... Page 31
- Opening Exercises ..... Page 12
- Shapes ..... Page 17
- Thanksgiving ..... Page 15
- Websites ..... Page 30
- Where Are You Going?..... Page 4
- Winds of Change ..... Page 5
- Writing ..... Page 14



Here's to the kids who are different,  
 The kids who don't always get A's.  
 The kids who have ears twice the size of their peers,  
 And noses that go on for days.  
 Here's to the kids who are different,  
 The kids they all call crazy and dumb.  
 The kids who aren't cute and don't give a hoot,  
 Who dance to a different drum.  
 Here's to the kids who are different,  
 The kids with the mischievous streak.  
 For when they have grown,  
 As history's shown,  
 It's their difference that makes them unique.



# Poetry for September and October

## Dancing Leaves

Red leaves and yellow leaves  
Orange leaves and brown  
Leaves are dancing everywhere  
Happily dancing down.



## A Little Elf

A little elf  
Sat in a tree  
Painting leaves  
To throw at me.

Leaves of yellow  
And leaves of red  
Came tumbling down  
About my head.

## September

September is a time  
Of beginning for all  
Beginning of school  
Beginning of fall.

## Falling Leaves

The leaves are falling  
One by one  
Summer's over  
School's begun.

## The School Bus

Summer is over  
Leaves are brown  
The school bus goes  
All over town

The kids are waiting  
In the sun  
They hop on the bus  
Ready for fun!

## September

Off to school  
We go together  
In September's  
Sunny weather.

## October Leaves

October leaves are lovely  
They rustle when I run.  
Sometimes I make a heap  
And jump in them for fun!

## I Like Fall

Crunchy leaves  
Red and brown  
Autumn colours  
In my town.

## October

Leaves are glowing in the air.  
Leaves are blowing everywhere.  
We go down the road to see  
Apples dancing on a tree.

## Turkey

Turkey, turkey  
Gobble, gobble,  
Eat too much  
And waddle, waddle!



## Ghost and Goblins

Ghosts and Goblins, cats and bats,  
Cats and bats, cats and bats,  
Witches in their funny hats,  
It is Hallowe'en!

## My Turkey

I have a turkey,  
Big and fat;  
He spreads his tail  
And walks like that,  
His daily corn  
He would not miss;  
When he talks,  
It sounds like this;  
Gobble, gobble, gobble, gobble.

## Pumpkins

When you see me in the fields,  
My orange glowing in the sun,  
It's time to say goodbye to summer  
And hello to autumn fun!!



## Jack O'Lantern

The Jack O'Lantern chuckled  
Then winked his funny eye,  
"I would rather be a pumpkin-face  
Than be inside a pie!"

## What Do I See?

I see a big ghost  
I see a bat,  
I see a little witch,  
I see a cat.

Look at the jack-o'lantern,  
Look at the owl,  
Look at the skeleton  
He is on the prowl!

# Poetry For Your Classroom



## School Starts Today

Pencil, shoes and backpack.  
A big smile - hooray!  
Carrots and juice for my snack,  
School starts today!

## First Day of School

On the first day of school  
Everything is new,  
It's your first day with me  
It's my first day with you.  
I've been waiting for today,  
Have you been waiting, too?  
You'll have fun in Kindergarten  
And I'll have fun with you.

## Welcome

Welcome, children,  
I'm happy you're here.  
We're going to have  
A wonderful year.

We'll learn our ABC's  
And we'll count and we'll play  
And we'll paint and we'll build  
And learn new things each day.

## New

New school  
New teacher  
New friends  
New books  
I feel new, too.  
Do you?

## This Is The Way We Start The Day

*(tune: London Bridge)*

This is the way we start the day  
Start the day, start the day,  
This is the way we start the day,  
In Kindergarten.

First we smile and shake a hand  
Shake a hand, shake a hand.

First we smile and shake a hand,  
In Kindergarten.

Then we sit down quietly  
Quietly, quietly,  
Then we sit down quietly  
In Kindergarten.

We listen very carefully  
Carefully, carefully,  
We listen very carefully  
In Kindergarten.

## I Am Special

I am special,  
And you are, too.  
There's one of me,  
And there's one of you.

I am special  
Can't you see?  
No one else  
Is just like me.



## September

Thirsty flowers in the rain  
Bloom along the misty lane  
Where the friendly yellow bus  
Comes each day to call for us.

## Good Morning

Good morning, good morning!  
School has begun.  
Good morning, good morning!  
Isn't it fun!

Pencils and crayons  
Scissors and glue  
Erasers and paper  
Reading books, too.

Good morning, good morning  
School has begun.  
Good morning, good morning!  
Isn't it fun!



## Please and Thank You

Some special words we need to know  
And use them every day.  
We must say "Please" and "Thank  
you"  
At school, at home, at play.

## Lining Up Poem

I'm giving myself a great big hug,  
I'm standing straight and tall.  
I'm looking right in front of me.  
I'm ready for the hall.  
*(whisper: And I'm not talking!)*

## My First Day

See me skip.  
See me run.  
I'm going to school like everyone.  
See me walk.  
See me grin.  
When the bell goes, I go in.  
See me jump,  
See me play,  
I'm in Kindergarten, hooray!

# Where Are You Going?

Grade One teachers were asked, “What would you expect your grade ones to know when they arrive at your door next September? If you could talk to Kindergarten teachers, what would you tell them to be sure to teach?”

The following is a compilation of their answers.....

- Socialization skills are very important. They should have the social skills to get along with their peers.
- They need to be able to sit quietly during story time, sit at tables or desks for short activities, use their hands to ask questions, walk quietly in the hall, etc.
- They need the skills of gluing, using scissors to cut on a line, colouring in the lines.
- They should be able to tell their full name, phone number and address, and their parents’ full names.
- They should be able to tie their shoes, put on boots and coats, and be able to find and organize their own possessions.
- They must have the concepts of print – reading left to right, from the top to the bottom, understand that print has meaning, that print is separated into words, words into letters, etc.
- The children should have strong phonemic awareness (rhyming, segmenting, etc.).
- They should know as many upper and lower case letter names as possible.
- They should know as many letter sounds as possible.
- Grade One teachers beg Kindergarten teachers to insist that the children print their names in lower case letters with a capital on the first letter.
- The children should know how to form both upper and lower case letters correctly.
- The children should be used to printing within the lines – and understand how letters fit on inter-lined spaces.
- Grade One teachers would appreciate the children knowing some reading words – simple pre-primer words, colour words, family words, etc.
- Do some guided reading lessons in the last term, with a hope of having the kids at least to level 4.
- They should recognize printed numbers to 10 (20 would be better), and count to 100 if possible.
- They should be able to count with one to one correspondence.
- They should know shapes: circle, square, rectangle, diamond, triangle, oval.
- They should know the days of the week and the months of the year, and the seasons.



# The Winds of Change

You are a special teacher! You are brave to face these little pre-schoolers and mold them into students who are ready for Grade One. Most Kindergarten teachers have two classes and are expected to teach, understand and train more than 40 children each year. Some of these babies coming to you will still be four years old, and some will lack basic life skills. Some will have language deficits and others will lack social awareness skills and the ability to function in a group appropriately.

As you can see from the previous page, the expectations for Kindergarten students are increasing. Teachers of the older grades and parents have often felt that Kindergarten is an extension of pre-school play activities rather than the necessary preparation for reading, writing and math, and success in Grade One. The Kindergarten year is now beginning to get the consideration and appreciation it deserves, but that adds greater expectations on the teacher.

The age difference between the oldest and the youngest child in your class is huge. One full year, when these children are so young, makes a great difference in their abilities to learn. Some are close to being in the Grade One class instead of Kindergarten. Your oldest child, if he had been born a few days or weeks sooner, would be in Grade One and expected to learn to read and write. Your youngest is close to being kept at home with Mom for another year. And yet, some of your younger and tinier ones will be quite mature and some of your older ones may not have the background in language development. As in older classes, there will be a wide spread in abilities, and the understanding of the growth in one year at this young age is necessary.

Kindergarten is the time to attempt 'to level the playing field'! Some of your children may not have had any books read to them or any understanding of the concepts of print, so exploration of literature must play an important part of the program. Then they need daily lessons in the reading and writing process, so that when they do begin to read and write they will understand the process and it will not be mysterious. The reading process should be modeled at every opportunity. All year you will be teaching the letters and the letter sounds, and the mature students can be shown how these sounds can be blended to form words and shown that this is one of the ways we can read. Then, usually in the Spring, you can begin to actually 'teach' some basic reading words.

Tell your children often about the ways we read words. Children think that reading is difficult, and they are surprised that they are 'reading' when they know words in the environment. 'STOP' on a sign, 'Zellers' on a store, 'Corn Flakes' on a package are examples. Tell the children that we can read words by remembering how they look. They will be remembering their own names this way, and some children will soon be able to read the names of their class-mates, too. The other way we can read is by knowing the sounds and blending them to form words. Sometimes all they need to begin to read is the understanding of the process.

Many Kindergarten teachers are doing Guided Reading lessons. They use Big Books and books in the beginning levels; predictable material and simple vocabulary. These lessons teach the concepts of print. The children learn that print has meaning, that when we read we are saying the exact words on a page, they learn left to right and top to bottom directions and that sentences are made up of separate words. The more mature students will be learning reading vocabulary in this time.

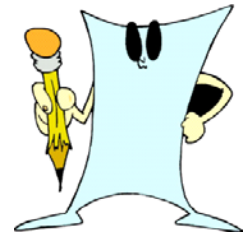
For years the words 'developmentally appropriate' ruled the Kindergarten classroom. Now many teachers are discovering that children are capable of much more than was assumed, and that children's development increases with their opportunities to learn. Learning to read words, for example, increases the ability to read words. Teaching children to blend sounds into words increases their understanding and ability to manipulate sounds.

Add fun, laughter, lots of movement and hands-on activities and your Kindergarten will be a huge success!

# Beginning the School Year

## Getting Ready — Things To Do

1. Make name tags for desks, coat hooks, bulletin boards, door, necklaces, helpers, on magnets, clothespins and or tongue depressors.
2. Opening Exercises corner – Make or buy a calendar, weather chart, days of the week, months, today is..., days in school chart, birthday chart.
3. Charts – alphabet, colour words, numbers and number words.
4. Letters to parents and children.
5. Prepare your computer files for each child and a data-base with emergency numbers, addresses, birthdays, etc.
6. Rules chart.
7. Review curriculum outcomes.
8. Prepare a data-base or binder for marks and remarks.
9. Know your programs and have at least one week's lessons, worksheets, flashcards, games, activities, etc.
10. Have art supplies ready and paper supplies organized.
11. Have decorated bulletin boards with the children's names.
12. One bulletin board should be covered and outlined, ready to put up the children's artwork in the first week – make two bulletin boards if you have two classes!
13. Organize the classroom library, displaying the books.
14. Have books chosen to read to the class in the first week.
15. Have a handy shelf for teacher's manuals, curriculum guides and useful books. Put boxes of themes and teacher "stuff" out of sight. If you have no room to put them out of sight, perhaps there is another place in the school – or leave them at home until you need them!
16. Organize your own supplies – pencils, pens, ruler, chalk, scissors, stapler, glue, etc.
17. Have file folders labelled with the children's names and portfolios ready.
18. Understand all your procedures – entering the room, bathroom, sharpening pencils, lining up, getting drinks, etc.
19. Research the requirements of any special needs children you will have in your class.
20. And after all that – relax and be rested for the big day!



## A Few Classroom Ideas...

“Try making place mats with the children's names, the alphabet and a number line and then laminate them. This will cut down on the amount of glue that gets on the tables and will be easy to move when the children change tables. It will help the children know where to sit at the beginning of the year, too.”

A great idea... put a shower tension rod between two bookcases. Hang a simple curtain with cute fabric—you have a bright storage space! If you have a short curtain, you can easily adapt your storage space for a puppet theater, as well.

For kids that can't sit still—make 'lap buddies'! Fill large fleece or flannel cloth bags with corn or rice (available at your local feed store), about 5 pounds worth. The child can hold his lap buddy during story/circle time. You can make several in no time at all. Buy cute fabric on sale. A word of advice—make them all the same!

“Build a paper tree right by your 'drop off' door. On each leaf, put an item that you would like parents to donate to the classroom, i.e. baby wipes, kleenex, markers, recycled items, baby food jars, etc. Parents can remove the leaf that has the item they are going to bring, thus avoiding duplicates.”

Variations on the Giving Tree: A paper basket and rake—have your items on leaves in the basket and scattered around the basket.... A cornucopia with items on the fruit.... A bee hive, items on bees buzzing around the hive.... Vines like sweet peas, climbing the wall, with items on flowers.... A big crayon box, with items on paper crayons.... The possibilities are endless!

## From Kindergarten Teachers.....

DO NOT Expect: them to be able to tie their own shoes, know how to flush a toilet (every time), wash hands, share materials, use scissors to cut on a straight line.

DO Expect: to get messy, to have your name called constantly, to change wet clothing, to answer 'why' questions every minute of the day, to be able to make an infinite amount of projects using construction paper and be told 'I love you' a lot!



"Starting the year is great...exhausting, but great! We start by spending the first few weeks just getting to know each other and the school. We learn routines and expectations, how to stand in a line, where the bathroom is, cafeteria routines, how to wash hands, raise your hand to speak, etc. We start the year with colours and shapes, and we do work with names all year long, beginning the first day. This is our second year implementing the 'Building Blocks' program, so we do a lot of those things (predictable charts, morning message, etc.) All of the Building Blocks books are great teacher resource books (by Patricia Cunningham and Dorothy Hall). We do a lot of short activities..... fingerplays, movement, stories, colour box, etc. until they get the hang of the routine and are able to focus for longer periods of time. We read Miss Bindergarten Gets Ready for Kindergarten, The Kissing Hand, Franklin Goes to School, Huggly Goes to School, and The Teacher from the Black Lagoon series before our first time at each special (music, P.E., library), and we read a bunch of ABC and Dr. Seuss books."

"Be prepared for tears (from both kids and parents) the first day. Change activities about every 10 minutes for a day or two. For the first week we practice, practice, practice - rules, lines, procedures, finding the lunch room, playground rules, etc. Count heads frequently, lest one escape unnoticed!

Get playdough and cookie cutters for the first day. Little party favour sized ones are wonderful if you can find them. The children will be excited and occupied as you greet each new child/family. A series of coloured cards in a pocket chart (I use the daily schedule sized one) works really well for discipline because the children are soon able to self regulate their behaviour.

Only run a few basic centres in the beginning (blocks, housekeeping, playdough and possibly computers). 'Tour' the centres with the whole class and explain the rules for play in that centre in detail. Do this same tour and review everyday for the first week. After the first day have the children tell you the rules for that center and fill in anything they miss.

Have lots of stories and lots of songs. I start journals on the very first day of school by having the children draw a self-portrait which says, 'This is a picture of me on my first day of Kindergarten at \_\_\_\_ School', and I put the date on it. The parents are thrilled at the end of the year with this one."

"Chart the names that have a certain letter in them. Have a large ABC chart (or word wall) with space to tape the names under the letters. We put up the first names that begin with A first, but then include the names that have a's at the middle or the end. This helps to associate the capital letter with the lower case letter.

We also made index cards with the children's names. Then we play a game where they sit in a circle and try to find the names (first their own), then a friend's. You can ask them to find the name of the person sitting next to them or of a special friend, then you can talk about the letters in that name. You can also ask them to find the name that begins with a particular sound or letter.

Another thing we do is have a magnetic letter board with a child's name taped up on a piece of paper. The magnetic letters in his name are scrambled and each child can come and unscramble them."

"Instead of taking attendance by calling out the names, I have the names on flashcards and flash them. When the child sees his name, he says "Present". (I have to explain the word 'present' at the beginning to escape the Ramona problem when she expected to receive a gift on the first day of school....) The children watch for the names and soon are able to read the names of many of their classmates. If a child does not recognize his name, I put a special sticker on his card so it will be easier for him to know when it is his turn. I shuffle the cards each day so they are in a different order."

# Bulletin Boards

## Fishy Ideas....

“You could have the children create different fantasy fish with crayon on a pre-cut shape, leaving a large circle area in the middle for their picture and name. All must be coloured facing the same direction (preferably noses to the right so the fish are travelling from left to right). They are then fastened to the bulletin board in a triangular fashion, so that you start with one fish on the right side, two fish behind him, and the third row with 3 or 4 fish and so on. The title of the board reads “School’s In!”



“Make an Ocean board! Label it **Our Underwater Zoo**. The background paper is blue with brown paper cut for sand along the bottom, and then seaweed (green construction paper) coming up. Every day the children make an underwater sea creature, and they are added to the bulletin board. Examples are: crabs, snails, fish, starfish, whale, dolphin, etc.”

## A Puzzle

“Create giant puzzle pieces in bright colours. Mount these on a black background and separate each piece slightly so the background shows. Each piece can have the child’s name and picture on it the title can be **We Fit Together Perfectly.**”

## Hanging Out!

Cut out shapes of t-shirts and hang them on a ribbon or rope clothesline. Write the names of the children in your class on the t-shirts. You can put photo’s of each child on the t-shirts, too. You can title it **Ms. \_\_\_\_\_’s Class Hangs Out Here!**”



## Bears!

Have the children colour pre-cut bears for one class and teddy bears for the other class (or two kinds of bears...) Title: **Welcome to Our Bear-y Wonderful Class**, or **Teddy Bears Picnic**.

Take the children’s pictures the first week of school. Cut out a bear’s footprint for each child and put the picture and the child’s name on it. Put them on the board as tracks. Title the board **Paws to See Who’s in Kindergarten!**

**One of a Kind Kindergarten** - Make cut-out or painted handprints with the child’s name.

## Bargains....

Some inexpensive bulletin board ideas – For backgrounds use wrapping paper, newsprint, and donated fabric. IKEA has great bright wrapping paper—large rolls and inexpensive. Vinyl tablecloths from the dollar store make great backgrounds. Think ahead and get seasonal ones on sale after a holiday or season is over. You can cut letters and numbers out of wrapping paper, or wallpaper samples and then laminate them. Any inexpensive vinyl can be purchased and letters and shapes cut out, such as vinyl pool floats or light placemats. Air-popped popcorn shaken in a bag with dry tempera paint makes great blossoms for a bulletin board tree, too, and crumpled paper bags make good tree trunks & branches. Wood-grained contact paper cut into strips makes a realistic split-rail fence.



# More Bulletin Boards

## Balloons

“Have the title We're Lifting Off To A Great Year or Taking off for a Great Year on the board and make small hot air balloons (using colourful construction paper) for each child. One class could be hot air balloons and one class could be regular balloons or kites, or simply have two colours of balloons. Add the children's names and pictures.”

“Make back-to-school balloons, each with a picture of a child. Add string and you have a colourful bulletin board that is easy to make.”

## Nuts About Fall

Here's a cute bulletin board for fall - Put up a blue sky with a thin strip of green grass at the bottom. Draw a tree branch coming out the side of your board. Hang acorns and leaves with the children's names on them off the branch. At the bottom, add squirrels with the teachers' names, and more leaves and acorns. Make sure to use fall colours! Title this Nuts About Fall!

## Wild!

Use We Are Wild About Kindergarten! Or Kindergarten Safari. Decorate with brown freezer paper and brown and green raffia for grass. Use pictures of elephants, zebras, lions, tigers, etc. with a child's name on each one.

## Sunflower—Good Morning...

Make a garden of sunflowers! Trace and cut the children's handprints for the petals. This would make a wonderful fall bulletin board.

## More Ideas...

Welcome to Our Pad - little frogs on lily pads

Blast Off for a Great Year - rockets

Ms \_\_\_\_\_'s Bunch - balloons (or bananas!) have a clown (or a monkey) holding them.

Ms. \_\_\_\_\_ New Crop – apples on a tree, or another harvest fruit or vegetable

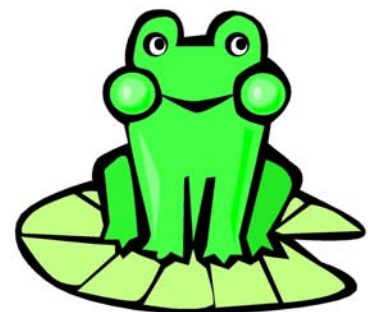
Stepping into Kindergarten - shoes

Hats Off to Kindergarten - hats..

Busy Workers - use insect shapes, bees or ants.

All the Colours of Kindergarten or Kindergarten Rainbow - Make a large rainbow and have pots of gold for one class and umbrella's for the other—both could have the children's pictures on them. Or ..... A crayon box and a crayon for each child with his name. Very colourful!

What a Great Bunch - Apples—make one class red apples and one class green apples. Each apple has the child's name and photograph. Place the apples on a large paper tree or in two large bulletin board baskets.



# Phonemic Awareness

Research shows that children with training in phonetic awareness will learn to read quicker and easier than children who have not had this training. They will be more fluent when blending sounds to decode words and separating sounds in order to spell. Phonemic awareness does not yet involve reading, but it appears to be an important factor in determining the ease in which children learn to read.

Young children have developed the ability to use spoken language by the time they come to Kindergarten, but most do not yet understand that spoken language is made up of words and that those words are made up of syllables and letter sounds or phonemes. Phonemic awareness is the understanding that spoken words are made up of separate sounds. It is the ability to pick out, segment, manipulate and blend sounds in spoken words. Many children do not develop this skill without direct teaching.

Phonemic awareness includes the acquisition of the individual letter sounds, but in addition to this the children should learn to listen for these sounds and the placement of the sounds in words. They need to rhyme words and be able to manipulate sounds. Phonemic awareness is an auditory skill but is complimented by the visual and the kinesthetic knowledge of the letters. The instruction will become more complex as the students learn to read, and develop into decoding and encoding skills.

Early in Kindergarten these exercises will be mainly oral and auditory, but as the children gain knowledge of the letters and letter sounds there will be exercises where the visual symbols will be used with the auditory.

## Exercises to promote phonetic awareness:

1. Play listening games: Make a sound from the classroom or the environment and ask the children to identify it. Then make 2, 3 or 4 sounds and ask the children to identify them. You can also make a series of sounds and then on the second playing leave one out and ask the children to identify the missing one.

2. Clap or clap and snap to simple poems.

3. Read and recite nursery rhymes. Nursery rhymes are short and have expected rhyming words. Stop before the rhyming word and ask the children to supply it. If you don't care for nursery rhymes (some are blood thirsty!), use simple Dr. Seuss books such as "The Cat in the Hat" or modern nursery rhymes by Dennis Lee.

4. Learn how to rhyme. Many of your children will be able to do this, but the ones who can't will need to learn this skill. Knowing how to rhyme will help the child read word 'families' such as hat, mat, sat, etc. Notice that rhyming words have same sound endings but different beginning sounds. Some rhyming words don't look the same, but as this is an auditory skill the children do not need to be aware of this.

Play the body parts game: Point to your toe and say 'no' and the child says 'toe'. Point to your nose and say 'goes' and the child says 'nose'. beg – leg, fear – ear, pin – chin, band – hand, farm – arm, peel – heel, sail – nail, sack – back, so – toe, tree – knee, stare – hair, deck – neck, gum – thumb, try – eye, etc.

When the children can do this, then you can point to a body part and say the name of it and the children say a rhyming word. Then they can say a stream of rhyming words.

Rhyme with one-syllable words: had, rat, man, fall, ten, red, big, fill, hop, dog, bug and sun. All of these have multiple words that rhyme.

Make up nonsense words to rhyme with their names – Mary, sary, tary, etc.

5. Invent new rhyming poetry and sing them. Mary had a little dog, Little dog, Little dog, Mary had a little dog, Sitting on a log.

6. Small children love to make a silly series of rhyming words – hickity, pickety, sickity, rickety, etc. This is a good exercise in the manipulation of sounds.

Children love the "Name Game" .....

Shirley! Shirley Shirley Bo Birley, Banana Fanna Fo Firley, Fe Fi Mo Mirley, Shirley!

Katie! Katie, Katie Bo Batie, Banana Fanna Fo Fatie, Fe Fi Mo Matie, Katie!

Or ..... change the consonant in a series of nonsense syllables.



Fee-Fi-Fiddle-ee-I-Oh Bee-Bi-Biddle-ee-I-Oh Dee-Di-Diddle-ee-I-Oh Hee-Hi-Hiddle-ee-I-Oh

7. Do the words rhyme? Say pairs of words. The children can put thumbs up if they rhyme and thumbs down if they don't.

8. Read lots of books that play with words. Dr. Suess wrote many with invented vocabulary, and there will be many more in your library. Re-read the favourites several times until the children can say them with you and give you the rhymes.

9. Count words in sentences. Say a short sentence – “Here is Michael” for example. Hold up one finger for each word. Say each word separately and then the sentence quickly again.

10. Say a pair of words and ask the children which word they think is longer. You can print the words after to show the children visually, but this is an auditory exercise. You can use the children's names – “Sue, Stephanie”, “Mike, Braden”.

11. Use the children's names to hear the syllables and clap the word parts. This can be reversed by clapping and asking the children whose name it could be. Then use other words, the names of classroom objects, etc.

12. Play “Guess the Name!”. Say the first sound of a child's name clearly. If there is more than one name, discuss all the possibilities. Then add the next sound until the name is guessed.

13. “I Spy” - I spy something that begins with “mmmmm”.

14. As you teach the ‘Letter of the Week’, call the children by their names with the first letter changed to the letter of the week. Mary, *B*ary – Michael, *B*ichael – Cameron, *B*ameron, etc.

15. What is the first sound in goat?

16. Removing sounds: What would be left if the /d/ sound were taken away from dog?

17. Listen for beginning sounds: Do bat and ball begin with the same sound? Say the sound.

18. Where is the sound? Have a chart with three boxes. Show a picture and say the word. If you hear the sound at the beginning of the word print the letter in the first box. If you hear the sound at the end of the word print the letter in the last box. If the sound is in the middle, print the letter in the middle box. Then print three words beside, with the sound in the three different positions. If the word was ‘weasel’ and the sound was ‘s’, the ‘s’ would be printed in the middle box. Then you could print the words seal, glass and weasel and the children can tell you which one has the ‘s’ in the medial position.

19. Phoneme separation: What sounds do you hear in the word pig? p.....i.....g

20. Blending: What word would we have if you put these sounds together: /m/ /a/ /n/? This is an important skill. It will be used a great deal when the children begin to blend in reading. Some children have trouble with this, so it is necessary to practice. Say the sounds apart, then closer together and closer still until the word becomes apparent. Use only words with two or three sounds at first.

Play the “I say it slowly, you say it fast” game.

21. Teach the children to stretch words. Say the word slowly, pronouncing each sound slowly. Begin with two or three letter words. This is a necessary skill for spelling. You could use an elastic band to show the stretching. Say the word, stretch the word, and say the word.

m-o-m, b-ir-d, h-o-t, h-i-m, d-a-d,  
s-u-n, c-a-n, d-e-sk

22. Phoneme counting: How many sounds do you hear in the word cup?



# Opening Exercises

## Pledge

Today is a new day,  
With new things to learn.  
I will quietly listen,  
Share and take my turn.

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
(Thursday, September 15, 2003)  
I will try to do my best!

**We are Can-Do Kids  
(in a Can-Do Kindergarten)  
Kind and capable in every way**

## What's Your Name?

Teach the letters and sounds by the letters in your students' names.

Each day (at the beginning of the school year or when a new student joins the class) one student is 'The Person of the Day'. Interview him/her; say, shout, whisper, laugh, cry, etc. to spell and write his name. Then add the child's name to your Word Wall under the initial letter. Each student draws a picture of the person of the day and writes the name of that person on the top and their own name on the bottom.

If you have Beanie Babies or stuffed animals in the classroom, you can give them names that cover any letters missed by students names so there is a classroom 'person' under every letter of the alphabet.

## Attendance

We all have to do it – make it into a learning experience! In Kindergarten the children's names can be on cards. Flash them and have each child reply. If you mix up the cards every day the children will have to pay close attention. Help any child who is having difficulty recognizing his/her name. This way they will learn to recognize their names and the names of the other children, an early reading skill. The names of the absent children can be pinned to the tackboard or put into a pocket.

## News of the Day

Have a chart paper or a chalkboard where you can print the important things that will happen today, or in the future or reminders. As you write and read the messages the children are learning the concepts of print. As the year goes on the sentences can have sight words you have taught and sounds you are teaching in phonics.

Good Morning!  
We will be going to the park today.  
Today Samantha's mother and her dog will be visiting.



## Opening Song

Start the day with the children standing in a circle. Sing this to the Happy birthday" melody.

Good morning to you,  
Good morning to you,  
Good morning, good morning,  
Good morning to you"

Then go around the circle, touching each child on the head as the children sing, "there's Judy and Liam and Katelyn and Jason..." Each child sits down after being touched. This gives a personal "touch" to the greetings.

# Big Books



Big Books are a wonderful way to teach pre-reading skills. Pick easy repetitive books for the beginning months, until the children can point to individual words as they read. Show the cover of the book and turning one page at a time. Teach the difference between pictures and print, and that print has meaning. Show where we begin to read on the page, and then have the children show you where we begin and that we read across the line and then to the beginning of the line below. Use your hand under the words, by smoothly tracing under the words and then by tapping gently under the individual words. Orally say the sentence, separating the words so the children get the idea of a word being a separate unit. Show that we read the left page first, and then the right hand page.

Leave the big books out so the children can re-read them often. Once a book is read well and the children have memorized it and can say it with the words separated touching each word - then see if they can pick out one word that is repeated often throughout the book and find it many times. There are many good Big Books that you can use. Your school will likely have a good collection.

The children love to 'read' books that are about themselves, so it is wonderful to make your own books with the class.

Here are some ideas:

- "I make a Big Book with a digital (or other) photo of each child, one to a page. Under the photo, I print 'Here is (name).' The children love to read this book, and I encourage them to trace under the words as they 'read'."

- "I begin each Kindergarten year with the book **Brown Bear, Brown Bear**. We expand on the book throughout the seasons by making class books. For example, at Hallowe'en we do **Jack-O-Lantern, Jack-O-Lantern, What Do You See?** It is made with the symbols of Halloween and ends with 'I see a trick-or-treater looking at me'."

- "To get to know each other at the beginning of school, I take a photograph of each child in my class. I begin a class book with **Brown Bear, Brown Bear, who do you see?** On the next page I add a picture of a student and the caption 'I see Aaron looking at me.' Then, 'Aaron, Aaron, who do you see?' I create a page for each student in the class in this way. I even include adults such as the principal and the secretary. Each page can be pulled out and replaced as students move or are added to our classroom. It has been very helpful for new students to quickly learn each other's names."



"I make big books of simple poems that I teach and the children have memorized. They love to 'read' this book!"

"I make big books on lots of subjects. I make alphabet books, books about animals, books about shapes and books about numbers. The kids especially love to read the books that have their names. I use 18" x 24" paper and just staple the pages. For smaller books I use 8 1/2 x 11" photocopier paper and put a cover of tag on the front and back and then bind it on our binding machine."

# Early Writing

*Writing is a very difficult task as it involves many different skills. To write a sentence, the child must first form it mentally. Then the sentence must be broken down into words. The child must take the first word and think about the spelling. He will have to think about the sounds, or be able to find the word in the classroom. Then he must print it – another set of skills – putting the letters in order. Then he must remember the original sentence and think what word comes next, and so on. When the sentence is printed, the child must be able to read it.*



“I do writing every day. In the beginning of the school year I just model writing one sentence a day. Sometimes the sentence can come from a student and sometimes it’s about a classroom subject or current event. I go through all the steps that a writer must use. We think of the sentence, break it into words and I ask the children to tell me the first word. I talk about the capital letter at the beginning of the sentence. We discuss how we spell words, either by using sounds or by finding the word in the classroom, and later, on the word wall. We talk about the word sequence and the period at the end of the sentence. Finally, I have the children read the sentence to me. The sentence is left up for several school days, and after we have practiced it, the kids can use it when they ‘read the room’.

Some of my higher kids soon understand the writing process and want to write for themselves, and I like to see all of the children try, if they wish to do so. I give words to the children who want to spell words correctly and I encourage phonetic spelling when we have learned the sounds.”

“I have a ‘writing centre’, where the children can experiment with the writing skills. The writing area has a variety of paper, pencils, markers and crayons. There is a lower case magnetic alphabet and the children can make their names and other words. They can make books, too. I also have the alphabet in stamps with a stamp pad. I sometimes print a list of words that they might need – words for Hallowe’en or Christmas, for example. The children share their writing with a partner or the class.

This centre is where the kids can feel comfortable beginning to write. I give them help when it is needed. Here they can experiment with the materials. As I model writing, the children attempt to try to copy my steps.”

“I like to make my writing lesson as interactive as possible. After I model the procedures, I ask the children lots of questions and have them ‘help’ me. I try to make the writing lesson also a reading lesson, discussing words and asking the children to remember them so they can help me read it when the sentence is completed. I make sure I go really slowly in the beginning of the year, as many in my class do not have the concepts of print and many do not understand that words have meaning, the directions for reading and writing, or that speech can be broken down into words and then letters. After I model writing for a couple of months it is amazing to watch the kids copy my steps! They love to play school and I often see one being the teacher (me) and asking the same questions I ask.”

“Writing is always a choice for the children when we do centres (at the writing table), but I also have a separate writing block. During this time, all of the children are at the tables with pencils, paper and crayons. They write about whatever they want. Some stories are only pictures. Others do inventive spellings. It depends on the level of the child. After they all write, the group comes together and a few children have an opportunity to read their pieces to the whole class. A question/answer period follows. I do not assign a topic to the children. They are the authors and they decide on the topics. Sometimes they make cards, picture stories, animal stories, recipes, or they practice writing their names or letters of the alphabet. It’s totally up to them, but they all need to be writing (or reading a story to a peer.)”

“I have an ‘Author’s Chair’ and after the writing time children can choose to share what they have written with the rest of the class. I teach good listening manners and good questioning in this time.”

# Thanksgiving

## Corn Paintings

Let children use corncobs and/or husks from corn to paint with. When the corn cob is dipped into paint and then rolled on paper it makes interesting patterns.

## Turkey Tracks

“Paint each child’s hand. Paint the palm brown. Paint the thumb yellow. Paint each finger a different colour (red, orange, brown, etc.). Help the child print his/her hand on paper with the fingers and thumb outstretched. Allow to dry and then add details with markers.

Add an eye, beak, and gobble to the head (thumb). Add details to the feathers (fingers). Add a wing to the body (palm). Add a wing to the body (palm). Add feet beneath the turkey's body. *Gobble - Gobble - Gobble!*”

## Sharing Stew

“I sent a note home to my parents asking for different vegetables and I provided ground hamburger myself. We used my individual electric burner and a big pot. After browning the hamburger, we added the veggies (after the children helped to cut them up with plastic knives), a little beef bouillon, some spices and some water. We just let it cook until the veggies were done. It was quick and easy. Best of all, the kids loved it!”



## A Cornucopia of Thankfulness

“Hang a paper cornucopia on the bulletin board. Have the children draw a picture of something they are thankful for. You might want to brainstorm ideas first—food, parents, their bike... If need be, label it for them. Hang the pictures around the cornucopia.”

## The Turkey Shuffle

*To the tune of Turkey in the Straw (sort of!):*

You shuffle to the left, *(2 steps to left)*

You shuffle to the right, *(2 steps to right)*

You heel and toe *(stick out right heel, then point right toe)*

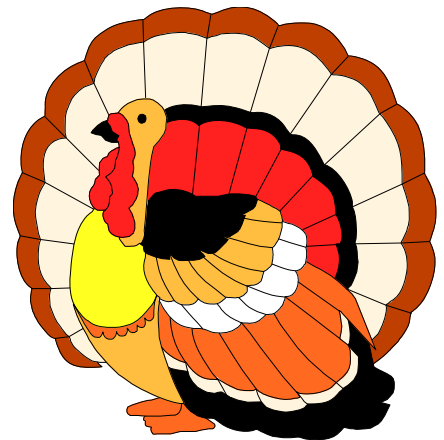
And scratch with all your might. *(scratch like a chicken with right foot)*

You flap your turkey wings, *(thumbs under armpit, flap bent arms)*

And your head goes bobble, bobble. *(nod head twice)*

You turn around and then you say, *(turn around)*

Gobble, gobble, gobble!



## One Fat Turkey

One fat turkey went strutting by

He shook his feathers and winked his eye,

He flapped his wings and his head gave a wobble,

And he looked at me and said “Gobble, gobble, gobble!”

## Turkey Time

Thanksgiving Day will soon be here.

It comes around but once a year.

If I could only have my way,

We'd have Thanksgiving every day!

# Learning Disabilities

## Dyspraxia—Developmental Co-ordination Disorder

*You have a little boy in your kindergarten classroom. He seems to be a slightly withdrawn child who prefers to play by himself or with one other child. He does not appear to be able to join in with a group of children playing, although he seems to enjoy watching their activities. He appears to have an average intelligence, although slightly inarticulate speech. You notice that his pencil grip is immature and he appears to have difficulty with the simplest of fine motor tasks, although he can explain to you how the task should be done. His drawing seems to be at the level of a 2 year old, while his vocabulary is well within the average range for his age. He simply refuses to participate in circle time, dancing or games. He has trouble dressing himself and becomes stressed or confused if routines change. His parents state to you that he has always been a bit shy and that he is “just not athletic”.*

It is very possible that the student described above has Developmental Co-ordination Disorder (DCD). Developmental Co-ordination Disorder is described as an impairment, immaturity or disorganization of movement. The term DCD is now replacing the labels “Clumsy Child Syndrome” and “motor learning difficulties”. In the past these children may have been described as “klutzy” or “nerdy”. Up to one child in 10 is affected by DCD. It is therefore likely that every class will have a child with this disorder in varying degrees of severity.

- Teachers may recognize the following symptoms in the classroom:
- Immature speech or articulation.
- Immature fine and gross motor skills. The child will have difficulty learning new motor tasks. He/she may appear clumsy and awkward.
- A child with normal intelligence may have difficulty planning and organizing his thoughts.
- Difficulty with reading, writing and spelling and some math.
- Behavioural/emotional problems – difficulty joining in with peers, low self esteem, P.E. avoidance, acting out during craft time, trouble coping with free time, isolating. This area is especially important. Children with DCD are capable of growing into fully functional adults, however, confidence and self esteem issues can lead to larger problems than the disability itself.

If any of the above symptoms are noted it is important that the child is assessed by a paediatrician and an occupational therapist and physiotherapist.

It is quite possible for a child with DCD to be successful in school. It may be helpful to have a meeting with the parents and any other professionals working with the child to discuss their specific difficulties and strategies that work. Some strategies that are helpful when you are working with children with DCD in the classroom are:

- 1. Allow extra time:** Try to provide the child with enough time to complete fine motor activities such as math, printing, and artwork. If speed is necessary, be willing to accept a less accurate product, or adapt the exercise, i.e., provide the child with a photocopied set of questions. Children with DCD do not deal well with tasks when they are feeling stressed, so timed tasks may be especially difficult.
- 2. Use repetition:** Children with DCD will eventually learn the skills necessary to perform a task. However, they do not learn naturally as other children do, and need a significant amount of repetition and practice before a new skill or movement becomes automatic.



**3. Allow variability:** It is very important to remember that a child’s ability will be variable day to day, sometimes even hour to hour. They may not be able to do something one day that you saw them do perfectly well the day before.

**4. Create an appropriate learning space:** A desk that allows the child to sit with his feet flat on the floor and to maintain good posture is important. The immediate workspace should have minimal distractions. He works best in a private space that he can organize in his own way – other children may disturb his task planning.

**5. Remember the goal:** It is important to always remember the goal of any activity. For example, if the point of an exercise is not printing, do not ask a child with DCD to copy from the board or from a book. If the goal is creative writing, ignore messy handwriting.

**6. Break it down:** In all tasks, both in the classroom and in the gym, ensure that each task is broken down into small, achievable parts. Simply including a child with DCD in the class explanation of a game and then expecting them to join in will only cause anxiety and/or isolation or acting out. Children with DCD need to learn things in small steps, where complete understanding of one concept is the foundation for learning the next.



Provide motivation and praise success: Motivation is key – a child with DCD may be quite ready physically to learn a new skill, but they are overly cautious. A behavioural reward program can be quite effective in getting over the first hurdle of “I can’t do it”.

Of particular importance is the child’s reaction to functioning at a lower level of competence than his peers, despite his intelligence level. It is important to focus on the individual strengths that he will have. As a child learns each new skill, he will maintain it. At a point in adolescence or early adulthood, the signs of DCD will become much less intrusive. However, loss of confidence and self-esteem can be carried into the teen and adulthood years. Teachers, along with parents and others involved, can play a vital role in both the skill acquisition of these children as well as the growth of their confidence and self esteem.

*Kelly Raine, BSW, Dip. CYC*

## Learning About Shapes

“I give each child a brown lunch bag to take home with this note attached: ‘We are learning about shapes. Please help your child find objects around your house in circle, square, triangle, rectangle, oval and diamond shapes. The objects must all fit into this bag. We will share their shapes on \_\_\_\_\_.’ It was fun for the children to discover common household objects in the various shapes; both parents and children enjoyed the activity and we had some very original items!”

“When we study shapes I get some wide elastic and sew the ends together (60 – 80 cm.) to form a circle. Then a group of 3 or 4 students work together to make rectangles, squares, triangles, etc. it is a good problem solving exercise, and also an exercise in co-operation!”

“After we have learned about the different shapes, we have a party and eat food that is cut into the 4 basic shapes. I cut sandwiches into triangles, use square crackers or graham cracker squares, round crackers with cheese and rectangular wafer cookies. We cut bananas into circles and rectangular graham crackers into two squares. As we eat we discuss the shapes.”



# All About A

/a/ as in 'apple'. Of course there are many other sounds of 'a', but do not include words beginning with these in your lessons.

**Sound Association** Draw a baby's face on the lower case 'a'. /a/ is the sound a baby makes.

**Praise** Absolutely wonderful! Astounding! Admirable!

**Key Words:** apple, ant, alligator, animal, astronaut, ambulance, alphabet, ax.

**Tactile Association** Feel or do projects with aluminum foil, plastic ants, apple seeds – talk about the letter Aa and the sound /a/ and the children handle the objects.

**Make Tactile Letters** Use the large letter outlines and photocopy them for the children. They 'paint' glue on the letter and stick on something beginning with the letter. For /a/ use aluminum foil squares or Apple Jacks cereal, small cut-out apple stickers or apple seeds. When the glue is dry they trace the letter as they say the sound, tracing as they would print the letter correctly.

Make applesauce A's! Mix equal amounts of applesauce and cinnamon. This can be mixed by the children in ziplock baggies. Then have each child mold their dough into an upper case A and a lower case a. Let them thoroughly dry.

**Food** Make applesauce. Applesauce in a crockpot: Every child can bring in an apple. It isn't necessary to peel the apples, but applesauce is nicer if you do so. Use a 'Starfrit' or other peeler to save time! Core the apples. Put all the apples in the crockpot with 1/4 cup water. Let cook until they are soft. You can add a bit of sugar and cinnamon if you wish. Or: cut apples into small pieces and put them into an electric frying pan. Add a little sugar and cook at low heat until they are cooked. Mash with potato masher or wooden spoon. Add cinnamon to taste.

**Songs and Games** Sing "Alouette" and alphabet songs. Be an acrobat. Make body A's and a's with 3 children.

**Art Ideas** - Cut apples across the center to show the star in the apple. Make apple prints with the star.

- Cut all the alphabet letters from a magazine and glue to a sheet of coloured construction paper.

- Apple Tree – Make an apple tree and make red fingerprint apples on it.

# All About B

/b/ as in ball. Keep the sound very short and quick. (Not buh!) The sound is voiced.

**Sound Association** the blowing bubbles sound

**Key Words:** bear, baby, bee, ball, book, boat, bike, bell, balloon, banana, boy, brother, bed, birthday, bubble, big

**Praise** Beautiful! The Best! Bravo!

**Tactile Association** Feel or do projects with brown and black beans (seeds or dried), buttons, bubble wrap, band-aids, balloons.

**Make Tactile Letters** - Glue beans, birdseed, bows (or bow pasta), bears (teddy graham crackers or gummy bears) or buttons to letter outline. - Cut the letter B and b from bubble wrap.

**Songs and Games** "Baa, Baa, Black Sheep", "Baby Bumblebee", Play Bingo, "Button, Button, Who's Got the Button", bowling. Barney tape, Watch 'Beauty and the Beast' if suitable.

**Art Ideas** - Build a structure with blocks.

- Make butterflies - Make bees – The letter B could be the wings of a bee. - Make thumbprint bumblebees. Have students press their thumbs onto a black ink pad and then onto a white sheet of paper. Use markers to help students draw features for the baby bumblebees. - String beads and buttons to make necklaces. - Paint a picture with different shades of blue. - Make brown bears - Make beach balls - Make baskets - Bubble prints – cut out or draw a very large B or b shape. Add blue food colouring to bubble liquid and blow bubbles. Catch the bubbles on the B shape and they make bubble prints. Lots of 'b' experiences in this exercise!

**Food** Bread, buns, burgers, broccoli, bacon, beans, beets, beef, biscuits, blueberries, butterscotch, bananas, bagels, brownies, bologna... Make 'banana boats' - Cut a section of the banana lengthwise. Fill with berries. Make 'bunny biscuits' - Give each child with two biscuits. Cut one biscuit in half to make the ears and pinch them onto the bunny's head (the full biscuit). Use raisins or nuts for the nose and eyes and coconut for the whiskers. Bake according to package directions. Eat bread and butter

- Make butter. Put whipping cream into a jar. Pass it around the room, letting each child have a turn shaking it. When it becomes like whipped cream, add salt and a big of yellow food colouring. Keep shaking until a lump of butter appears. Rinse the butter in cold water until the water is clear and eat it on bread!

# All About C

**Sound** /c/ as in cat. This is a short, quick sound. Not 'cuh', it is formed in the mouth with air. Unvoiced.

**Key Words:** cat, clown, cow, castle, crown, Canada, can, cap, class, candy, candle

**Praise** Commendable! Classy! C is Cool!

**Tactile Association** Feel or do projects with cotton balls, crayons, cornmeal, bottle caps, corduroy, corrugated cardboard. Decorate a box with the letter C. Inside the box place items that start with C such as: camera, can, card, candle, corn, car, canoe, carrot, coat, comb, cookies, cotton, cat.

**Make Tactile Letters** Glue cotton balls, candy corn or cornmeal to letter outlines. If clover is in season have the children pick some and glue them onto a large C.

**Songs and Games** Play cards. Do callisthenics. Play catch. Play 'Kick the can' outdoors.

**Food** Cake, cookies, candy, caramel, carrots, cabbage, coconut, corn, cornmeal, cranberries, cucumber, crackers, cornbread, cantaloupe, cupcakes....

- Bring in a coconut, open it and give each child a piece of the meat. - Make Chocolate Chip Cookies. - Eat corn on the cob. - Have a 'c' salad – carrots, cucumbers, cabbage and cauliflower.

- Make cupcakes. Decorate with a 'c' on top with icing. Add a candle. - Make carrot cake. - Make cookies, and cut with cookie cutters.

**Art Ideas** - Make a collage or cars or other 'c' pictures. - Colour a picture, with crayons, of course. - Find /c/ pictures in a catalogue. - Make caterpillars. - Use cookie cutters as tracers.

- Make paper candles. Use toilet-paper tubes for the candle. The children paint the tubes with tempera and they then stuff red, orange and yellow tissue paper in the top of the tubes for the flame. Glue a strip of construction paper around the base for the candle holders. - Make a candy cane with pipe cleaners - use one white and one red - twist the pipe cleaners to make a striped stem. Bend them into a candy cane shape. - Model clay into shape of letter C.



# All About D

**Sound** /d/ as in dog. Keep the sound short and quick - not 'duh'! Use imaginary scissors in front of the mouth to 'cut' the sound short. The /d/ sound is voiced.

**Sound Association** the drip-drop sound, or the sound of a drum

**Key Words:** Dad, dog, drum, dinosaur, duck, dragon, dollar, dish, dance, doctor, doll, daisy, dentist, deer

**Praise** Definitely \_\_\_\_\_! Delicious! Delightful!

**Tactile Association** Feel or do projects with plastic dinosaurs, dots, dominos, dishes, dolls.

**Make Tactile Letters** Glue dots to the letter outline. You can also use dinosaur stickers or stamps.

**Songs and Games** - Duck, Duck, Goose - Play 'Pin the Tail on the Donkey' - duck walk - Play simple games with dominoes. - Play Dodge Ball.

**Art Ideas** - Make a dinosaur diorama. - Make daisies and/or daffodils. - Design drums. - Dress dolls - make a doll and make paper clothes to fit. - Work with diamond shapes to make pictures.

- Draw big d's on coloured construction paper and daub dots with q-tips. - Make a collage of pictures of dogs cut from magazines. - Make daisies. Cut petals and put a picture of something beginning with /d/ on each. - Make and play with paper dolls. - Decorate desks – cut pictures of /d/ objects from magazines and place on the desk top. Cover with a sheet of clear contact paper.

**Food** Dips, dates, denver sandwiches, desserts, deviled eggs, doughnuts

Make 'Dirt Dessert' - Sprinkle chocolate shavings or granola on top of vanilla pudding or yoghurt.



# All About E

**Sound** /e/ as in elephant. This is the hardest sound for the children to say and to remember, and it is easily confused with /i/. Make sure it is said correctly.

**Key Words:** elephant, elk, exit, elbow, egg, elf, envelope, exercise, elevator, Elmo, engine, empty

**Praise** Excellent! Exciting!

**Tactile Association** Feel or do projects with eggshells, elbow macaroni, envelopes. Make sure the objects begin with the short /e/ sound. (Earrings, eyes, elastic are not correct!)

**Make Tactile Letters** Glue crushed eggshells to the letter outlines.

**Songs and Games** - Do exercises. - Sing 'Elmo's Song' - Sing 'The Elephant Song' (*Sharon, Lois, and Bram*) - Walk like an elephant

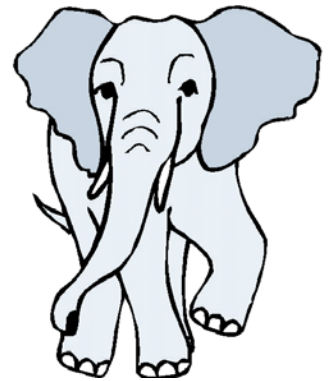
**Food** Eggs, eggplant, enchiladas, eggnog Make egg salad sandwiches, devilled eggs, scrambled eggs, elbow macaroni.

**Art Ideas** - Glue dyed eggshells to a picture. 'Paint' glue on part of the picture and drop broken eggshell pieces on. - Dye eggs. - Decorate envelopes and address them.

- Make caterpillars or worms from egg cartons. - Make an elephant hand puppet. - Decorate egg shapes or cut them out of coloured or fancy paper.

- Make Elmo – Draw the outline of Elmo's head and then tear and glue on red paper so it looks like his fur. Add the features.

- Do a picture with elbow macaroni.



# All About F

**Sound** /f/ as in fish. Place your top teeth on the lower lip and blow. Unvoiced.

**Sound Association** the angry kitten sound

**Key Words:** fish, four, five, flag, fairy, fan, friend, father, feather, foot, funny, forest, fire, farm, fence, fig, fork, fox, frog, fur

**Praise** Fabulous! Fantastic!

**Tactile Association** Feel or do projects with foil, fingerprints, feathers, fabric.

**Make Tactile Letters** Glue feathers to letter outline. Paint an 'f' with glue. Sprinkle sand over it.

**Songs and Games** Farmer in the Dell" "Frère Jacques" Play with frisbees. Play 'Follow the Leader'.

**Art Ideas**

- Draw fish, and then fill them with fingerprints or bits of coloured tissue paper for scales. – Fingerprint.

- Make fossils with plaster of paris. - Make figures from footprints. - Make a fabric collage. - Make a fan. Fold a piece of paper accordion-style. Tape or staple the bottom together. - Make jumping frogs. Begin with a green circle of construction paper and fold unequally so the front 'half' is shorter. Add two white half ovals for eyes on the top of the fold and glue behind the fold. Add a dot in the middle of each eye.

Glue an oval shape to the underside of the top flap (the one you folded down) for a tongue. Add green accordion strips for legs. - Make butterflies. Have each child stand on a piece of paper with feet slightly apart. Trace around each foot to make 'butterfly wings'.

Draw a long oval between the 'wings' and add antennae. Decorate with crayons, markers, paint, or sprinkle with glitter. - Paint with feathers. - Fingerprint papers and then fold to make fancy fans. - Make frames for a picture of a fish.

- Make a feet mural – the children step in different colours of paint and walk across the mural paper. Good to do outside, with a pan of water to wash the feet after.

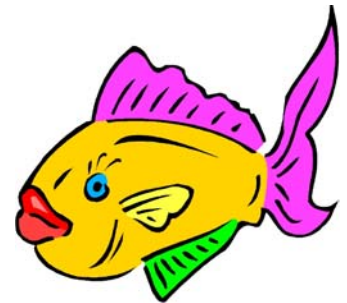
- Make a feet mural – the children step in different colours of paint and walk across the mural paper. Good to do outside, with a pan of water to wash the feet after.

- Make a feet mural – the children step in different colours of paint and walk across the mural paper. Good to do outside, with a pan of water to wash the feet after.

- Make a feet mural – the children step in different colours of paint and walk across the mural paper. Good to do outside, with a pan of water to wash the feet after.

- Make a feet mural – the children step in different colours of paint and walk across the mural paper. Good to do outside, with a pan of water to wash the feet after.

- Make a feet mural – the children step in different colours of paint and walk across the mural paper. Good to do outside, with a pan of water to wash the feet after.



**Food – 'Food' begins with /f/!** Fish, figs, frankfurters, fruit, fudge, fruit salad, french fries, fish fingers, french toast, fruitcake, frankfurters

- Make a fantastic funny feast! Have frog legs (chicken wings), french fries, frankfurters, fruit and fudge. - have finger foods

# Autumn Activities

## Leaf Rubbings

This is a standard fall activity, but one of the favourites! Collect leaves, and lay one upside-down (rib side up) on the table. Cover it with a paper. Use wax crayon pieces with the paper removed. Model holding the crayon so the side of it touches the paper. Colour over the leaf with the side of the crayon, holding the paper down with the other hand.

Before the art project, the leaves can be sorted by shapes, size, colour, etc. Let the children study them using magnifying glasses.

When the leaves are on the ground  
Instead of in the trees,  
I like to make a pile of them--  
Way up to my knees.

I like to run and jump in them  
And kick them all around--  
I like the prickly feel of them  
And the crickly crackly sound.

## Leaf Men

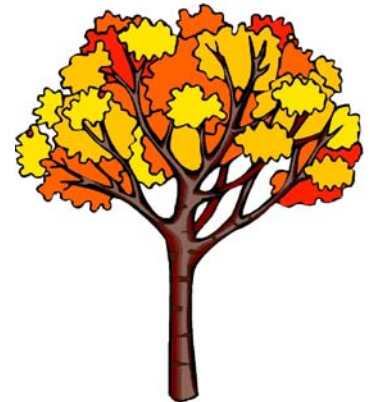
Photocopy a large leaf onto orange construction paper. Have the children fold paper to make accordion paper arms and legs. Draw on a face. When the leaf man dances the arms and legs wiggle!

## Arms and fingertips

This is messy, but interesting! Paint a child's hand and upper arm brown and press onto paper. After a good wash, the child dips one finger into yellow or orange paint and put leaf prints on his tree.

## Autumn Trees

"I show the children how to make a large Y on the paper to form a tree trunk and branches and then they sponge paint green leaves or tear green tissue paper leaves and glue them on the tree. Then they put their fingertip into red paint or a red stamp pad and make red apples on the tree."



## Handprint Leaves

"I cover a large bulletin board with blue paper. Then I make a tree that starts on the wall below the bulletin board. I have pie plates filled with different colours of tempera paint, yellow, red, and orange. I just put a little paint in at a time. The children put one hand in a pie plate of their choice and put it up on the large tree. Then their hand print becomes a fall leaf. It's really very pretty and the kids enjoy making the bulletin board."

## More Leaves!

"For fall art I give each child a 12 x 18 white paper with several leaf patterns already printed on it. We wet the paper under the tap and drip orange, red, and yellow tempera paint on the paper with a brush (I make the paint quite liquid so it flows). Swirl it around slightly and let dry over night. The next day cut out the leaves. Use some to make a wreath for the classroom door, and others to put around the frame of the door.

I have also had the children fingerpaint papers in red, orange and yellow. When they are dry I draw leaf shapes on the back and the children cut them out. These are very colourful and impressive!"

**In the Fall** (sing to *She'll Be Coming Round the Mountain* – the X's are claps)

When the leaves are red and yellow in the fall X X

When the leaves are red and yellow in the fall X X

When the leaves are red and yellow,

Then the apples taste so mellow

When the leaves are red and yellow in the fall. X X

Oh, the air is crisp and colder in the fall (brr, brr)

Oh, the air is crisp and colder in the fall (brr, brr)

Oh, the air is crisp and colder

And the wind is getting bolder

Oh, the air is crisp and colder in the fall (brr, brr)

## A Fall Book

"I make a simple Big Book with the children. I print one sentence at the bottom of each page.

It is Fall! (*We draw a picture of something they like to do in fall.*)

I see a red leaf. (*I put one of the leaves that the children have made to go with each colour.*)

I see a yellow leaf.

I see a brown leaf.

I see an orange leaf.

Fall is a colourful season! (*This page has a tree with smaller leaves.*)

# A Colour Theme

## Colour Books

Make little colour books. Use the 8 colours that come in the basic Crayola pack. Use the colour theme to work on the beginning sounds/words.

Page 1. Make the covers.

Page 2. Blue bubbles: make the bubbles with bingo dabbers

Page 3. Red raspberries: photocopy pictures of raspberries and jam. The children cut them out and colour them, then glue them to the page.

Page 4. Black Bugs: Dip a finger in black paint and press out as many as the 1 dip will make, then add legs with a black marker.

Page 5. Green Grasshoppers: the children colour photocopied bodies, then glue on pipe cleaners or paper strips for legs. They can also draw green grass for the grass-

Page 6. Orange: Colour and cut out photocopied oranges and glue the oranges to the page.

Page 7. Purple Popsicles: The children draw 2 popsicle shapes (demonstrate) watercolour them, then glue on sticks.

Page 8. Yellow yo-yos: The children colour copied yo-yos, then glue on the yarn.

### Colours

Orange is a carrot,  
Yellow is a pear,  
Green is the grass,  
And brown is a bear,  
Purple is a plum,  
Blue is the sky,  
Black is a witch's hat,  
And red is cherry pie.

hoppers.

### Crayons

I had a box of crayons,  
All shiny, straight and new.  
I lent a friend one crayon,  
And—oops—it broke in two!  
My friend said she was sorry,  
But I said "I don't care,  
'cause now we can both colour  
With one crayon—we'll share!"

## Rainbow Rice

Make a mixture of coloured pasta, rice and glitter. Have little empty custard cups and ask the children to sort out the colours. Besides colour practice, the children get practice with visual discrimination and fine motor skills.

## Colour Necklaces

Make Necklaces out of dyed wagon wheel pasta (food colouring and rubbing alcohol mixed with pasta—shake in a large Zip Lok bag and let dry overnight. The students thread the pasta with yarn. You could guide the activity—"Now put on the colour of the sun, now put on the colour of your favourite berry, etc., etc.

## Make Rainbows

- Tear tissue paper pieces in the rainbow colours and layer them with glue. The overlapping of the colours make one colour blend into the next.

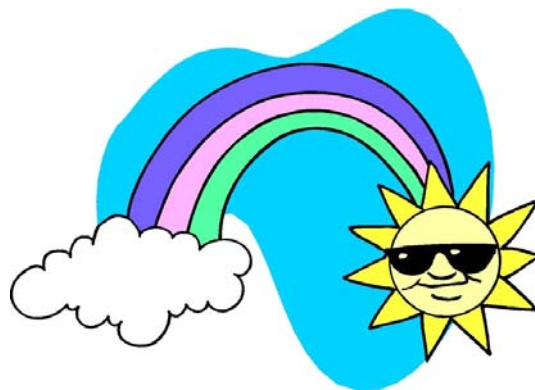
- Fingerpaint a rainbow! Learn about colour mixing as you go.

- Soak coloured chalk for 5 minutes in water. Colour the rainbow stripes using the side of the chalk. Spray the finished rainbow with hairspray so that it won't rub off.

- Grate old crayons with a cheese grater. Put the shavings on waxed paper, the colours in rainbow order and shape. Cover with another piece of waxed paper. Put a cloth over and iron. Gorgeous in a window!

Wet paper and then draw a rainbow with markers. The colours will blend nicely.

Peel crayon pieces and draw each stripe with the side of the crayons.



# An Apple Theme

'Apples' is a great theme for fall! Begin the theme by asking the children about their favourite fruit and then have them try to guess your favourite fruit (apples, of course!). Have books that show pictures of apples, orchards, foods, etc. You can also bring in a tree branch with the apples still attached. Show three apples (red, green and yellow) and ask the children to tell you what is the same about the apples and what is different. They can then guess what is inside each one and cut the apples to show that seeds are in each one. Have the apples for a snack. Use apples to learn about A!



## Crockpot Applesauce

This recipe serves 20.

10 apples

1 1/2 cup water

2 tsp cinnamon

2 tbsp sugar

Peel, core and slice each apple into 8 pieces (or ask parents to each send a peeled, cored quartered apple). Put all ingredients in crock pot. Stir several times. Allow time to cool down.

A variation: Instead of sugar and cinnamon, use a small bag of red hot candies. They make the apples red and add a cinnamon taste the kids like!

## Big Showy Apples

Paint dessert size plates in red, yellow or green and then glue on stems and leaves for a showy bulletin board.

## A Big Apple Book

Make a big book about apples in the shape of an apple. On each page have a child tell you something about an apple and print it and have the child draw a picture. Put all the pages together to make a big book for your library.

## You Are a Star!

"Cut an apple crosswise to show the star inside. Explain that while each apple is different on the outside, there is always a star on the inside. I then send home an apple in a bag that has a poem about looking for the star inside themselves. Ask them to show their parents how to cut the apple to look for the star."

### The Apple Star

Take an apple round and red  
Don't slice it down  
Slice through instead.  
Look inside and you will see  
A special star like you and me!

## Other Apple Activities

- Have the children bring in any empty cans, label, or boxes of apple products.
- Locate on a map where apples are grown.
- Discuss orchards, and how the trees grow in rows.
- Sequence the steps from tree to market.
- Visit an apple orchard so the children can pick their own apples.
- Visit a supermarket to see the apple displays. Make a list of the different apples.
- Talk about emotions and draw faces on apples.



### Apple Happy

This is apple happy.

This is apple sad.

Now you see him sleepy.

Now you see him mad!

This is apple is pieces small.

But in a pie he's best of all!



### The Apple

I have a little apple,  
Red and round.  
On a tree it is found.  
If you take a bite  
You will see  
Just how tasty it will be!

# Math

## Apple Math

An apple theme is a good way to cover many different math activities!

“I have the students bring in an apple. First we count how many apples we have – move each apple as we count. Then the children decide on a way that the apples can be sorted – usually on colour – and they do this. There are discussions on apples that have more than one colour, and they decide on the answer. The children count the number of apples in each group, and the results can be graphed. We use the words ‘more’ and ‘less’.

We line all the apples up, from biggest to smallest.

We taste the apples and make a graph to see which apple is the favourite.

I have small wooden apples, and every day we estimate how many apples are in a jar – then count to see the true number.

We estimate which of three apples is the heaviest, and then weigh them.

How many seeds are in apples?

Does an apple sink or float?

Make patterns with real apples and/or cut-outs.

Make a number counting book..... I see 1 apple, I see 2 apples, I see 3 apples, etc.

Cut the apple across the center to see the star.

Read the story: <http://www.geocities.com/djkreinus/apple.htm>



## A Rhyme for the Numbers

“I teach each line as I teach the number. I model each one, making sure that it is directionally correct for the children:

Straight line down, then you're done, that is how to make a one.

Around and back on the railroad track, 2,2,2.

Around the tree, around the tree, that is how you make a 3.

Down and over and down once more, that is how you make a 4.

Down and around – the 5 has a tummy! Put on his hat and he looks funny. (*The hat is the top stroke.*)

Down and loop it, I like tricks! That is how you make a 6.

Across the sky and down from heaven, that is how you make a 7.

Make an S and do not wait, go back up and that's an 8.

A hoop and a line, that's a great 9.

Straight line down and around again, that is how we make a 10.

## Calculators

“My kids love to use calculators! We often borrow them from an older class. The children count on them, count up from a number they are given, print in numbers to answer questions, etc. They print in their phone numbers and house numbers, too. We learned to use the on-off key, the number keys, the addition key and the equal keys.”

## Numbers in the Environment

“Have the children bring in samples of numbers that they see in the environment. A watch, a house number, the price on a toy, a TV channel changer, etc. They will remember their numbers if there is a good reason to use it – a TV channel numbers, their age, a birthdate, and so on.”





# Class Management

“I spend September modelling everything! The children learn the right way to hold scissors and cut, to hold a pencil, to use glue, to wash their hands, to line up and walk as a group, to sit nicely in the circle, to handle a book, to clean-up after projects or centres ..... everything. It takes a lot of time, but for the rest of the year things are much, much easier!”

## Cleaning Up

“Sometimes I use a song on the tape player. I give them two minutes warning before the clean-up time, and when they hear the music they must begin the job. The children know that they must be finished tidying and be in their proper places by the time the song is finished. Any play centre that isn’t cleaned up will not be opened the following day. This usually works well!”

“I count down from 10 after giving out specific jobs to do. Sometimes I set a timer, if the job will take a longer time.”

“If the whole classroom is to be cleaned, I use the ‘Mystery Spot’. Whoever cleans this spot will receive a sticker or other tiny prize. They all work really hard to clean so the ‘Mystery Spot’ is tidied. Sometimes there are two ‘Mystery Spots’ - telling the children that one of the spots has been cleaned increases the work.”

For cleaning up the children can pretend to be SILENT vacuum cleaners. They need to move around and pick up everything off the floor as a vacuum cleaner would but without making any noise.

Have plastic bins that sit on each table during ‘scissor time’ and they put their trash in as they cut. These are emptied at the end of the project.

*You can say*  
1, 2, 3,  
eyes on me!  
*The kids respond*  
1, 2,  
eyes on you!

## Bathrooms

“I have a ‘Bathroom Bunny’. It is a small stuffed animal that sits in a special spot. When a child wishes to leave the room, he puts the bathroom bunny on his table. When he returns it is put back. I can look around the room to see who is out. Of course, as there is only one bunny, only one child can be out at one time.” *(This could be a larger animal who would sit on the child’s chair – a ‘Bathroom Bear’ perhaps.)*

## Birthdays

“I like to send a parent letter and ask if the children could buy and bring a book for the class library. The book was wrapped like a real present, and the birthday child opened it in front of the class. The kids loved opening this present, even though they knew what it was! We read the book and put a bookplate in the book so that the child would know the book came from him. It was a nice addition to the class library and over the years makes a big difference to the number of books you have. I always have several books wrapped and put by for the children who are unable to bring one.”

“My birthday person is the helper for the day. We sing ‘Happy Birthday’ with the child wearing a crown I have made. He/she exchanges the crown for a book from my birthday box when it is time to go home. I give them a sticker that says ‘Today is my birthday.’”

To fit with your phonemic awareness program, you can sing ‘Happy Birthday’ twice – first correctly and then beginning each word with either the beginning consonant of the child’s name or the consonant sound you are presently working with. For example: Dappy dirthday doo doo, Dappy dirthday doo doo, Dappy dirthday dear Datie, Dappy dirthday doo doo!



# Jamie's Classroom

Jamie Solley has developed a great website and has put up many digital photos of her wonderful classroom. These pages are just a sample and are used with her permission. Thanks Jamie!

Mrs. Solley's Kinderkids greet people in the hallway. Photos of the children are enlarged and placed on paper cut outs of t-shirts with their names. Jamie hangs pictures of the children's work on the Kinderkids. Here they are holding pumpkins.



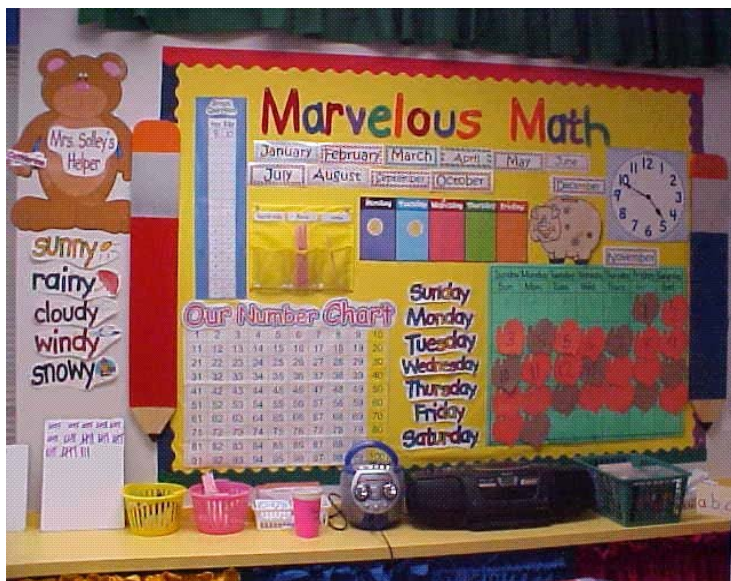
Mrs. Solley's Classroom



This is the 'heart' of Jamie's classroom. They do calendar activities, phonemic awareness activities (she calls it 'Phonercise'), Saxon Phonics review, shared reading and writing, read alouds, making words, chapter reading, and music on the new blue rug.



As students enter the room, they sign the 'Sign In' board.. Jamie finds it interesting to see how the printing changes over the year! 'Student of the Week' and 'How We Get Home' bulletin boards frame the Sign In board.



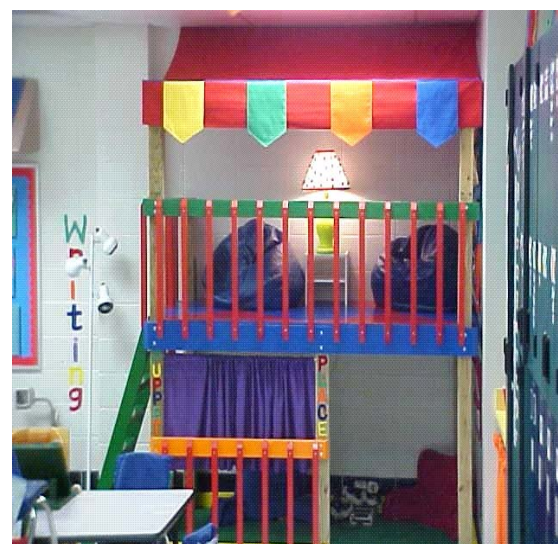
The calendar board. Jamie's class does the following activities:

- Chart their weather and spell weather words.
- Identify and write how many days of school they have had.
- Say the days of the week.
- Find today, yesterday and tomorrow on the calendar.
- Say the months of the year.
- Find the missing month.

Sight words the children are learning are on balloons fastened to the floor with clear contact paper. By the end of the year the floor will be full!



Creation Station. Students work on creative projects and may post them on the Creation Station Board.



A lovely reading loft. The bottom is a Listening Centre and Puppet Place.

# Hallowe'en

## Lots of Pumpkins!

Five little jack-o-lanterns sitting on a gate  
 The first one said, "Oh, my! it's getting the late."  
 The second one said, "There's witches in the air."  
 The third one said, "We don't care."  
 The fourth one said, "Let's run, let's run."  
 The fifth one said, "Let's stay and have some fun!"

*To 'I'm a Little Teapot'*

I'm a little pumpkin  
 Short and stout  
 Chock full of seeds that you can scoop out  
 When I am already I will be  
 The cutest jack'o'lantern you ever did see!

"I have five little plastic pumpkins. I print a number 1 to 5 on the bottom each with felt pen. After the children have memorized the poem, I put out the pumpkins in random order and see if they can put them in the correct order as they say the poem. It teaches number recognition, ordinals and left to right direction."

"The children make paper bag pumpkins. They stuff a brown lunch bag and tie the top with a green pipe cleaner. Then they paint the bags orange and the 'stems' green. I make a bulletin board of a pumpkin patch. The children paint the vines and I staple their paper bag pumpkins onto them. Sometimes I add plastic grass (basket grass) to the board. It makes a 3-D pumpkin patch."

## Hallowe'en Goblins (Finger Play)

One little goblin standing at the door, (*hold up one finger*)  
 Two little goblins dance across the floor. (*wiggle two fingers.*)  
 Three little goblins peeking through the latch. (*bring two fingers and thumb together and peek through.*)  
 Four little goblins, what a happy batch! (*hold up four fingers, then clap hands once.*)  
 Five little goblins, and more that can't be seen. (*hold up five fingers, then look all around.*)  
 We're all getting ready for Halloween! (*hold arms out at sides, palms up.*)



## Hallowe'en Party Ideas

"We have centres, with a parent or helper at each one. Here are some of the ideas:

- We used to have a 'Bobbing for Apples' centre – apples in water is not very hygienic, so we now sometimes hang them or put them in a shallow tray.
- Bobbing for apples is difficult for some, so we also have a 'Catch a Marshmallow' centre. They are much easier to catch and a lot less messy than apples! The marshmallows are suspended by strings. When the marshmallow has been caught, I cut the string off so the marshmallow can be eaten. I have also put them in a large dish mixed with styro-foam peanuts.
- We play 'Pin the Nose on the Pumpkin' or 'Pin the Bone on the Skeleton'. If you have a magnetic board you can put a bit of magnetic tape on the piece and there isn't any 'pinning'.
- At one centre we make a pumpkin snack. They spread Cheez Whiz on a Ritz cracker and add raisins to make the pumpkin face.
- Last year I bought pumpkin shaped sugar cookies and some ready-made icing. I added food colouring in separate dishes – orange, yellow and green – and let the children ice the cookies and then eat them, of course. Candy orange slices can be used for the smiles.
- We make kleenex ghosts. I buy the 'man-sized' kleenex and separate the sheets. One sheet is rolled up into a tight ball and put in the middle of the other sheet. Gather the open sheet around the ball for the ghost's head and tie it with thread. The children can make two black eyes with a fine felt pen.
- At one centre we make Chinese lanterns from orange construction paper and add a pumpkin face.
- We toss the flat manipulatives into the pumpkin baskets.

## Spiders!

“We discuss spider webs, and go outdoors to hunt for them. Then I draw a spider web on cardboard and go over it with fabric paint. When it is dry the children can make rubbings the same way they would do leaf rubbings.”

“We learn to draw spiders. It begins with one circle, a little circle is added for the head, then 4 legs on each side. It is simple and the kids feel very smart!”

“Make spider webs with a marble! Have a large cake pan and tape a piece of black construction paper into the bottom. Then dip a marble in white paint and roll it around in the pan.”



## Feet Ghosts

“The children paint each other’s foot with white paint and they step on a piece of black construction paper. This makes a great ghost shape – the heel is the head and the toes the bottom of the ‘skirt’. Add a moon and a crayon fence and a small pumpkin – they make wonderful Hallowe’en pictures!”

### Halloween's Coming

*(Tune: London Bridge)*

Halloween will soon be here,  
Soon be here, soon be here.  
Halloween will soon be here  
Look out, children.

Witches riding on a broom,  
On a broom, on a broom.  
Witches riding on a broom,  
Look out, children.

Black cats howling on a fence,  
On a fence, on a fence.  
Black cats howling on a fence,  
Look out, children.

Goblins hiding in the dark,  
In the dark, in the dark.  
Goblins hiding in the dark,  
Look out, children.

Skeletons clanking in a line,  
In a line, in a line.  
Skeletons clanking in a line,  
Look out, children

Trick-or-treaters everywhere,  
Everywhere, everywhere.  
Trick-or-treaters everywhere,  
Look out children

Strange things happening all around,  
All around, all around  
Strange things happening all around,  
Look out, children.



### Halloween Witches *(Tune: Ten Little Indians)*

One little, two little, three little witches  
Fly over haystacks  
Fly over ditches  
Slide down moonbeams without any hitches  
Hey! Ho! Halloween's here.

Stand on your head with a lop-sided wiggle  
Tickle your little black cats till they giggle  
Swish through the clouds with a higgledy-piggie  
Hey! Ho! Halloween's here.

### Jack-O-Lantern *(Tune: Did You Ever See a Lassie?)*

Oh, once I had a pumpkin, a pumpkin, a pumpkin  
Oh, once I had a pumpkin, with no face at all  
With no eyes and no nose and no mouth and no teeth  
Oh, once I had a pumpkin with no face all

So I made a jack-o-lantern, jack-o-lantern, jack-o-lantern  
So I made a jack-o-lantern with a big funny face  
With big eyes and a big nose and big mouth and big teeth  
So I made a jack-o-lantern with a big funny face

# Websites

<http://www.kinderkorner.com/>

Victoria has lots of items to sell on this website, but scroll down to see her units – there are lots of great ideas!

<http://www.hubbardscupboard.org/>

This is a very interesting site. Click on 'Kindergarten'.

<http://www.kconnect.com/>

Some good units with ideas.

<http://www.sasked.gov.sk.ca/docs/kindergarten/kindacti.html#source12>

From the Saskatchewan curriculum pages – some good centres.

<http://kindergartenclass.netfirms.com/>

Some great integrated units!

<http://www.bbc.co.uk/schools/laac/index.shtml>

An interactive site for your students to explore.

<http://www.geocities.com/mrmooreclassroom/index.html>

Photos of a neat Kindergarten classroom.

<http://www.songs4teachers.com/backtoschool.htm>

Back to school songs

<http://www.mape.org.uk/kids/bigbooks/>

Some Big Books that you can read to your children.

<http://www.weeklyreader.com/features/cbpksep.html>

Click on the colour you want to use; then click on the part of the picture you want to colour. This is wonderful mouse practice for your kids.

<http://www.janbrett.com/>

Everybody's favourite! Spend an hour (or a day) exploring all the neat things.....



## Uses for a digital camera in the classroom:

- Take pictures of your children on the first day. These can be used for graphs, for bulletin boards, for making big books and lots of other things. Pictures taken through the year make great gifts for parents.

- Take pictures of your class doing different activities. These can be put into newsletters to parents and saved for a year of interesting things to remember. At the end of the year they can be put into memory books so the children can remember their Kindergarten year.

- Pictures of something your children did or a specific interest will make a good reading chart or to go with a poem.

Digital pictures do not cost money, once you have the hardware. You can take all the pictures you want and only save or use the best. You can print them in black and white to save money, too. A digital camera is a great resource!

# Odds and Ends

“I set up learning ‘stations’ in my classroom. All of the stations are free-choice areas. This means the children are free to choose their favourite in ‘choosing time’ - but the number of children is limited at each station. The materials in these stations can be used in whatever way the children want to (as long as they are being used sensibly and with purpose). I like the stations to be child-friendly - I prefer them to be carpeted or to have rugs, and have child-sized shelving and furniture so that children can comfortably make their own choices about the materials they want to use. The stations I like to have are as follows

- Block and Building Corner - for large building blocks and other construction kits such as lego, duplo, waffle bricks, etc.
- Puzzle and Manipulative Corner - for puzzles, sorting games, matching games and other manipulative materials
- Book Corner - also doubles as the language corner for reading, music, and show and tell sessions
- Dramatic Play area - I try 1 or 2 themes every school term.

I also have a puppet theatre.

- Construction Table - for junk materials and glue for children to glue together their own junk constructions
- Audio-Visual Table - a radio and headphones for children to listen to stories on cassette or play listening games.
- Interest Table - for items of interest such as felt boards and felt pieces or new items for children to play with that they haven't seen before. Sometimes it is a science table for items of interest on a specific topic.”

“Our Classroom Rules:

- Be a good listener, do not interrupt others when they are talking.
- Follow directions the first time they are given.
- Walk in the classroom and quietly in the hallways.
- Share with classmates.
- Treat others with respect. No fighting, teasing, tattling or saying ‘bad’ words.
- Use an ‘inside’ voice while working in the classroom.”

“I say ‘Criss-cross Applesauce’ when I want the kiddies to sit cross-legged in the circle.”

“My kids sit with pretzel legs!”

“When I do group time I try to do alternate sit down things with movement things. For example, when we do the opening exercises we start with ‘Hello, Neighbour’ by Dr. Jean which has them moving, then do calendar where they sit down and help count to today’s date.. After counting we try to figure out the pattern for the number with a movement (clap, lap, tap your head, etc.). Then we sing the weather song and the kids who are sitting the best come up and hold the weather cards (we sing to the ‘Weather Song’ by Dr. Jean). Then everyone stands up to sing the months to the tune of the Macarena. Then we sit down and the eight best sitters are called to hold the days of the week cards and one pointer to point to each day as we sing it (Dr. Jean has both the months and days of the week song). Then we sit back down and talk about today’s centre time. One trick that has helped a lot this year is to burn all the songs I use onto one CD in the order I use them. I found switching CD's took too much time.”

“I have put up lots of bookshelves made from rain gutters. I found the idea on this website:

[http://www.trelease-on-reading.com/rah\\_chpt6\\_p4.html#rain-gutter](http://www.trelease-on-reading.com/rah_chpt6_p4.html#rain-gutter)      These are great!”

## Transition Songs

One little, two little, three little children  
four little, five little, six little children,  
seven little, eight little, nine little children,  
All in the circle.

To (large group or ?) time we go,  
To large group time we go,  
Heigh Ho, the derry-oh,  
To large group time we go.



Dear Colleagues,

I know you are very busy, but it would be wonderful if you could find time to send in your ideas for 'Share-K'. I would also appreciate any feed-back and ideas you might have to improve the newsletter. If there are any units or themes you would like to see in the newsletter, please let me know.

I live in Nanaimo, BC, overlooking the sea. I taught the primary grades and special education for 30 years. For some reason I couldn't put it down, and 'Primary Success' was born. Now it has spread across Canada and it is doing very well. There are a number of programs and books for Kindergarten - if there are any others that you would find useful, please tell me and I will try to oblige you!

*Jean*



The teacher was helping one of her kindergarten students put his boots on. He asked for help and she could see why. With her pulling and him pushing, the boots still didn't want to go on. By the time the second boot was on, she had worked up a sweat.

She almost whimpered when the little boy said, "Teacher, they're on the wrong feet." She looked and sure enough, they were. It wasn't any easier pulling the boots off then it was putting them on. She managed to keep her cool as together they worked to get the boots back on - this time on the right feet.

He then announced, "These aren't my boots." She bit her tongue rather than get right in his face and scream, "Why didn't you say so?" like she wanted to. Once again she struggled to help him pull the ill-fitting boots off.

He then said, "They're my brother's boots. My Mom made me wear them." She didn't know if she should laugh or cry. She mustered up the grace to wrestle the boots on his feet again.

She said, "Now, where are your mittens?"

He said, "I stuffed them in the toes of my boots..."

Ever have one of those days?

---

To order or renew your subscription  
 To contribute a great idea, a funny story,  
 a project or an insight  
 To comment on the newsletter  
 To complain  
 To request ideas on a specific topic

Write to:

***Primary Success***

4971 Fillinger Cres.

Nanaimo, B.C., V9V 1J1

E-mail: [primarysuccess@shaw.ca](mailto:primarysuccess@shaw.ca)

Website:

**[www.primarysuccess.ca](http://www.primarysuccess.ca)**

Phone:

250-758-2608 Toll Free 1-800-758-0889

Fax:

250-758-2661





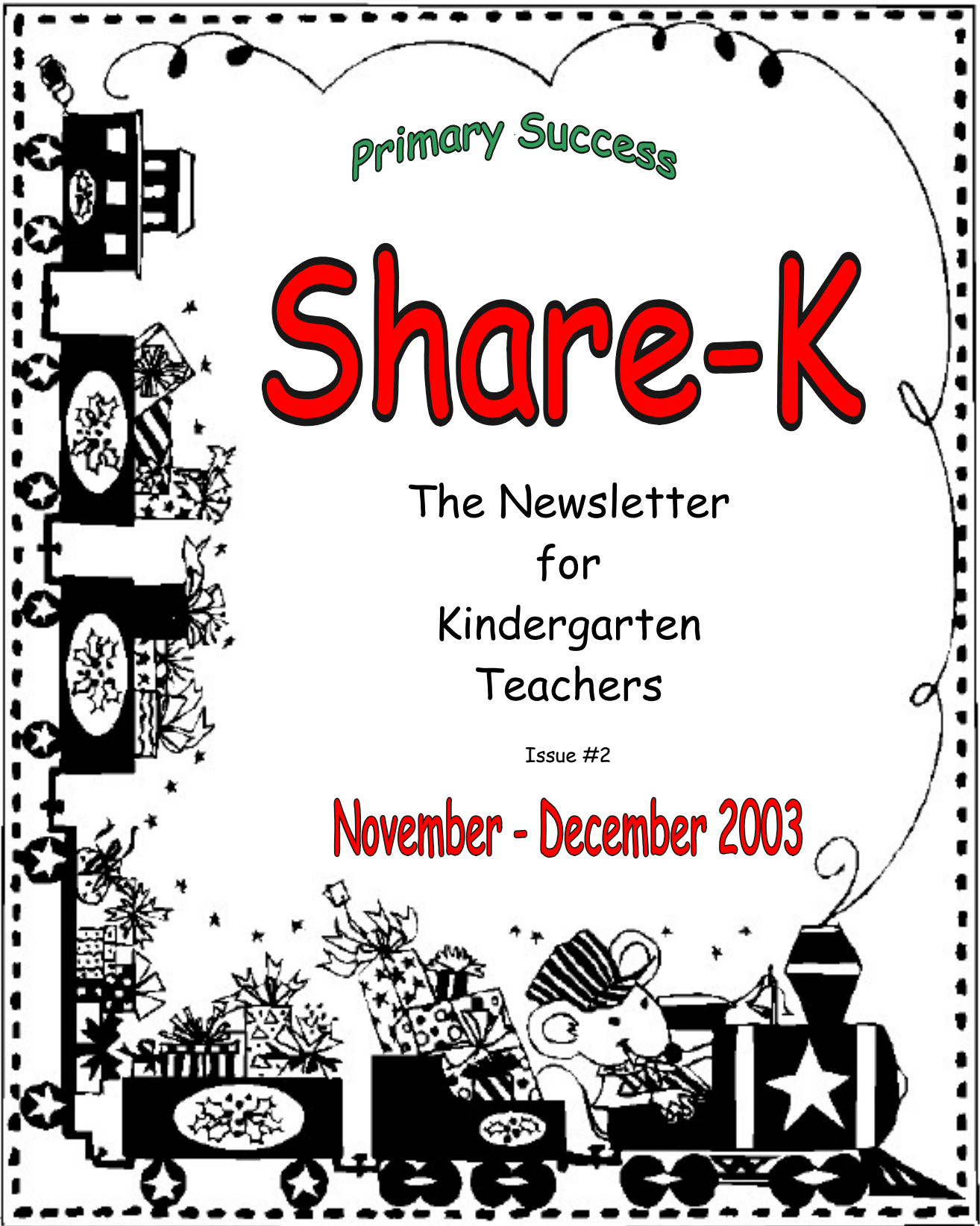
primary Success

# Share-K

The Newsletter  
for  
Kindergarten  
Teachers

Issue #2

November - December 2003





# Share-K



November - December 2003 Issue #2

## Christmas is Coming!

December in Kindergarten is an exciting time. Many learning experiences can be tied into the holiday themes and even though the children are very active and full of holiday cheer, Christmas in Kindergarten is great fun!

You will be seeing great changes in your children during November and December. The tiny pre-schoolers that arrived in September are now able to follow directions and procedures. Usually in November comes a subtle change and the children seem to become more capable. These changes are more obvious in the immature children. A few months of routines and learning makes a big difference in the maturity of these kiddies.

Kindergarten teachers are usually tired! Others often don't realize that there are no rest spots in your day when you are teaching this important grade. Holiday times are a necessity, a time to rest and recuperate for another term. Have a wonderful holiday and a very good rest!

Jean



## IN THIS ISSUE...

- Alphabet - GHIJKL ..... Page 18/20
- Article - Phonemes ..... Page 4
- Behaviour Management .... Page 22
- Centres ..... Page 10/11
- Christmas Book ..... Page 27-30
- Christmas Concert ..... Page 23
- Christmas Art & Fun ..... Page 24/25
- Fine-Motor Skills ..... Page 9
- Friendship ..... Page 21
- Gingerbread Theme ..... Page 14/15
- Guided Reading ..... Page 6
- Learning Letters ..... Page 5
- Math ..... Page 17
- Math - Shapes ..... Page 16
- Odds and Ends ..... Page 31
- Poems ..... Page 2/3
- Print-Rich Environment .... Page 8
- Remembrance Day ..... Page 12
- Sharing Time ..... Page 13
- Websites ..... Page 26

I live in a world of mystery, intrigue and pathogens .... I teach Kindergarten.

### Gifts

What shall we give the children?  
Christmas is almost here -  
Toys and games and playthings  
As we do each and every year?

Yes, for the magic of toy land  
Is part of the Yuletide lore  
To gladden the hearts of childhood  
But I shall give something more.

I shall give them more patience  
And a more sympathetic ear,  
A little more time for laughter  
Or tenderly dry a tear.

I shall take time to teach them  
The joy of doing some task.  
I'll try to find time to answer  
More of the questions they ask,

Time to read books together  
And take long walks in the sun  
Time for a bedtime story  
After the day is done.

I shall give these things to my children  
Weaving a closer tie,  
Knitting our lives together  
With gifts that money can't buy.



# Poetry for November and December

## November

No sunshine, lots of rain,  
 No warm days, snow again!  
 No bugs or bees  
 No leaves on trees.  
 You must remember  
 This is NOvember!

## November

In November  
 Dark comes soon.  
 We turn on the lights  
 In the afternoon.

I'll wear a little poppy,  
 As red as red can be,  
 To show that I remember  
 Those who fought for me.

A B C D E F G  
 Santa's reindeer laughed at me.  
 H I J K L M N  
 Santa's reindeer laughed again.  
 O P Q R S T U  
 Haven't they something else  
 to do?  
 V W X and Y and Z  
 Santa's reindeer should be  
 home in bed!



## Santa's Coming

Santa's coming.  
 Santa's coming.  
 Sleigh bells ring,  
 Sleigh bells ring,  
 It is Christmas Eve,  
 It is Christmas Eve,  
 Ding, ding, dong!  
 Ding, ding, dong!

Santa Claus is big and fat  
 He wears black boots  
 And a bright red hat  
 His nose is red  
 Just like a rose  
 And he ho ho ho's  
 From his head to his toes.



## S-A-N-T-

## A

I know a man with a long white beard.  
 And Santa is his name-O.  
 S-A-N-T-A, S-A-N-T-A, S-A-N-T-A  
 And Santa is his name-o.  
 He slides down the chimney with a pack  
 on his back.  
 And Santa is his name-o.  
 S-A-N-T-A, S-A-N-T-A, S-A-N-T-A  
 And Santa is his name-o.  
 Eight little reindeer pull his sleigh.  
 S-A-N-T-A, S-A-N-T-A, S-A-N-T-A  
 And Santa is his name-o.

## Call Rudolph

Eight little reindeer pulling Santa's sled  
 One fell down and bumped his head.  
 The elves called Santa and Santa said,  
 "Can seven little reindeer pull my sled?"  
*count down the same way until  
 you get to one little reindeer*  
 One little reindeer pulling Santa's sled,  
 He fell down and bumped his head.  
 The elves called Santa and Santa said,  
 "Call Rudolph!"



## Christmas Presents

See all the presents by the Christmas tree.  
*(Hands in sweeping motion.)*  
 Some for you  
*(Point to others.)*  
 And some for me.  
*(Point to self.)*  
 Long ones,  
*(Hands spread wide apart.)*  
 Tall ones,  
*(Measure from the floor.)*  
 Short ones, too.  
*(Hands close together.)*  
 And here is a round one  
*(Make circle with arms.)*  
 Wrapped in blue.  
 Isn't it fun to look and see  
 All the presents by the Christmas tree?  
*(Nod.)*



## A Shy Santa

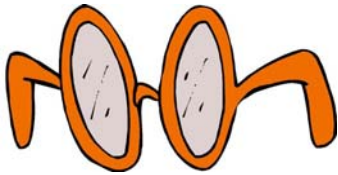
Isn't it the strangest thing,  
 That Santa is so shy?  
*(hide face with hands)*  
 We can never, never catch him,  
*(make fingers run)*  
 No matter how we try.  
 It isn't any use to watch,  
*(hold hand to eyes and look)*  
 Because my parents said,  
 "Santa Claus will only come  
 When children are in bed!"  
*(shake finger)*

## Here Is The Chimney

Here is the chimney  
*(make fist, enclose thumb)*  
 Here is the top  
*(place palm on top of fist)*  
 Open the lid  
*(remove top hand)*  
 And out Santa will pop.  
*(pop up thumb)*

# Poetry For Your Classroom

One little, two little,  
                   three little children  
 Four little, five little,  
                   six little children,  
 Seven little, eight little,  
                   nine little children,  
 All in the circle.



These are Grandma's glasses.  
*(Use fingers to make circles around eyes.)*  
 This is Grandma's hat.  
*(Use hands to make hat on head.)*  
 This is how she folds her hands  
 Just like that. *(Fold hands in lap.)*  
 These are Grandpa's glasses.  
*(Use fingers to make circles)*  
 This is Grandpa's hat.  
*(Use hands to make hat on head.)*  
 This is how he folds his arms  
 Just like that.  
*(Fold arms across chest)*  
       ..... sits in the circle  
       .....stands up tall .... etc.

## Start the Day With a Smile

This is the way we start the day  
 Start the day, start the day,  
 This is the way we start the day,  
 So early in the morning.  
 First we smile and shake a hand,  
 Shake a hand, shake a hand,  
 First we smile and shake a hand,  
 So early in the morning.  
 Then we sit down quietly,  
 Quietly, quietly,  
 Then we sit down quietly,  
 So early in the morning.  
 We listen very carefully,  
 Carefully, carefully,  
 We listen very carefully,  
 So early in the morning.

To \_\_\_\_\_ we go,  
 To \_\_\_\_\_ we go,  
 Heigh ho, the derry-oh,  
 To \_\_\_\_\_ we go.

## A Song for All Seasons

*(to "When The Saints Go Marching In")*

Oh, when the leaves fall off the trees,  
 Oh, when the leaves fall off the trees,  
 We know that it must be autumn,  
 When the leaves fall off the trees.

Oh, when the snow begins to fall,  
 Oh, when the snow begins to fall,  
 We know that it must be winter,  
 When the snow begins to fall.

Oh, when the birds begin to nest,  
 Oh, when the birds begin to nest,  
 We know that it must be springtime,  
 When the birds begin to nest.

Oh, when the sun gets oh so hot,  
 Oh, when the sun gets oh so hot,  
 We know that it must be summer,  
 When the sun gets oh so hot.



## Chant

A-B-C-D-E  
 Here we are 'round our Christmas tree.  
 F-G-H-I-J  
 Christmas is our favourite day!  
 K-L-M-N-O  
 All the lights are sparkling in the snow!  
 P-Q-R-S-T  
 The world looks wonderful, we all agree.  
 U-V-W-X-Y  
 A beautiful star is in the sky.  
 Z-Z-Z-Z-Zed  
 We're too excited to ever go to bed!



## Popping, Hopping Popcorn

*Let your little ones pretend to be popcorn. Stand back and watch them pop!*

One little kernel *(hold up one finger)*  
 Sleeping in the pot *(curl up and pretend to sleep)*

Turn on the heat  
 And watch it pop *(jump into the air)*

Popping, hopping popcorn  
*(hop around)*

A munchy, crunchy treat

Pour on the butter

*(pretend to pour on butter)*

And let me eat! *(pretend to eat)*

Here are my fingers and here is my nose.  
 Here are my ears, and here are my toes.  
 Here are my eyes that open wide.  
 Here is my mouth with my white teeth  
 inside.

Here is my pink tongue that helps me  
 to speak.

Here are my shoulders and here is my  
 cheek.

Here are my hands that help me play.  
 Here are my feet that go walking each  
 day.

## Alphabet

## See You Later

See you later alligator,  
 Bye bye butterfly,  
 Give a hug ladybug,  
 Be sweet parakeet,  
 Blow a kiss goldfish,  
 See you soon racoon,  
 Take care polar bear,  
 Out the door dinosaur!

# Making Friends With Phonemes

The following article is by Dr. Bruce Murray, the Reading Genie, an associate professor in the Department of Curriculum and Teaching at Auburn University. This article is used with his permission.

Phoneme awareness is the ability to identify phonemes, the vocal gestures from which words are constructed, when they are found in their natural context – spoken words. Children need phoneme awareness to learn to read because letters represent phonemes in words. A phoneme is the *meaning* of a letter or digraph, the "mouth move" signalled by the letter. The spelling of a word – its letter sequence – is a map of the pronunciation – its phoneme sequence. To learn to read words, we have to understand this mapping. Thus, learning to read begins by making friends with phonemes – becoming comfortable and familiar with them. Informally, children develop this familiarity in conversations about books read aloud, especially alphabet books and books of nursery rhymes. Guiding and encouraging children's attempts to invent spelling also helps children make friends with phonemes.

Children can also be taught to make friends with phonemes in explicit lessons. When we examine research-based programs for teaching phoneme identities, we find several features: a) a focus on a basic set of individual phonemes, one at a time; b) activities designed to make each phoneme memorable; and c) practice finding each phoneme in spoken words. Research suggests that getting familiar with phonemes helps children make breakthroughs in learning to decode.

Focus on individual phonemes. Children need to get a feel for each phoneme they will use in reading and spelling. Just as we do not expect children to learn to recognize all the letters at once, neither should we expect children to learn all the phonemes at once. Instead, we spend time with each phoneme they will need to read and spell words. Where to start? Continuant phonemes such as /f/, /m/, and /s/ are easy to stretch and pronounce by themselves. Unvoiced consonants like /t/ and /p/ can come soon after. We need vowels right away, because we can't put together any word without a vowel. Long vowels are easier to identify than short vowels. However, short vowels should come early because they are typically the first to be introduced in reading lessons – since they have simple one-letter spellings. Children do not need to be taught every phoneme. As they get used to identifying a limited set of phonemes, they will learn how to identify others.

Introduce each phoneme one at a time, setting aside from a day to a week for each one. A good introductory strategy is to use meaningful names. Meaningful names provide a familiar image of a sound similar to the sound of the phoneme in the world; for example, /z/ sounds like a buzzing bee. Children readily associate /a/ (short a) with a crying baby. To get across the idea that a phoneme is the same "mouth move" across many different words, have children learn alliterative tongue twisters, e.g., "Nobody was nice to Nancy's neighbour Nick, but he was never nasty." Once children learn a tongue twister, have them imitate a puppet as he "talks funny," splitting the target phoneme from the rest of the words, e.g., "N-obody was n-ice to N-ancy's n-neighbour N-ick." You can also use a stretchable action figure to give children practice in stretching the sounds. Stretch the arms and legs of the toy as children stretch the target phoneme, e.g., "Nnnnnobody was nnnnnice to Nnnnnancy's nnnnnneighbor Nnnnnick." Children could compose their own alliterations and write them with invented spelling. An excellent resource is a good alphabet book. Look for alphabet books that have multiple examples of familiar words to illustrate each letter, such as *Dr. Seuss's ABC*.

Make the phoneme memorable. After children have been introduced to a phoneme, they need to stretch it, examine it, and make meaningful connections to other things they know about. Ask them to be scientists and figure out how they are making the sound with their mouths. They will need time to experiment and discover what their mouths are doing as they practice producing each phoneme. Post illustrations of meaningful names, the real-world sounds similar to the phoneme, for review. For example, a picture of a crying baby will help children remember the phoneme /a/. In the long run, children need to learn letters and digraphs as symbols for phonemes. Teach students to print the most common letter for the target phoneme. Then have them invent spellings for words with this letter. Daily writing opportunities with invented spelling allow children to identify phonemes and practice using correspondences they are learning.

Find the phoneme in word contexts. Phoneme awareness means recognizing phonemes in their natural environment--spoken words. Children have not learned the phoneme until they can spot it in words. For early practice, help them recognize the target phoneme at the beginning of words. For this, you might have them pick out illustrations of words beginning with the phoneme from a bulletin board. Later have them search for the phoneme elsewhere in the word. Have them choose between words related in meaning to practice the switch from meaning to sound. For example, you might ask them to listen for the sound /s/ in words related in meaning: "Do you hear /s/ in *mice* or *rat*? In *duck* or *goose*? In *nest* or *cave*?" Only after children recognize phonemes in words should we ask them to think of words that feature the target phoneme. For example, until they can readily find the phoneme in words, they can't search magazines for illustrations that begin with the phoneme. Blending and segmentation work with the target phoneme is very helpful in recognizing the phoneme in word contexts. Such work usually requires letters to represent the phonemes, because otherwise children have too many things to think about at once.

Creative teachers will think of many other ways to help children become familiar with phonemes. Their lessons and activities should focus on particular phonemes, make these phonemes familiar to children, and then provide practice finding the phonemes in word contexts.

# Learning Letter Names

Many children come to Kindergarten not knowing the names of the letters. The following exercises can help to teach recognition of upper and lower case letters.

Have the alphabet (upper case, lower case and suitable picture) within reaching distance. Give the 'Student of the Day' (or 'ABC Helper') a special pointer or magic wand. The child taps the upper case, lower case and the picture, and the class chants "A, a, apple, B, b, bear...", etc. This helps teach left to right direction, too.

The student helper can 'teach' his name to the class on his day. This special child can sit in a special chair and chant his name. Mike says, "Give me an M!" and the other children repeat as you write the letter on a chart. Then "Give me an i!" At the end of the name, you can draw your hand under the name you have printed and ask, "What did I spell?" and the class says the child's name.

Make a Big Book about the children in your class. On Mike's day, for example, print his name on his page. Mike can draw a picture of himself on a separate piece of paper and this can be glued in, or photos can be placed on the page. Another book idea is to put Mike's name on the 'M' page with the 'M' in his name printed in colour, and on the 'I' page with the 'i' in colour, and the 'K' and 'E' pages, too, colouring the lower case letters.

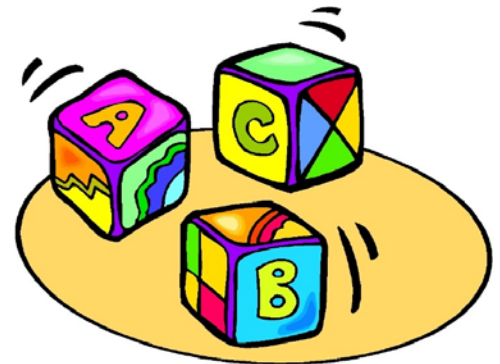
Cut apart the letters in Mike's name and mix them to see if Mike can put them in the correct order. Then see if other children can remember the letter order. Give each child a set of the letters in Mike's name and let them mix the letters and re-make the name, and then say the letter names. Discuss the upper case (capital) letter at the beginning and lower case letters for the rest of the word. Then the set of letters can be glued to a paper in the correct order and they can draw a picture of Mike.

Count how many letters are in the name and compare Mike's name to other names that have been taught previously. Are those names longer or shorter? Draw the shape of Mike's name. Are there other names that begin with M?

Mike's name can now be added to the word wall – with a small picture of Mike beside it. The children can 'read the room' in centre time and the names will be fun to read.

If you have a letter centre, put Mike's picture and the letters on cards into an envelope. The students can practice making his name.

Begin a Big Book classroom dictionary of nouns..... Mike can be added to the 'M' page with a picture.



## Learning Letters

- Learn one letter each week
- If possible, teach the letter with the sound, a hand or body motion, and an interesting sound association (/s/ and snake, for example).
- Show environmental print
- Read the room for letters, swat letters with a flyswatter, look for letters with a flashlight
- Put names and words you teach on a word wall
- Label items in the classroom, and use these labels often – read the room, etc.
- Have a writing centre with all kinds of writing utensils (pads, dry erase boards, all kinds of paper, markers, gel pens, pencils to print letters
- Make letters with plasticene or play-dough
- Ask the children to print a word rather than giving it to them on a photocopied sheet – model your expectations.
- Sing songs with that letter.
- Find objects beginning with the sound.
- Make a personal connection to the letter, if possible – it is in my name, Z is for Zellers, M for Macdonalds, etc.

# Guided Reading

Kindergarten teachers guide the whole class, small groups or an individual child through stories with a high level of support. It is considered guided reading at this level, but it is closer to ‘shared reading’. During guided reading, teachers work with students to guide them in using the context, visual, and structure cues within stories to generate meaning. By using instructional level texts that gradually increase in difficulty, students apply strategies in context and are able to feel successful.

Guided reading in kindergarten uses books with predictable text, some decodable text (depending on the children’s level), books with simple sight words, especially levelled books in a series, or trade books. Teachers in a half day setting may meet with each guided reading group once or twice a week while full day kindergarten classrooms may be able to meet daily.

There are six goals:

- To instil a desire to learn to read and write
- To begin to read and write words.
- To teach the concepts of print by modelling through shared reading and shared writing experiences.
- To develop phonemic awareness.
- To increase the child’s listening and oral vocabulary.
- To learn letter and sound recognition.

**Skills and Strategies:** During guided reading teach:

- tracking print left to right and word by word
- one to one correspondence – word to sound
- applying letter and sound knowledge
- recognizing and reading sight words
- predicting and inferring
- attending to conventions of print (*spacing, capitalization, punctuation*)
- retelling a story with sequence and story elements (*characters, setting, beginning, middle, end*)



**Guided Reading Lessons Through the Week:** (if every second day Kindergarten, two or three lessons can be put together and the lesson doubled in length.)

## Monday

Have books to hand out to each child later. Enlarge each page and make into a big book so you introduce with the big book. Discuss the title page and ask what they think the book will be about. Read the title to the students. Ask the students what they know about the picture. Do a picture walk if you wish. (Some teachers feel that it helps the students with the story idea or vocabulary by discussing the pictures and implanting the correct language – but other teachers don’t do this because they want the children to be eager to turn the page to see what comes next.)

Introduce one or two words that are repeated in the story. Talk about the words, practice ‘reading’ them. Put these words on cards in the pocket chart.

Model reading to students by first reading the story while they follow along. Point to each word as you read. Read again and pause on words that they may be able to guess based on picture cues and have students supply the missing words. Find the high frequency words that you have previously taught.

Following your model reading, hand out the little books and individual pointers. Tell the children to read aloud beginning with the cover, touching each word with the little pointers. Tell them to point to each word as they read at their own pace. Monitor their reading. Provide help as needed.

After reading, ask, “What did you do when you come to a word you could not read?” Encourage students to share any reading strategies they use to help them read. Ask questions such as: How did the pictures help you read the words? Ask, “What was the book about?”

The children can then colour their books if time permits. (Discuss good colouring....)

**Tuesday**

Re-read the story using pointers. Find the vocabulary words you taught yesterday in the story and discuss other words in the story. Say the words, breaking them into phonemes. Stretch the words so the children can hear the sounds and have them stretch the words. Ask, “What did you hear at the beginning? At the end? In the middle?” Make rhyming words, if the words are suitable.

Read the story again, using pointers. Find the high frequency word/words in story. Make the word/words with letter tiles, letter cards or magnetic letters.

Print the word or words using markers, chalk, fingers, paint, etc.

**Wednesday**

Read the story again using pointers.

Find the taught vocabulary words in the story and discuss other words in the story. Say the words, breaking them into phonemes. Stretch the words so the children can hear the sounds and have them stretch the words. Ask, “What did you hear at the beginning? At the end? In the middle?” Make rhyming words, if the words are suitable. Can the children tell you other words that begin the same? Rhyme?

Pass out yellow highlighters and as you read the story together, highlight the high frequency words for the week.

**Thursday**

Read story again using pointers. If you do a ‘letter (sound) of the week’, see if that sound can be found in any words in the story. Discuss the vocabulary. Put the children into pairs and let them read to one another. Watch some children to make sure they are touching the words correctly as they read.

**Friday**

Review the words, and then read the story again, using pointers. After reading, allow students to use another colour highlighter and highlight other words and high frequency words they can identify for you.

## Five Minute Games

1. Have the children stand in a circle. Review the alphabet, counting, days of the week, months, etc. Each child says one word. When the sequence is finished and the last person has spoken, the NEXT person says ‘Sparkle!’ and then the NEXT person sits down and is out of the game. The last person standing wins.

2. Play ‘I Spy’. This can be played using colours, letter sounds, or descriptive words (I spy with my little eye something that is pretty.....).

3. Play “Who Stole the Cookie?”. (If you think ‘stealing’ is inappropriate, it can be changed to ‘took’.)

**Who Stole the Cookie?**

Leader: Who stole the cookie from the cookie jar? Amanda stole the cookie from the cookie jar.

Amanda: Who me?

Group: Yes, you.

Amanda (point to self, shake head): Couldn't be.

Group: Then who?

Amanda: Thomas stole the cookie from the cookie jar.

Thomas: Who me?

Group: Couldn't be. Etc.

Once the children are fluent with the game, say it with a rhythm, tapping the knees as the rhyme is said.

4. Simon Says is a good game for a short break.

5. Think of a number and the children try to guess it. Give clues such as – it is higher than 4 but less than 10.





# Creating a Print-Rich Environment

A “print rich” classroom is one in which many different kinds of print are displayed. Signs, labelled centres and classroom items, wall stories, poems, word displays, labelled murals, bulletin boards, displaying familiar environmental print and charts are just a few ways to display print. A classroom with a print-rich environment will have:

- Books and writing materials in a variety of centres and places throughout the room.
- Many opportunities given to students to read and write throughout the day.
- Print is displayed at each centre and around the classroom.
- Songs, poetry and student print displayed around the room.
- Comfortable places provided to read and write.

## The Teacher’s Role in a Print Rich Environment

- Provide time and opportunity for multiple literacy activities during the day.
- Models reading and writing
- Introduces students to a wide variety of literature
- Listens to students read
- Works with students during writing time
- Arranges print displays that are at student’s eye level



## Functional Print

Functional print gives children a reason to read by providing information they need: schedules, routines, centre labels, graphs, sign-in sheets, etc. Functional print can also elicit responses from children, for example, ‘I Painted Today’, ‘My Favourite Food’, etc. We use functional print at the calendar time, for morning messages, lunch counts, schedules, centres and more.

## Environmental print

Environmental print is the print we see all around us - the print on commercial signs, labels and products we use everyday. Displaying environmental print in the classroom helps children feel successful ‘reading’ at an early age. These early successes motivate young children to read more and learn more.

“I did two environmental print books last year which the kids (kindergarten and grade ones) took turns taking home overnight and reading to their parents. I make a book of environmental print just to have something they can all read right away and take home. I also did a few other books that the kids took turns taking home. I did the classroom name variation of “Brown Bear, Brown Bear...” using the kids names and photos, made two copies and sent them home. For our show and tell at the beginning of the year I assigned each child a day to bring in special items in a specially decorated lunch bag and then we interviewed them. I used the interview to write up a one page sheet for each child which was added to the class book (which was then copied of course) and then those books were also sent home. The format was something like:

\_\_\_\_\_ is \_\_\_ years old.  
 \_\_\_\_\_ has \_ brothers, \_ sisters, and a mom/dad/whatever fits.  
 \_\_\_\_\_’s favourite food is \_\_\_\_\_.  
 \_\_\_\_\_’s least favourite food is \_\_\_\_\_.  
 \_\_\_\_\_ likes to \_\_\_\_\_.  
 etc.

I got a note from a parent thanking me for the effort and saying how she enjoyed the opportunity to get to know the other kids in the class a bit (for when her daughter mentioned names she didn’t know).” *Heather Mac*



# Fine Motor Skills

“The children can print their names in glue on a large piece of paper, and then cover them with sand. When the loose sand is shaken off they end up with a tactile name they can run their finger over for practice. And they love to see their name appearing like magic when the loose sand goes!”

“Let them make their letters (names) in salt on a tray - very inexpensive! You can store it in a large zip-lock and pour it out on a cookie sheet when you need it.”

When you are finger-painting, they can print their names or other letters in the paint. Then they can take a sticky finger and print the letters on another piece of paper.

“Print the names large in yellow felt pen or highlighter, and let them trace it with a pencil or another marking pen colour.”

“Find lots of ‘dot to dot’ sheets for them to do. . . this helps the small muscles because they need to go in a controlled direction.”

Let the children cut play-dough with scissors to strengthen the muscles in the hands.

“Another good thing for small muscles is to give the children tweezers and let them pick up items (macaroni, rice, etc) and put the pieces in a cup with the tweezers.”

“Have the children sit in a long ‘train’ and write a letter/letters on each others' backs. The person being written on must guess the letter. The person in the front of the row writes in the air. Do the same thing only with partners, switching positions each time.”

## Name writing can be fun!

“Write their names/letters in the sand, in dirt, in Jell-O, in pudding, with water and a paint brush on the chalkboard or concrete outdoors, with mud and big brushes on the sidewalk/playground (before a rain forecast). Write them in tubs of rice. Go outdoors in the winter and print letters in the snow. Use ice cubes to write letters on coloured paper.”

- Try rainbow writing - using a different colour crayon to write the name. First yellow, then orange, then red, then green, blue, and purple.

- Use shaving cream on the desks. It smells great and the kids love it – and your tables will be very clean!

- Chalk on a chalkboard.

- Dry erase markers on a white board.

- Paint.

- Finger print in sand or salt

- Air (or sky) writing – move arm in the air to form the letter.

- You print the name and the children glue beans, macaroni or other small items on the outlined name.

- You write the name in dots and have the children trace it.

- Use play-dough to form the name.

- Stamp the name.

- Look for letters in your name in magazines. Glue the letters on a paper to make their names.



# Centres

“I have a chart with a picture of each centre at the top. We do sand and water together, play house and blocks together, the art centre with table and easel, science, computers, reading and listening, writing, table games and manipulatives. There is a number beside the picture that tells how many children are allowed at that centre.”

“We have developmental centres every afternoon. Each week there are 5 centres that stay the same. The children choose which one they want to go to daily and can only visit one a day. By Friday all the children have enjoyed all five centres. They are: math (hands on math), art, listening/computer, creative play, and what we call the ‘group’ centre. I have an aide who works with the other centres and I use this time to work with a group at their level – either enrichment or remedial work. Each centre usually has 4 to 5 children and lasts approximately 45 minutes. They look forward to this each day knowing that they will get to go to each one by the end of the week. I have a chart and they get to put a sticker by their name showing which centre they have chosen each day.”

“I have two centre times. What I call ‘choice time’ is always the children's choice. At ‘centre time’ I have parent volunteers come in and work a structured centre with a small group of kids such as science, writing, math, etc. This allows me to do reading with each group of children. At choice time the kids know that they will be able to choose activities they would like to do.”

“My centres each have tasks for high, medium, and low students. We read *The Three Bears* and talk about finding a job that is ‘just right’ for them. Not too easy, not too hard, but just right.”

“My students work with partners or independently. At the beginning of the year we went over the rules.

1. The just right rule
2. Stay at your assigned centre
3. Ask your partner first if you have a question
4. Clean up your centre

I assigned every centre at first so they could learn the tasks for each. Now they can choose their centre, but only two children are allowed at each. Sometimes I may remove a centre for a time or add a new one. I like centres that run by themselves. A real must is sharing time. We all sit down and share what they accomplished at the centre. Those that were reading or don't have a product, share words with us. They love this part and it reinforces the tasks - they are not allowed to share if they don't stay on task. I do my guided reading groups at this time and don't have an aide so it is a must that they stay on task!”

## Literacy Centres

**Listening Centre** – Have several stories on tape.

**Reading Centre** – Have books that you have previously read in Guided Reading, class-made books and books on the current theme or the author you are studying.

**Writing Centre** It can begin with markers, crayons, and white paper. You can update it weekly by adding new materials.

**Puzzles** - alphabet puzzles and word puzzles.

**Pocket chart activities** - sequencing sentence strips, matching words etc.

**Alphabet stamps** - upper and lower case - put out a 1 inch grid paper for sequencing, there are word families to copy, students' names to copy and strips of paper to stamp words and sentences.

**Magnetic letters and magnetic boards** - make a name card for each student with name and picture and add a magnetic strip to the back. Word cards and name cards are always available - also alphabet strips are placed in all centres.

**Magnetic linking letters** - with task cards and cookie sheets.

**Read the Room** - The children have pointers, magic wands, fancy glasses, flashlights, etc. to go around the room in pairs and read the signs, stories and poems in the pocket chart and other classroom print.

**Big Books** - are available for single or partner reading.

**Write the Room** - The children take a clipboard and pen or pencil and go around the classroom printing words that they see.

**Puppet Theatre** - stick puppets and copies of known books

**Library** - library centre is open for reading. Books are put into tubs.

**Words** – Cut a familiar poem into separate words and provide an original copy. The children put the words in the correct order.

## Math Centres

**Patterns/ Sorting** – Have boxes of foam shapes, sea shells, buttons, etc. Students make patterns or sort them.

**Counting** – Write numbers on stickers and glue into the bottom of egg cartons. Place a bag with small objects with the carton. Students can read number and count that many objects into egg cups.

**Playdough** – Make numbers from playdough.

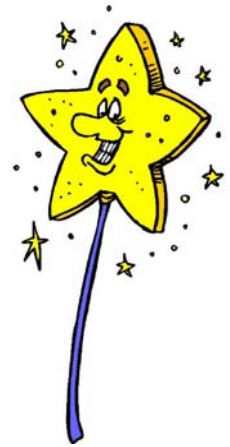
**Pocket chart** - have number cards for students to sequence in the pocket chart.

**Macaroni patterns** – strips of paper, glue, coloured macaroni. Students create patterns. To make this more difficult - have student create half the pattern and then exchange with partner.

**Number Writing** - Wipe off number cards for number writing practice with dry erase pens, individual chalk boards, number cards or strips, paper, etc.

**Magnetic numbers** – sequencing on magnetic board.

**Number books** - have students complete each page with the number of objects designated for the week.



## Other Centres

**Art Area** – The centre has many different paper, crayons, scissors, glue, etc.

**Painting** – The easel can be set up for painting. Model painting procedures.

**Sand Table** – This could be water, rice, beans, packing peanuts or soil during the course of the year.

**Block Area** – The blocks can be changed to different ones throughout the year.

**Role Playing** – This can change depending on interest: housekeeping, fire station, pumpkin patch, store, etc.

**Computer Centre** – Vary the programs that are available integrating with current areas of study.

**A Make-It Centre** – Lego, plasticene, magnets, or a ‘take-it-apart’ centre.

## Beanie Babies in the Classroom

Whether you already have a collection of Beanie Babies or are starting to pick them up at garage sales and swap meets – Beanie’s are great in the Kindergarten classroom! Here are some ideas for using your critters:

**Music buddies:** Have a box of Beanies and let the children pick out their music buddy. Then use the Beanies to count the beats.

At the beginning of the year, many teachers use puppets to ‘sing’ for the kids, to help them introduce themselves, etc. This can also be done with Beanies. Let the Beanies ‘speak’ for the child. Again, this helps the shy kids gain confidence.

**Have a bathroom buddy.** Instead of requesting to go to the washroom, have a Beanie Baby by the door, maybe hanging on a hook. The child going to the washroom would put the bathroom buddy on his/her desk. No one else can go to the washroom until the bathroom buddy is back on its hook.

Use Beanie Babies when teaching the letter B!

If you have 26 Beanie Babies—rename each of them with a name from the alphabet – Alf, Betty, Craig, etc.

Do a Visiting Baby program—like Flat Stanley— have your baby go home and ask parents to take a picture of the animal on a family adventure.

It sometimes helps children who are emotionally upset to have a baby to look after. Every child can have a Beanie to take care of, and if the Beanie is feeling sad the child can take it out and put it in a pocket or on the table. Use Beanies for your sorting center. Kids can sort them by animal, by colour, by favourites, etc.

# Remembrance Day

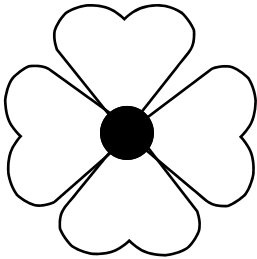
What do we tell small children about Remembrance Day? Perhaps the little poem says enough! Talk about peace, rather than war. Brainstorm what peace means to them. It may be the quiet time when Mom reads a story or sitting in their favourite spot. Peace is very important in our lives, and the poppy asks us to remember this importance.

## Little Poppy

Little poppy  
Given to me,  
Help me keep Canada  
Safe and free.

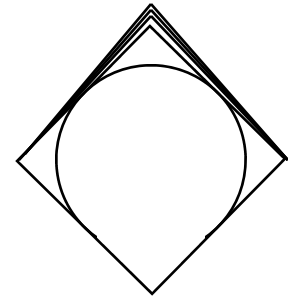
## Poppies

Poppies can be made several ways.



Make four hearts and glue them in the centre. Cover with a small circle or a circle sticker.

Fold red paper twice and cut as shown. (For Kindergarten kids you will likely want to draw the line where they cut.)



Or copy a page of this poppy.



Put the completed poppies onto a wreath.

Or: Have the children trace their hands on green paper and glue the hands onto a wreath with the fingers outwards for leaves. Add the poppies on top.

Or: Trace hands on red paper and glue them to a wreath.

The children can place the wreath in an assembly.

## Interesting Recipes!

Note: We haven't tried either of these so we can't give an opinion.....

**Clean Mud** – “You need 3 full rolls of toilet paper (have the kids help unroll it), warm water (add enough to saturate) 1 bar of Ivory Soap grated (grate the entire bar) and 1/3 cup of Borax. Put it into a large container (one that has a top that fits tightly). Mix with hands. If you keep this in an airtight container it will keep for several days. The children LOVE it!”

**Playdough** – “(I usually triple or quadruple this recipe and cook it in a large deep frying pan)

Combine in saucepan: 1 cup flour 1/4 cup salt 1 tsp. cream of tartar

Add and whisk until smooth: 1 cup water, 1 Tbsp oil, food colouring. Cook over medium heat until playdough is

# Sharing Time

“Instead of the usual sharing time, I do ‘Science Sharing’. Each day one child is the ‘Scientist’ for the day, and that child brings something to share with the class. It has to have some scientific value (if they bring a toy they must be able to explain what is scientific about it and how it works.) I usually make suggestions to get them started: a pet, a book, a collection, something from nature, etc. The children do find interesting things to bring and then we discuss the item. The children are learning a lot of science from this short time each day!”



“I put a sharing calendar in with the monthly newsletter, and every child gets a day each month. This way the children are looking at the calendar often to see how long it will be before it is their turn.”

“I have my kids bring in objects for Show and Tell starting with the letters that we are studying that week. It really helps them think about the letter sound and also brings families into the letter study. I have only 2 or 3 share each day. I do think it helps language skills and self-confidence. We talk about the qualities of a good speaker – looking at the audience, speaking clearly, keeping the sharing to a reasonable length, etc. We also discuss the qualities of a good listener!”

“We have a Surprise Bag (a small zippered bag) that one child takes home each night. The other children ask questions to help them figure out what is in the bag. They all love it, and many of them ask questions like: ‘What sound does it start with?’ ‘What do you use it for?’ ‘What shape, colour, etc.’ I modelled this in the beginning. During our daily Kindergarten News time, they have the opportunity to add important items : my tooth fell out, we are going on a trip, etc.”

“I have my kids bring theme-related items. One child shares each day. They are to know what letter the item begins with, and information about it.”

“We do one letter each week, and during that week I ask children to find pictures of items beginning with that sound. Each day we add the pictures to a page in our alphabet book or glue the pictures to a large letter chart on the chart stand.”

“I ask to the kids to leave their sharing items in their backpacks. They have to describe it and call on the other children to guess before they can share it with our class. It is good practice on descriptive vocabulary.”

“I divide my class into four groups and I have show and tell on Fridays. One group shares each week. We do this the last half hour on Friday and the children all look forward to it. The children can bring in whatever they want – but I do discourage toys.”

“During sharing time all children must show good listening with ‘quiet hands and bodies’ and should be looking at and listening to the speaker. I stress what a good listener should be doing. I ask that the questions begin with ‘Who, Where, How,’ etc., to discourage children in the audience wanting to tell something about themselves in response to the item shown.”

“We have specific topics for sharing time, and we only do this once a week. There are days for colours, for shapes, letters, special days for the holiday times (friends for Valentine’s Day, what we can do to help the earth on Earth Day, etc. I send a letter to the parents each week explaining the activities for the week and letting them know what specific Sharing Day it will be.”

# A Gingerbread Theme

A gingerbread theme is excellent for December, especially if you are not able to celebrate Christmas in the classroom. It is festive without specifying the holiday.

## The Gingerbread Man

A baker took some gingerbread dough  
And shaped a man from head to toe.  
When it was baked, the cookie fled.  
Here is what the cookie said:

*CHORUS:* Run! Run! As fast as you can!  
You can't catch me, I'm the gingerbread man!  
Run! Run! As fast as you can!  
I'm the gingerbread man!

The cookie man ran past a cow  
Who said, "I want to eat you now!"  
The cookie man just laughed and fled.  
Here is what the cookie said:

*CHORUS*

A farmer saw the man go by.  
He chased him low, he chased him high.  
The cookie man just shook his head.  
Here is what the cookie said:  
*CHORUS*

He finally reached a river wide.  
A fox asked, "Would you like a ride?"  
The cookie sat on the fox's head.  
Here is what the sly fox said:

"You can't run! That's my plan!  
I'm going to eat you, gingerbread man!  
You can't run! That's my plan!"  
And he ate the gingerbread man!



- You can use this poem, one verse to a page and the chorus on the opposite page. The children can illustrate it and learn to read it. Memorize the poem orally first.

- Read all the different versions of the story that you can find. Predict what will happen. Which book do the children like best and why?

- Make Gingerbread Man work mats for math. Put buttons on him and count. Compare buttons on other men.

- Make a child-sized gingerbread man for your bulletin board, and then have the children decorate small ones to put around him. Title it "Run, run, as fast as you can!"

- Kindergarten children will have some difficulties making gingerbread houses – this might be a good time to ask for lots of parent helpers, or buddy with a Grade 5 or 6 class.

- Put one letter of the alphabet on each paper cut-out gingerbread man. Have the children put their men into alphabetical order. Change the groups and repeat.

- Trace around each child in a gingerbread man rounded shape on brown butcher paper. Each child can decorate his/her form as a boy or girl - using fabric scraps, wallpaper, paint, crayons, etc., again with helpers.

- Model gingerbread men from play dough or plasticene. Have cookie cutters available at a free choice centre with play dough.

- You can make gingerbread men from sand paper. Rub the sand paper with a cinnamon stick. The icing can be a mix of glue and powdered tempera. Add raisins or Smarties for eyes and nose. - Or decorate with wiggle eyes, buttons, pompoms, fabric paint, rick-rack, etc. These make good Christmas tree decorations, smelling of cinnamon.

- Find a Gingerbread Man cookie cutter that will fit on a piece of bread. Cut out the Gingerbread shape. Carefully spread it with peanut butter (if you are allowed). Use raisins, red hots and string licorice to decorate.

Make Rice Krispie Squares recipe and press onto a cookie sheet. Use a gingerbread man cookie cutter.

## Gingerbread Man Recipe

1½ cups all purpose flour  
 1½ tsp. ground ginger  
 1 tsp. ground cinnamon  
 ½ tsp. baking soda  
 ½ cup (1 stick) margarine  
 ½ cup firmly packed brown sugar  
 1 package (4-serving size) JELL-O Pudding and Pie Filling, butterscotch flavour  
 1 egg



Mix flour, spices, and baking soda. Beat margarine at low speed of electric mixture until light and fluffy; beat in sugar, pudding mix and egg. Gradually add flour mixture, beating until smooth after each addition. Chill dough until firm enough to handle. Roll the dough to 1/8 inch thickness on floured surface, cut man shapes with cookie cutter. Place on greased baking sheets. Bake at 350 for 10 minutes or until browned. Remove; cool on rack.

## Gingerbread Houses

There are a variety of ways to make individual gingerbread houses with your students. This is a big project and is best done in small groups with parent help or with older student buddies.

For each child you will need:

- student size milk carton (well washed, of course), or other small box as a frame
- four squares of graham crackers for the walls and 2 more for the roof
- frosting and one spoon
- a sturdy plastic plate, styrofoam meat tray, etc. for a base. It can't be something bendable. Cover it with tinfoil.
- candy or other items for decoration.

The children use the back of their spoon to put frosting on the sides of the milk carton to 'glue' the graham crackers.

### Frosting Recipe for 'Glue':

Beat 3 egg whites and 1/2 teaspoon cream of tartar until frothy. Gradually add one box of powdered sugar and beat on low until mixed. (Use grease free utensils and bowl.) Beat until stiff and peaked. Icing dries quickly, so keep covered with damp cloth while in use. Store frosting in tightly sealed container and it will keep for up to two weeks. One recipe is enough for 8 children.

Put a hefty glob of frosting on the base plate or tray. Place the milk carton firmly into this glob of frosting. Paint your entire house with frosting. Place the graham crackers on the sides of the house. You can dip the graham crackers into the frosting 'glue' first if you wish.

### Decorating the House

Here are some materials you can use that work really well for construction and decorating and are easy on the pocketbook:

Wheat Chex Cereal - great for the roof, pretzel sticks - fences, door trim, window trim, Fruit Loops cereal - ornamentation, Cocoa Puffs cereal - roofing, door trim or landscaping, Honey Comb cereal - roofing, small gumdrop candy - decorating, flaked coconut - snow decorating, tiny candy canes

You can also use M&Ms and other candies, and cake decorating materials.

Keep in mind this is a group project. If you will be doing this with a small group, you could probably afford to buy peppermint candy, peppermint sticks, red and black licorice bites, ropes and twists, chocolate bars, Hershey's kisses, etc.

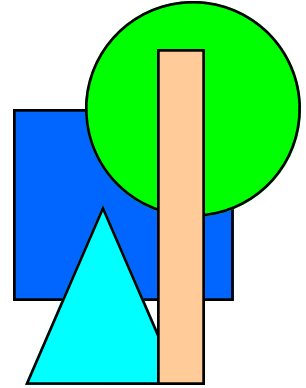
Assume that the children will eat some – put some aside for that!



# Math - Shapes

“We hunted for shapes in the classroom (the clock is a circle). Then each child made their own shape book. Each page said, ‘A \_\_\_\_\_ is a (shape name).’ The children drew the item and wrote what the item was on a line. Some children copied words next to the item they drew (I have signs all over the classroom - desk, chalkboard, closet, door, sink, etc....) The children really loved doing this activity and many of them were very creative!”

“Cut out assorted shapes in sandpaper, about 10 cm. down to 5 cm. big. The kids place them under large white or manila construction paper and rub with the sides of crayons. By overlapping the sandpaper shapes, and changing crayon colours, the kids can make beautiful shape collages!”



- Find shapes in magazines. Cut and glue to create robots on construction paper.
- Craft stores sell big tubs of foam shapes in different colours. These can be used for sorting and classifying, and can be glued to make pictures.
- Spray a small glob of shaving cream onto each child's work space. Encourage them to draw shapes.
- Make ‘shape’ cookies. Roll out refrigerated sugar cookie dough and then cut with circles, squares, triangles, etc.
- Make shapes with your bodies – circles with fingers, triangles with two hands. Four children can make a square or a circle, three children can make a triangle – in different ways – standing, lying on the floor, etc. let the children be creative!
- Build with shape blocks.
- Put shape blocks in a bag. The child puts his hand in the bag and picks a shape. He attempts to identify the shape without looking at it. Have the child justify the guess before removing the shape from the bag.
- Put shapes in bag. Tell the child to find a \_\_\_\_\_ without looking. Again have them tell why they think the shape they have is the correct one.
- Give each child a shape – shapes could be attached to the student’s clothing with clothespins or safety pins. Ask the circles to stand up, triangles to hop, rectangles to crawl under the table, etc.
- Hide a shape in your hand and give clues (one at a time) and have the children guess/tell what the shape is/could be.
- Use shapes to make patterns on paper or in pocket charts. Children practice the names of the shapes by reading the pattern (circle, triangle, circle, triangle).
- Put toothpicks on the table and instruct them to make various shapes (ask them to make a circle and see how many actually try!)
- Use a shape as the beginning of a picture: a circle can be turned into a face, a square can be turned into a house, a triangle can be turned into an ice cream cone, a diamond can be turned into a kite, etc.
- Cut out different shapes – circles, triangles, rectangles and squares. Place them on the floor and have the kids ‘cross the river’ or ‘cross the street’ only walking on triangles or squares or another specified shape.
- If you have a garbage can dressed as a ‘Muncher’, it can be called a ‘Shape Muncher’ for this:

Shape Muncher, Shape Muncher, munch, munch, munch...

How about a red circle for your lunch? (blue square, yellow triangle, etc.)

- Eat shapes: pizza, cookies, graham crackers, triangle crackers, slices of radish and cucumber – you can also use cookie cutters to cut bread into shapes.
- Cut a large orange felt tapered triangle for a pizza slice. Have the children add brown circles for pepperoni, black circles for olives, long yellow rectangles for cheese, etc.
- Make shape books, and glue in pictures of that shape from magazines.

# Math - Zero the Hero

*Kindergarten teachers who teach every other full day will not get to 100 days in school – but you can celebrate every 10th day, and have a big celebration on day 50!*

“Zero the Hero is a friend in our classroom every year. He comes to visit us every 10th day because he loves numbers that end in zero. His favourite day of the year was the 100th day of school. He brought us a special surprise on that day. Zero the Hero helps my children learn numbers that end in zero and helps us skip count by 10's.”

“The Kindergarten teachers at my school celebrate Zero the hero on every day that ends in a zero. We get a parent volunteer to dress up in a costume (shorts with tights underneath, sweatshirt, a half mask, and cape) and come to the class carrying a small bag of treats. They count along the number line with the kids and make a big deal out of it being a ‘zero’ day. It basically ends on the 100th day with a celebration, but some teachers continue it all year.”

“I have a stuffed bear. I used the double sided iron-on fabric stiffener and red fabric to make a big zero on his chest. Then I used some red fabric to give him a cape. He can live in a cupboard and only come out on a day in school that has a zero.



“I use an action figure for Zero the Hero. The little boys think that is really cool!”

## Zero the Hero

*(Sung to Frere Jacques)*

Zero the Hero, Zero the Hero,  
We love you.  
We love you.  
Though you may be nothing,  
We really think you're something.  
Yes, we do. Yes, we do.

## Zero the Hero

Zero the hero came to school.  
Zero the hero, he's so cool.  
Zero the hero takes the space.  
So all the other numbers  
Stay in their right place!

## Zero the Hero

*(Sung to Zippity-do-dah)*

Zero the hero today is your day.  
Zero the hero please come out and play.  
Zero the hero today is your day.  
Zero the hero, hip hip hooray!!

## Estimation Jar

“I send the clear plastic jar home every week with one child, and the parent is told the number of items to put into it and a letter outlining the procedure. The children estimate that week, and on Friday we make a big deal out of the opening and counting.”

“One thing we do in kindergarten is list all the estimates on a piece of paper. Then after we count the actual number of items we look at the estimates. We put a circle around the ones that were close, a square around the ones that were too big, and a triangle around the ones that were too small. I like this activity because you can see how many children are estimating too high or too low and then you can discuss why their estimates weren't that accurate. We also discuss whether the estimate was reasonable.”

“I have a centre for math – this activity is also good for fine motor training.... Each child has an egg carton (or ice-cube tray) and a pair of tongs. One child rolls a die numbered as high as is suitable. Whatever number shows on top, ALL the children have to use their tongs to pick up that many objects and place in their egg cartons, one object to a cup. The die passes to next person and the play continues until tray is filled. This is good for one-to-one correspondence. You can easily who is counting pieces correctly!”

- Do lots of counting! Count crayons. Count children with hair bows, shorts, wearing green, etc. Count apples (and then make applesauce), count things in the classroom, count objects – count, count, count!

# All About G



/g/ as in goat. Keep the sound short! Voiced.

**Sound Association** -the grunting sound

**Key Words:** goose, grapes, girl, glasses, guitar, game, green, gray, glue, gate, giggle, gas, grocery, garden, gorilla, goat, give, grandma, grandpa, grass, grizzly

**Praise:** Good! Gorgeous! Great!

**Tactile Association:** Feel or do projects with glitter, glue, grass, gumdrops.

**Make Tactile Letters:** Glue green glitter to the letter outline. Make a golden g with gold glitter. Get some gold stickers to put on the 'g'. Paint a picture of a 'g' object or the letter with glue. Add glitter.

**Songs and Games:** "The Green Grass Grows all Around" "Goosey, Goosey Gander" "The Grandfather Clock" - Play golf. Gallop.

**Art Ideas** – Make gray ghosts. - Use different shades of green paint to make a green picture. - Draw all your grandmothers and grandfathers. - Wrap gifts – make a gift for someone and then wrap it. Or .....Wrap up items that begin with 'g' such as gum, glue sticks, gumdrops, etc. - make pictures with green and gold glitter. - Make glasses. You can photocopy a pattern on tag, or use the plastic carriers that hold pop cans together and make the ear pieces with pipe-cleaners. - Mix yellow and blue paint to make green.

**Food** green grapes, gravy, granola, garlic, goose, grapefruit, gumdrops, graham crackers, grape juice, green Jell-O cubes, garlic bread

**Other Ideas** - Do lots of graphs! - Visit the grocery store. - Learn about gorillas. - Listen to someone play the guitar. - Grow grass (in a gourd?) or.....cut a sponge in the shape of a G. Wet the sponge and place in a shallow pan or on aluminium foil. Add water as needed to keep the sponge wet, but not soggy. Sprinkle the grass seed on the sponge and watch the grass sprout and grow. - Pretend to be grouchy! - Discuss a globe and find your country. - Have a 'garbage' day. Pick up garbage and take it out to the garbage truck. - How much did you grow this year? - Make a garden. - Have a game day. - Giggle! Growl like a bear! - Have a green and gold day. Wear clothes with a colour that begins with 'g'. Gray, too! - Visit a grocery store. - Listen to guitar music.

# All About H

/h/ as in honey. /h/ is a puff of air from the lungs with the mouth open, not 'huh'. Unvoiced.

**Sound Association** a panting puppy - he is hot "h - h - h - h - h"

**Key Words:** hat, hotdog, house, horse, hamburger, ham, home, hill, heart, hole, Hallowe'en honey, hair, hands, hiccups, happy, hedgehog

**Praise:** Heavenly! That makes me happy!

**Tactile Association** Feel or do projects with paper hearts or candy hearts. Feel hair and hands.

**Make Tactile Letters:** Glue holes from a hole punch or paper hearts onto the letter outline.

**Songs and Games:** "Hokey Pokey" "If You're Happy and You Know It" "Home on the Range" Play hopscotch, hide and go seek, hot potato. Practice hopping on one foot and two feet. Play horseshoes. Use hula hoops in the gym. Play 'Heads Up/Seven Up'

**Art Ideas** - Cut out hands and paste them to form a tree, paste them onto a large letter H, etc. - Learn to cut out hearts. - Decorate hats. Make hats or headbands and decorate them with pictures or stickers of things beginning with h. - Have students trace and cut out their hands, and do hand art. Hands will make reindeer antlers, angel wings, chicks, bunnies, turkeys, and butterflies. There is a calendar with handprint art for every month of the year. - Make hobby horses – make a horse head outline and glue it to a Christmas paper tube. You can add wool for the mane.

**Food** ham, hamburgers, honey, doughnut holes, hotdogs, honeydew melon - Make a meal of hamburgers or hotdogs, with honeydew melon for dessert. - Make a happy hamburger by putting a happy face on it with mustard or ketchup.

**Other Activities** - Construct houses. - Graph hair colour. - Learn about the heart. - Brainstorm things that make you happy. - How long until Hallowe'en? - Which things are heavier than others? - Learn about one hundred. - Read 'Hedgie' by Jan Brett - Measure each child's height. - Make holes with a hole punch. - Make a happy book.

# All About I

**Hand Motion** Put the hand in a ‘thumbs up’ position, then position the thumb under the chin, flipping the thumb forward as the sound is made and the chin moves forward to make the sound.

**Sound** /i/ as in it, is, India. Explain that ‘i’ makes different sounds. Look for ‘i’ that makes the short sound.

**Key Words:** India, igloo, iguana, Italy, inchworm, it, in, inside, insect, inspector, instrument, inch

**Praise:** It’s impressive! Imaginative!

**Tactile Association:** Feel or do projects with plastic insects, instruments.

**Make Tactile Letters:** There isn’t anything suitable for /i/, so glitter can be glued onto the ‘I i’ outlines.

**Songs and Games:** “Itsy, Bitsy Spider” ‘I Spy With My Little Eye’ (this obviously does not have the sound but may help with letter recognition)

**Art Ideas** - Make inchworms. - Make igloos from sugar cubes. Have the children colour or paint igloos on dark construction paper. Ask them to draw someone beside the igloo. Have the children tell little stories about their igloos. - Print their initials and decorate them. - Illustrate a story. - Insect Stamping – Take a stamp pad and let the children place their fingertips into it and press it on a piece of paper and draw the rest to look like different insects; bee, ant, butterfly, etc.

**Food** - Try foods from Italy, India, Israel, or Indonesia. - Build an insect with celery sticks (body), 6 carrot sticks (legs), 2 licorice sticks (antennae), 2 raisins (eyes). You can use cheese spread to help stick the limbs to the body.

**Other Activities** - Make musical instruments. Make a rhythm instrument. Use an old margarine tub or some other container. Fill 1/4 full with dry beans or popcorn. Glue the lid on. Decorate the container. Shake! - Use your imagination! - Learn about insects. Go on an insect hunt. You can use a magnifying glass. Make homes for the insects you catch and study their habits. - Talk about initials. - Invite people to a party. - Learn about iguanas.

# All About J

**Sound** /j/ as in jump. /j/ is voiced. Keep the sound short.

**Key Words:** jam, jewels, juggle, jail, jellybeans, jump, jungle, Jupiter, jaguar, joy, jeep, juice, jelly

**Praise** Jazzy! Just right! Jolly good!

**Tactile Association** Feel or do projects with jelly beans, jewels (beads and/or sequins), jigsaw pieces, jars.

**Make Tactile Letters** Cut the letter ‘j’ from bread and spread jelly or jam on it.

**Songs and Games:** “Jingle Bells”, “Jack and Jill” - Go jogging, jump rope, try to juggle.

Sing “Jennie Jenkins” Do jumping activities – jumping races, jumping rope, jumping over things. Pretend to be Jack Be Nimble and jump over a candlestick. Teach the children how to do jumping jacks. Count the number of times you can do them, see how high you can count. You can also say the sound /j/ every time you do a jumping jack. Play jump rope games. Teach the children some old jumping chants.

**Art Ideas** - Use old jigsaw pieces. Overlap them to form a frame for a picture and spray paint. - Make jewellery. String beads, etc. - Make a jungle picture. - Make paper planes (jets) - Make jack-o'-lanterns out of paper or real ones. -Paint or fingerpaint with Jell-O. - Make a junk collage. Use bottle caps, empty clean milk jugs or cartons, aluminium pie plates, lids, etc.

**Food** juice, jelly beans, jam, jelly, jujubes, Jell-O, jelly rolls, jerky - Make a variety of fruit and vegetable juices. - Make Jell-O. You can make your own with gelatine and fruit juice.

**Other Activities** - Visit the janitor and learn about his/her job. - Learn about the jungle. - Learn about Jupiter. - Guess how many jellybeans there are in the jar. - Use jellybeans as math manipulatives. - Do jigsaw puzzles. - Have different jewellery items available for dress up. - Go on a journey – real or imaginary. Go on a journey and have crackers and jam when you return. - Have the children close their eyes and have a taste test of different flavours of jelly beans. See if they can guess what flavours they are tasting. - Have a joke and jeans day! Every child can have a joke to tell that day and wear jeans to school – and a jacket, of course. - Learn the nursery rhyme ‘Jack Be Nimble’. Make a candlestick by putting a flame cut out of yellow paper into a toilet paper roll. Say the rhyme as the children line up and jump over the candlestick. - Talk about jobs. - Listen to jazz.



# All About K

/k/ as in kite. 'k' makes the same sound as /c/.

**Key Words:** kite, kangaroo, kettle, kitchen, koala, key, kids, kitten, king, kindergarten, kiss, kiwi

**Praise** Kids are great!

**Tactile Association** Feel or do projects with old keys, kleenex, popcorn kernels.

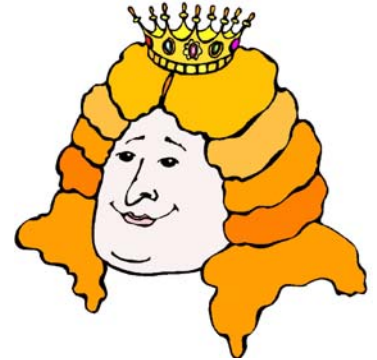
**Make Tactile Letters** Glue popcorn kernels or "Special K" to the letter outlines.

**Songs and Games** "Kookaburra" Play kickball. The "Three Little Kittens"

**Art Ideas** - Make kites. Cut out a diamond shape and some yarn for the tail. Take the kites outdoors and let the children run with them. - Use red paint to make a "ketchup" design. - King for the Day - Make everyone a crown, let them decorate it with stickers or jewels cut out of construction paper. Have them talk about what they'd do if they were king for a day.

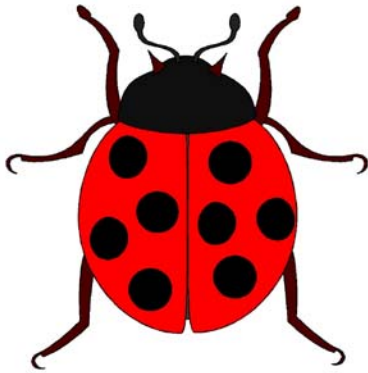
**Food:** Kabobs, kiwi, kohlrabi, kale, kidney beans, ketchup, kabobs - Make kite shaped cookies. Use any sugar cookie recipe. Cut the cookies in a diamond shape and bake. After the cookies cool, decorate the kites with icing and use licorice strings for the tail.

**Other Activities** - Brainstorm a story "If I were King....." What is the kingdom like? - K is for Kindergarten! - Learn about kangaroos and koala bears. - Play a kazoo. - Brainstorm acts of kindness. - Do math activities with old keys. They can be counted, sorted, added, etc. - Make a kitchen collage. Cut out pictures of things we would find in the kitchen. - Play in a kitchen centre. - Take the children outdoors and fly a kite.



# All About L

/l/ as in lunch. Voiced. Double 'l' is treated as one sound and one tap.



**Sound Association**

the singing wind sound - the wind in the telephone wires

**Key Words:** lion, leaf, lamp, ladder, lunch, love, lighthouse, library, lamb, lemon, log, letter, lace, lady, lollipop, ladybug, love, little

**Praise** Lovely!

**Tactile Association** Feel or do projects with lace, lima beans, licorice, lids, leaves, lollipops, letters.

**Make Tactile Letters** Glue pieces of leaves or small leaves on the outline of the letters.

**Songs and Games** "London Bridge" "On the Good Ship Lollipop" Play leapfrog.

**Art Ideas** - Make leaf prints. Make a leaf rubbing. - Make a 'letter' collage. Cut fancy letters from magazines. - Use a paper plate to make a lion's head. - Make ladybugs. - Make paper lanterns. - Make lions - Use a paper plate and

fingerprint it orange or yellow. Glue stretched out cotton balls for the mane. Glue on eyes, noses, ears and a mouth. Glue on black pipecleaners for the whiskers. - Make lambs - glue cotton batting onto the lamb shape.

**Food** Lasagna, lima beans, liver, licorice, lemon, lemonade, lettuce, lime, lobster, lemonade

**Other Activities** - Make a special trip to the library to look for lots of 'l' books. - Learn about lizards. - Brainstorm things or people we love. - Listen! - Write a letter. - Make a lollipop tree - tie lollipops to branches. - Smell lavender. - Learn to lace shoes. - Sit in a row and count everyone's legs. - Stop look and listen before you cross the street. - Learn about big and little. - Talk about what to do if you become lost. - Who will be the line leader? This is a very important job this week! - Pick up litter. - Write a letter. And most importantly... Don't forget to LAUGH!

# A Friendship Theme

## Brainstorm:

- The nicest thing I ever did for someone...
- What is a friend?
- 100 things friends do.
- How to be a good friend

Make a class list of what makes a good friend. Each child can have a chain of paper links each time they feel a person is being a good friend they give them a link to make their chain longer.

Celebrate Friendship when everyone gets 10 links!

Friendship Fruit Salad. have each child bring in fruit from home and make a friendship fruit salad.

Buddy Paintings – tape two pieces of large easel paper together. Talk about being a good friend. The children go to a table in groups of 2 or 3 to paint co-operatively on the easel paper. You can call them ‘buddy paintings’ because they have been painted with our friends.

Read ‘Rainbow Fish’ and ‘Swimmy’.



### Friend of Mine

(tune: Mary Had a Little Lamb)

Will you be a friend of mine,  
a friend of mine, a friend of mine?

Will you be a friend of mine  
and (insert an action) around with me?

\_\_\_\_\_ is a friend of mine,

friend of mine, friend of mine,

\_\_\_\_\_ is a friend of mine,

who (insert same action) around with me.

### Friends

Friends at school

Are big and small.

Friends at school

Are best of all!

You cannot give a smile away

No matter what you do.

Every time you give me one

I'll give it back to you!

This website will give you lots more ideas!

<http://www.kinderhive.net/me.html>

## A "Sunshine Note"

This can be sent home every two weeks to keep the parents informed.

### A Sunshine Note For You!

You were a good friend. (Always, usually, sometimes)

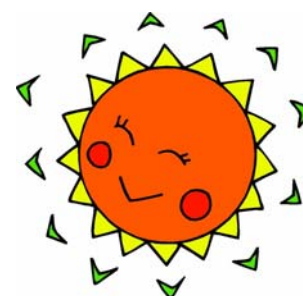
You tried to do your best. (Always, usually, sometimes)

You cleaned up after your work and play. (Always, usually, sometimes)

You finished your work. (Always, usually, sometimes)

You should be proud of yourself because \_\_\_\_\_

We will work together to help you \_\_\_\_\_



# Behaviour Management

## Getting Their Attention

“I bought some inexpensive wind chimes. They are not too loud, nor so soft that they cannot be heard. They work like magic and they have a magical sound! It is a very pleasing way to get their attention.”

“If I need their attention right away, I say ‘freeze’, not loudly, but at a level that they can all hear. We practice and practice that so when it's time to use it, they know what to do. Whatever you do, the key is to practice, practice, practice, using that signal and when it comes time to use it during class time, they will know what to do.”

“I have a cute bicycle bell. I tell the students, at the beginning of the year, that when they hear the bell, they freeze. They stop what they're doing, their hands are up, and their mouths are shut. They get a kick out of seeing who doesn't hear or who is the first one to freeze. We have practice drills the first few weekend of school and I do the ‘I like they way \_\_\_\_ stopped so quickly to listen...’.

“I do several different quiet signals, depending on what we're doing in the classroom. Sometimes I'll say ‘If you can hear me, clap once,’ and I'll be talking fairly softly. I follow that up by ‘If you can hear me, clap twice,’ or snap or tap or something else. The kids who hear and begin to do the action usually get the attention of the whole class by my second sentence.”

“I count backwards by 5. No matter what the kids are doing...talking, working, playing, anything, they know that by the time I get to 5, they are quiet and looking at me, ready to listen or begin. I usually use that one towards the end of a cleaning up or when they are really noisy in line.”

I say, “One, two, three, eyes on me!” and the children reply, “One, two, eyes on you.”

“I use clapping patterns. They must repeat the pattern I clap.”

“I do ‘Give Me Five!’ (hold hand up to show 5 fingers) As you recite the following, show one finger at a time so that when you get to the last one you are showing all five fingers. Eyes are watching. Ears are listening. Mouths are quiet. Hands are still. (or in laps) Feet are crossed. (or still)”

“I have found that singing in a quiet voice catches their attention. You feel kind of silly doing this sometimes, but it works. The clapping will also get their attention quickly (singing might take a little longer). Having them know to repeat a set rhythm immediately and to stop and see what you want is good. I use clap-clap pause clap-clap-clap. One other thing I use is a small set of jingle bells that I ring very quietly when the noise level is too high. They know to tone it down when they hear this. Kinders need to wiggle. If they seem to be wiggling too much, switch gears and have them stand up and sing a song or ‘shake their wiggles out’.”

My hands are hanging by my sides,  
I'm standing very tall.  
My eyes are looking straight ahead,  
I'm ready for the hall.

Eyes that are looking,  
Ears that are listening,  
Mouths that are closed,  
Hands that are in our laps,  
Bodies that are still.

### The Raise Responsibility System

Many teachers are using Marvin Marshall's ‘Raise Responsibility System’, and think it is a wonderful way to instil responsible behaviour in their classrooms. You can find out more about this at:

<http://www.marvinmarshall.com/>

There is a letter from a B.C. teacher, if you click on ‘A Letter Worth Reading’. Kerry has found the system very valuable.





# Christmas Fun!

“Last year we read Jan Brett's *Gingerbread Baby*. I gave each student a brown construction paper gingerbread baby to decorate with chalk (icing) and cut out. Hint: Put their name on the back first. After school I sprayed them with hairspray to prevent smudging. My TA covered the classroom door with shiny green paper. The gingerbread babies were put on the door in the shape of a Christmas tree (triangle). Then my TA made a tree stand out of shiny red paper. It looked really nice!”

“One year I had the children trace and cut their hands out of green construction paper. Then they put glue on the palm of the hand and stuck them in rows, palm side up inside the outline of a large Christmas tree (the fingers stick out like needles). We just kept making handprints until the tree was full. We also added a few decorations to the tree. It looked wonderful. In January we added white paint to the tree for snow and kept it on the door for another month!”

“I make a handprint gift for the parents. If you have a large enough inkpad, press the child's hand to the pad and then you place the child's hand carefully where you want it on the paper and press it. Or, you can paint the hand with paint and then you press the hand to the paper. I print out copies of the poem and put it with the handprint, and I add the child's name, grade and the year. I like to laminate the paper, and then the kids make a frame.”

Sometimes you get discouraged  
Because I am so small,  
And always leave my fingerprints  
On furniture and walls.  
But everyday I'm growing -  
I'll be grown up someday,

And all those tiny handprints  
Will surely fade away.  
So here's a final handprint,  
Just so you can recall  
Exactly how my fingers looked  
When I was very small.



“Parents always love to get photographs. If you have a digital camera, you can take a picture of each child wearing a Santa or elf hat. Print out the pictures and laminate them. Then the children can make frames out of craft sticks and glue colourful buttons on them. Glue or tape ribbon the back to hang.”

“Trace each child's hand and cut two mittens out a felt. Use a glue gun to put the two pieces together to make the mitten. The children paint their name, kindergarten and the year on one side and Mom and Dad on the other side. Glue ribbon the top to hang on the tree.”



“Put glue on a pinecone and sprinkle glitter all over it. Then wind a pipe cleaner around the top of the pinecone and you have a Christmas tree ornament.”

“Make sandpaper ‘Gingerbread Man’ decorations. Make a tracer for the children or pre-cut the gingerbread men from sandpaper depending on skills. Glue can make the icing, and they can add glitter. You can rub the sandpaper with a cinnamon stick so they smell lovely. They can also use ribbon bits, rick-rack, buttons and stickers to decorate. Put on the eyes and the mouths with fabric paint. Put a hole in the top and thread it with ribbon.”

“Mix split green peas, kidney beans, lima beans, etc. Pour in enough glue to coat all the beans. Then pour into small plastic greased containers and

# Christmas Activities

“Make a chart with all the Christmas words, and a picture to go with each. You can make rebus books using Christmas vocabulary.”

Make a classroom Christmas alphabet book. You can put ‘real’ things on each picture (red circle stickers for holly berries, cotton batting for Santa’s beard, sequins on a tree, a child’s picture for the angel’s face, fabric scraps, ribbon for the gift, etc.) If an alphabet book is too large a project, make one page for each letter in the word Christmas – like an acrostic.

Play “What’s in the Present?”. Wrap a large cardboard box like a gift, leaving the back open. One child goes out, and another child goes and hides in the box. The child comes back in and asks, “What in that present?” and the child in the box says, “Ho, ho, ho!” If he can guess, he is next in the box.

Play ‘The Elf Game’ One child sits in a chair with his back to the rest of the group. Everyone says the poem:

I see a tiny little elf  
Sitting on a tiny shelf.  
Someone’s there – who can it be?  
Someone’s saying, “It is me!”

When you get to the ‘It is me’, point to a child and he/she says “It is me!” in a disguised voice. The child in the chair gets 3 guesses to figure out who it is. Then they trade places. You can even have a child pick who’s going to say “It is me!”

## Gift Sharing

Having the children pick names and give each other gifts is never very satisfactory. Some children will covet the gifts that other children have, and some gifts will not be well chosen. Here is a gift sharing that works well and gives a good message, too!

Have each child bring a wrapped book, a gift for everyone in the class. (Have a few extra wrapped for the few who don’t or can’t bring one.) Ask the parents to print, “To Ms. \_\_\_\_\_’s class, Christmas (year), from \_\_\_\_\_.” Sit in a circle and pass the parcels around, and have the children trade the wrapped parcels. You can do this to Christmas music – pass to the right, stop, pass to the left. When everyone has a different parcel, let each child unwrap the book in turn. The books are a gift for the classroom. The children will be just as pleased and excited, and your classroom now has many new books! They will be reading their names in the front with interest all year, and may even visit when they are older to see if their books are still there.”

## Math for Christmas

- Have cutouts of candy canes or Christmas ornaments of various sizes for the children to place from smallest to largest.
- Have different sized white circles for the children to make snowmen.
- Re-cycle old Christmas cards. Place them in a large box and have the children classify the cards (ones with Santa, ones with snow, etc.). Then have them count the cards in each group.
- Use Christmas candy for your estimation jar.
- Sort and classify Christmas candy.



## Science for Christmas

- Mix blue and yellow paint to make green!
- Bring in several different evergreen branches and show the difference in species. (Spruce is prickly, cedar has flat needles, pine has longer needles in groups, etc.)
- Look at the needles and branches with a magnifying glass.
- Have smelly jars with Christmas scents; apple, cinnamon, vanilla, chocolate, peppermint, etc.
- Have different kinds of pine, fir and spruce cones available for examination.

# Websites

<http://www.kinderhive.net/gingerbread.html>

More for your Gingerbread unit!

<http://www.sasked.gov.sk.ca/docs/kindergarten/kindacti.html#source12>

Centre ideas from the Saskatchewan Education site.

[http://members.tripod.com/~Patricia\\_F/index.html](http://members.tripod.com/~Patricia_F/index.html)

Craft Recipes galore!

<http://www.enchantedlearning.com/crafts/>

Crafts for kids

<http://www.thepotters.com/ltrain/activities.html>

Letter activities

<http://kindergartenclass.netfirms.com/>

Units on many different subjects.

<http://www.teachersfirst.com/lessons/writers/writer-k.html>

Writers' Workshop

[http://janbrett.com/activities\\_pages.htm](http://janbrett.com/activities_pages.htm)

Jan Brett has an unbelievable site. Have a look!

[http://www.usd320.k12.ks.us/solar/Kinder/kind\\_lit\\_webpage.html#letter%20sound%20recognition](http://www.usd320.k12.ks.us/solar/Kinder/kind_lit_webpage.html#letter%20sound%20recognition)

Components of Kindergarten literacy.

<http://www.chebucto.ns.ca/~ai251/xcarol.html>

The lyrics to Christmas songs and carols.



The more you give, the more you get -  
The more you laugh, the less you fret -  
The more you do unselfishly,  
The more you live abundantly,  
The more of everything you share,  
The more you'll always have to spare -  
The more you love, the more you'll find  
That life is good and friends are kind.....  
For only what we give away  
Enriches us from day to day..

## The little Christmas book:

Photocopy each of the four pages of the little book. Put the pages in this order from top to bottom: cover, page 2 and 7, page 3 and 6, page 4 and 5. Hold the pages the 'portrait' way (tall). Make the first page face right, the second page face left, the third right and the back page left. Photocopy double-sided. Now, when you fold the book, the pages should be in the correct order.

# Odds and Ends

## “I teach for all the little benefits.”

“I use Raffi's movement song ‘Shake Your Sillies Out’ and of course, the old ‘Here We Go Looby Loo’ and the ‘Hokey Pokey’. We learn lots of fingerplays and action songs, too, and I make charts of these that I can pull out quickly to get tired kids perked up....”

“One thing that I have done for several years with my students is to have them act out positional words and then take a picture with a digital camera showing these concepts. Students help brainstorm activities and then we make a class book. It really helps enforce the concepts and also teaches the simple vocabulary. For example, ‘Katie is **in** the box.’ ‘Michael is **on** the table.’ It makes a very cute book. I trim the digital pictures and then print them as big as I can, cut out the picture and glue it to the page. The kids love to read this book!”



“When I send home the Scholastic or other book order forms, I send a letter to the parents. I give the date that the order must be in by and who to make the cheque out to. I tell the parents that not only does the child get some great books at a good price, but that the classroom gets lots of free books and other educational materials with the bonus points, so we gain twice!”

“I really teach the letters and sounds by the letters in my students' names. Each day (at the beginning of the school year or when a new student joins our class) one student is ‘Student of the Day’. We interview that person, say, shout, whisper, laugh, cry, etc., to spell and write the name. Then we add the name to the Word Wall. Each student draws a picture of the person of the day and writes the name of that person on the top and his/her own name on the bottom. I compile a book with the interview answers for the person of the day to take home. This way we are covering letters that are more meaningful to the students (A for Aidan, T for Terri, etc.).”

## Classroom Rules

- 1-Keep your hands and feet to yourself.
- 2-Clean up your mess.
- 3-Use a quiet voice inside.
- 4-Walk inside.
- 5-Listen.
- 6-Treat other people the way you want to be treated.
- 7-Be nice to people on the inside and the outside.

“We are Can-Do Kids in a Can-Do Kindergarten. Kind and capable in every way.”

## **Rudolph The Red Nosed Reindeer Book**

Make a Rudolph book by cutting a triangle shape out of brown paper. Cut white copy paper in a triangle shape for inside pages. Glue a red circle on a point of the triangle for Rudolph's nose. Have children trace and cut their hands on brown paper for the antlers. Children draw pictures of things that start with Rr on the inside pages.



Dear Colleagues,

What would you like to see in the newsletter? Each time I write one and collect ideas, I am curious as to what sort of things you would like! I have filled some pages with a Christmas book - do you think this is a good use of space or not? Please let me know!

We are putting out a binder full of little books at the Kindergarten level to photocopy - the children can read them using picture cues, memory, prediction - and then some high frequency early reading vocabulary. Watch for them in January, '04.

After the three newsletters are all written, I am off to Italy for two weeks! If you want to see my trip, tune into <http://www.members.shaw.ca/mid-islandcam> and see pictures of the highlights starting about November 3.

*Jean*



- To order or renew your subscription
- To contribute a great idea, a funny story, a project or an insight
- To comment on the newsletter
- To complain
- To request ideas on a specific topic

Write to:

***Primary Success***

4971 Fillinger Cres.

Nanaimo, B.C., V9V 1J1

E-mail: [primarysuccess@shaw.ca](mailto:primarysuccess@shaw.ca)

Website:

**[www.primarysuccess.ca](http://www.primarysuccess.ca)**

Phone:

250-758-2608 Toll Free 1-800-758-0889

Fax:

250-758-2661

**Workin' in an Elementary School**

*(sung to "Winter Wonderland")*

Children scream, they're not listenin'  
But when they're gone, we sure miss em',  
In all of this pain, we try to stay sane,  
Workin' in an elementary school.

Christmas comes, they're excited,  
Though our nerves they've ignited,  
They're off the walls, they run in the halls,  
Workin' in an elementary school.

In the lunchroom we can hear them yellin'  
And we know that they are really wound.  
Someone hits, the other says, "I'm tellin'!"  
And that is when our heads begin to pound.

Pretty soon we'll be restin'  
'Cause our nerves, they've been testin'  
We're happy, it's clear, it just comes once a year  
Christmas in an elementary school!



primary Success

# Share-K

The Newsletter

For

Kindergarten  
Teachers



January - February  
2004

Issue #3



# Share-K



January - February 2004 Issue #3

## Happy New Year!

The children returning to you after the holidays will be different than the ones you had in the fall. In this second term you will find them more mature and knowledgeable. They will know your routines and feel confident in your classroom.

Take advantage of this! Slowly begin to teach the reading process. Show the children how to blend letters to form simple CVC words, and teach them the beginning sight reading vocabulary. Remember that you must model the reading and writing process every day, and that repetition is the key. You will be surprised at how many of your children will begin reading!

Have a happy New Year, and look after yourself as well as your little ones!

*Jean*

## IN THIS ISSUE..

100 Day / 1/2 Day .....	Page 23
All About MNOPQR ..	Page 10-12
Alphabet Activities ...	Page 17
Article .....	Page 4/5
Chinese New Year .....	Page 16
Class Management .....	Page 26
Friendship Theme .....	Page 22
Groundhog Day .....	Page 13
Math .....	Page 14/15
Odds and Ends .....	Page 28/29
Penguins .....	Page 18/19
Phonics .....	Page 9
Poems .....	Page 2/3
Poetry .....	Page 6
Sight Words .....	Page 7
Valentine's Day .....	Page 20/21
Websites .....	Page 27
Winter Art .....	Page 25
Winter Work .....	Page 24
Writing .....	Page 8



Brrr! It's winter!  
 Make me shake!  
 Snow on the ground  
 And ice on the lake!  
 Look what's falling!  
 Another snowflake!  
 A big round snowman  
 Is what I'll make!  
 Some nice hot cocoa  
 Is what I'll take!  
 Don't even think about  
 Ice cream cake!  
 Brrr! It's winter!  
 Give me a break!



# Poetry for January and February

## A Chubby Little Snowman

A chubby little snowman  
 Had a carrot nose  
 Along came a rabbit  
 And what do you suppose?  
 That hungry little bunny,  
 Looking for his lunch,  
 ATE the snowman's carrot nose...  
 Nibble, nibble, CRUNCH!

January  
 Now is here --  
 A fine new start  
 For a whole new year.

The snow comes down  
 In the dark of night.  
 When we awake  
 The world is white.  
 In January  
 When there's snow,  
 We get our sleds  
 And away we go.

January sparkles.  
 January's bold.  
 January huffs and puffs.  
 January's cold!

Mittens are warm,  
 Mittens are grand,  
 Mittens are like shoes  
 For my hands.



Valentines, valentines  
 Red, white and blue  
 I'll make a nice one  
 And send it to you.

## Winter Poems

Falling on ice  
 Isn't nice.

Come in from the rink  
 And get a hot drink.

Cars will slide  
 And sleds will glide.

When snow gets fluffy,  
 Our noses get stuffy.

Don't be late  
 We're going to skate.

Your face might freeze,  
 In a cold winter breeze.

Snowflakes of lace  
 Tickle my face.



A  
 named Norm  
 Was lost in a storm.

boy

Slide down a hill  
 And don't take a spill.

Snow will blow,  
 And drifts will grow.

When the world is white,  
 Jack Frost will bite.

If you freeze  
 Then you'll sneeze.

## In The Middle

February's wet and gray  
 No one goes outside to play.  
 But in the middle  
 One day shines --  
 The day we give our valentines!

The snow fell gently all the night.  
 It made a blanket soft and white.  
 It covered houses, flowers and ground  
 But did not make a single sound

## Little Snowman

*(to the tune of 'I'm a Little Teapot')*

I'm a little snowman round and fat,  
 Here are my mittens,  
 Here is my hat.  
 Add a little scarf and a carrot nose.  
 You stand so tall when the cold wind  
 blows.

## I'm A Little Groundhog

I'm a little groundhog, it's my day.  
 Wake and stretch, go out and play.  
 Down in my burrow, down so deep,  
 Time to wake, from my long winter's  
 sleep.

Grumble, grumble, scratch, scratch,  
 Grunt, grunt, yawn.

I'll eat my breakfast in your front  
 lawn.

I'm a little groundhog, it's my day.  
 Wake and stretch, go out and play.

What wish is yours?  
 This wish is mine -  
 That you will be  
 My Valentine.

I hope you'll be mine.  
 I love you, Valentine!





# More Poetry...

## Building Mr. Snowman

Head ball,  
Belly ball,  
Bottom ball-  
Done!  
Building Mr. Snowman  
Is always lots of fun!

## A Valentine

I cannot send a Valentine  
To all the people on the street  
But I can think a Valentine  
For everyone I meet.

Roses are red  
Violets are blue,  
Sugar is sweet  
And so are you!

Roses are red  
Violets are blue  
Happy Valentine's Day  
From me to you!

Roses are red  
Violets are blue  
I hope this day  
Is happy for you!

Some Valentines are silly  
Some are big and frilly,  
Some are made of candy  
These I find just dandy.



## Mr. Groundhog

Mr. Groundhog down below  
Pops up through the fluffy snow  
Sees his shadow – watch him go  
Winter's here to stay -  
OH, NO!

Mr. Groundhog down below  
Pops up through the fluffy snow  
Wide awake he wants to play  
Spring is on it's way -  
HOORAY!

## Ms. Groundhog

Fuzzy Wuzzy Groundhog  
Huddles in her cave.  
On February second,  
She pops up big and brave.

If she sees her shadow,  
She runs back underground.  
Six more weeks of winter  
Will keep snow coming down.

If she sees no shadow,  
She runs round and round.  
'Spring is almost here', she shouts,  
As she jumps up and down.



It's fun to  
walk in the sparkling snow,  
And hear my boots go crunch,  
I play so hard.  
Soon I'm wet and tired  
And ready for hot soup with lunch.

## Colour Me Cold!

Red cheeks,  
White toes,  
Blue fingers-  
Red nose!

## Icicles

We are little icicles  
Melting in the sun.  
Can you see our tiny teardrops  
Falling one by one?

## Little Snowman

*(to the tune of 'I'm a Little Teapot')*  
I'm a little snowman round and fat,  
Here are my mittens,  
Here is my hat.  
Add a little scarf and a carrot nose.  
You stand so tall when the cold wind blows.

## The Snowman Song

I am a little snowman.  
I am so fat and round.  
I started from a snowflake  
That fell upon the ground.

I have two buttons for my eyes,  
A great big scarf of red,  
I have a carrot for a nose,  
A hat upon my head.

Watch  
me  
as  
I  
melt  
to  
the  
ground.



See the snowballs,  
One, two, three  
That make a snowman  
Just for me!

# How Children Learn to Read Words

*The following article is by Dr. Bruce Murray, the Reading Genie, an associate professor in the Department of Curriculum and Teaching at Auburn University. This article is used with his permission.*

Writing is a fairly recent invention, but powerful in improving human intelligence. The first writing was logographic, where a symbol represented the meaning of a word. This meant a vast number of symbols to learn. In a later system, symbols representing syllables were introduced, a shift to sound-based writing. With the development of the alphabet, writing used an economical group of symbols representing speech phonemes, the vocal gestures from which words are constructed in a language. However, using an alphabet requires sufficient familiarity with phonemes to recognize them in spoken words, and this can be a serious hurdle. Phonemes are produced very rapidly in ordinary speech (10-20 per second), and the vocal gestures overlap, making phoneme boundaries difficult to discern.



The alphabetic code allows a systematic way to read any word by following its pronunciation map. To sound out a word, you translate the letters into phonemes, blend the phonemes to approximate the pronunciation, and recognize the word. Phonics is simply decoding instruction -- teaching beginners to understand spellings as phoneme maps. However, because phonemes are co-articulated, phoneme awareness must usually be taught explicitly, not just assumed.

We're used to thinking of two routes to word recognition: sight and decoding. However, all skilled readers acquire sight words, and all are expert decoders. Moreover, we can recognize words by analogizing, stringing together pronounceable word parts, or contextual guessing. Sight recognition means instant recognition without analysis. Decoding involves translation; although early decoding requires audible sounding out and blending, later decoding is fast and silent. To analogize, we recall a word with the same spelling pattern and make the unfamiliar word rhyme with the remembered word. The pronounceable word parts strategy requires a large store of sight chunks, such as *ing*, *ight*, and *tion*, that readers can string together to identify words. Contextual guessing is using the rest of sentence to guess unrecognized words. Because guesswork is slow, effortful, and not very reliable, readers rapidly abandon it as they gain decoding skill and sight vocabulary.

The problem in reading words is to access the lexicon, i.e., the store of words and associated information in memory. Before we ever learn to read, we store an incredible web of words with their pronunciations, meanings, syntax, and sometimes spelling data. The problem in reading is to access the lexicon, i.e., to locate the entry in memory from its spelling. Access routes of skilled readers are memorable (they can call up a word easily), reliable (they get the same word every time they see its spelling), and easily learned (in just a few trials). But accurate, reliable access routes are not good enough: to save resources for comprehension, we need effortless access to words. Thus sight word access is the goal of phonics instruction.

Children don't just jump into decoding and acquiring sight vocabulary. They move through predictable phases of using the alphabet more and more skilfully. Before children learn to use the alphabet, they employ a default strategy of attaching a visual cue to meaning. This visual cue strategy explains why very young children can recognize many words in their normal surroundings, for example, reading McDonald's with the arches logo. They are simply recognizing pictures. When children gain alphabetic insight, they begin to use phonetic cues instead of visual cues. They use some letters (usually at the beginning of a word) to cue some of the phonemes in the word, providing a systematic access route to the word in the lexicon (though not a reliable route).

Reliable access comes in the alphabetic phase, when children learn to decode words from spelling alone. Alphabetic phase reading allows children to rapidly acquire sight vocabulary. Contrary to past beliefs, sight-word learning does not depend on rote association. Children learn sight words in just a few *quality* encounters. Quality encounters connect letters in a spelling to phonemes in the pronunciation, usually by sounding out and blending. In other words, we typically learn sight words through careful decoding. Though decoding demands great attention in



young readers, it sets up reliable access routes to retrieve the word. Once the access route is established, the tools to build it (correspondence rules) drop out. The spelling becomes a meaningful symbol of spoken word (i.e., it "looks like" the word). Learning to decode dramatically reduces the number of trials to sight recognition from an average of 35 trials to an average of 4 trials.

How do we lead children to the full alphabetic phase where they can sound out words? Phonics is designed to accomplish this goal. Phonics is simply instruction in decoding. It involves teaching correspondence rules and how to blend. Two types of phonics have been developed: explicit and analytic. Analytic phonics is designed to avoid pronouncing phonemes in isolation. This necessitates roundabout explanations, and it presumes phoneme awareness rather than modelling how phonemes are cued and assembled in decoding. In explicit phonics, teachers pronounce phonemes in isolation to model how to sound out and blend. Studies show that explicit phonics is more effective in leading children to early reading independence.

One other factor has been shown to be important in phonics: decodable texts. Decodable texts are simply texts in which most of the words can be decoded using correspondences children have learned to date in their phonics program. While such control temporarily restricts the literature value of practice texts, research shows that it induces a decoding strategy in beginning readers. Because the phonics they learn works to unlock the words in their stories, they rely on a decoding strategy in reading. This helps them gain sight words rapidly, and also helps them figure out patterns not explicitly taught in phonics lessons. As they expand their sight vocabularies and decoding power, controls on decodability can rapidly be removed, allowing them to read and enjoy children's literature. The problem with alphabetic-phase reading is that it is slow and effortful. Fortunately, as children learn sight words and sight chunks, they learn shortcuts to word recognition. They remember chunks of spellings for quick assembly. These chunks are pronounceable word parts that can be recognized without analysis. Using chunks allows readers to decode polysyllabic words by stringing together the familiar parts. The key to expert decoding seems to be learning vowel correspondences--the heart of every syllable. Also, it takes lots of reading practice to acquire sight words and sight chunks. Children must be led to read voluntarily as a leisure time activity to take on this level of practice. Should our goal for beginning readers be to remember words by sight or decode? The answer is both. To progress toward reading expertise, children must learn to decode and to read words by sight. However, sight word reading depends on decoding--knowledge of our alphabetic system. Thus, learning to decode must come first.

**Be My Echo**

*(to the tune of 'Are You Sleeping?')*

Be my echo *(teacher)*

Be my echo *(students)*

E says /e/ *(teacher)*

E says /e/ *(students)*

Elephant and enter *(teacher)*

Elephant and enter *(students)*

Eggs and elevator *(teacher)*

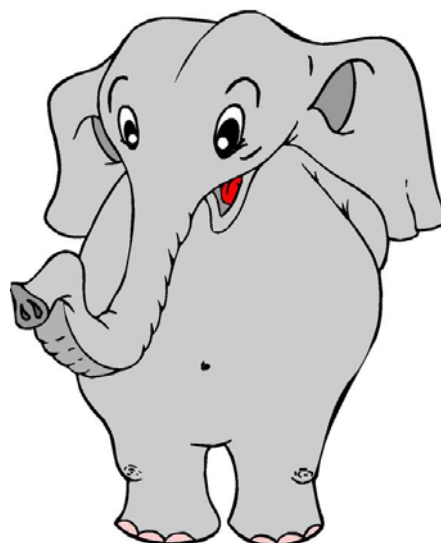
Eggs and elevator *(students)*

/e/, /e/, /e/ *(teacher)*

/e/, /e/, /e/ *(students)*

*(Can be used for any letter of the alphabet.*

*/\_/ shows the sound of the letter.)*



# Teaching Poetry

“The ability to hear and make rhymes is one good indicator of a child's future success as a reader. Children love to play with language, and singing and chanting, rapping and clapping, are all important ways to address multiple learning modalities. Because children learn songs and poems so easily, they're perfect for teaching the concepts of print, including one-to-one correspondence, tracking, and return sweep. Repeated exposure to printed songs and poems also helps children develop sight word vocabulary.”



“I do a poem a week. I put it on sentence strips and put on chart. The kids match words onto the pocket chart, and we say (sometimes sing) the poem daily. On the first day I put a copy of the poem in their poem binder with a blank page and a piece of construction paper. They circle letters and/or words, illustrate the poem and put cut up sentences in order to match the poem. This is done within a week's time. After about 4-5 poems, I take them out of their binder and staple them between construction paper and they decorate the front with My Poem Book. They love to go back over these well-known poems and 'read' them to each other.”

“I make Poetry Boxes by covering small boxes with contact paper or gift wrap, then I glue a poem into the bottom or lid of the box. Inside the box is a special pointer, and perhaps a puppet or toy that goes with the poem. These poetry boxes are also used at a literacy centre.”

“I use songs and poems in pocket charts, both large charts on stands and small, tabletop ones, during group instruction and when we are doing literacy centres. I always make two sets of the words for the pocket chart, using different colours for alternating lines, and I cut one set up so the children can match text. After my students have learned a new song or poem, we often make it into a class Big Book, with illustrations made by the kids. I usually make two or three copies of each book, so there are plenty to go around during literacy centres and independent reading time.”

“I write the words to songs and poems on half sheets of poster board, illustrate them with stickers or clip art, and laminate them. We use them during Shared Reading and also as a literacy centre, stored upright in a box. I make additional copies of poems and laminate them on half sheets of construction paper, and include them in my travelling homework Discovery Packs.”

“I reproduce many of our songs and poems for individual Poetry Journals. The students keep their poetry journals in their desk or cubby, for independent reading and sharing with upper grade reading buddies. We store various pointers (popsicle sticks with the end dipped in glitter, pencils with seasonal erasers, etc.) in the inside pockets. I've made poetry journals several different ways, and I vary from year to year. Some of the ways include:

- Giving each child a 3 ring binder (my current favourite).
- Making a construction paper book with the pages bound on the binding machine that the children glue their poems into.
- Using green bar computer paper, folded green side in and stapled lengthways, so that poems can be glued on the pages with lots of room left over to make illustrations or borders.

“I pick poems that have the simple sight reading words that we are learning this week. I use nursery rhymes or simple seasonal poems. Then we talk about the sight words, find them each time we read the poem, cut out the different words and put them back into the poem in the correct places, and highlight the words. Then these words are added to our word wall and we review them every day. The children like to read simple sentences made from these words, and even use them in beginning writing experiences.”

# Teaching Sight Words

- Use kinesthetic motions with each word, if possible.
- Say the first sound.
- Show the word many times on the teaching day, and then at least once every day after that.
- Read know words in phrases or short sentences.
- Find the word in poems or simple predictable books.

a – ‘a’ is a word as well as a letter and a sound. Use it with nouns in the classroom – a book, a girl, a pencil, etc. Put the word ‘a’ on cards, and have the children go around the classroom, touching under the ‘a’ and the object as they say ‘a crayon’, ‘a table’, etc. Make sure the children are making the sound of ‘a’, not the letter name as they do this.

I – ‘I’ is always a capital letter, because ‘I am important’. Draw your hand down from your head to your feet to draw the ‘I’, and have the children do it, too. The lines at the top and bottom could be a little hat and little shoes.

like – ‘like’ doesn’t have a shape association – but perhaps you could make the ‘e’ into a smile to show how much you ‘like’ something. Use it with ‘I’ so each child says ‘I like a \_\_\_\_\_.’

you – The ‘y’ in you could have a finger pointing at you, and the ‘o’ could be made into a face to show ‘you’. Use it with ‘like’ - ‘I like you’, or ‘You like \_\_\_\_\_.’

look – There are two big eyes that ‘look’ at you. Draw eyes in the ‘o’s.

at – ‘At’ doesn’t have a kinesthetic or pictorial association, but you can show the /a/ and the /t/ sounds and show how they are blended. Also use ‘at’ in sentences – ‘Look at \_\_\_\_\_.’ using the children’s names.

and – Again, show the /a/ and show the children how to get their mouths ready to say the word by saying the first sound. Use ‘and’ on a card held between two children – ‘\_\_\_\_\_ and \_\_\_\_\_’. You can also do this with classroom objects.

the – Use ‘the’ with nouns in the classroom – a book, a girl, a pencil, etc. Put the word ‘the’ on cards, and have the children go around the classroom, touching under the ‘the’ and the object as they say ‘the crayon’, ‘the table’, etc. They can make sentences – ‘Look at the \_\_\_\_\_ and the \_\_\_\_\_.’

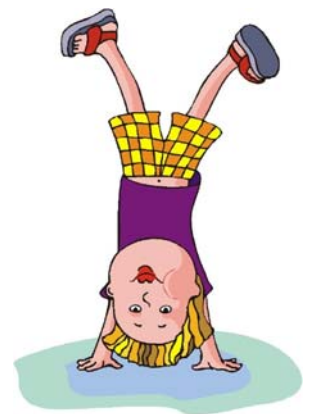
big, little – Brainstorm things that are big and little. Print the word ‘big’ in big print and the word ‘little’ in little print. Put this on a card – ‘Look at the big \_\_\_\_\_.’ and the children go around the classroom showing big objects and reading the sentence, touching under each word and then touching each object. Do the same with ‘little’.

red – Brainstorm things that are red. Take a card with the word ‘red’ and go around the classroom putting the card to an object that is red. Read ‘I like the red \_\_\_\_\_.’

blue, yellow – Do the same as ‘red’

Do action words – go, come, jump, run, sit, etc. After you teach the word, flash the cards and have the children do the actions.

can – Make sentences ‘I can \_\_\_\_\_’ or use the child’s name – ‘Aidan can \_\_\_\_\_.’ Use a can of soup or other food can as an association.



# Writing

Up until the 1980's, Kindergarten children were not given many opportunities to read and write. These skills were begun in Grade One, and while some Kindergarten teachers taught sounds and letters, reading and writing did not begin until the following year.

In the '80s and '90s Kindergarten teachers insisted that children write every day, from the beginning of the year. This was an integral part of the original whole-language theory. The children were expected to 'emerge' as writers, going through a number of stages from scribbling to writing that someone else could read. Most teachers in this period embraced this theory, but problems began to emerge. First, most children knew that there were correct ways to write and spell and knew that they didn't have the skills to do this. These kids didn't want to write incorrectly and disliked the process. Other children didn't 'emerge' to be writers in a satisfactory manner. They continued to write very poorly and not be concerned with correct spelling or concepts of language long after they should have been writing accurately. Poor habits were formed that followed the children into the higher grades.

There are prerequisites to learning to write. Once these are learned, writing comes naturally: only then is it a true form of communication. When a child writes something that can be easily read and its contents remarked upon, then the child is beginning the true writing process.

This does not mean that writing should not be taught. Writing should be modelled every day in the Kindergarten class. It should be kept simple and the processes should be explained every day. You will find that as you teach the pre-requisites and model the writing skills, soon some children will begin to write on their own and this, of course, should be greatly encouraged.

These are the pre-requisites:

## **Concepts of Print:**

Children need to understand that written language is composed of words and is meaningful. They must know the directional skills and be able to separate the writing into separate words, and then into separate letters.

## **Phonics:**

Children need to know the basic sounds before writing and spelling makes any sense to them. These are the building blocks, and without the knowledge of sounds there may be a lack of understanding of the process.

## **Reading:**

Until children have some basic sight word reading vocabulary and the understanding of the reading process they will not be ready to compose their own stories with any confidence. They must be able to read what they have printed. Without the ability to read the story back with accuracy, the child is not truly writing.

## **Spelling:**

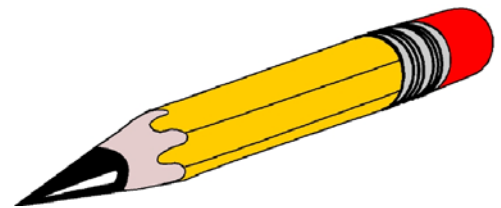
Children do understand that there is a correct way to spell words, and they want to write them correctly. Common words should be taught, and be on a word wall for the children to access. Give the other words to the children until they have a wide enough knowledge of phonics to spell independently. The children can print the initial letter, or as much of the word as they can and then be given help.

## **Printing:**

How can students produce good writing if they haven't been taught to print well and haven't had enough practice in order to form the letters? Printing is the medium in which writing is expressed, so without the ability to print the letters, writing is impossible. You need to teach letter formation daily, and have the students practice their printing skills daily.

## **The Rules – capital letters, spacing, periods:**

As in all endeavours, there are rules to follow when writing language. Children must learn our language framework. They need to understand what makes a sentence; the different punctuation, and when to use capital letters. These skills will be taught as you model the writing process from the beginning of the year, and the children will begin to use these if you have made them an integral part of your modelling lessons.



# Phonics

“I teach the letter names alphabetically in teams.

The a – team is a b c d e f g

The h - team is h i j k l m

The n - team is n o p q r s t

The u - team is u v w x y z

Once we have the names of the letters down (or in January, whichever comes first), I start teaching the letter sounds. Those I definitely don't teach in alphabetical order. I think my order goes something like short /a/, then /m/, /t/, /s/, etc.

Here is something that went over ‘big’ in my class this week. I'm teaching kindergarten this year and we've been working on letter recognition. We were working on the ‘h-team’ (h i j k l m) so I put each letter on a paper pumpkin and laminated them all in a row so that I had a ready-made hopscotch I could tape onto my floor just inside the door. After two weeks of the kids hopping on it and saying the letters as they entered the room we moved on to another alphabet team. I didn't want to roll up the first one and pack it away so I put it up on the wall. All I had to do was tell the children that they could take off one shoe and ‘hopscotch’ up the wall with it and they were off.....there's a line up of boys everyday wanting to do it!

*Barb*

“I like the idea of making one on the wall that they can walk a shoe on. This could be used as a literacy centre. I have a very active class this year. They would be jumping everywhere but the letters! I think I will make desk top mats and they will play in partners using their bags of word wall words and some of those springy pop-up things as they ‘hop’ on the letters to practice their words.”

“I do something similar to the hopscotch idea. I was given a long plastic alphabet that rolls up. One of the games the children play is called ‘Jumping on the Letters’. I give them a bag of word wall words, one partner reads the word, the other partner jumps on the letters to spell the word. They LOVE this game and it's multilevel as some children need to see the word before they can spell it.”

## Alphabet Chant

### An Alphabet Song

*(/-/ stands for the letter sound.)*

/a/ for apple,

/b/ for bug,

/c/ for cat, and

/d/ for dug

/e/ for elephant,

/f/ for frog,

/g/ for go, and

/h/ for hog...

/i/ for itch,

/j/ for jog,

/k/ for keep, and

/l/ for log

/m/ for mom,

/n/ for not,

/o/ for on, and

/p/ for pot

/qu/ for queen,

/r/ for rug,

/s/ for sing, and

/t/ for tug.

/u/ for up,

/v/ for vest

/w/ for we and wiggle and west

/x/ makes the double sound of k s *(I say the letters here, not the sounds)*

found at the end of

tax and fix *(draw out the /k/ /s/ sounds)*

/y/ is for saying

yes, yellow, you

/z/ is the end, sing

zip, zing, zoo

*Ada*



# All About M

/m/ as in Mom.

**Sound Association** m - m - m - m - m! Something good to munch!. Make the sound with the lips together. Voiced.

**Key Words:** Mom, mouse, moose, mushroom, monkey, motorcycle, moon, morning, music, mask, mittens, mirror, mountain

**Praise:** Magnificent! Marvellous!

**Make Tactile Letters:** Glue macaroni to 'Mm' outlines.

**Tactile Association:** Feel or do projects with money, marshmallows, macaroni, marbles, magnets

**Songs and Games:** "Mary Had a Little Lamb", "Mulberry Bush", "Do You Know the Muffin Man?" Musical chairs, marbles, marching. Play "Mother May I?" Make music. "No More Monkeys Jumping on the Bed".

**Art Ideas:** Make an 'M' 'm' collage by cutting these letters out of magazines and gluing them to a sheet of paper. Make a map of the school. Trace around their hands to make mittens. Print a 'M' on one and 'm' on the other mitten. Build a structure with marshmallows held together with toothpicks. Make a mobile. Make a structure from milk cartons. Make and wear masks. Make a necklace with macaroni. Do marble art – dip a marble in paint, pick it up with tongs and put it on a paper in a large rectangular cake pan. Tip the pan to let the marble roll around and make tracks. Make marshmallow sculptures.

**Food:** Muffins, macaroni, meatballs, mints, milk, marshmallows. Make milkshakes. Bake muffins. Supply milk for each child each day of the 'm' week. Make macaroni and cheese.

**Other Activities:** Learn about the moon. Mail letters. Use magnifying glasses. Use a microscope. Listen to music. Mozart is a good choice! Read 'The Mitten' by Jan Brett, and 'If You Give a Mouse a Cookie' and 'If You Give a Moose a Muffin'. Do a 'Me' unit and make a 'Me' book. Learn magic words and use a magic wand. Learn about measuring. Learn about magnets. This is a good time to begin a unit on money. Look at pennies, nickels, dimes, and quarters. Read the poem "Mice". I think mice are really nice ..... Trace both hands to make mittens. Colour them to make a pair. Collect a pair of mittens from each child. Sort in different ways – by colour, shape, size, etc. Read magazines.



# All About N

/n/ as in no. The tip of the tongue is on the roof of the mouth.



**Key Words:** nut, needle, nurse, nail, nine, nest, name, number, note, nickel, neighbour, night, neighbourhood, necklace, newspaper, noise, nap

**Praise:** Nice! Nearly perfect! Neat!

**Tactile Association:** Feel or do projects with nails, net, noodles, newspaper, nylon.

**Make Tactile Letters:** Glue noodles or newspaper bits onto the letter outline.

**Songs and Games:** "Who are the People in Your Neighbourhood"

**Art Ideas:** String macaroni to make noodle necklaces. Use a needle! Cut 'N' and 'n's of varying size from a newspaper to make a collage. Draw nine birds in a nest. Draw something nice! Make a necklace. String cheerios or other cereal. Paint 'n's' on newspaper.

**Food:** Noodles, nuts, nutmeg, nectarines, noodles, nachos, Neapolitan ice cream.

Make nests. These can be cookies with a jam centre, or shredded coconut mixed with chocolate and formed into nests. You can also use Chinese noodles mixed with chocolate to make nests.

**Other Activities:** Sort nails. Invite a nurse to visit. Write notes to someone. Brainstorm things that are nice. Print numbers. Read a newspaper. Collect nickels for a worthy project. Look at different birds' nests. Learn about nickels. Explore your neighbourhood. - Take a nature walk. Work and play with names. Colour nicely.



# All About O

**Hand Motion:** With the pointer finger, draw a circle in front of the mouth as you say the sound.

/o/ as in ox, odd, ostrich. We now come to the third vowel sound. The children usually find /o/ quite easy to blend.

**Sound Association:** /o/ is the sound you make when you are disappointed.

**Key Words:** olive, octopus, ostrich, office, opera, opposite, otter, octagon, on, off, ox

**Praise:** Awfully good! (?)

**Tactile Association:** Feel or do projects with Cheerios or Froot Loops (or other 'o' shaped cereal).

**Make Tactile Letters:** Glue Cheerios to the letter outlines.

**Songs and Games:** Make an obstacle course.

**Art Ideas:** Draw an odd octopus. Find different sized 'o's in magazines and cut them out and make a collage. Make a necklace with 'o' shaped cereal. Make an octopus: use a styrofoam ball for the body and pipe cleaners for the 8 legs. Make Oscar the Grouch – Glue a green pom-pom to the top of a film canister. Add eyes. Print o's – find objects that are round – lids, cardboard tubes, film canisters, drinking straws, containers of all sizes – and dip them into paint and onto paper.

**Food:** Olives, omelette. Eat lifesavers.

**Other Activities:** Learn about octopi. Visit the school office. Listen to some opera. Discuss opposites. Learn about oxygen. Learn about the ostrich. Form O's with your fingers, arms, mouth. Visit the school office. Set up an office centre. Make a list of opposites.



# All About P

/p/ as in pet. /p/ is a small explosion of air. If the children hold their hands in front of the mouth they can feel the air. Unvoiced.

**Sound Association:** the popping popcorn sound

**Key Words:** pig, popcorn, pencil, pizza, pie, people, pet, park, party, present, paper, pilot, paint, pin, picnic puppy, please, pumpkin, pony, parade

**Praise:** Perfect! Positively perfect! Pretty!

**Tactile Association:** Feel or do projects with popcorn, peas (dried), peanuts - in or out of the shell, pipecleaners, puzzle pieces, pumpkins and pumpkin seeds, paint

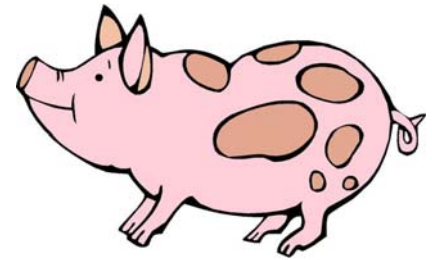
**Make Tactile Letters:** Glue dried peas onto the 'p' letter! You can also use popcorn or old puzzle pieces to the letter outlines.

**Songs and Games:** "Peter, Peter, Pumpkin Eater", "Pop Goes the Weasel", "Pawpaw Patch", "Pussycat, Pussycat", Punchinella, Pin the Nose on the Pig, Puzzles, Pick-Up-Sticks, Do Parachute Play

**Art Ideas:** Bend pipecleaners to form shapes, etc. Make pickle or potato prints. Cut pickles and press them in pink paint and then onto paper. Do this with a partner! Make a pasta necklace or collage. Make puppets. Make parachutes with kleenex and thread. Painting, of course. Paper Plate – Glue 'p' pictures to a paper plate. Pinwheels. Make a picture with purple and pink.

**Food:** Pancakes, popcorn, peas, peppers, pie, pineapple, pudding, potatoes, peanuts, peaches, pears, parsley, pickles, peanut butter, pasta, pretzels, pizza, potato chips. Pop popcorn. Prepare potatoes in different ways and graph the favourites. Peel a pear. Eat purple popsicles. Drink purple juice.

**Other Activities:** Learn about penguins. Have a puppet show. Brainstorm things that are pretty. Graph favourite pets. Cut apart a pumpkin. Have a policeman visit. Go to the park. Make patterns - make a pattern with colours, shapes, or numbers. Go on a picnic. Have a picnic in the park! Play with silly putty. Have a pyjama party. Learn about pirates. Listen to someone play the piano.



# All About Q

/qu/ as in quit. Always teach the 'q' with the 'u', as 'q' is never seen alone. The sound is /kw/. Voiced.

**Sound Association:** the sound of /kw/

**Key Words:** queen, quilt, question, quill, quarter, quartet, quail, quarterback, quiver, quarrel, quick, quiet

**Praise:** Quite \_\_\_\_\_! You are quite quiet!

**Tactile Association:** Feel or do projects with quarters, or quilt squares.

**Art Ideas:** Make a paper quilt. Each child can make one square. Make a quill from a feather and the children can write with ink. Paint with Q-tips. (This does not teach the sound, of course.) Make picture or structures with Q-tips.

**Food:** quiche - but the sound isn't correct.

**Songs and Games:** Twenty Questions

**Other Activities:** Talk about Queen Elizabeth. Brainstorm quiet things. Learn about quail. Do math with quarters. Do rubbings with quarters. Practice being quiet! Spend some time doing everything quickly. Learn about the question mark. Ask some questions.



# All About R

/r/ as in rat. Keep the sound short. It's not 'ruh'! Voiced.

**Sound Association:** the growling sound

**Key Words:** rat, rabbit, red, rose, rooster, ring, radio, road, rocket, rain, rainbow, race, rug, rock, robin, reindeer, ribbon, rope, robot, run

**Praise:** Really \_\_\_\_\_!

**Tactile Association:** Feel or do projects with rice, ribbon, rope, rocks, raisins.



**Make Tactile Letters:** Glue rice or raisins to the letter outline. Make the letters with ribbon. Go outdoors and make the letters with rocks.

**Songs and Games:** "Rain, Rain, Go Away", "Row, Row, Row Your Boat", "I've Been Working on the Railroad", Run races, Red Rover, do relay races. Go outdoors and run, run, run!

**Art Ideas:** Make a rabbit head using a paper plate and two long ears. Make a rainbow. Paint rocks. Build rockets. Make rubbings. Make a picture using only rectangles. Make a picture only using red crayon or paint.

**Food:** Raisins, raspberries, red apples, rhubarb, rice, rolls, red radishes, rice cake

**Other Activities:** Use a ruler. Use rhymes. Tell riddles. Build a rocket. Discuss reflections. Learn about rectangles. What is rain? Plant radish seeds – they grow very quickly! Listen to the radio. Pretend to be robots. Make a rock collection. Recycle.

**Read, read, read!**

# Groundhog Day

The activities around Groundhog Day may give children the opportunity to learn about predictions, graphing, shadows, and, of course, all about the groundhog.

## A Little Groundhog

*to "I'm A Little Teapot"*  
Here's a little groundhog,  
furry and brown,  
He's popping up  
to look around.  
If he sees his shadow,  
down he'll go.  
Then six more weeks of winter  
- oh, no!

## Or:

See the little groundhog,  
Furry and brown.  
See the little groundhog,  
Look all around.  
If he sees his shadow,  
down he goes.  
There's more winter,  
Little Groundhog knows.

## Groundhog Song

*Sung to: Oh, My Darling Clementine*  
Mr. Groundhog, Mr. Groundhog,  
Where are you today?  
Mr. Groundhog, Mr. Groundhog,  
Are you coming out to play?  
If your shadow you do see,  
Will you run away and hide?  
Then more days of winter  
We'll expect to see outside.

## Make a groundhog's home:

Find a box large enough for a child to crawl in and let them decorate it like a groundhog's home. Paint it, draw trees on it, etc. Let a child pretend to be a groundhog and pop out of a hole in the top of the box. Light directed at the 'groundhog' will make his shadow. One time the child can see his shadow & pop back down and another time he will not see it so he will stay up to play.

## Groundhog Puppets

Using brown construction paper, cut groundhog faces about 1 1/2 inches across. Spread glue on face and attach thin whisks of cotton to represent fur. Glue on paper eyes, nose and mouth. Attach to a popsicle stick. Cut a slit in the bottom of a small paper cup and have the children push the bottom of the stick into it. Show the children how to make the groundhog appear and disappear.

## If I Were A Groundhog

Have the children draw pictures of what they would do if they were groundhogs and saw their shadows (or not). Ask them to describe their pictures as you write down their stories on their papers.

## Groundhog Mask

Have children colour a paper plate brown and then cut out holes for the eyes. Cut ears, a nose and mouth from construction paper and glue on plate. Punch a hole on each side of the plate and attach yarn. Tie around child's head.

## Shadow Tag

Let the children play shadow tag on a sunny day. Choose a child to be 'it'. That person tries to step on another child's shadow.

## Shadow making

Shadows are caused by objects that get in the way of the sun or a bright light. Shine the light from a film projector or a lamp on a bare wall. Turn off the lights in the room. Let the children stand in front of the bright light and experiment with making their own shadows. Ask them to make big shadows, little shadows, animal shadows and moving shadows.



# Math Centres

## Activities for your Math Centres:

1. Buy a large bucket of foam shapes from a craft store. Have a laminated strip of paper about 3 inches in width and an egg carton. Students make patterns or sort the objects.

2. Write numbers on stickers (round price stickers for garage sales work well) and glue them into the bottom of egg cartons. Place a bag with small objects with the carton. Students can read number and count that many objects into the egg cups.



3. Playdough, mat, spinner. Write target numbers on spinner - you'll find spinners in most math books. Student spins a number and then makes that many balls from playdough and then a numeral that is the same. Have large numerals for the children to copy.

4. Pocket charting: include a variety of number cards for students to sequence in the pocket chart. Remember to include a number line for self checking.

5. Macaroni patterns: strips of paper, glue, coloured macaroni. Students create patterns. To make this more difficult - have students create half the pattern and then exchange with partner- each must finish the other's pattern.

6. Wipe-off number cards for number writing practice. Use dry erase pens.

7. Number writing station: include individual chalk boards, number cards or strips, paper, dry erase boards.

8. Magnetic numbers for sequencing on magnetic board.

9. Felt letters and objects for felt board: student can sequence numbers, match objects and numbers; e.g. number two and two felt ducks, or sort objects.

10. Spin and count game: use a large plastic container like a dream whip container. Inside place small objects for counting. On the top you can write numbers with a permanent marker. The spinner is a brad and large safety pin. Include a small portion cup. Student spins and lands on 8: then counts 8 objects into portion cup. You can make several of these to match targeted numbers.

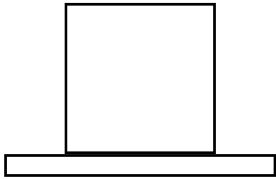
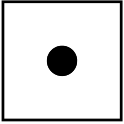
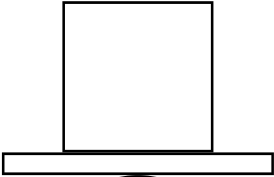
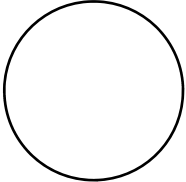


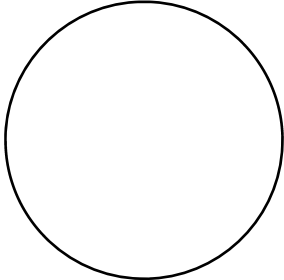
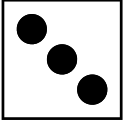
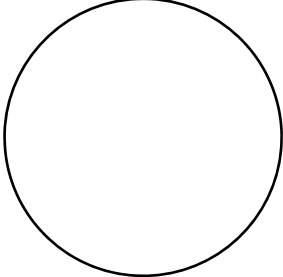
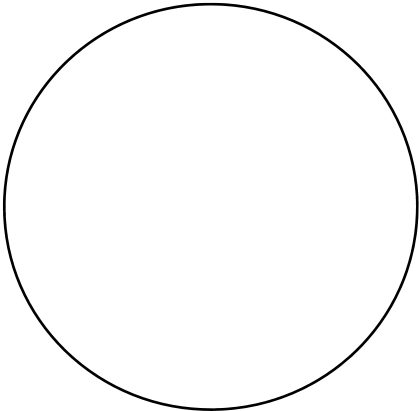
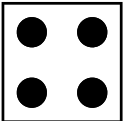
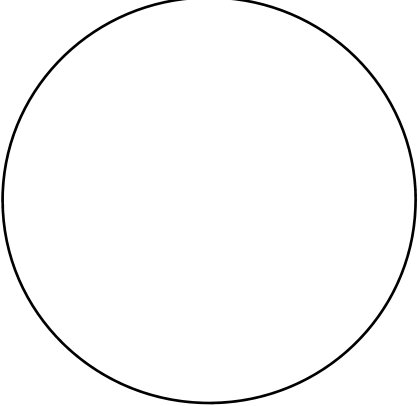

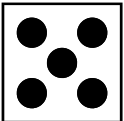


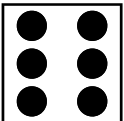
11. Read and count - index cards, small containers (clear plastic cups are great), small objects to count. On one side of the index card write a number. On the other side of the card place stickers in the same amount). Write the number on a small container. Student shuffles cards and then picks one. Student reads the number (or counts stickers) then finds container with the same number. Student then counts the same amount of objects into the cup.

12. Spinner with 3 numbers and a programmed sheet with the 3 numbers at the top. Student spins and then writes the correct number underneath its heading. Students can work with partners. This is a lesson in probability and number recognition. The object is to see which number comes up the most.

13. Number books: have students complete each page with the number of objects designated for the book. The child prints the numeral on the front page. One page has a unifix cube pattern - student makes a pattern with cubes and records on page. Stamp 5 stamps. Stick 5 stickers. Make a pattern with 5 paper pattern blocks. Make a design with 5 toothpicks. You can add as many pages as you wish. You can include some number writing pages.

# Build a Snowman:

Take turns rolling a die. When you roll a number, you may draw that part of your snowman. The first one to finish rolling and drawing a snowman wins. If you repeat a number you lose your turn.

		Draw a hat.	
		Draw a small ball.	
		Draw the middle ball..	
		Draw the big ball.	
		Draw a nose.	
		Draw eyes and a mouth.	

# Chinese New Year

January 22, 2004 is the Chinese New Year, and 2004 is the year of the Monkey. This event marks the end of winter and the beginning of spring in China. The Chinese believe it brings good luck for the future. Have your own festival complete with a parade led by huge dragons, colourful lanterns of all sizes and shapes, drums and cymbals, parties and red envelopes filled with good luck money. End the celebration by eating a Chinese meal, such as a stir-fry with rice.

## Chinese Dragon

*(to Frere Jacques)*

Chinese dragon, Chinese dragon,  
Breathing fire, breathing fire,  
Happy, happy new year,  
Happy, happy new year,  
Gung hay fat choy,  
Gung hay fat choy.

## Lion Dance Song

*(to Mary Had a Little Lamb)*

See the lion dance and prance,  
Dance and prance, dance and prance.  
See the lion dance and prance  
On Chinese New Year's Day.  
Hear the firecracker pop,  
Pop, pop, pop; pop, pop, pop  
Hear the firecrackers pop  
On Chinese New Year's Day.

## Chinese Hello Song

*(to The Farmer in the Dell)*

Let's wave and say "Ni hao (nee how),"  
Let's wave and say "Ni hao."  
Let's say "hello" to all our friends,  
Let's wave and say "ni hao."

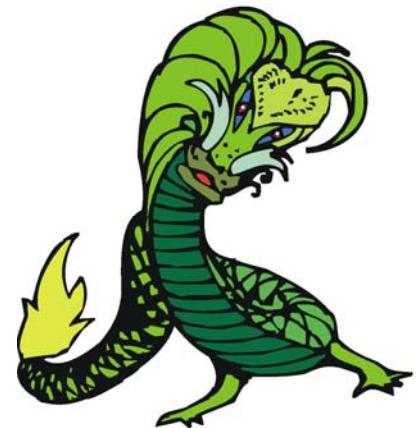
## Here Come The New Years

*(to Old MacDonald Had a Farm)*

Here come the new years  
Marching round, E-I-E-I-O  
And one of the years  
Is the year of the Rat, E-I-E-I-O  
With a squeak, squeak here,  
And a squeak, squeak there,  
Here a squeak, there a squeak,  
Everywhere a squeak, squeak.  
Here come the new years  
Marching round, E-I-E-I-O.

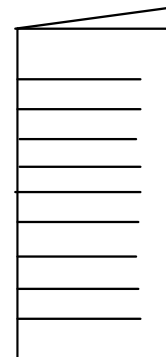
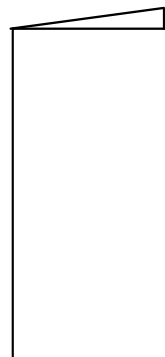
Other Verses:

Year of the...  
Cow - moo, moo  
Tiger - grr, grrr  
Rabbit - sniff, sniff  
Dragon - roar, roar  
Snake - hiss, hiss  
Horse - neigh, neigh  
Sheep - baa, baa  
Monkey - chee, chee  
Rooster - cock-a-doodle  
Dog - bow, wow  
Pig - oink, oink



## Make a Chinese lantern

Fold a rectangular piece of paper in half, making a long, thin rectangle. Make a series of cuts (about a dozen or more) along the fold line. Don't cut all the way to the edge of the paper. Unfold the paper. Glue or staple the short edges of the paper together. Cut a strip of paper 6 inches long and 1/2 inch wide. Glue or staple this strip of paper across one end of the lantern - this will be the handle of the lantern.



# Alphabet Activities

## If You're Happy and You Know It

If you're happy and you know it,

Bounce around /b/ /b/

If you're happy and you know it,

Bounce around /b/ /b/

If you're happy and you know it,

Then your face will surely show it

If you're happy and you know it,

Bounce around /b/ /b/.

Catch a ball /c/ /c/ ...

Dance with me /d/ /d/ ...

Elevator /e/ /e/ ...

Fall down /f/ /f/ ...

Gallop like a horse /g/ /g/ ...

Hop on one foot /h/ /h/ ...

In the igloo /i/ /i/ ...

Jump so high /j/ /j/ ...

Kick in the air /k/ /k/ ...

Laugh out loud /l/ /l/ ...

March in place /m/ /m/ ...

Nod your head /n/ /n/ ...

Octopus arms /o/ /o/ ...

Paint a picture /p/ /p/ ...

Quilts are comfy /q/ /q/ ...

Run in place /r/ /r/ ...

Sit on the floor /s/ /s/ ...

Talk to me /t/ /t/ ...

Up, up, up /u/ /u/ ...

Vacuum the rug /v/ /v/ ...

Walk around /w/ /w/ ...

Exhale, inhale /x/ /x/ ...

Yawn right now /y/ /y/ ...

Zoom to the moon! /z/ /z/ ...



## Alphabet I Spy

Select an object in the room. Think of its initial sound. Tell students, 'I spy something that begins with the letter (or sound) \_\_\_\_\_.' The first student to guess the correct object selects the next object. You may want to require each student to tell you what his or her object is.

## Name That Letter

Have twenty-six 4 x 6 or larger index cards, and write a different letter of the alphabet in the upper right hand corner of each. On each card, draw or paste drawings of three to five pictures which begin with that sound. For quick review of sounds, pull a card from the file and begin describing the pictures without naming them. After students guess each object, ask them to name the initial sound.

## People Letters

Divide students into two or more groups, with at least six students in each group. Say a word. Groups must then arrange themselves to create the shape of the word's initial sound.

## The Letter Hunt

Have students form a circle. Place flashcards or objects outside the circle. Teach the following song to the tune of *The Farmer in the Dell*:

We're looking for an A (letter name)

We're looking for an A

/a/, /a/, /a/ /a/ /a/ /a/, (letter sound)

We're looking for an A.

After each verse, ask a student to find an object or picture beginning with that sound and place it in the centre of the circle. Continue until all objects or pictures have been used.

For variety, you might give each student a flashcard or object instead of placing cards or objects outside circle. When a student's sound is sung, he or she steps into the circle.

# Penguins

Learn all about penguins! Penguins are birds that can't fly in the air, but they 'fly' under water. Most penguins are found in the Antarctic where it is very cold. All penguins live in the Southern Hemisphere. They keep warm with a layer of fat on their bodies and down coats, covered with feathers. Penguins eat small fish and krill (like tiny shrimp). Penguins lay an egg, and they put it in a nest of rocks or small stones. Both mother and father penguin sit on the egg to keep it warm.

"When I taught a penguin unit, we acted out the father penguins guarding the eggs on their feet while the moms 'waddled' away to eat. We used plastic Easter eggs!"

"We ate penguin food. We ate 'krill' (a Ritz cracker with cream cheese and tiny shrimp on top). We ate starfish sandwiches which were sandwiches cut with a star shaped cookie cutter. The filling was tuna salad. For dessert, we had goldfish crackers."

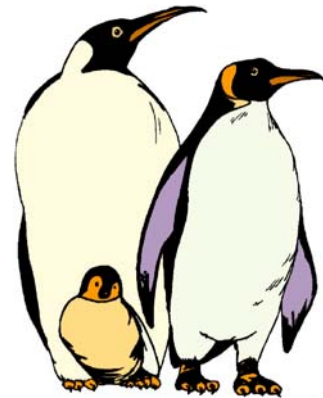
"Lie down on your stomachs on scooter boards and pretend to be penguins sledding along the ice."

"Ask the children to waddle, jump, slip, slide and dive like penguins. Be sure to allow plenty of space for them to move around freely and safely."

Have a penguin day. Ask your students to come to school wearing black and white.

## Make a penguin book:

1. Cover
2. The largest penguin is the emperor penguin.
3. This penguin lives in Antarctica.
4. Penguins dive into water to swim or to look for food.
5. Penguins eat fish and krill.
6. Penguins slide down a mountain of snow.
7. Penguins swim very fast using their flippers.



## Penguin Art

### A Paper Plate Penguin

Use a regular size paper plate for the tummy. Use a small paper plate to trace a black construction paper head. Cut a moon-shape on the fold of 2 sheets of black construction paper to create the penguin 'wings'.

Add an orange triangle for a beak Add wiggle eyes on the small paper plate for penguin eyes.

### Frosty Penguins

Cut out penguin shapes from black paper. Paint with Epsom Salts diluted in water. It makes the penguin look frosty when it dries.

Thumbprint Penguins – Make thumbprints from a black stamp pad on a snow scene. Use crayons to make them into penguins.

## A Math Activity

Enlarge a penguin pattern and an egg pattern. Make ten copies of each on construction paper. Give each of the penguins a different numeral. Use sticky dots to make a dot set on each egg to correspond with one of the numerals. The students match each penguin with its egg.



# Penguin Poems

I'm a little penguin  
 Round and fat  
 Here is my beak,  
 Here is my hat.  
 Winter days are coming,  
 Hear me shout,  
 "Please don't toss  
 My mittens out!"  
 - I'm a little penguin,  
 Black and white.  
 Short and wobbly,  
 An adorable sight.  
 I can't fly at all,  
 but I love to swim.  
 So I'll waddle to the water  
 And dive right in!

I'm a little penguin.  
 Look at me,  
 Fishing and swimming  
 In the deep blue sea.  
 My wings are black  
 And my tail is white.  
 And I like sliding  
 Down the snow so bright!

## **Peter Penguin**

*(tune: On Top of Old Smokey)*  
 Meet Peter the Penguin.  
 He munches on P's.  
 If he eats the wrong food,  
 It might make him sneeze.  
 He likes popcorn and pizza  
 And pineapple, too.  
 What will you serve him  
 If he eats with you?

## **Penguin Day**

I'm a little penguin,  
 on the ice.  
 I think the cold is very nice.  
 I can hop around  
 first once, then twice.  
 I think ice is very nice.

## **Penguin Parade**

Waddle, waddle, waddle  
 From side to side  
 Penguins go a-walking  
 Slip, slip, slide, slide.  
 With a funny jump  
 The penguins dash  
 Down to the water  
 Splash! Splash! Splash! Splash!  
 Waddle from the water  
 With a rock 'n roll  
 Penguins go parading  
 On a wintry stroll.

## **Penguin Shuffle**

Penguins shuffle shuffle  
 To the left left left  
 Penguins shuffle shuffle shuffle  
 To the right right right  
 Give a little wiggle  
 Give a little hop  
 Waddle round the iceberg  
 Never want to stop!

## **I Met a Penguin**

I met a penguin yesterday  
 So jolly, fat, and fine.  
 I pinned a red heart on his chest,  
 And named him 'Valentine'.

## **Penguin Parade**

Waddle, waddle, waddle,  
 From side to side.  
 Penguins go a-walking,  
 Slip, slip, slide.  
 With a funny jump,  
 The penguins dash  
 Down to the water,  
 Splash! Splash! Splash!  
 Waddle from the water,  
 With a rock'n roll  
 Penguins go parading,  
 On a wintry stroll.

## **Six Little Penguins**

Six little penguins off an iceberg did dive,  
 One bumped his beak, then there were five.  
 Five little penguins swam the ocean floor,  
 One saw a whale, then there were four.  
 Four little penguins spun around, whee-ee!  
 One spun off, then there were three!  
 Three little penguins, with nothing to do,  
 One went fishing, then there were two.  
 Two little penguins, having lots of fun,  
 One fell of, then there was one.  
 One little penguin, when the day was done,  
 Went home to sleep, then there were none.



## **Pen-**

## **guins**

Their suits are black and their vests are white.  
 They waddle to the left and they waddle to the right.  
 They stand on the ice and they look very neat,  
 As they waddle along on their little flat feet.

## **Penguin Thoughts**

Have you ever seen penguins in  
 picture books?  
 I always smile when I see their looks.  
 They look like men in their fancy suits,  
 All black and white from head to boots.  
 I often wonder when it snows,  
 Do they freeze their little penguin toes?  
 Do they shiver and shake in their  
 land of ice?  
 Sitting on icebergs CAN'T BE NICE!

# Valentine's Day

## Hearts, Hearts, Hearts!

### Cutting Hearts:

Some of your kiddies will understand cutting hearts after a couple of tries, and some will not be able to do it. It will really help if you teach a lesson on the concept. Encourage them to think about the concept of folding paper and cutting it when it is folded and then finding that the two sides are the same when it is opened. You could do some different shapes and ask the children what they think the shape will be when it is opened. Talk about the fold being the middle of the design.

Show half of the heart shape. Where must the fold be? The half heart looks a bit like an ear..... Practice drawing the half heart shape on the fold of the paper. Then use scrap or re-cycled paper to practice drawing the half hearts and cutting them. What happens if the half heart isn't on the fold?

When the children have the concept and can cut hearts, try making long skinny ones and short fat ones. Draw the line before cutting.



### Huge red hearts!

Fingerpaint large papers with red or pink paint. When they are dry, fold them in half, and draw the half heart shape and cut out huge attractive hearts – and then smaller ones from the scraps. These look wonderful around your classroom!

### Make tracers:

Kindergarten kids can have problems cutting perfect hearts, but they do love to trace them. Cut hearts from tag (you can use old file folders, too). Use the positive (the shape) and the negative (the hole) pieces for tracing.

### Stamp pad fingers:

Place the hole made from a cut stencil on a sheet of paper. Press finger onto the stamp pad and then the coloured finger onto the paper which shows through the hole. Let the print overlap onto the stencil around the hole. Fill the entire shape with fingerprints. Remove the stencil and look at the design left behind.

### Crayon stencil pattern:

Place a stencil cut from the old file folder on a sheet of paper (or use the hole). Trace around it with crayon. Now move the stencil slightly, overlapping the stencil on the design just traced. Trace the new location of the stencil. Use red crayon. Keep moving the stencil and tracing it until the designs look like they have moved across the paper or in a pattern.

## Classroom Decorations:

Make a Valentine chain – as you would make chains at Christmas – but use red and pink in an ABAB (or other) pattern.

Cut many, many small hearts from red construction paper. Cut pink crepe paper strips 1” wide. Glue the small hearts to the crepe paper strips. Hang the crepe paper strips with the hearts over your doorway, a window or from a light.

“Make a bulletin board – titled ‘Ms. \_\_\_\_\_’s little sweeties! Make the outline of a valentine shaped chocolate box and put large cupcake papers in the box. Put pictures of the children in the cupcake cups. Line the box with doilies or cut snowflakes for the background.”

# More Valentines!

## Giving out Valentines:

Have the children decorate Valentine boxes at home. Shoe boxes are perfect, with a slot in the top and the name printed on top, too.

Some children may be able to give out Valentines and read the names – but this may be difficult if all the children have tried to print the names on – some may be hard to read. It may be a better idea for you or another adult to put the valentines in the boxes as the children bring them to school.

Give every child in your class a list of all the names to take home so he/she won't forget anyone.

## A great idea!

Make up little books for each child in your class. After the Valentines have been handed out, have the children tape them into the book. Tape them on the side, so the Valentine can be lifted to see the name of the giver. This way the children will take them home and be much more interested in sharing them and reading them.

## Have a Valentine's Day party!

Make red heart wigglers. Make Jello with less water and set in a shallow pan. Cut out hearts with a cookie cutter.

Make Valentine placemats.

Make red heart headbands for everyone at the party.

Let the children decorate heart shaped sugar cookies with icing and sprinkles, etc.

## My Friend:

Make up a chart, with the children taking turns filling in the blanks and giving everyone a turn.

\_\_\_\_\_ is my friend because he/she is \_\_\_\_\_, said \_\_\_\_\_.  
(Katie is my friend because she is kind, said Michael.)

Then take a digital photo of the two children, arms around each other and print it out as large as possible. Mount the pictures on construction paper with the 'friend' statement and a heart. Great to go home with each child on Valentine's Day!

## Make Valentine Animals:

<http://www.kidsdomain.com/craft/animals.html>

Mom and dad, can you guess  
Who it is that loves you best?  
I'll give you three guesses, 1, 2, 3.  
There! I knew you'd think of me!



# Friendship Theme

A Friendship Theme goes well in early February, leading up to Valentine's Day.

Will you meet a friend of mine?  
Friend of mine? Friend of mine?  
Will you meet a friend of mine?  
This is my friend \_\_\_\_\_.

Friends care.  
Friends share.  
We need friends  
Everywhere!

I like my friends.  
So when we are at play  
I try to be very kind  
And nice in every way.

With a friend I can slide.  
With a friend I can hide.  
With a friend I can walk.  
With a friend I can talk.  
I like my friend an awful lot!

## Counting Friends

Friends, friends one, two, three  
Many friends are here with me  
One friend, two friends,  
three friends, .....  
Friends, friends one, two, three,  
\_\_\_\_\_ friends are here with me.

## The More We Are Together

The more we are together,  
together, together,  
The more we are together,  
the happier we'll be.  
For your friends are my friends  
And my friends are  
your friends.  
The more we are together,  
the happier we'll be.

## Concepts to Learn:

- A friend is someone who I like and who likes me.
- My friends are special to me.
- We have friends at school.
- Our brothers and sisters can be our friends.
- Friends can help us with our work.
- We play with our friends.
- We share and learn with friends.
- Friends talk and listen to us.
- A pet can be a friend.
- Friends can be boys or girls.

## Vocabulary:

- Friend - a person we enjoy.
- Sharing - giving and taking turns.
- Like - feeling good about someone or something.
- Giving - sharing something of your own with others.
- Co-operating - working together to help someone.
- Togetherness - being with one another and sharing a good feeling.
- Pal or Buddy - other words for friend.

## **Activities:**

### Friendship Quilt

Give each of your children a piece of construction paper. Have them draw a self-portrait and then let them decorate it any way that they want. Connect all of the pieces and you will get a great Friendship Quilt.



### Hands Wreath

Give each of your children a different colour of construction paper. Have them cut out their hand prints from the paper. Then have them exchange hand cut outs and make a friendship multi-colour wreath (by gluing hands on a doughnut shape). We put the work of different people together to make something wonderful.

### Friendship Fruit Salad

Have the children each bring one fruit. Mix the ingredients together and you have Friendship Fruit Salad.

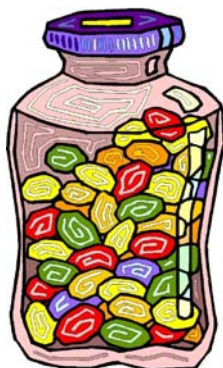
# 100 Day or 1/2 Day

Older classes celebrate 100 Day, and if you teach a half day Kindergarten and the children come every day – you can, too. But many Kindergartens are every second day, so you will only be to 50 on the Days In School chart. You can celebrate 50 Day, or 1/2 Day, when the children are halfway through Kindergarten (or both, as they do not fall on the same day, of course).

## 100 Day!

There are hundreds of ideas for 100 Day! Try some of these:

- Have everyone bring a collection of 100 small things. This could be cereal, buttons, paper clips or other small items.
- Put coloured sticker dots on the bottom of 100 Hershey's Kisses. Number them 1-100. Hide them around the room. Encourage the children to find the kisses and bring them up to the hundred's chart. Match each kiss to its spot on the hundred's chart. When all the kisses have been found, divide them among the students and enjoy a sweet treat.
- Count out 100 popcorn kernels. Ask the children how many cups they think 100 popped kernels would make. Record the responses and pop the kernels! Finally, measure it to find out the answer. You will need to do this several times so that you have enough popcorn for the entire class to enjoy.
- Make necklaces using 100 Cheerios or Fruit Loops.
- Make a 100 link chain
- Make 100th Day Headbands. Glue die cut 100's on the front of a construction paper headband. Use a q-tip dipped in glue to paint 100 dots on it.
- Make 100th Day Crowns: Glue 100 sequence or jewels on a construction paper crown.
- Cut out 100 hands from construction paper and make a rainbow.
- Stamp 100 ants on individual number charts after reading *One Hundred Hungry Ants*.
- Use pattern blocks and see what you can design with 100 blocks.
- Make a collage with 100 things on it (you can use the materials the children bring in).
- Cut out 100 dog bones using a die-cutter. Write a word that the children can read on each bone (use names, colours, number words, simple words, sight words, etc.) After reading *I'll Teach My Dog 100 Words*, go through the bones with the children. See, we can read 100 words too!
- Predict which jar has 100 items. Have 3 jars with various sized items inside. One of the jars should have exactly 100 pieces inside. Have children guess which jar they think has the 100 items inside. Make a little handout for the child to 'write' his prediction on.
- Take a 100 step walk.
- Jump 100 times on both feet.
- Be quiet for 100 seconds.
- Toss a beanbag 100 times.



room

We've all been counting one-by-one,  
Hurrah! Hurrah!  
We've all been counting, oh what fun,  
Hooray! Hurrah!  
We've all been counting one-by-one,  
And now 100 days are done,  
Today's the 100th day of school!  
Of school, hurrah!  
Boom, boom, boom.

## 50 Day!

Most of the 100 day activities can be adapted for 50 Day.

## 1/2 Day!

- Put their chairs in 2 groups, so that half the sits in one  
and half in the other.
- Give them each half a cookie and half an orange.
- Read half a story in the morning and half in the afternoon
- Hop or do other exercises for 1/2 a minute.
- Cut shapes in half.
- Bring something from home to show 1/2.

## 100 Days of School

(to *The Farmer in the Dell*)

100 days of school!  
100 days of school!  
We've been at school 100 days  
100 days today!

# Winter Work

“Have the kids cut out snowflakes, put their pictures in the middle with the title, ‘Like snowflakes, no two of us are alike.’”

## Make Books:

“I made this simple book in both big book form and small book form.

Page 1: Snow is on the ground.

Page 2: Snow is on the tree.

Page 3: Snow is on the house.

Page 4: Snow is on me!”

Or: create a class book about snow. Have each child complete the sentence ‘Snow is on (student's name)'s \_\_\_\_\_.’ We bound them into a book entitled ‘Snow is Everywhere!’”

“We made a book called ‘Wishing for Snow’. Each child completed the sentence ‘If it snowed today \_\_\_\_\_ (student's name) would \_\_\_\_\_.’”

*Go to the Primary Success website and look under the ‘Free Reproducible Materials’ and you will find some books to download and photocopy.*

## The Mitten:

Read the book *The Mitten* by Jan Brett.

- Create character masks and then let the children role play the story. (Go to [www.janbrett.com](http://www.janbrett.com) There are masks available there.) As you read the story, each animal crawls into the mitten (a large sheet on the floor). The next group acts it out with a narrator telling the story.
- Take all the children's mittens and mix them together. Sort them to make pairs.
- Graph the colours of the children's mittens.
- Discuss right and left hands.
- Read another version of *The Mitten*. Make a Venn diagram of two versions.
- Make paper mittens and attach them to a string. Label one left and the other right. Make a bulletin board display.
- Discuss the difference between gloves and mittens.
- Discuss the different animals in the story and talk about what they do during the winter months.
- Glue pictures of the animals in *The Mitten* on a large construction paper mitten.
- Cut out several mittens from two colours of construction paper. On one colour glue one picture of a rhyming pair. On the other colour put the other picture of the rhyming pair. For example on a red mitten put a picture of a frog. On the purple mitten put a picture of a dog. Match the rhyming mittens.

## Other Winter Ideas:

“I used 52 of the 2 sided calendar cutouts in the shape of a mitten. On the pink side of 26 of the mittens, I put a lowercase letter. For the remaining 26, I put an uppercase letter on the blue side. Children match upper to lowercase.”

“Enlarge several poems, songs, and chants on chart paper. Have snowflake, snowman, or other winter pointers available for tracking print.

“Fill several cups with water. Some water should be hot, some water should be cold, and some water should have ice in it. Ask the children to predict which water will freeze first. You can do this if you have a day that will be below freezing. Since it is seldom below freezing during the day where we live, I change this a bit. I ask the children which cups will turn into ice overnight. (most of them think that only the one with ice in it will freeze). After we discover that all the cups are frozen, we compare that to our prediction and discuss.



# Winter Art

## Snowflakes:

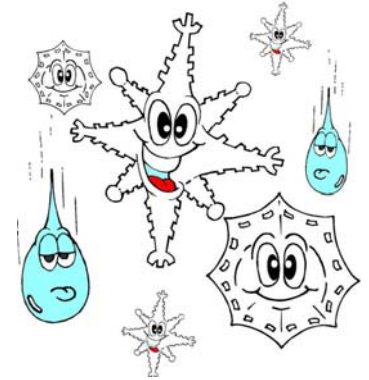
Cross three Q-tips in the shape of a snowflake on the wax paper. Put a very large blob of glue in the centre (where all the q-tips meet). Let dry for at least 1 day. Remove from the wax paper. Tie the yarn at the top to hang in your windows.

Glue three popsicle sticks together, crossed to form a snowflake. When dry, paint white. While the paint is still wet, sprinkle glitter on top. You can also glue on macaroni before painting. Tie yarn at top to hang.

Squeeze glue on wax paper in a very simple snowflake design (avoid intricate patterns as the glue will spread). Sprinkle glitter on top and allow it to dry for SEVERAL days. When dry, remove from wax paper and tie the yarn at the top to hang.

Six pointed snowflakes are difficult for children to fold and cut, so you can simply have them fold a rectangle or square and cut bits around the edges.

Fold coffee filters and cut to make snowflakes.



## Snowmen:

Paint a simple snowman with white paint on dark blue construction paper. While the paint is still wet, sprinkle fake snow on the snowman. Add a construction paper hat, nose, arms, and eyes.

Glue doilies on paper to form a snowman body. Add details with markers and construction paper.

Make snowmen using marshmallows (large and mini-) and toothpicks. You can also build castles, forts or houses if the children's attention permits!

### Groups of Mittens

If mittens came one at a time  
T'would be a funny sight,  
One for your left hand  
And none for your right.

If mittens came in groups of 3  
I'd like some of those.  
Two to keep my hands warm  
And one for my nose.

If mittens came in groups of 4  
It would be very handy.  
There'd be two of them for me  
And two for my friend Sandy.

But mittens come in groups of 2,  
It really is so silly.  
My nose is freezing cold, and  
Sandy's hands are chilly.

Give each of your children three paper plates. Have them make a snowman smile and eyes with black pom-pom's. Then use the orange craft foam to make a carrot nose. Finally, glue the other plates to the bottom and add pom-pom buttons and small stick arms. For a smaller snowman use Cupcake liners, or small plates.

Draw an outline of a snowman on a piece of construction paper. Fill in the snowman with cotton balls. Add details (eyes, nose, etc.) with scraps of construction paper.

In art projects you can use many different items as snow (egg shells, flour, sugar, laundry soap, white sand, mashed potatoes, cotton, shaving crème, cool-whip, etc.).

For neat icicles, put a thick line of glue across black paper. Let the glue run down and then sprinkle glitter on it.

# Class Management

“Kind of corny but the kids like it...I use (in a singsongy type voice):

Everybody have a seat, have a seat, have a seat,  
Everybody have a seat on the floor.  
Not on the windows, not on the door,  
Everybody have a seat on the floor.

or if you want them in their chairs...I sing...

Everybody have a seat, have a seat, have a seat,  
Everybody have a seat in their chair,  
Not on the windows, not in the air,  
Everybody have a seat in their chair.”



“Sitting like a pretzel, hands in your lap, eyes up here, and that is that!”

“I use the old ‘Give me Five’ when I want the children to give me their attention while seated on the carpet: 1--on your bottom, legs crossed; 2--hands folded in your lap; 3--face the speaker; 4--eyes and ears open; 5--mouths closed. You only have to say ‘Give me five: 1,2,3,4,5’ and they do!”

“To get their attention, I clap out a pattern, and have the kids clap it back to me (this works on a school-wide basis, too!). I also have a little bell, timer and use the lights. My favourite one, however, is to start singing a song they all know...they join right in, and when the song is done, they are all ‘with you’”.

Countdown for quietness. It goes 5 shhhh, 4 shhhh, 3 shhhh, 2 shhhh, 1 shhhh, 0 shhhh and they are all ready to listen.

“Secret Walker, Secret Worker, Secret Reader, Secret Listener This has been the most effective single strategy I have ever used to get all students doing what they should be doing. When we are walking to library, lunch, art, whatever, I tell them I am picking a secret walker. I keep a Ziploc bag with student names written on little plastic discs. As students are lining up I draw one or two names from the bag - these are my secret walkers. The kids don't know who the secret walkers are so they all do their very best to follow the rules for walking. It is amazing. Usually one name is for going and the other for coming back. When we get to where we are going I tell them that my secret walker did great and will get a reward when we get back to the room. They still don't know who it was. Then on the way back I remind them again that I have a secret walker. When we get back to the room both secret walkers get a reward. Usually the reward is a sticker, piece of candy, something small. If the secret walker has not done well, I tell them that I'm very sorry the secret walker did not earn his/her reward, but perhaps next time. I choose secret workers, readers or listeners whenever I feel I need to reinforce behaviour at these times.”

“I send a note home in about October requesting a box of Kleenex from each child. I open a new box when one is done.”

“I use the chant, ‘My hands are by my side, I'm standing straight and tall, I will not talk at all, I am ready for the hall’.

“One of my favourite ‘tried and true’ tips for a quick classroom clean-up is ‘Mystery Spot’. I tell the students I've chosen a mystery spot (it might be a paper scrap on the floor, scissors not put away, chairs not pushed in, etc.) and tell them they may begin cleaning. Whoever finds the mystery spot earns 2 points on the Incentive Chart. You can use whatever reward you'd like. I can't believe how quickly and quietly they all clean up. The room looks great!



# Websites

**<http://www.kinderkorner.com>**

This is a commercial site, but if you scroll about halfway down you will find lots of good theme ideas.

**<http://www.kinderkorner.com/abc.html>**

Part of the site above – this has great ideas for teaching the alphabet.

**<http://www.perpetualpreschool.com/>**

Lots of ‘Snow’ and ‘Winter’ theme activities, and look at the links for special days, too.

**<http://www.geocities.com/melissashomepage/units/>**

Themes on every topic! This is a site by a Kindergarten teacher.

**<http://www.first-school.ws/theme/alphabetp1.htm>**

Lots of ‘printables’ to save you time.

**<http://www.enchantedlearning.com/Home.html>**

This site is amazing! Go exploring.....

**<http://members.aol.com/tzietelk/curriculumfram.htm>**

For parents, a discussion of Kindergarten classroom technology.

**<http://www.kinderteacher.com/>**

If you are thinking of making a website for your class, have a look at this one. It is parent-friendly and clearly laid out.

**<http://www.robertmunsch.com/storytime.cfm>**

Listen to Robert Munsch tell stories on-line!




---

## The Wrinkled Heart

*Note: This has been repeated in Share-One often – but it is such a good idea it shouldn't be missed ..... It can be used near Valentine's Day.*

“With the class seated on the floor, start talking about the difference in the things we say that make people feel good or that hurt them. While talking, cut a big heart out of red construction paper. After it is cut out, hold it up and tell the children that each one of us starts out with a heart that is as pretty as this one. Have the children begin sharing things that a person might say that might be hurtful to someone. With each response, fold the heart (in random ways - so it gets another fold in it for each ‘hurtful’ sentence). Eventually the heart is crumpled in your hands. Tell the class that each time they say something hurtful to someone, they are putting a little wrinkle in that person's heart. Talk about how someone's heart might begin to look like this crumpled heart if people continue to say mean things to them.

“Then have the children begin to tell things that they might say to someone to make that person feel good. With each response, unfold one of the creases in the heart. Eventually you will have pressed out all of the ‘hurts’ ...except, of course, for the fact that the wrinkles can still be seen, even though the heart is now all unfolded. Talk about how we each have those wrinkles in our hearts from things that people have said to us, and that the wrinkles last forever. Stress that we want to be careful with what we say so as to not add wrinkles to anyone's heart.

“We put that heart up in a high corner of the bulletin board and leave it in plain view all year. Frequently someone will mention it...that their heart is wrinkled like that one, etc. It serves as a great reminder all year long.”

# Odds and Ends

## Winter Math

**Number word/numeral match:** Write a number word on one set of snowflakes and the numeral on another set. Match.

**Number/Object Association:** Write a number word on one set of mittens and the corresponding number of dots on another set. Match.

**Patterning:** Have a variety of theme shape cutouts for children to use to make patterns. You can use the two colour calendar cutouts by *Creative Teaching Press*. Laminate for durability. I also make a few 'pattern starters' for those children who have difficulty beginning a pattern. I glue several shapes on a sentence strip and laminate. The child then uses the loose pieces to extend the pattern.

**Sorting:** Cut out a variety of mittens in different colours, sizes and textures (*I like to use wallpaper samples*). Encourage children to sort them by size, colour, right/left.

### Graphing:

1. Which do you like better – cold weather or warm weather? Do a very simple 'colour-the-square' vertical bar graph.

2. Which do you prefer – gloves or mittens? This can be done on a graph, or hang two strings horizontally across a large piece of bulletin board paper. Use cut out gloves and mittens and clothes pin them to the corresponding clothes line.

## Make a Snowman

"Build a snowman! You need 1/2 of a graham cracker covered with white frosting, then add three big marshmallows using frosting between them to stick them together to make a snowman. Then use pretzel stick arms, gumdrop hats or Hershey kiss hats, and for the face use a little frosting then add mini chocolate chips or string licorice mouths.

They are cute, and fun to eat, too!"

## ABC Rap

A says /a/ like apple

A says /a/ /a/ /a/.

B says /b/ like baseball.

B says /b/ /b/ /b/.

C says /c/ like cookie.

C says /c/ /c/ /c/.

D says /d/ like dinosaur.

E says /e/ like elephant.

F says /f/ like fireman.

G says /g/ like goldfish.

H says /h/ like hospital.

I says /i/ like igloo.

J says /j/ like jumping.

K says /k/ like kitten.

L says /l/ like listen.

M says /m/ like mother.

N says /n/ like nurse.

O says /o/ like octopus.

P says /p/ like pencil.

Q says /q/ like queen.

R says /r/ like rabbit.

S says /s/ like snowman.

T says /t/ like turtle.

U says /u/ like umbrella.

V says /v/ like van.

X says /x/ like X-ray.

Y says /y/ like yellow.

Z says /z/ like zebra.



# More Odds and Ends

## Sharing:

'Sharing' is a good theme for January or February!

Read *We Share Everything* by Robert Munsch. This is a cute story about a boy and a girl who share everything, including their clothes!



Brainstorm things that you share.

### Sharing

It seems to me that sharing,  
Is a special way of caring.  
If you've got enough for two,  
Let someone share with you.  
If there's just enough for one,  
Take turns and share the fun.

In math, decide how to share different number of crayons or other objects with pairs or small groups of students.

Put your children in pairs, and give each pair an apple or an orange or banana. How can they share?

## Literacy Centres

### Letter Sort:

Have alphabet tiles or foam lower case letters. Make a graph – letters in my name, letters not in my name. They could also sort the letters if there is more than one of each letter and put them in alphabetical order. More sorting choices: letters that have curves vs. letters that are all straight; letters that have tails and letters that do not.

### Name Games:

This centre has several activities using student names. Make labels with the students names. You can add a small picture copied from class photos. Draw two large circles on construction paper (laminated). Label them Girls – Boys. The children sort the names into syllables: Laminate a piece of poster board that has been divided into sections (approx. 4 or 5). In each section place a picture of 1, 2, 3, 4, or 5 clapping hands. Students say and clap the syllables in the name and sort according to claps.

On a piece of poster board draw 26 squares and label with letters of the alphabet. Students sort the names according to first letter.

Sort names by number of letters: on poster board make a grid of rectangles. In the 1st write 1, the next 2 etc. Students then take the name labels and count the number of letters in the word and place in correct rectangle.

### Picture-letter-word:

Divide a piece of poster board into 3 parts. Label the first one 'Picture' and glue a picture from a magazine in that section, the next is labelled 'Letter' and the last 'Word'. You can use pictures from magazines and newspapers, letters generated by computer, and pictures from your clip art gallery. The students find the three items that belong together – for example, a picture of a goat, the letter 'g' and then the word 'goat'.

### Felt board:

Have stories and letters for the children to use and explore. Alphabet sequencing, creating words and names, sorting letters, sequencing stories, retelling stories, etc. Give them the materials and let them explore the possibilities.

**'Twas the Month After Christmas**

'Twas the month after Christmas,  
 and all through the house  
 Nothing would fit me, not even a blouse.  
 The cookies I'd nibbled,  
 the eggnog I'd taste  
 At the holiday parties  
 had gone to my waist.  
 When I got on the scales  
 there arose such a number!  
 When I walked to the store  
 (less a walk than a lumber).  
 I'd remember the marvellous  
 meals I'd prepared;  
 The gravies and sauces and beef  
 nicely rared  
 The wine and the rum balls,  
 the bread and the cheese  
 And the way I'd never said,  
 "No, thank you, please."  
 As I dressed myself  
 in my husband's old shirt  
 And prepared once again  
 to do battle with dirt -  
 I said to myself, as I only can  
 "You can't spend a winter  
 disguised as a man!"  
 So - away with the last  
 of the sour cream dip,  
 Get rid of the fruit cake,  
 every cracker and chip  
 Every last bit of food  
 that I like must be banished  
 'Till all the additional  
 ounces have vanished.  
 I won't have a cookie - not even a lick.  
 I'll want only to chew  
 on a long celery stick.  
 I won't have hot biscuits,  
 or corn bread, or pie,  
 I'll munch on a carrot and quietly cry.  
 I'm hungry, I'm lonesome, and life is a bore---  
 But isn't that what January is for?  
 Unable to giggle, no longer a riot.  
 Happy New Year to all  
 and to all a good diet!

Dear Colleagues,

I am uncomfortable telling you this, but I have decided that this will be the last year for all the newsletters. I am finding that I am not in as good health as before (or as young as I was). They are a great amount of work, and I am finding them more difficult to write five times each year. I feel especially guilty with the Kindergarten newsletters, which have only been going this year. So, it is with apologies that I am giving them up, and I hope I will be forgiven.

For Grade One teachers, I will do a binder of all the best ideas in the nine years of Share-One, and this will be out by the late spring.

Happy New Year to everyone!

*Jean*



To order or renew your subscription  
 To contribute a great idea, a funny story,  
 a project or an insight  
 To comment on the newsletter  
 To complain  
 To request ideas on a specific topic

Write to:

*Primary Success*  
 4971 Fillinger Cres.  
 Nanaimo, B.C., V9V 1J1

Website: [www.primarysuccess.ca](http://www.primarysuccess.ca)

E-mail: [primarysuccess@shaw.ca](mailto:primarysuccess@shaw.ca)

Phone: 250-758-2608

Toll Free: 1-800-758-0889

Fax: 250-758-2661

primary Success

Issue #4

# Share-K

The Newsletter  
For  
Kindergarten  
Teachers



March - April  
2004



# Share-K



March - April 2004 Issue #4

## Wonderful Spring!

After a long winter, it is great fun to do spring activities in the classroom! Take down all the well-worn winter decorations and back your bulletin boards with pink, yellow and pale green. Make daffodils and tulips in cheery rows, kites waving near the ceiling and have pussywillows in a jar on your desk. Take your children outdoors to see the signs of spring - the shoots of grass, the buds and the first glowing dandelion. The sunshine chases away the winter blues!

The next two months have many special days. Celebrate St. Patrick's Day by catching a leprechaun, dye eggs for Easter and clean up your classroom and the playground for Earth Day. Will March come in like a lion or a lamb? Watch out for April Fool tricks! Have lots of fun - spring gives us a new look at the world!

*Jean*

## IN THIS ISSUE..

- Alphabet Rhymes ..... Page 8
- Article ..... Page 4/5
- Class Management ..... Page 18
- Dr. Seuss ..... Page 6/7
- Earth Day ..... Page 26
- Easter ..... Page 24
- Keeping Things Tidy ..... Page 19
- Learning Letters ..... Page 10-12
- Lion or Lamb ..... Page 13
- Math ..... Page 14/15
- Odds and Ends ..... Page 28/29
- P.E. Games ..... Page 25
- Pizza Day ..... Page 27
- Poetry ..... Page 2/3
- Print Rich Classroom ..... Page 9
- Rainbows ..... Page 22/23
- Spring ..... Page 20/21
- St. Patrick's Day ..... Page 16/17
- Websites ..... Page 27

### Toddler's Creed

If I want it,  
it's mine.

If I give it to you and change my mind later,  
it's mine

If I can take it away from you,  
it's mine.

If I had it a little while ago,  
it's mine.

If it's mine,  
it will never belong to anybody else,  
no matter what.

If we are building something together,  
all the pieces are mine.

If it looks just like mine,  
it is mine.



# Poetry for March and April

## March

The March wind blows  
Winter away  
And sweeps the streets  
From day to day.

March brings surprises  
First, the day's hot,  
Then it starts snowing,  
Likely as not.

Hurry, March wind,  
Hurry along.  
We like to hear you  
Sing your song.



## March Winds

Winds of March  
Melt the snow.  
Rains of March  
Make flowers grow.

Get your boots  
Raincoat too  
April's come  
To play with you.

April showers  
Bring May flowers.

Hello, Spring -  
We're glad you're here  
We love warm days  
We give a cheer!

A little seed  
A little shower  
In a little while  
A little flower.

## A Robin

When a robin tips his head  
Sideways in a flower bed,  
He can hear the tiny sound  
Of a worm beneath the ground.



## A Daffodil

A little yellow cup,  
A little yellow frill,  
A little yellow star,  
And that's a daffodil.

St. Patrick's day is with us,  
The day when all that's seen  
To the right and left and everywhere  
Is green, green, green.

## A Happy Easter *Twinkle, Twinkle*

Eastertime is full of cheer,  
It means spring is really here.  
Baskets, flowers and fancy hats,  
Rabbits, too, remember that!  
So all I really want to say  
Is have a Happy Easter Day!

Every little bunny  
Has a habit that is funny.  
It doesn't matter  
where he goes  
He always wrinkles up  
his nose.

## Happy Easter!

Easter duck and Easter chick,  
Easter eggs with chocolate thick.  
Easter hats for one and all,  
Easter Bunny makes a call!  
Happy Easter always brings  
Such a lot of pleasant things.

## I Dig, Dig, Dig

I dig, dig, dig,  
And plant some seeds.  
I rake, rake, rake,  
And I pull some weeds.  
I wait and I watch  
And soon, you know  
My garden sprouts,  
And starts to grow.

## Easter Bunny Hop

As the Easter Bunny comes hop, hop,  
hopping along, along  
We'll have big full baskets and sing  
the happiest song, best song!  
We'll hide the Easter eggs,  
And run on happy legs  
As the Easter Bunny comes hop, hop,  
hopping along!



Easter

duck and Easter chick  
Easter eggs with chocolate thick.  
Easter hats for one and all  
Easter Bunny makes a call!  
Happy Easter always brings  
Such a lot of pleasant things.

## Trash *(to 'London Bridge')*

Trash is blowing all around,  
All around, all around,  
Trash is blowing all around  
All around the town.  
Let's get busy and pick it up,  
Pick it up, pick it up.  
Let's get busy and pick it up,  
All around the town.  
Get a trash bag and put it in,  
Put it in, put it in.  
Get a trash bag and put it in,  
All around the town.

# More Poetry...

## Today

*Tune of "You Are My Sunshine"*  
 Today is Monday  
 It's really Monday,  
 From early morning  
 'Til late at night.  
 While we are working,  
 While we are playing,  
 We'll have fun all day long.

*Sing to "Frere Jacques".*

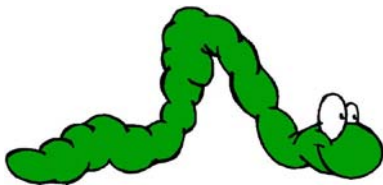
Tuesday, Tuesday,  
 Tuesday, Tuesday,  
 All day long, all day long,  
 Yesterday was Monday,  
 Tomorrow will be Wednesday,  
 Oh, what fun! Oh, what fun!

Helping hands are hard to beat  
 They make us happy and keep  
     us neat.  
 Work is easy if we share  
 Everyday and everywhere.

## Wiggles

I wiggle my fingers  
 I wiggle my toes  
 I wiggle my shoulders  
 I wiggle my nose  
 Now no more wiggles are  
     left in me  
 And I'm as still as I can be.

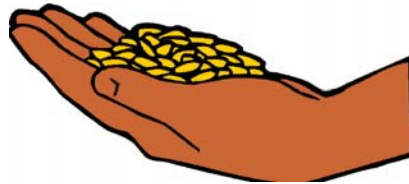
## Weather Song (Clementine)



What's the weather?  
 What's the weather?  
 What's the weather, everyone?  
 Is it windy? Is it cloudy?  
 Is there rain? Or is there sun?

## The Little Plant

In the heart of a seed,  
 Buried deep so deep,  
 A tiny plant  
 Lay fast asleep.  
 "Wake," said the sunshine,  
 "And creep to the light."  
 "Wake," said the voice  
 Of the raindrops bright.  
 The little plant heard  
 And it rose to see,  
 What the wonderful,  
 Outside world might be.



Red, red, red, touch your head.  
 Blue, blue, blue, tie your shoe.  
 Brown, brown, brown,  
     touch the ground.  
 White, white, white, take a bite.  
 Black, black, black, touch your back.  
 Purple, purple, purple, draw a circle.  
 Pink, pink, pink, give a wink.  
 Gray, gray, gray, shout hurray!

## Start the Day With a Smile

This is the way we start the day  
 Start the day, start the day,  
 This is the way we start the day,  
 So early in the morning.  
 First we smile and shake a hand,  
 Shake a hand, shake a hand,  
 First we smile and shake a hand,  
 So early in the morning.  
 Then we sit down quietly,  
 Quietly, quietly,  
 Then we sit down quietly,  
 So early in the morning.  
 We listen very carefully,  
 Carefully, carefully,  
 We listen very carefully,  
 So early in the morning.

## Every Day is Earth Day

Everyday is Earth Day,  
 If it's cold or wet or hot  
 Pitch in to save the planet  
 It's the only one we've got.

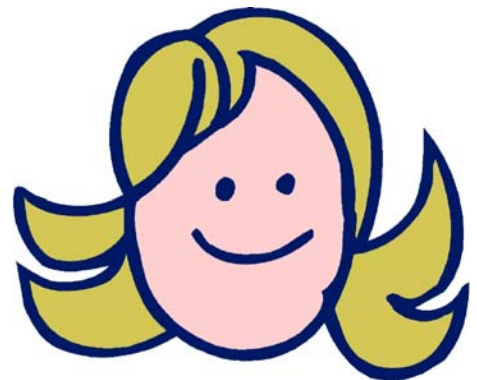
## Ways to Remember

Which one is my left hand?  
 It's sometimes hard to know.  
 But I have a special way  
 That I will share and show.

Put both hands out in front of you.  
 Then it's easy to tell.  
 'Cause when you straighten out your thumbs  
 The left hand makes an 'L'.

This is my right hand,  
 I raise it up high.  
 This is my left hand,  
 I reach for the stars.  
 Right hand, left hand,  
 Roll them around.  
 Right hand, left hand,  
 Pound, pound, pound.  
*Pound your two fists together.*

You cannot give a smile away  
 No matter what you do.  
 Each time that you give one away  
 It comes right back to you!





# Teaching Letter Recognition

*The following article is by Dr. Bruce Murray, the Reading Genie, an associate professor in the Department of Curriculum and Teaching at Auburn University. This article is used with his permission.*

Many children have problems mixing up letters like *b* and *d*, *p* and *q*, *m* and *n*, and other letters. How do children learn letters?

The common-sense view that we learn letters by memorizing their shapes turns out to be wrong. A letter is recognized by its sequence of features, not as a whole shape. For example, letter *m* is made with a short line down, followed by two humps to the right.

Since letter recognition depends on understanding a sequence of features, the best way to teach children the sequence of features in making a letter is by guiding printing practice. For instance, it is extraordinarily helpful for children confusing letters *b* and *d* to practice printing *d* in the sequence, "First little *c*, then little *d*." Sue Dickson, creator of the program *Sing, Spell, Read, and Write*, has developed many such helpful adages to guide printing practice with letters. Her list is on the next page.

Letters are usually drawn from top to bottom and from left to right. Top-down and left-to-right are the easiest motions for the hand. Right and left are important concepts about print for learning letters. Using the correct directions in letter formation puts the hand in position for the next letter. Using primary paper with guidelines helps children learn the relative size and position of letter features. Using plain paper is not 'creative'; it makes it harder for children to learn the relative sizes and positions of the features.

Young children learning letters need vivid, concrete language to remember the abstract features that make up letters. It helps to name the lines on primary paper. I like calling the top line the 'rooftop', the dotted crossing line the 'fence', the bottom line the 'sidewalk', and the space beneath the sidewalk the 'ditch'. Others like to use indoor names, such as the ceiling, windows, floor, and basement.

The list on the next page suggests ways to use vivid, concrete language to guide children as they form letters. For example, to make the lower-case *b*, start at the rooftop, drop straight down to the sidewalk, and then b-b-bounce back up to the fence and around. Briefly, you drop down, bounce up, and around. After making a few letters with the teacher's guidance, children need to talk themselves through the formation of letter features, saying to themselves, 'Drop down, bounce up, and around.'

Daily writing opportunities encourage children to invent spellings, a key innovation from whole language. When students stretch pronunciations, they identify phonemes and symbolize them with letters, providing valuable practice with phoneme awareness. In a landmark study (Clarke, 1988), children who devised invented spellings during first grade were better than children who were provided spellings in word recognition and in spelling. The reason they were better is that constant practice inventing spellings developed their phoneme awareness, allowing them to better understand phonics and spelling instruction. Invented spelling is particularly important with children initially low in phoneme awareness. Children who are aware of phonemes do not need to invent spellings since they already possess the chief benefit of this activity.

We want students to write for communicative purposes, to tell us something they think is important. The urge to communicate is the prime motive for writing. We will greatly reduce children's output (and thus their phoneme awareness practice) if we insist on turning message writing into an exercise, e.g., by requiring certain words. Message writing is not the time to teach standard spelling. After a child has written, simply appreciate the message and respond to the ideas. Have the student read you the message, and if the spelling departs significantly from standard spelling, transcribe it below the original message. This will not hurt the child's feelings; it says, 'What you wrote is so important that I want to write in grown-up writing to remember exactly what it says.' Be sure to give specific praise (e.g., for a phonemic spelling or well-turned phrase) and post the message prominently.

To get the message started, you will want to suggest topics your student could write about. The topic suggestions might grow from a conversation during your initial greeting to the student; you may hear of a sports triumph, a family outing, or the antics of a baby sister. Upcoming holidays (especially Halloween, Christmas, Valentines Day, Easter, and Independence Day) often capture a child's imagination and make good writing topics. You can also encourage writing by putting up an illustration. Pictures can make a powerful stimulus to the imagination (which is why they are used in projective tests). You can model the form and content of a message by writing messages to your student. You may want to make a cardstock 'mailbox' to send and receive messages.

The following examples show the kind of concrete and colorful talk that make letter forms memorable to children and guide their printing and letter recognition:

For capital **A**, start at the rooftop, go down the slide to the sidewalk, then down the slide the other way, and cross at the fence.

For lowercase **a**, don't start at the fence. Start under the fence. Go up and touch the fence, then around and touch the sidewalk, around and straight down.

For capital **B**, go straight down to the sidewalk, around for his big chest, and around for his big tummy.

For lowercase **b**, start at the roof, go down, b-b-bounce up and around.

For capital **C**, start just below the rooftop, go up to touch, around, and up.

For lowercase **c**, start like little *a*: Go up and touch the fence, then around and up.

For capital **D**, start at the roof, go straight down, pick up, and go around. For lowercase **d**, first little *c*, then little *d*.

For capital **E**, go down for a strong backbone, over for his hat, over for his belt, over for his shoes.

For lowercase **e**, get in the center of the space below the fence; go toward the door (or window), up to touch the fence, around and up.

For capital **F**, go down, over for his hat, over for his belt (but no shoes).

For lowercase **f**, start to make a little *c* up in the air, then straighten it out, go down, and cross at the fence.

For capital **G**, form a big *C*, then come back to the line to give him a tray to hold straight.

For lowercase **g**, first make *a*, then, gee, that's a good idea: If the ball falls, it falls into the basket.

For capital **H**, down for a wall, down for a wall, then cross at the fence.

For lowercase **h**, start at the rooftop, come down, and hump over.

For capital **I**, start with a straight back, then give him his headdress and his moccasins.

For lowercase **i**, go down from the fence, and give him a feather.

For capital **J**, go down, and turn to make a basket, and put his hat on.

For lowercase **j**, start at the fence, go down through the sidewalk, and turn the same way, and give him a dot.

For capital **K**, go down, come out here, into the center, and down to the sidewalk.

Lowercase **k** is just as tall as his daddy. Start at the rooftop, go down, pick up at the fence, into the center and down.

For capital **L**, go down and turn the corner.

For lowercase **l**, just a straight line down from the rooftop to the sidewalk.

For capital **M**, go down straight, down the slide, up the slide, and down straight.

For lowercase **m**, go down, hump around, hump around.

For capital **N**, go down straight, down the slide, down straight. For lowercase **n**, go down, up, and hump over.

For capital **O**, always form a *C* first, and then close it up. For lowercase **o**, same way: first a little *c* and close it up.

For capital **P**, go down, pick up, and around to the fence.

For lowercase **p**, start at the fence, go straight down into the ditch, come up and put his chin on the sidewalk.

For capital **Q**, first make a big *O*, and give the queen her walking stick.

For lowercase **q**, start with an *a*, come down, and give the queen some curly hair.

For capital **R**, down, pick up, and around to the fence, then slant down. For lowercase **r**, down, up, and hook over.

For capital **S**, first form a *c* up in the air between the rooftop and the fence, then swing back.

For lowercase **s**, form a tiny *c* up in the air, and then swing back.

For capital **T**, go down and cross at the top.

Lowercase **t** is just a teenager, not as tall as his daddy, but not short either; cross at the fence.

For capital **U**, down, curve, and up (no stem). For lowercase **u**, down, curve up, and straight down for a stem.

For capital **V**, slant down and up. For lowercase **v**, slant down and up.

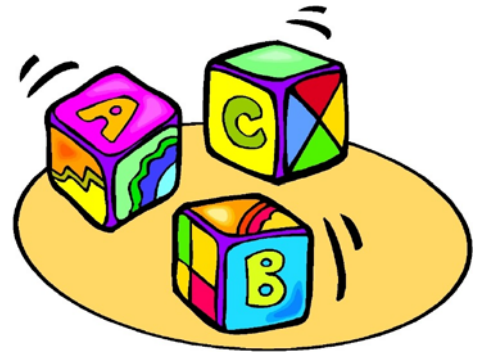
For capital **W**, slant down, up, down, up. For lowercase **w**, down, up, down, up.

For capital **X**, down on a slant, pick up, back in the other direction. For lowercase **x**, down and back.

For capital **Y**, start with a *v* up in the air, and put a stem on it.

For lowercase **y**, go down on a slant, pick up your pencil, slant down, touch, and on into the ditch.

For capital **Z**, make a 7, and then go back. For lowercase **z**, make a little 7, and then go back.



# Dr. Seuss

*Dr. Seuss would be 100 years old on March 2, 2004. Celebrate his birthday!*

## Books...

**You can read them in your house**

**You can read them with a mouse**

**You can read them here or there**

**You can read them ANYWHERE.**

“You can use this when you cook up *Green Eggs and Ham*. Sing to: *She'll be Coming Round the Mountain*.

Oh - We'll eat green eggs and ham with Sam-I-am

Oh - We'll eat green eggs and ham with Sam-I-am

Oh - We'll eat green eggs and ham

Oh - We'll eat green eggs and ham

Oh - We'll eat green eggs and ham with Sam-I-am

‘Would you eat them with a mouse?’ asked Sam-I-am

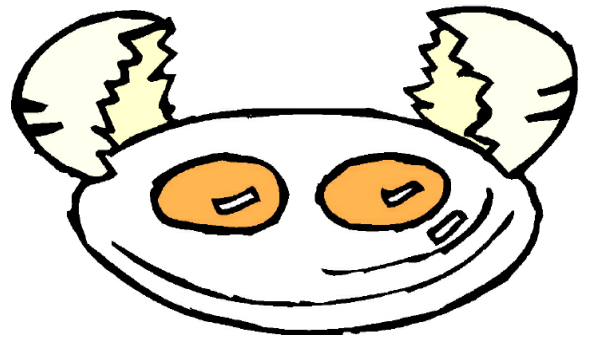
‘Would you eat them in a house?’ asked Sam-I-am

‘I would not eat them with a mouse

I would not eat them in a house

I do not like green eggs and ha-am Sam-I-am!’

Keep adding verses as per the book!”



“We had a *Green Eggs and Ham* day. We listed our favourite colours, and made a little book. I used green construction paper to make the eggs ‘whites’ in green and added a yellow yolk. Then inside I wrote... ‘I will not eat \_\_\_\_ eggs and ham. I will not eat them, Sam I am.’ and the kids listed their favourite colour and then drew their faces and what they would have looked like if they ate the eggs. It was fun!”

“We read *Green Eggs and Ham*, too. I also made the deviled green eggs and ham with my kids. They loved it. We then made 3 green eggs out of construction paper – white with a green yolk – and wrote rhyming words on them. Then we pasted them to a paper plate. We also got together with our grade 3 buddies and read *And To Think I Saw It On Mulberry Street*. Then the kids wrote about what they saw on their street – i.e. ‘And to think I saw it on Wood Street...’ The grade 3’s wrote what the grade ones said they saw and then they drew a picture together. They were very creative. We then had them share with the class!”

“Earlier in the week we read *The Cat in the Hat*. We made paper hats with a pair of rhyming words on each white stripe. Then we posted them on the door with the saying ‘Hats off to Dr. Seuss!’ with a picture of the Cat in the Hat.”

“We spent one day doing *Cat in the Hat* activities.. We listed all the ...at...words we could think of...did a word search.....read *Cat in the Hat*... and listed things we do on a rainy day.

“The kids decided to give the Cat in the Hat a new look. They coloured the hat and the cat's tie any way they wanted. Then we put the hats on the cat pictures. We used pipe cleaners for the whiskers. They look wonderful! I am going to display them in the window with a sign that says something like ‘A New Look for the Cat in the Hat’.”

“We read *Mr. Brown Can Moo, Can You?* I asked the children to remember all the sounds before I read and we listed them afterwards. Then we made a book. I traced the Mr. Brown from the cover and I wrote...\_\_\_\_ (they put their name) can \_\_\_\_\_ (the animal sound) Can You? and they drew some pictures. They turned out cute.”

# More Dr. Seuss ...

## Cat Hats

“I made Cat in the Hat hats last year and they were a great success! We used large sheets of white paper about 12 x 18. The kids coloured three red stripes on their papers, leaving 2 white stripes. We cut the center out of paper plates. Then we cut tabs and stapled the striped paper in a cylinder to the paper plates and used the centre cut-out part for the top of the hat. We used red wool tied into holes punched in the sides for ties. The kids really enjoyed wearing them and everyone who saw us loved them, too!”

“When we made our hats the students all cut out their own red stripes and glued them on. Some were fat, some were thin, some were crooked, they all looked great!”

“Here is what I did – I begged a store that uses white paper bags to donate bags for the class. Check with a bakery or specialty store, they usually have white. I wrote each kid's name in the inside, then holding it around the child's head stapled it to fit. The kids used red paint to paint the top of the hat and add stripes. Luckily I had a parent's help! Stuff the bags with paper and then they stand up well.”

## The Cat in the Hat

**Themes:** using your imagination for play, house rules, dealing with strangers, telling parents about problems.

**Pre-reading activities:** brainstorm a list of things to do and games to play on a rainy day (make a class book: ‘Things to do on a Rainy Day’). Discuss what you should do if your mother is out and a stranger comes to the door.

**Read the story,** noting that the children have ‘nothing to do’ and do not know what to say to the cat. Discuss whether you would enjoy the cat's tricks. How did the fish feel about the cat's tricks? What would you tell your mother? What good thing did the cat do before he left? (cleaned up all his playthings) What did the children do to solve their problem? (spoke assertively to the cat).

**Follow-up:** as a class or in cooperative groups, make lists of rhyming words for: cat/mat/hat/that jump/bump/thump day/away/say/play fish/dish/wish cake/rake not/pot/ ball/all/fall/wall/hall/tall fan/man net/bet/yet it/hit/bit tame/game/shame up/cup

Make a flip book of things the cat can hold up.

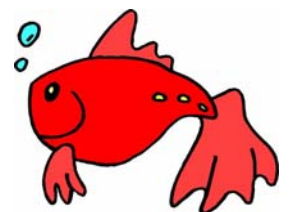
The Cat in the Hat can hold up \_\_\_\_\_ (words and picture)

“For the cutest snack, a mom last year made large sugar cookies. She then made cupcakes in ice cream cones. Then she used frosting to ‘glue’ the upside down cone to the cookie. They were then frosted with white frosting all over, and then she took thin strips of fruit roll ups and put them around the cone like stripes on a Dr. Seuss hat.”

## More Ideas ....

“After reading ‘*One Fish, Two Fish*’ ... we made beautiful collage pictures of fish. Two kids drew ‘The Cat in The Hat’ swimming with the fish.”

“After *The Foot Book* we made baby powder footprints. We traced our feet and put them in order from biggest to smallest. Then we lined up by foot size and talked about how the tallest person didn't have the biggest foot and the smallest person didn't have the smallest foot.”



# Alphabet Rhymes

**Aa**  
A is for alligator.  
A is for ants.  
A is for apples  
on my pants.

**Bb**  
B is for bear.  
B is for boat.  
B is for buttons  
on my coat.

**Cc**  
C is for cow.  
C is for cat.  
C is for caterpillar  
on my hat.

**Dd**  
D is for dinosaur.  
D is for dog.  
D is for doll  
on my log.

**Ee**  
E is for envelope.  
E is for eggs.  
E is for elephant  
on my legs.

**Ff**

F is for fire engine.  
F is for fish.  
F is for fox  
in my dish.

**Gg**  
G is for girl.  
G is for goat.  
G is for gorilla  
in my boat.

**Hh**  
H is for horse.  
H is for hair.  
H is for hippopotamus  
on my chair.

**Ii**  
I is for igloo.  
I is for ink.  
I is for iguana  
in my sink.

**Jj**  
J is for jelly.  
J is for jeep.  
J is for jacket  
on my sheep.

**Kk**  
K is for kite.

K is for king.  
K is for key  
on my string.

**Ll**  
L is for lion.  
L is for log.  
L is for leaves  
on my frog.

**Mm**  
M is for mittens.  
M is for mouse.  
M is for monkeys  
on my house.

**Nn**  
N is for newspaper.  
N is for nest.  
N is for numbers  
on my vest.

**Oo**  
O is for octopus.  
O is for ox.  
O is for ostrich  
in my box.

**Pp**  
P is for pizza.  
P is for pan.

P is for pencils  
in my can.

**Qq**  
Q is for queen.  
Q is for quail.  
Q is for quarters  
in my pail.

**Rr**  
R is for rose.  
R is for ring.  
R is for rabbit  
on my swing.

**Ss**  
S is for sun.  
S is for socks.  
S is for snails  
on my blocks.

**Tt**  
T is for tooth.  
T is for truck.  
T is for tie  
on my duck.

**Uu**  
U is for underwear.  
U is for up.

for umbrella  
in my cup.

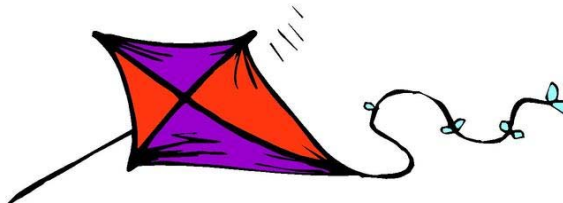
**Vv**  
V is for violin.  
V is for van  
V is for violets  
in my pan.

**Ww**  
W is for worm.  
W is for wagon.  
W is for wings  
on my dragon.

**Xx**  
X is for x-ray.  
X marks the spot.  
X is for kisses.  
I have a lot!

**Yy**  
Y is for yo-yo.  
Y is for yak.  
Y is for yarn  
in my sack.

**Zz**  
Z is for zebra.  
Z is for zoo.  
Z is for zipper  
on my shoe.



## Go Fly a Kite!

“We make kites in March to hang from the ceiling. Using 12 x 18 white paper copy diamond shapes for kids to cut. Each child cuts two.

“Paint both kites one day and dry. I put 4 desks together per group and put 4 paper plates in the middle with one colour on each plate and one paint brush per plate. The kids share and create designs. The next day we put glue on one kite, lay a piece of yarn hanging out each end and lay the other kite over it. Kids cut bows for the tail and sandwich the tail string between two bows. When I hang these I attach the stop string to the ceiling, and also stretch out the tail string and hang it from ceiling or attach to nearest wall to make it look like the kite is flying. I hang them in groups around the room.

“We brainstorm ideas, ‘One windy day I \_\_\_\_\_.’ and we make a list. Later we read the list of sentences and find words. Then the children illustrate their favourite thing to do on a windy day.”

# A Print Rich Classroom

A Kindergarten classroom should be rich in print. Here are some ideas for ways you can make your room a place for beginning literacy:

- Lots of 'Big Books' - some on display and some for the children to look at in groups and individually.
- Books – fiction and non-fiction. Some should be predictable and readable through picture cues, and other books for interest.
- There should be a range of quality children's literature for the teacher to read aloud and the children to peruse later.
- Poems and songs that have been taught and memorized should be on charts at the child's level to be 'read' during 'read the room' time.
- Charts with subjects that have been well taught.
- Labels and directions on materials.
- Informational books in centres.
- Write messages to the students.
- A Word Wall, organized alphabetically, of frequently used words and other theme words that children can use as a resource (teacher and children create the wall together throughout the year.)
- Name charts (first names for children beginning to read).
- Alphabet charts.
- Simple dictionaries.
- Books that the class have written together.
- Numerous pocket charts to hold a variety of print material ( stories, lists, poems, etc.)

"I try to make my reading corner attractive by providing carpet squares to sit on. I have a large basket full of Beanie Babies that my class loves to read to."

## I Can Read Colours

Orange is an orange.  
 Yellow is the sun.  
 Brown is the bear and  
 Purple is the plum.  
 Red is an apple.  
 Green is a tree.  
 Blue is the big sky.  
 Listen to me!  
 I can read!

"I have this poem on the calendar wall, and we read it together. After we've read it several times, I give each student a copy and we read it again, slowly, letting their 'fingers do the reading', touching beneath each word as they say it. By the end of the week, we have made two copies of this poem into Big Books, illustrated by the kids. As we read through the poem, we use crayons to underline the colour words. I have a little drawing at the end of each line to help them remember the words. Later they take this poem home to read to their family. They get an extra copy for their poetry journals."

Have the colour words on cards and cards of the colours. Match the words with the colour cards. Do colouring sheets where the children follow the words. The colours can also be a number, and the numbers on the picture.

Divide a 8 1/2 x 11 paper into 4 quarters. Each child can choose a favourite colour.

Page 1 will say ... What is (colour)?

Page 2 will say ..... A ( ) can be (colour)

Page 3 will say .... The ( ) is (colour).

Page 4 will say ..... And a ( ) can be (colour).



Orange is a carrot,  
 Yellow is a pear,  
 Green is the grass,  
 And brown is a bear,  
 Purple is a plum,  
 Blue is the sky,  
 Black is a witch's hat,  
 And red is cherry pie.

# All About S

**Sound** /s/ as in snake. /s/ is unvoiced.

**Sound Association** /s/ is the sound a snake makes.

**Key Words:** soap, stone, school, sock, skirt, smile, sad, silly, Santa, spider, star, sun, store, snow, sand, sunshine, seashore, spaceship, scarecrow

**Praise** Simply smashing! Smart thinking! Supercalifragalistic.....etc.

**Tactile Association** Feel or do projects with seeds, sequins, sand, salt, sugar, snow, string, soap, satin

**Make Tactile Letters** Glue sand or seeds to the letter s. Cut the letter 's' out of sandpaper.

**Songs and Games** "Sing a Song of Sixpence", "Skip to my Lou". Play "Snakes and Ladders", "I Spy", skipping, "Simon Says". Play soccer. Sing silly songs while playing on a seesaw or while skipping. Be slithering snakes.

**Art Ideas** Draw large snake shapes and paint or colour them bold colours. Make sock puppets. Make snakes or spiders out of sandpaper. Do Scribble Art. Blow through straws and blow paint around the paper. Make big sunflowers. Make spider web designs.

**Food** Soup, sandwiches, suckers, spaghetti, squash, salad, sugar, salsa, strawberries

**Other Activities** Draw your school. Visit the school secretary. Talk about space. Read lots of stories. Build a snowman. Build a sandcastle. Work with the numbers six and seven. Learn about the stars. Draw stars. Learn the four seasons. Plant seeds. Make silhouettes of each child.



# All About T

**Sound** /t/ as in 'ten'. Keep the sound of /t/ very short and quick. The sound is NOT 'tuh'! /t/ is unvoiced. The sound is made in the mouth with the tongue and air.

**Sound Association** A ticking sound, like an old clock.

**Key Words:** turtle, tiger, train, tree, toaster, telephone, table, two, ten, truck, tooth, teacher, toy, triangle, teddy

**Praise** Terrific!

**Tactile Association** Feel and/or do projects with toothpicks, tea bags, tape, triangles.

**Make Tactile Letters** For /t/ use toothpicks. When the glue is dry they trace the letter over the toothpicks as they say the sound. Glue tinsel on letter T's. Make T's by gluing together tongue depressors.

**Songs and Games** Sing "Twinkle, Twinkle, Little Star". The Teddy Bear's Picnic. I'm a Little Teapot. Play tag or tug of war. Make a big letter T on the carpet with masking tape. Let children tiptoe on the letter T.

**Art Ideas** Make pictures using triangles of different colours. Make toothpick designs. Use different shades of green tissue paper squares and glue them to a simple picture of a tree. Overlap tissue paper triangles. Have children bring to school one plain T-shirt and decorate with fabric paints or do Tie-dye! Make a big tree on a tackboard and decorate it with seasonal leaves or blossoms.

**Food** tea and toast, tacos, tomatoes, tarts, tuna, turnips, tangerines

**Other Activities** Learn about turtles. Make a tent over a table and play inside. (Put a sheet or blanket over the table.) Go outside and look at different trees. Learn about temperature. Learn about triangles. Tell time. Have a tea party. Build a tower. See how tall they can build it!



# All About U

**Hand Motion** Hold up the hand so the pointer finger is up and the thumb is out to the side. The 'u' shape is between the thumb and first finger. This could be pointing 'up' or the handle of an umbrella.

**Sound** /u/ as in up. 'U' is a vowel.

**Sound Association** The 'thinking' sound. We say /u-u-u/ as we are thinking what to say.

**Key Words:** umbrella, up, umpire, untie, unequal, ugly, us, under, underpass, uncle, upstairs

**Praise** Unsurpassed! Unusual!

**Tactile Association** Go for a walk with an umbrella.

**Make Tactile Letters** Cut the letters 'U' and 'u' from magazines and glue them to a U.

**Songs and Games** Throw a ball underhand. Walk upstairs.

**Art Ideas** Draw umbrellas and decorate them. Draw a picture of your uncle. Draw a picture of 'up'.

**Food** upside-down cake

**Other Activities** Brainstorm things that go up. Bend pipe cleaners into 'U' shapes. Bring in a photo of your uncle to share. Make a mural with a picture of each child in the class. Us! Listen to the story of 'The Ugly Duckling'.



## All About V

**Sound** /v/ as in van. /v/ makes the lip vibrate. Voiced.

**Sound Association** the 'fly' sound

**Key Words:** van, violin, vase, Valentine, vacuum, vine, velvet, vest, voice, vehicle, veterinarian, vulture, vegetable

**Praise** Very \_\_\_\_\_!

**Tactile Association** Feel or do projects with velvet, violets (silk flowers), velcro. Have the children decorate the letter V with Velcro cutouts.

**Make Tactile Letters** Glue pieces of velvet to the letter outline.

**Games** Play a simplified volleyball, or go to watch older children play.

**Art Ideas** Draw a vase full of violets. Make vegetable prints. Make a vest from a paper bag and decorate it. Make Valentines. Put 'v' words on a decorative vine. Learn to cut a vase – fold a paper and then draw an 'S' from the top to the bottom of the folded paper. Cut on the S. Open it to see the vase.

**Food** Vegetables, vanilla, vanilla cookies, vanilla pudding

**Other Activities** Discuss the word 'volunteer'. Have a school volunteer talk to the class. Learn about the veterinarian's job. Visit a vegetable market. Brainstorm vegetables. Make a vegetable salad. Vote on something. Learn about Venus. Have a vest day. Listen to violin music. Go on an imaginary vacation. Bring your vacuum cleaner to school and let each child have a turn using it. Tape record your voice and listen to it play back. Watch a video. Ask the children if they take vitamins in the morning. learn about a volcano.



## All About W

**Sound** /w/ as in win. Voiced.

**Key Words:** wagon, window, wig, watch, web, winter, witch, wet, water, wash, wish, wolf, worm, wax, walk, wings, wall, wish, wind, wood

**Praise** Well done! Wild!

**Tactile Association** Feel or do projects with wire, watermelon seeds, gummy worms, wool..

**Make Tactile Letters** Glue wool pieces onto the letter outlines. Make w's from wallpaper.

**Songs and Games** "Wee Willie Winkie" "Who's Afraid of the Big Bad Wolf" "How Much is That Doggie in the Window?" "What a Wonderful World" Listen to waltzes. Go for a walk. Wiggle.

**Art Ideas** Make wiggly worms in wild colours. Make windmills (pinwheels). Weave paper strips. Draw webs. Mold objects from wax. Paint big W's with water. This is a good outdoor project! Make wind socks. Make a watermelon using coloured paper. Make a web with glue on black construction paper and sprinkle with silver glitter.

**Food** Walnuts, water, wieners, waffles, watermelon

**Other Activities** Learn about wind. Use pinwheels or windsocks, or fly a kite. Learn about wolves. Make a wave bottle. Fill a bottle half full of cooking oil, add a few drops of blue colouring and fill almost to the top with water. Make waves! Tell about your favourite woman. Make three wishes! Learn the days of the week. Talk about the season winter. We all work! Talk about the things we do that are work.





# All About X

**Sound** /x/ is the sound of /ks/, as in ax. Voiced.

**Sound Association** A kiss. Is that why we put XXX at the bottom of a letter?

**Key Words** The sound /ks/ does not come at the beginning of very many words and none have the proper sound. Use words that have /ks/ in the middle or ending of a word. fox, box, ox, fix, mix, wax, taxi, next, exit, exercise, duplex, boxcar, axe, explore, extra, exodus, axis

**Praise** Excellent! Extraordinary!

**Make Tactile Letters** Glue 'X' shaped cutouts or cut-up dentist x-rays to the letter outline.

**Songs and Games** Do exercises. Sing "Six Little Ducks" Tic Tac Toe - play X's and O's.

**Art Ideas** Make a person from a large X, the arms outstretched and the feet apart. Make objects with wax.

**Food** Eat a deluxe pizza. Use different foods to create the shape of x on a plate such as - pretzels, carrot or celery sticks. Letter X cookies - mix up a batch of X shaped cookies!

**Other Activities** Learn about oxen. Learn about x-rays. Show real ones if possible. Discover when to use "Excuse me". Learn about the fox. Work with the number six. Play a large tic-tac-toe game outdoors.

# All About Y

**Sound** /y/ as in yes. 'y' is first taught as a consonant.

**Key Words** yard, yo-yo, yellow, you, year, yarn, yacht, yogurt, yak, yarn, yodel, yoga, yes, young, yawn

**Praise** Yummy! Yes!

**Tactile Association** Feel or do projects with yarn, play with a yo-yo.

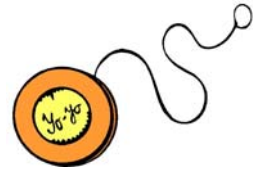
**Make Tactile Letters** Glue bits of yellow yarn on the letter outline. Make yellow yarn Y's.

**Songs and Games** Learn to use a yo-yo. Do some yoga. Sing "Yellow Submarine"

**Art Ideas** Paint a picture using only shades of yellow paint. Make a yarn ball (wind yarn around a piece of cardboard, tie in the middle and snip the loops when the cardboard is removed. Have children bring in things that are yellow that can be glued onto a class collage or an individual collage, such as, scraps of fabric or paper, beads, buttons, yarn ribbon, etc.

**Food** Yeast, yams, Yorkshire pudding, yogurt (yummy!), or bake something with yeast. Eat food that is yellow – bananas, corn, etc. Boil eggs and let the children find the yolk.

**Other Activities** Review all the things that have happened this year. Make a yearbook. How is yogurt made? Learn about young animals. What is a yak? Listen to someone yodel. Yesterday - learn about the meaning of yesterday. Year - discuss the length of a year. Grow a yam plant. Put several toothpicks into the yam, and balance it in a glass so the bottom of the yam is in water. Yell! Say "YES!" Have a yellow day. Wear yellow and have a yellow snack. Yawning – talk about rest, bedtime, and yawning.



# All About Z

**Sound** /z/ as in zip. Voiced

**Sound Association** the sound of a bee

**Key Words:** zebra, zipper, zero, zig-zag, zoo, zinnia, zoom, zany, zest, zone

**Praise** Very zippy!

**Tactile Association** Feel or do projects with zippers, zig-zag braid (rick rack).

**Make Tactile Letters** Glue zig-zag braid pieces to the letter outline.

**Songs and Games** "Zip a dee do dah" Make an obstacle course which requires a lot of zigzag movements.

**Art Ideas** Use pieces of rickrack of different colours to make a zig-zag picture. Make a zany picture! Make curled petals to form a zinnia. Add the stripes to a zebra. This can be done with a printout of a horse and adding black strips of paper or yarn – or simply black crayon. Do zipper rubbings.

**Food** zucchini, zucchini bread or fried zucchini.

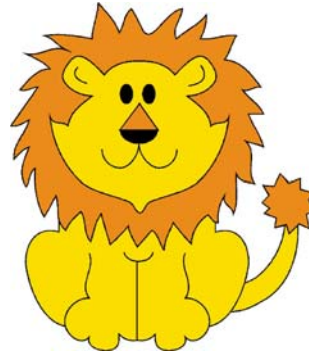
**Other Activities** Look closely to see how a zipper works. Visit a zoo, or talk about a zoo. What is zero? Listen to a recording of zither music. Zoom around like cars, jets, or rockets. Plant zinnia seeds.



# Lion or Lamb?

When March comes in gently,  
With soft skies of blue  
And warm happy breezes,  
And crocus buds, too,  
March begins like a lamb,  
Sweet, gentle and kind.  
But you'd better beware,  
For you'll surely find  
That the end of the month,  
Will be stormy and cold.  
Like a lion it'll roar,  
Rough, growly and bold.

If March begins windy,  
And stormy and gray,  
If it's too cold outside,  
To happily play,  
The lion's here first,  
And he's not so nice.  
You should be indoors,  
Take my advice.  
But wonderful weather,  
Is coming, they say,  
By the end of the month,  
The lamb's here to stay!



To make lions, give the children paper plates, glue, 2-inch pieces of yellow yarn, and felt-tip markers. Have them make lion manes by gluing yarn pieces around the rims of their paper plates. Then let them draw lion faces on the centres of their plates with felt-tip markers. Attach popsicle stick handles to the backs of their plates to make lion puppets.



To make lambs, set out paper plates, cotton balls, glue, and felt-tip markers. Have the children glue cotton ball 'wool' around the rims of the paper plates. When they have finished, let them draw lamb faces on the centres of their plates with felt-tip markers. Attach popsicle stick handles to the backs of the plates to make lamb puppets.

Talk about what lamb and lion weather might be. Can the children act it out?

"Using a lion and a lamb pattern, we predicted what we thought the weather would be on March 1st - a lion kind of day or a lamb day. We made a graph with the two pictures. I made one of the bulletin boards into a March calendar and each day of the month we will put up either a lion or a lamb. On the first the children will predict what they think most of the days in March will be like. At the end of the month we will be able to check out their predictions."

"Go around your school with a tape recorder and record loud and soft sounds. Play the tape for the children. Have them tell you what each sound is and whether it is 'loud' or 'soft' - or like a lion or a lamb. Some examples might be a door banging, water running, children playing, soft music playing, a telephone ringing, and a bird chirping."

"Give the children light blue crepe paper to hold in their hands. Let them take turns racing across the room and flapping their streamers like strong 'lion' winds. Then have them walk back across the room, gently waving their streamers, like soft 'lamb' breezes. Bring in a fan and talk about the wind."

# Math

## Numbers About Me

“We make a book called ‘Numbers About Me’.

On the cover the children draw a self-portrait.

The second page of their book asks for their first name and last name. It asks how old they are and they draw that number of candles on a cake. They can also print the birthday month and day.

On page three they print their phone number.

Page four is their height. We measure them and they record the number in centimetres.

On page five you can do some (or all) of these: Draw a picture of their families. There are \_\_\_\_ people living with me. There is (are) \_\_\_\_ pets living with me.

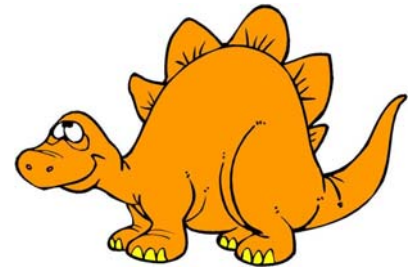
Page six they trace their hands. How many fingers?

Page seven they trace their foot. How many toes?

## Countasaurus

*Teacher:* I'm a countasaurus. I'll tell you what to count.  
I'll give you a number. You give me the amount.  
I like to eat numbers. I like them large and small.  
In all the ways that you will hear. I like to eat them all.  
I'm very hungry. Feed me 10 claps. (kids clap and count to 10)  
I'm still hungry. Feed me 20 pats. (kids pat lap and count to 20)  
I'm very very hungry. Feed me 10 toe touches. (kids do toe touches and count)  
(Keep on making up things like foot stomps, waist bends, arm twirls, etc.)

(last verse) I like to eat numbers. I like them large and small.  
In all the ways that you have heard, I like to eat them all.



## Zero the Hero

“I have played ‘Zero the Hero’ with my students. Whenever there is a zero in the date we played this. The kids all stand in a circle and we count backwards from 9 to 0. On each count I tap a child on the head. The child that is tapped on 0 sits down. The last child standing is Zero the Hero and wears a paper 0 on his/her shirt.”

### Zero Hero Song

*(tune Frere Jacques)*

Zero Hero, Zero Hero,  
We love you.  
We love you.  
Though you may be nothing,  
We really think you're something.  
Yes, we do. Yes, we do.

### Zero the Hero

Zero, the hero, came to school.  
Zero, the hero, knows a rule.  
Zero, the hero, stays in a space.  
So all the other numbers  
Get in the right place.



Some teachers have a toy in a hero costume who is only seen on the zero days, and some even have a school person dress up in a costume, with a mask and a t-shirt with a zero on the front!

“We eat zeros on every one of the ‘days in school’ that has a zero. We eat mini-doughnuts, cookies in the shape, cereal shaped like zeros, circle pretzels, etc. The children are always very excited and count the days until Zero the hero arrives and brings a treat!”

# More Math

**Movie Ticket:** Set your classroom chairs up in rows and aisles like a movie theater. As the children enter the "theater," hand them each an attribute block for their ticket. When they are all seated, ask all of the red ticket holders to stand, all of the large triangles to stand, all of the small thick rectangles to stand etc.

**Read My Mind:** Spread the attribute blocks on the carpet. In this game the children try to determine which block you have identified by asking you questions which can be answered with yes or no. They might ask if it is a large triangle. If it is not, remove all of the large triangles from the pile. The students will be describing the blocks by their attributes and, through elimination, be able to determine which attribute block you had identified.

**Going Fishing:** With the kindergarten class sitting on the carpet in front of you, pretend to get your fishing pole out and go fishing. Fish for students with easily identifiable attributes such as short sleeves. "Catch" all of the students with short sleeves and have them stand in a row at the front of the room but throw back any that do not have this attribute. The task of the students is to try to determine what attribute the fish have in common. Other attributes might be clothing with stripes, clothing with hoods, children wearing glasses etc.

Ask the children to show you the number that you say by putting that many objects on their workspace. For example, 'show 5 blocks'. This can be expanded using directional words such as, 'put 4 beans on top of ....behind..... inside..... near ..... the cup', etc.

Dress-up numbers – the children in a small group draw a card with a numeral on it and put on that many pieces of dress-up clothing.

Use pattern blocks to make designs.

Count aloud whenever you get a chance. The children can do the following activities as they count: clap, tap, jump, blink eyes, sway from side to side, bounce a ball, march in place, swing arms, etc.

When sitting in a circle, count in turn. The object is to see how high they can count before missing a number.

Play with dominoes.

Guess (estimate) the number of objects in a container – and then count them.

Count steps as you walk to a specified place.

Make counted patterns using cut-and-paste activities, or paper chains.

Count how many you hear. Count claps, taps, beats of a drum, rings of a bell, etc.

Ask questions: How many chairs ... books ... pencils .... will we need for this group? Are there enough .... for everyone? How will we find out? Do we have more chairs than children? Which is more?

Helpers: have children pass out just the right number of objects to the group. Count the children first and then count out the objects – then pass them out. Did it come out right? Did you remember yourself?

Do the subtraction poems with objects as the poem is said. For example, Read '10 Little Monkeys' The kids put 10 objects on their mats, and then take one away for each verse.

Use a 'magic stick' or pointer or wand to count children for attendance.



# St. Patrick's Day

**Green Day:** The week before St. Patrick's Day, send home a letter letting the parents know that you will have a 'Green Day'. Then on St. Patrick's Day, everyone dresses in green to celebrate.

**Lucky Charms Graphing:** Give each child a ziplock bag of lucky charms cereal and a napkin. The children sort the lucky charms by shape. Let them count how many they have of each shape. Give the children a graph paper. Draw the shapes at the bottom and have them graph each shape. Have the children identify which shape has the most, least, equal, etc.

**Leprechaun Foot Prints:** You will need a large piece of white butcher paper. Paint the bottoms of each child's feet green. Then let them walk across the butcher paper to make leprechaun foot prints.

**Create the Color Green:** Show the children how to make green by combining blue and yellow. They can do this by mixing paint or coloring with a blue crayon and then coloring with yellow over top of the blue.

## Bell Pepper Shamrock Prints

You will need one half of a green bell pepper for each child. Cut each bell pepper in half and scoop out the seeds. Dip the halves into green paint and press onto paper to make shamrock prints. You can use green paint and a paint brush to make stems.

**Shamrock Sequencing:** Cut out shamrocks of different sizes from green paper. Put them in your math center for children to put in order from largest to smallest or smallest to largest.

**Green Homework:** Send home a letter to your families asking them to locate five things in their house that are green. Have the children write, with their family's help, what they found that is green.

**Pot of Gold Toss:** You will need a laundry basket and at least three yellow bean bags. Let the children take turns tossing the 'gold' into the laundry basket.

## Play Leprechaun, Leprechaun, Where's Your Gold?

Leprechaun, Leprechaun, where's your gold?  
Somebody stole it, they are bold,  
Under the rainbow, behind a tree  
Find your gold as quick as can be!

You can sing this song to the tune of I'm a Little Teapot. Teach the song to the children and put the words in a pocket chart. After the children know the words, have someone point to each word as the class sings the song. Ask children to point to words and letters in the song that they recognize.

**Shamrock People:** Cut out a minimum of one shamrock from green paper for each child. The children glue the shamrocks onto construction paper. Provide the children with magic markers to decorate the shamrocks with features to make them look like a person.

**Glowing Shamrocks:** You will need shamrock cut outs, glue and salt. Give each child one shamrock cut out. The children spread glue over the entire shamrock and then sprinkle salt on top. The result is a sparkling, glowing shamrock.



**Catch Him If You Can***(Tune: The Muffin Man)*

Oh, have you seen a leprechaun,  
 Leprechaun, leprechaun?  
 Oh, have you seen a leprechaun,  
 Who comes from Ireland?  
 Among the shamrocks he may hide,  
 He may hide, he may hide.  
 Among the shamrocks he may hide,  
 So catch him if you can!

**I'm a Little Leprechaun***(Tune: I'm a Little Teapot)*

I'm a little leprechaun dressed in green.  
 The tiniest man that you've ever seen.  
 If you ever catch me, so it's told,  
 I'll give you my pot of gold!



**Filter Paper Shamrocks:** You will need a filter paper cut into the shape of a shamrock for each child. You will also need a dropper and food coloring. Mix yellow food coloring with water in baby food jars. Mix blue food coloring with water in another set of baby food jars. Let the children experiment with putting the colored water onto the shamrocks using the droppers. They will make green in the places where the yellow and blue overlap.

**Play hot potato!**

**Make Scones:** “Bake scones. It is very simple...2 cups self-rising flour, 1/2 cup milk, 3 tbs. butter or margarine and a dash of salt. Bake @425 F for 12-15 min. I had the children take turns scooping the flour (I use a 1/2c. or 1/4 cup measuring cup so I could 'stretch' the turns). The children loved squishing all the ingredients together. Flour up a very clean table or pastry board and let them each have some dough for rolling and kneading. We cut our scones with different shaped cookie cutters. It's a terrific snack, and can be topped off with 'green' milk by adding a few drops of green food coloring.

**Biscuit Shamrocks:** You will need one canned biscuit for each child. Give each child a biscuit. Show them how to pull it into four separate pieces. Roll three pieces into balls and put them together to form a shamrock. Roll the fourth piece into a short snake and use it to make the stem. Sprinkle the tops with green sugar sprinkles. Bake according to package directions.

“For St. Patrick's Day, we make a Leprechaun Finder! We make 2 outlines of a magnifying glass kind of thing (like a hand held mirror) out of oak tag or green construction paper, and cut them out. Then, before we glue the two pieces together, we place a piece of green cellophane between the two pieces of paper. Then, we recite the poem:

**Leprechaun little,  
 Leprechaun green,  
 Come on out,  
 Where you can be seen!**

**Graphing the Green**

What colour comes to mind when you think of St. Patrick's Day? Green of course! So celebrate the holiday and the colour by completing the activity below. Graph the answers to questions like these:

1. I am wearing green.
2. The house I live in is green.
3. My favorite colour is green.
4. I like green beans.
5. My family has a green car.
6. I have a green pencil.
7. My winter coat is green.
8. I like green Jell-O.
9. I have used a green crayon.
10. I know a word that rhymes with green.



I'm a little leprechaun  
 Dressed in green,  
 The tiniest man  
 That you have ever seen.  
 If you ever catch me, so it's told,  
 I'll have to give you my pot of gold.

# Class Management

## Words to Live By.....

Be a colour coder.

A place for everything and everything in its place.

Deal with every piece of paper as you get it. Act on it...file it...toss it out...refer it to someone else.

Use your lesson plan book as a planner. Write down everything you need in it...even personal appointments.

## Rug Rules

“They really enjoy it and now I only need to say “Let me see Rug Rules!”

The children have to:

1. have bottoms glued
2. legs like a pretzel
3. frozen fingers-they interlace their fingers and keep on their lap”

## Mystery Walkers

“It works really well. You secretly pick two kids. Let them know that you have picked your ‘Mystery Walkers’ and you keep a close watch on everyone. The children have to walk quietly all the way to where you are going to win. When you get where you are going, if the students picked walked really well give them a reward right then. The reward can be a sticker, a certificate, a classroom benefit (leader next time, etc.) or even a piece of candy. If the two I picked were noisy in line and I had to talk to them I just keep it a secret and look for someone else next time.”



## Attention Getters

“On the carpet: I say ‘Magic 5’ and then count back to 1. They need to be in ‘ready’ position: sitting, looking, quiet, etc. I think originally the 5 came from – mouth, eyes, ears, hands, feet - but the kids just know it means get ready. Of course it works because in September I make a BIG deal about it. If they are a little wiggly - I can say something like - ‘Oh no - I hope the magic isn't wearing off!’

“At their desks - instead of a bell I have 2 bars from a xylophone that I play 3 notes on. ‘Lis-ten please’. I like the sound and it is loud enough that they can hear. They stop and put their hands on their heads.”

“When walking in the halls I use the chant ‘My hands are by my side, I’m standing straight and tall, I will not talk at all, I am ready for the hall.’ This really works for me.”

“When someone gets chosen to do something or perhaps a group gets chosen, I say ‘What do the rest of you say?’ and they all chorus, ‘Oh, well, maybe next time.’ It really helps with the disappointment factor and kind of puts a funny slant on it.”

“I shake everyone's hand at the door in the morning and at the end of the day. I expect eye contact and a polite response. When we do attendance and I call out a name, the person called responds with Good morning/afternoon \_\_\_\_\_. I then wish them a good morning/afternoon back. The principal walked in one morning and commented on how polite they were to each other. I've even caught some of them saying good morning instead of just hi to each other in the coat area.”

# Keeping Things Tidy

“I believe that children are able to concentrate better in an environment that is neat, organized and attractive. Many Kindergarten teachers seem to think that ‘more is better’, and there is a tendency to fill every inch of space with ‘stuff’. I think that when the room has too much clutter the children rarely look at any of it. How do you feel in a house that is untidy, with ‘junk’ littering every space? If you were an office worker, would your classroom be a place you would like to work? There hasn’t been any research done on whether children learn better in a beautifully clean tidy environment with tasteful décor, but I would bet that they are happier, quieter, and do better work!”

“I do the 30 second clean-up at the end of the day to get excess trash off the floor, straighten desks, tables, etc. Kids get some kind of great charge trying to beat the clock and get back to their seats before 30 seconds is up. Try a silent clean up some time...it's great.”

“I play a game called ‘magic trash’. At the end of the day, I quickly walk around the class and secretly pick out a piece of trash. Then I let students pick up trash for about 30-60 seconds. The student with the ‘magic trash’ wins. The prize is usually a privilege for the next day or a piece of candy. They will work very hard to find your trash.”



“When we paint, I put newspaper on each desk, or make tables of 4 with newspaper. I sometimes squirt the paint right on to the newspaper instead of using containers. Then when we are done we just roll up the paper and we're done done done! Kids always put brushes in a bowl in the sink and I clean those later.”

“To keep things tidy is hard when you have taught for a million years and you have tons of material. Here are some tips:

- Have a place for everything and keep everything in its place. This keeps that ‘stacking thing’ from happening. I have Rubbermaid tubs that are labeled that hold seasonal things. The minute that you see something out of place, say, ‘Jenny, would you put that book up please.’ Teach the children that the classroom belongs to us all and that we all keep it clean. I model this constantly at the beginning of the year. I’ll pick up something and say, ‘I noticed this piece of paper cluttering up our floor. Even though I didn’t put it there, I’m going to pick it up because I want our room to look nice and neat.’ On that same note, don’t just pick up at the end of the day....do it all day long.

- Have a place to neatly put all papers that need to be re-filed and then do that each week. Each day would probably be better; but this is a really hard one for me.

- Water plants regularly and shine their leaves....this really makes things look nice.

- Arrange your room so that the neatest area is what passersby look at as they glance in.

- My friend cleans her desk off before she leaves for home everyday. That’s a wonderful goal!

- Have special places to put papers until they go home.

“I often use something like the 10 second break...but I tell the children that I think magic elves come into the room and then I cover my eyes and count slowly to 10 (or perhaps 20 if need be) They love to scurry and tidy the floor, etc., and then be sitting back down when I uncover my eyes – thinking they have played a great trick on me. I deal with the other tidying chores by assigning one job to each child in the room ( I don’t rotate jobs - that way they become an automatic part of their day). They are mostly quite small jobs. For example, three people are responsible for the paint table each day. One gets fresh water, one renews supplies and checks the brushes, and one washes the surface at the end of the day.”

“I use Velcro on name tags. That way when they change desks, they just take off their tag. The name tags have 100’s charts, ruler, alphabet, and number line on them. Often they take the name tags to centers with them as a helping resource. This makes it easy!”



# It's Spring!

## Japanese Plum Trees

"We either blow drippy black paint with a straw to form a tree trunk, or just paint a trunk and branches. Then we glue on pink popcorn for the blossoms. Instead of buying expensive (and tempting to eat) pink popcorn, I crushed (with a hammer and paper bag) 1 large piece of pink sidewalk chalk until it was all powdery. Then all I did was dump the powder and my popcorn into a plastic bag and shake. Cheap pink popcorn – of course, they must be warned not to eat it."

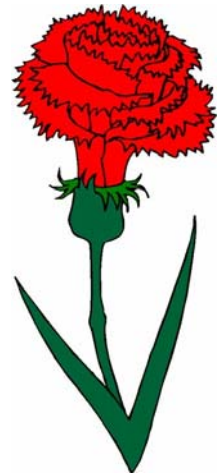
## Spring Trees

1. Water colour 8x12 white construction paper with watered down blue tempera. Let dry completely.
2. Draw a low hill on bottom of paper and colour green.
3. Draw a tree using the letter 'Y' for the trunk and add more 'Y's and 'V's to make more branches with light brown crayon.
4. Using sponges cut into squares or strips, dab on leaves with green tempera. Dry completely.
5. Roll 2" squares of pink tissue paper and glue on to tree for blossoms. These look very impressive if you glue on to larger blue paper for a framed effect.

## The Colours of Spring

Here's a great way to start spring with your class.

1. Fill three tall, clear glasses with water and add ten drops of food colouring (one colour) to each glass, green, blue and yellow.
2. Cut a few inches from the stems of three white carnations, and place one carnation in each of the glasses.
3. Place a chart on the board and label it 'our predictions' and have the class predict what might happen to the flowers.
4. The next day let the students observe the colourful flowers and discuss the changes.



## Paper Plate Shakers

Take two paper plates (need to be heavier or thicker plates) and have students decorate the outsides. Place some beads, seeds, popcorn, etc., in the middle when they are finished decorating. Staple them together – add crepe paper streamers if you wish and use as musical instruments.

## Rain

Drip, drop, splash.

Drip, drop, splash.

Drip, drop, splash went the rain all day.

It dripped from \_\_\_\_\_.

It dropped from \_\_\_\_\_.

It splashed from \_\_\_\_\_.

Drip, drop, Splash!

Use coffee filters on pipe cleaners for umbrellas.



## Plant Seeds

“Place a paper towel inside a baggie. Run a row of staples across the bottom of the baggie about one inch from bottom. Place bean seeds inside the baggie so they are resting on the staples. Carefully pour in water and allow the paper towel to soak it up. Display the baggies in warm place and watch seeds sprout and grow. You can tape these to a sunny window. Keep them watered. The seeds will grow quickly! Carefully take the baggies apart and plant all of the plants in a very large container and add support sticks. The plants will grow, flower and grow beans all within the classroom right before the kiddies eyes. They love it!”

“Give each child a plastic or paper cup, a piece of paper towel, a sandwich baggie and some seeds that germinate quickly. They dampen the paper towel, gently roll up the seeds in it, place them in the baggie and then into the cup. The paper towel must be damp without being too wet. The children can keep the cup on their desktops and look at them every day to note the progress. Make diagrams to show the plant embryo, the root and the stem.”

## Pussywillows

### Riddle

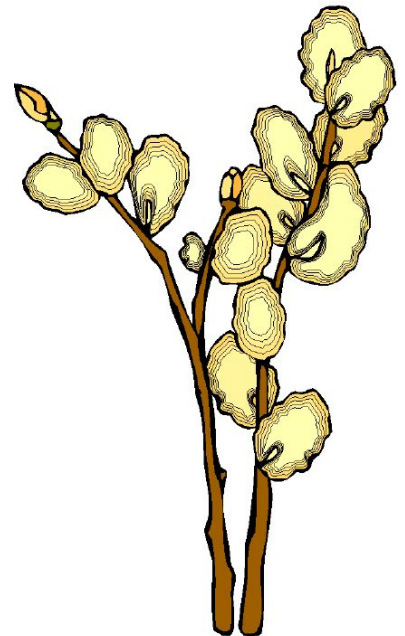
Gray like fur  
but can't purr.  
Soft as silk  
but can't drink milk.  
What am I?

“I have this written in the shape of a pussywillow. The answer is covered with a flap so that they can peek underneath. I then have children observe actual pussywillow branches and we discuss them. Following that, we do an art project. On long pieces (approx. 6"x18") of blue construction paper, children draw a branch using a black crayon. They use chalk to make the pussywillows. As they are working, I bring around 3 actual buds for them. One they can glue onto their paper, one they may tear apart to explore what is inside, and the third one they may take home.

“Happy Spring! It's just around the corner!”

Use a Q-tip and white paint to make pussywillows on the branches.

“When the first pussywillows arrive at school we always make fingerprint pictures of them. We cut tall vases from folded wall paper. Glue them on tall paper (9 x 18). Draw 4-5 stems that reach up high. After we look closely at the real pussywillows we press ONE finger to a black stamp pad. Use fingerprints to make the buds up each stem. They look fuzzy if the ink pad isn't too wet.”



## Cherry Blossoms

Materials:

- thin black paint, straws, pink tissue paper, white paper (8 1/2 x 11)

What to do:

1. Use a straw or eye dropper and put a drop of ink at the bottom end corner of the paper.
2. Have the child kneel up to the table and blow through the straw to spray the black across the paper like a branch. (If they blow from above you get a big splat). Add another drop and make more branches across the paper.
3. After the ink or paint is dry give the children 1 inch square pieces of pink tissue to crumple and glue all over the branches.

# Rainbows

*Doing a rainbow theme fits with St. Patrick's Day and the pot of gold at the end of the rainbow, and also with April showers ...*

"I put up a rainbow in the classroom and a 'pot of gold' - (an ice cream bucket covered with black paper) with a note from the leprechaun saying he has been looking for his gold. I have also previously hidden a bag of the gold-covered chocolate coins. The kids then look for the leprechaun's gold and share it."

Soak coloured chalk for 5 minutes in water. Colour the rainbow stripes using the side of the chalk. Spray the finished rainbow with hair spray so it will not rub off.

Grate old crayons with a cheese grater. Put the shavings on waxed paper, the colours in the rainbow order and shape. Cover with another piece of waxed paper. Put a cloth over and iron. These look wonderful in a window!

Make a rainbow bracelet or necklace. Take a piece of yarn to go around a child's neck or wrist. Let the child string the colored fruit ring cereal on it. Tie it off when you are done. Enjoy eating it

Use watercolours and paint a rainbow. Paint on wet paper.

Wet a paper, and then draw the rainbow with felt markers. The colours will blend nicely.

Make a rainbow collage. Cut out every primary and secondary colour you can find from magazines and glue the pieces on in the rainbow shape. This is a good collaborative project.

Use handprints. Cut handprints from construction paper in every colour and glue them on in a rainbow shape. If each child in your class makes 2 of each colour, you will have a lovely rainbow!

Paint the children's hands the colors of the rainbow and have them paint a class rainbow by pressing their hands on roll paper.

Attach coloured crepe paper streamers to clouds for a bulletin board display.

You can make a large circle and then make circles within the circle getting smaller and smaller towards the centre. Colour each circle a colour of the rainbow. When finished, fold the whole thing in half and you have a very effective 2 sided rainbow to hang.

Go outside and see a rainbow in your garden house or sprinklers. What do you see?

In a room that has light, move a cd in the sunlight so the reflected light shines on the wall. What do you see?

Create your own rainbow using crayons, colored pencils, kids markers, etc. and/or different items: colored pasta, cereal, buttons, paints, glitters and glue, crepe paper, construction paper, yarn, etc.

Red, orange, green, and blue.  
Shiny yellow, purple too.  
All the colours that you know,  
Show up in the rainbow.



Tear tissue paper pieces in the rainbow colours, and layer them with glue. The overlapping of the colours makes one colour blend into the next.

Use food colouring to colour egg shells for each of the 6 colours. Glue them onto a rainbow shape mixing some of the pieces where two colours meet.

Shake rice in a baggie with a bit of alcohol and food colouring, one bag for each colour. Glue them onto the rainbow.

Use different size circles of colored paper to represent each color of the rainbow and glue together from smallest to largest (colors of rainbow following pattern).

Draw an outline of a rainbow with pencil for each child. Instruct them where the colors go. Provide tissue paper squares in all the colors for children to glue on to appropriate space.

Dye small macaroni's the colors of a rainbow. Have children make a rainbow gluing those onto paper. Or string them on string to make rainbow necklaces.

Use water colors to paint on coffee filters to make rainbow creations.

Pour a small amount of milk into a shallow container and drop food coloring around the edges. Drop one drop of dish soap in the middle and see what happens! Extension: Pour a thin layer of white glue on a small paper plate and repeat the experiment for each child. Let it dry and you have a wonderful sun catcher.

Cut out a large circle in the middle of 2 paper plates. Glue colored cellophane to cover the hole on one plate, and then glue the two plates together. Children look through and see the world as different colors.

Make many colored ice cubes. Fill a tall clear container with oil. Add an ice cube and watch as it melts. What is happening? Do the colors mix?



Make or buy a bubble solution and experiment with different tools to blow bubbles, look for rainbows in the bubbles.

Take a walk outside and see how many different things you can find of each color. Keep track of what you find.

Graph the colors in a bag of M&M's.

Let your children work together to create this rainbow on the floor. Ask your children to look around the room, collect all the red objects in a pile. Repeat with the remaining 5 rainbow colors. Then let your children arrange the objects on the floor in a rainbow shape. First have them put all the red objects in a big arch, then the yellow objects under them and so on, until the rainbow is completed.

### **Rainbow Song**

*Tune: Hush, Little Baby*

Rainbow purple  
Rainbow blue  
Rainbow green  
And yellow too  
Rainbow orange  
Rainbow red  
Rainbow shining over head.

### **I Love Colours**

CHORUS:

I love colours, yes I do!  
Red and orange and green and blue!  
I love colours, dark or bright,  
Yellow, purple, black, and white!

What is red? Juicy Beets!  
What is brown? Chocolate treats!  
What is white? A shiny moon!  
What is gray? A big baboon

CHORUS

What is orange? Carrot sticks!  
What is yellow? Baby chicks!  
What is gold? Bright goldfish!  
What is black? Licorice!

CHORUS

What is green? Grass so high!  
What is blue? The open sky!  
What is purple? Eggplant shells!  
What is silver? Silver bells!

CHORUS

# Easter

## Eggs and More Eggs!

“I usually dye eggs as a center during art and I have another activity such as a cut and paste or a colouring page that doesn't require my time. I also always try to have one more adult in the room with me. If the children are drawing designs, I have them do that at their desk and then I call up groups at a time to dye their eggs. I also buy a few sets of dye so that I have at least 2 of each colour. For drying eggs I collect empty egg cartons so that each student has a half of one. These are great for having the kids carry them home. I let each child do up to 4 eggs, but only one at a time. So once everyone has one egg done, then they start on egg 2. Some of them choose to colour with wax crayon or markers on one of the eggs.”

“You may be surprised how many of your children don't dye eggs at home, so it is an important school project for Easter. About 2 days before I want the eggs, I send a request home for each child to bring in 2 hard boiled eggs. If they bring in more, we use the extras to share because someone's eggs always crack. I also cook several just in case someone forgets or they get broken.

“I let them write their name and draw a picture or design in crayon first. Then I have 2 kids come to a table with me (or another adult helper) as they do the egg dye. I use food colouring but you can also use the tablets that are meant for colouring eggs. I like to lay coffee filters on the table surface (on top of plain paper). All the drips get on the filters and these can be used as butterflies or flowers later on or even after Easter.”

## Other Easter Ideas ....

“I send an egg pattern photocopied onto tag or white construction paper home with each student. The child and his family work together to decorate the egg using whatever materials they have on hand. Once the eggs are returned back to school, they can be used to decorate a bulletin board or displayed in the hallway. Every time I've ever sent home a project like this, I'm amazed at the creativity that is used in decorating the item.

To use the decorated eggs from above for a bulletin board, you could display them as being hidden in three dimensional grass. Cover the lower part of a bulletin board in green paper (**Easter's On It's Way!**

You could also display their eggs in a HUGE basket on a bulletin board (grass), the top half in light blue (sky). Add sprigs of grass by cutting strips or clumps of grass from more green bulletin board paper and stapling it to the 'grass' already on the bulletin board. Add a big Easter bunny, flowers, a sun and maybe some butterflies, along with the students' eggs hidden in the grass. Possible caption: **Hippity, Hoppity**, . Pile the eggs in the basket with some scattered around the bottom of the basket. You could use Easter basket grass to glue around the top of the basket as if it is stuffed and falling out.”

“Make baskets from the brown lunch bags. Cut the bag off at the desired height and then make a handle and staple on. The children love to make their own 'grass' - bring in a paper shredder and give each child a piece of green photocopy paper or tissue paper and run it through the shredder. Decorate the basket with drawings or glue on decorated eggs, rabbits, etc.”

“Real grass in a basket: Use the strawberry baskets and weave paper or ribbon through to decorate. Line the inside with saran wrap and put about 4 cm. of soil in the bottom. Plant grass seed. If you do this about 2/3 weeks before Easter you can put your eggs in a basket filled with real grass!”

“Cute Chick: Photocopy a big egg onto yellow construction paper. Trace each student's hands (both of them). Have the students cut out the egg (which becomes the chick's body) and their hands and glue one hand to each side of the egg to form wings for the chick. Add wiggly eyes and an orange triangle shaped beak.”



# P.E. Games

## Squirrel in a Tree

Have the children line up and as they pass count them off - Tree, Tree, Squirrel, and repeat until you have 1 or 2 extra children. These extra children become homeless squirrels looking for a home.

Have each pair of trees join hands and enclose the squirrel in their circle.

When you blow the whistle or give a signal of some kind, the squirrels must all look for a new home. Of course the extra squirrels are also looking for a home so they too run in search of a tree home. Any squirrels left out become homeless and must wait until there is a signal to run and search for a home. The tree pairs are spread out so the children get lots of running space. Warn them to look before they enter a tree so heads do not get bumped. Sounds so silly now that I write it down, but the kids just LOVE it and beg to play it. By the way it is nothing new. I played it as a child, and I am 50! Changing the names of the characters can be fun. We even stretch our imaginations and say barns and oinking pigs. What fun!"

## Man From Mars

"One of our favorite games is Man from Mars. Everyone lines up at one end of the gym. The teacher starts as Man from Mars. Children chant, 'Man from Mars, Man from Mars, will you take us to the stars?' Teacher (who is standing in the middle of play area) answers with a specific detail such as, 'Only if you have the colour purple on.' Those with purple get to run to the other end of the gym. When you say 'Go', the rest of the children run and you try to catch them. Those caught help you be the Man from Mars and catch kids in the next round - which really cuts down on the amount of running the teacher has to do!"

## Bean Bag War

"Divide the class in half and each goes to either end of gym. Spread about 30 bean bags on either half of the gym. The object is to keep the bags off of your half of the gym....you may not cross the center line. When the whistle blows all bean bags drop. Count the ones on your side and see who wins. (You can only throw one bean bag at a time)."

## Bean Bag Boogie

"Our favourite game is called Bean Bag Boogie. My class absolutely loves it and so do I! The kids are divided into two teams. They stand in a line, facing one another, about 10 to 12 feet apart. Everybody has one bean bag to start. When I say "go" they start throwing their bags at one another. If you are hit you join the other team. We just play it until we're tired or our time is up. There are no winners or losers (I always play with them and bop back and forth from team to team when one side is down to 4 or 5 players).

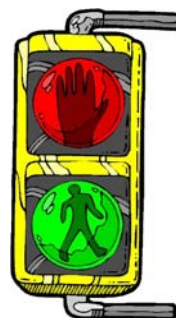
Rules: You may only pick up one bag at a time. You cannot hit anyone above the waist. Disagreements are not allowed - if someone says they hit you then over you go. You cannot cross your line when throwing bags."

---

"Here's a poem that I've used with traffic light:

The traffic lights we see ahead  
 Are sometimes green and sometimes red.  
 Red on top, green below,  
 Red means STOP. Green means GO!  
 Red on top – STOP STOP STOP!  
 Green below – GO GO GO!

I post the poem on a chart alongside a large 'traffic light'.



# Earth Day

## We've Got the Whole World in Our Hands

verse 1 – We've got the whole world in our hands  
 verse 2 – We've got clean water for the fish  
 verse 3 – We've got clean air in our hands  
 verse 4 – We've got no garbage on the ground  
 verse 5 – We've got the whole world in our hands

## Save the Earth

Save the earth!  
 Save the trees!  
 Save the birds!  
 Save the bees!  
 Save the animals!  
 And plant life too...  
 Oh my goodness  
 Lots to do!  
 Save all these and you will see....  
 We're really saving you and me!



## Trash

(sung to *London Bridge*)

Trash is blowing all around,  
 All around, all around,  
 Trash is blowing all around  
 All around the town.

Let's get busy and pick it up,  
 Pick it up, pick it up.  
 Let's get busy and pick it up,  
 All around the town.

Get a trash bag and put it in,  
 Put it in, put it in.  
 Get a trash bag and put it in,  
 All around the town.

"I'm making posters. I took the digital camera, and we all went outside and took pictures. Then I enlarged them on the computer and printed them. We entitled it **Save Our Earth**. Pictures are: someone picking up litter, title: **Cassie says "Don't Litter, put trash in it's place"**. Someone looking up at the sky: **Jeremy says "Keep our air clean"**. **Matthew says "Plant a tree"**. **Ashley says "Plant flowers"**. **Kyle picks up cans and says "Recycle cans"**. (keep our rivers and lakes clean, recycle plastic bottles, recycle newspapers, etc.)"

## Calendar Ideas

"- Below my calendar are the Calendar Bears. The bears have the days of the week on their tummies. We have 3 hats that say YESTERDAY, TODAY and TOMORROW. Each day the calendar person places the hats on the correct bears.

- I have a small copy of our calendar songs (the days of the week and months of the year songs) in the corner of this bulletin board so subs will know the tunes.

- Down the right side of the calendar I have the 12 months in order, but I leave an empty space for the current month as we post it above the calendar.

- I have a huge 100 chart where we keep track of the days up to the 100th day.

- We have a weather wheel where we place a sticker for the type of weather each day of the month.

- There is a tooth poem as well as a cut out of a tooth with a smiley face where students write their names if they lose a tooth that month. The tooth chart and weather wheel can also be used at the end of the year to graph which months had the most rainy days or who lost the most teeth in a month, etc.

- There is a graph for our birthdays. I use pictures for the months: January is a snowman, February is a heart, March is a shamrock, etc. I laminate these and place them under the names of the month. I then use a permanent marker and write the child's date of birthday and name. At the end of the year, I just use finger nail polish remover to clean off what I wrote so it is ready to use next year. (Saves time and \$\$ - not buying new decorations every year.) We also use this information at Calendar Time. e.g. Which month has most birthdays/ least/ how many days till Bobby's birthday?"

# Websites

Are you looking for the perfect poem? Try Mrs. Henriksen's Poetry Pages.  
<http://www.geocities.com/Athens/Troy/5059/index.html>

Mrs. Griffin's Kindergarten Page. Check out the Easter page – lots of good ideas!  
<http://www.geocities.com/Athens/Troy/5059/index.html>

<http://www.geocities.com/Heartland/Hollow/1213/index.html>  
**KinderKorner** has great ideas on so many subjects for Kindergarten to Grade 2.

<http://www.primarysuccess.ca>

The Primary Success website has free little books to download and print off for your class.

<http://www.enchantedlearning.com/Home.html>

There is so many valuable things on the Enchanted Learning site!



## Make My Day!

“Last year my class had a ‘Make My Day!’ month. We each made a concerted effort to ‘Make’ someone's day. We discussed the little things you can do to make someone else feel better. My kids were great. Telling lunch room workers ‘thank you’, finding something nice to say, smiling! Holding doors! They did these things at home and when they were out in public. It was amazing. They felt so good about themselves. One year my class made up smiles and gave them to people. I think it said something on the back like, ‘Here is a smile for you today. You deserve it. Maybe you would like to pass it on!’ That was neat, we saw out smiles turning up everywhere!”

## Have a Pizza Day!

You could teach all the food groups using a pizza.

You could teach fractions.

You could graph kinds of toppings kids like.

You could try making pizzas in different shapes with the class - who says it has to be round -- it could be made on a cookie sheet for square/rectangle/diamond/oval/rhombus, etc., or whatever shape the kids might choose to make their individual pizzas.

You could take a field trip to Pizza Hut or Dominos and see how they make a pizza, and then write a thank-you chart-letter together.

You could make pizza slices (pairs) from tagboard and play memory games with the alike slices.

You could make different sizes of pizzas (tagboard ones) and have the kids put them in order (seriation).

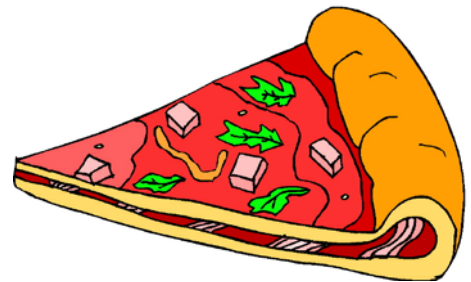
How about pizza slices with beginning sounds on them or slices with different numbers of goodies on them and match up with numbers?

How about pizza slice for book covers - you cut the slice and make the books and the kids decorate their own pizza for the kind they like and write about things in it daily for a week.

How about inventing a new pizza topping?

Taste some new kinds of pizza.

Illustrate the steps when making a pizza, mix-them and then order them.





# Odds and Ends

## A "Helping" Apple Tree

*There are often things you need in the classroom that you buy out of your own pocket. Most parents wouldn't mind donating small items – they just have to know what you want and need. Make an apple tree bulletin board. On each apple write one thing that a parent could donate.*

Ask for:

- small and large size zip lock bags (with the 'zipper') - several apples can have this on them
- paper plates
- cotton balls
- baby wipes
- art supplies
- flash card sets
- ????



You can even ask for older computers! Books! Games!

"Here is a tip that works quite well in my classroom. I like a tidy room and I like the kids to keep their area tidy with- out me telling them to pick this and that up everyday. At the beginning of the year I explain what 'clean up' means. It includes everything picked up off the floor, all pencils, erasers, scissors, books picked up off desks and placed in proper containers. The students sit at tables of 4 to 5 students per table. Each table gets dismissed for recess, home time, etc., only when their area is cleaned up. If a table does not get called to be dismissed I don't tell them why their table has not been called. They must figure it out for themselves. After a couple of weeks they really get on to this routine and are busy checking the floor and their table for anything that needs to be put away. I never need to tell anybody to pick anything up."

## Opening Exercises

"Rig a Jig Jig goes something like this: Divide the class in half. One half becomes an inside circle facing out, and the other half forms an outside circle, facing in. The inside circle moves clockwise, the outside circle moves counterclockwise. While moving all chant -

A rig a jig jig and away we go  
 Hi ho hi ho hi ho  
 As I was walking down the street  
 A friend of mine I chanced to meet  
 Hi ho hi ho hi ho.....

On the last 'ho' the circles stop and the children greet whomever is in front of them. We keep going until everyone is greeted 2-3 times. It is a little tricky at first to get the circles to move and stop to greet someone new. Fun greeting though and my class asks for it daily!"

Hello, neighbour, (*make a large sweeping hi with your arm*)  
 What do you say? (*bow*)  
 It's going to be a happy day! (*clap clap*)  
 So greet your neighbor (*give neighbor a high five or shake hands*)  
 And boogie on down (*wiggle as you go down*)  
 Give 'em a bump (*with your hip*)  
 And turn around. (*self explanatory*)



**If you pick an apple from our tree,  
 How very happy we will be!  
 If you want to do some more,  
 You could pick two, or three, or four!  
 The items on the list are small,  
 But they would really help us all.  
 If we each will do a part,  
 We'll have lots of learning, fun, and art!**

*Please put your name on the list beside the number of the apple you chose.  
 Thank you! Thank you! Thank you!*

# More Odds and Ends

## Birthdays

“I put stickers in my plan book on each child's birthday. I assign summer birthdays a day in the year where there isn't much else going on or use their ‘half birthdays’. I notify the parents about that. I have a special box filled with stickers, poems, hats, pins, etc., and even a birthday crown. They can use any of that to decorate their desk for the day. We read a birthday poem and sing a song. Each child decorates a piece of paper for the Birthday Child. I have a standard cover ready that says Happy Birthday and I bind the papers into a book the child takes home on that day. Rule: Must write at least 3 compliments. They love this. I have a form that I send home at the beginning of the year to ‘suggest’ to the parents that they purchase a library book in their child's name in honour of the birthday.”

“I do a few things that children enjoy for birthdays. We have a special chair that the birthday child gets to sit on. When we come to the carpet and sit on the floor for a story, etc., the birthday child gets to sit on this chair. I made the chair by taking a director's chair (because it folds for each storage). Then I decorated it with rhinestones, streamers, glitter glue, etc. You know those flags that people hang outside their homes for various holidays? I hang a birthday one outside my classroom door on their special day. Everyone who passes knows that someone in our room is celebrating a birthday. For homework, each child makes the birthday person a card. It is an authentic writing assignment and children enjoy it. The first couple of birthdays we make the card in class so I can explain the task. Then the rest are made for homework. Early in the year they might just write To \_\_\_\_\_, Happy Birthday! From, \_\_\_\_\_. As the year progresses they are able to write a message. These cards also help to promote class community. I've also wrapped a sturdy box with a lid with birthday paper. Inside are a collection of books about birthdays. On your birthday, you get to choose one for me to read aloud to the class.”

## Ideas ....

“One trick that I learned was to put a yellow highlighter dot in the upper left corner of my original paper before photocopying. The highlighter doesn't show on copies and then I never accidentally use my original!”

“Wikki sticks are wonderful. They remind me of a pipe cleaner in shape. They stick to paper and charts. They are flexible and can be cut for varied lengths. I keep them the original size and make them into circular shapes to put around words. Any teacher store should carry them. Scholastic even has them.”

“Have you tried the highlighter tape? This is wonderful as it can be put over a word on a chart and the word can still be read.”

“I get tired of saying certain things over and over again. At calendar time I have 4 pictures posted of the behavior that I expect. The pictures are of one student sitting criss-cross with hands in his lap, one of a student with his finger over his mouth representing the ‘shhh’ sound, a picture of a student with big ears to represent listening, and the fourth picture is of a pair of big eyes to represent eyes on the teacher. When calendar time is to start I just start by pointing to each picture and the students check themselves to see that they are doing each thing in order to be ready for calendar/story time to start. When a student starts talking or uncrosses their legs, etc., now all I need to do is point to the picture corresponding to the behaviour I would like them to change. Works great!”

## Teeth ....

### The Toothbrush Song

Brush, brush, brush your teeth.  
Brush them every day!  
Happy, healthy teeth you'll have  
If it's done this way.

Floss, floss, floss your teeth.  
Floss them every day!  
Using the string to clean between  
Keeps the plaque away!

Clean, clean, clean your teeth.  
Clean them every day!  
Your teeth will sparkle for years to come  
In the most beautiful way!

**Think Again!**

So, you think what you do in the classroom  
doesn't matter...

That you're 'just' going to teach -

Well, think again!

A child is a person

Who is going to carry on

What you have started

And when you are gone.

Attend to those things you think are important.

You may adopt all the policies you please-

But how they are carried out,

Depends on him.

He will assume control of your cities,  
states, and schools.

He is going to move in and take over

Your churches, states, and corporations

The fate of humanity is in his hands...

or is that your hands?

*author unknown*



**You Never Know**

You never know when someone  
might catch a dream from you.

You never know when a little word  
or something that you might do,

May open up a window

of a mind that seeks the light.

The way you teach may not matter at all,  
but you never know, it might.

And just in case it could be  
that another's life through you  
might change for the better  
with a broader, brighter view.

It seems it might be worth a try  
to do what you know is right.

The way you teach may not matter at all,  
but you never know, it might.

*author unknown*

Dear Colleagues,

I have had so many sorrowful letters about the end of the newsletters I have decided to publish one next year - it will be called simply 'Primary Success' and will be for K, 1 and 2 teachers. It will be a bit longer than the Share- .. issues, and will have specific ideas for the different grade levels and then lots of ideas that aren't so grade specific. I am changing the format, so that will be interesting. I will try it for a year. If you find it good, I will continue with it, so I hope you will give me feedback.

Have a happy, sunny spring!

*Jean*



To order or renew your subscription  
To contribute a great idea, a funny story,  
a project or an insight

To comment on the newsletter

To complain

To request ideas on a specific topic

Write to:

*Primary Success*

4971 Fillinger Cres.

Nanaimo, B.C., V9V 1J1

Website: [www.primarysuccess.ca](http://www.primarysuccess.ca)

E-mail: [primarysuccess@shaw.ca](mailto:primarysuccess@shaw.ca)

Phone: 250-758-2608

Toll Free: 1-800-758-0889

Fax: 250-758-2661

primary Success

Issue #5

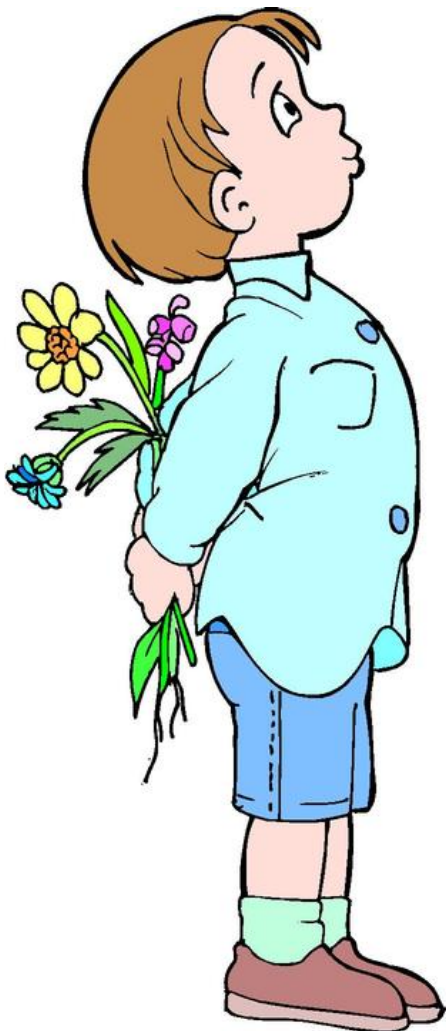
# Share-K

The Newsletter

For

Kindergarten

Teachers



May - June  
2004



# Share-K



May - June 2004 Issue #5

## Summer is Coming!

The days are long and warm. The children have lost some of their interest in academic work and sitting still, so it is fun to teach some interesting outdoor themes. A theme on "Insects" is always popular! The children love to explore the world of bugs. Have a mini-theme on "Bubbles". Learn about the Olympics so the children will be interested in the games this summer.

It is time to think about next year, and the things you want to do differently. Keep what worked well this year, and throw out the parts of programs and activities that were not really successful. One lovely thing about

teaching is that we can start all over again in September - older and wiser!

Have a wonderful summer!

*Jean*



## IN THIS ISSUE ....

Article .....	Page 4
Assessment .....	Page 6
Beach Day.....	Page 24
Centres .....	Page 10/11
Class Management .....	Page 18
End of the Year .....	Page 16/17
Grouchy Ladybug .....	Page 9
Insects .....	Page 22/23
Jack and the Beanstalk ..	Page 8
Letters, Letters .....	Page 19
Math .....	Page 12/13
Memory Books .....	Page 24
Mother's Day .....	Page 20/21
Odds and Ends .....	Page 27
Poetry .....	Page 2/3
Recipes .....	Page 26
Spring .....	Page 14/15
Websites .....	Page 25
Writing .....	Page 7

Are you a true Kindergarten teacher?

1. Do you ask guests if they have remembered their scarves and mittens as they leave your home?
2. Do you move your dinner partner's glass away from the edge of the table?
3. Do you ask if anyone needs to go to the bathroom as you enter a theater with a group of friends?
4. Do you hand a tissue to anyone who sneezes?
5. Do you refer to happy hour as 'snack time'?
6. Do you say 'I like the way you did that,' to the mechanic who repairs your car well?
7. Do you ask 'Are you sure you did your best?' to the mechanic who fails to repair your car to your satisfaction?
8. Do you sing the 'Alphabet Song' to yourself as you look up a number in the phone book?
9. Do you say all directions twice... and all questions three times?
10. Do you fold your spouse's fingers over the coins as you hand him or her the money at a tollbooth?
11. Do you ask a quiet person at a party if he or she has something to share with the group?
12. Do you make little turkey name tags for everyone at your family's holiday dinner?

*Continued on Page 28*

# Poetry for May and June

In the summer when the days are hot,  
I like to find a shady spot,  
And hardly move a single bit  
And sit, and sit, and sit, and sit.

The summer sun up in the sky,  
Shining, shining up so high  
Makes it warm for outside fun.  
To play at the park and run,  
To swim and hike and catch some  
fish,  
And to go on a picnic if you wish.

## One Sunny May Morning

One sunny May morning  
I planted some seeds.  
I watered them daily  
And pulled out the weeds.

I watered and weeded,  
Till one July day  
I went to my garden  
And picked a bouquet.



May, May, the month of May,  
Flowers blooming every day.  
Summer time is on the way,  
Hooray, hooray for the month  
of May!

The summer sun in the sky,  
Shining, shining up so high  
Makes it warm for outside fun.  
To play at the park and run,  
To swim and hike and fish,  
And go on a picnic if you wish.

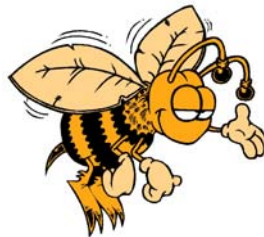
## Easy Seasons

Spring's all buttercups  
and breezy.

Summer's hot and  
bumblebees-y.

Autumn's bright with  
coloured trees-y.

Winter's snowy,  
sniffly, sneezy.



## Let's Count the Raindrops

Let's count the raindrops  
as they pour:  
one million, two million,  
three million, four.

The school year is over  
And now, what fun!  
Lessons are finished  
Our vacation's begun.

The sun is shining  
Let's go to the pool,  
On a very hot day  
The water feels cool.

Perhaps we will travel  
To exciting places  
With new things to do  
And lots of new faces.

When summer is over  
And it is September,  
We'll come back to school  
With much to remember.

## To Mother

Every mouse  
and bumble bee  
Every bird  
up in a tree

Every caterpillar  
and lady bug  
Loves to feel  
his mother's hug

Every bear  
so fat and funny  
Loves his mother  
more than honey

Just as woodland  
creatures do  
Mother, that's how  
I LOVE YOU!

## Summer's Here

Summer's here!  
Another year  
Of school is at an end.  
We've learned a lot  
And grown a lot  
And made a lot  
Of friends.  
We'll say goodbye,  
Now summer's here,  
It's time for us to part.  
But we'll remember all our friends  
And keep them in our hearts.



## Caterpillar

Caterpillar  
White, black and yellow,  
Caterpillar  
You're such a pretty fellow.

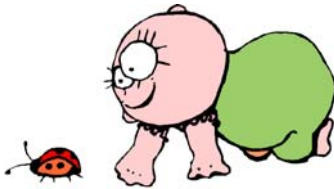
# More Poetry

## Hug a Bug

Hug a bug,  
Hug a bug,  
But don't EVER  
hug a bee!  
It might sting  
your nose,  
your hand,  
or your knee.

## Bugs

I am very fond of bugs.  
I kiss them  
And I give them hugs.



## Bug Hunt

Going on a bug hunt  
Going to find some bugs.  
Look in every corner.  
Peek under all the rugs.  
Going on a bug hunt  
Going to get my fill  
Of dragonflies in ponds  
Or ants upon a hill.  
Going on a bug hunt  
I'm sure to find a fly.  
Mosquitoes and beetles,  
A pretty butterfly.  
Going on a bug hunt  
Going to look at night  
I'll surely find a moth  
Circling around a light.  
Going on a bug hunt  
Looking up a tree  
Searching in a flower  
I'll find a honeybee.  
Going on a bug hunt  
We'll look here and there.  
Up and down, all around  
Bugs are everywhere!

## Bee

BUZZ! goes the bee,  
Hour after hour,  
BUZZ! goes the bee  
From flower to flower.

Sucking out the nectar  
Flying it home.  
Storing up the nectar  
In the honeycomb

BUZZ! goes the bee,  
Making honey so sweet.  
Bee makes the honey  
That I love to eat!

## The Life of a Butterfly

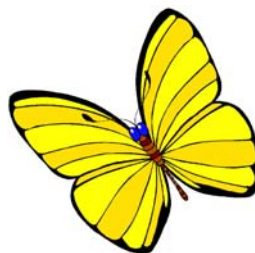
*(Tune: Skip to My Lou)*

I'm a caterpillar, wiggle with me,  
I'm a caterpillar, wiggle with me,  
I'm a caterpillar, wiggle with me,  
What'll I be my darlin'?

A chrysalis, now sleep like me,  
A chrysalis, now sleep like me,  
A chrysalis, now sleep like me,  
What'll I be my darlin'?

A butterfly, come fly with me,  
A butterfly, come fly with me,  
A butterfly, come fly with me,  
What'll I be my darlin'?

Now all together, let's do all three!  
A caterpillar, a chrysalis, a  
butterfly, three!  
Move your body like this with me,  
The life of a butterfly, darlin'!



Fuzzy Wuzzy, creepy crawly  
Caterpillar funny,  
You will be a butterfly  
When the days are sunny.

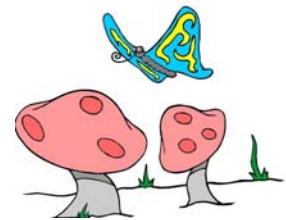
Winging, flinging, dancing,  
springing,  
Butterfly so yellow,  
You were once a caterpillar  
Wiggly, wiggly fellow.

## I am Talking

*(Sung to Frere Jacques)*  
I am talking, I am talking.  
Quiet, please. Quiet, please.  
It's my turn to talk now.  
It's my turn to talk now.  
Listen, please. Listen, please.

## Quiet Voices *(Sung to Frere Jacques)*

Quiet voices, quiet voices,  
In the room, in the room.  
Noisy voices outside,  
Quiet voices inside,  
In the room, in the room.



## The Butterfly Song

*(Tune: Up on the Housetop)*

First comes a butterfly and lays  
an egg.  
Out comes a caterpillar with  
many legs.  
Oh see the caterpillar spin and spin,  
A little chrysalis to sleep in.  
Oh, oh ,oh wait and see!  
Oh, oh, oh wait and see!  
Out of the chrysalis, my oh my,  
Out comes a beautiful butterfly!

# Teaching Blending

The following article is by Dr. Bruce Murray, the Reading Genie, an associate professor in the Department of Curriculum and Teaching at Auburn University. This article is used with his permission.

Besides correspondences, phonics instruction should develop blending ability. Blending means smoothly joining phonemes to come up with a pronunciation close enough to a word to access the word.

Young children usually get their first taste of blending through rhyming. Rhyming is essentially blending a new onset to an old rime. Children should not be expected to produce rhymes until they have a great deal of experience recognizing rhymes. Listening to rhyming stories, reciting rhyming poetry, and singing rhyming songs should be daily activities in the early childhood classroom. Children can first try making rhymes by blending a single onset to a variety of words. For example, they could play a Silly Sally game where they blend /s/ to the rime of each word. This might lead to sense (me, see; hand, sand) or nonsense (mouse, souse; fork, sork). Any phoneme, for example, the sound of the week, could become the onset in such a game (Silly Filly, Silly Milly, etc.).

Another simple pre-reading blending activity is Secret Code, a guessing game. The teacher could turn an illustrated word face down and name it in phonemes, e.g., /h/a/t/. When a student blends the phonemes and guesses the word, the teacher shows the picture. This game also works well with riddles, which don't require pictures. For example, the teacher could say, "I'm thinking of the animal Bo Peep lost. It's a /shee/ /p/." Secret Code is good blending practice because it works on blending alone without the complications of remembering correspondences.

Where blending becomes crucial is in decoding printed words from their spellings. To simplify blending with printed words, we need to rethink the structure of the syllable. One way to break down the syllable is into onset (everything before the vowel) and rime (the vowel and everything after it). The onset and the rime are parts of spoken syllables, not written. For example, *street* could be broken into /str/ and /eet/. The onset-rime break seems natural, but it is probably a special case of the salient vowel. The vowel is the loudest part of the syllable and the sound you can always stretch out. It is easy to break a syllable on either side of the loud vowel.

For blending, it is better to divide the syllable a different way. If we combine the onset with the vowel, we get the **body** of a syllable. Everything after the body is the **coda**. For example, in 'mat', /ma/ is the body of the syllable and /t/ is the coda.

There is an important payoff for this new terminology: Body-coda blending is easier than onset-rime blending. This is because onsets are often quite distorted during blending. For example, if we ask a child to blend *d-im*, it is very difficult to pronounce /d/ without considerable distortion. Because /d/ involves the vocal cords, it takes some vowel to pronounce /d/ (usually a schwa /u/), and this artificial voicing interferes with blending in the actual vowel. However, there is no distortion of consonants after the vowel, i.e., in the coda. Thus, *di-m* is a very easy blend.

Sounding out and blending words in left to right order is usually not the best way to proceed. It is better, at least at first, to begin by sounding out the vowel. For example, with *rag*, focus first on pronouncing *a* as /a/. Then blend the onset to the vowel to get the body, e.g., /r/a/, /ra/. Last, blend the body to the coda, e.g., /ra/g/, *rag*.

One creative way to get children started is with a blending slide. Using an image or model of a playground slide, have the vowel (e.g., short e) climb to the top of the slide, where it calls for help, /e/, /e/. Bring up the onset (e.g., r) to make the body of the syllable (e.g., the letters *re*, pronounced with a short e). Place letter *d* at the bottom of the slide to catch *re*. Stretch the vowel in *re* until it hits *d* to make *red*. Repeat with a variety of bodies and codas to model and practice blending.



## Teaching Reading in Kindergarten

Teaching reading at the Kindergarten level is a recent idea. In previous decades Kindergarten teachers prepared children for reading by teaching the letters and letter sounds, but didn't actually begin the reading process. Now there is a push to make Kindergarten more academic, and this makes sense. Some of your children will be only a month from missing the Grade One cut-off date, and will be completely ready to begin to read - and even some of your youngest kiddies will be mature learners.

There are benefits to beginning the reading process early. Reading is abstract and some children will be slow to start to read. They must go through the steps - understanding what reading is, understanding that print has meaning and the directional cues, and learning words. As children learn by 'doing', actual reading is often the best way to teach these things. Readiness will come sooner and will have more understanding.

First, the children must understand what reading is and how people learn to read. We read in two ways:

1. We can remember a whole word by the way it looks. The child has likely learned his name this way. Show the class the simple word "cat" and tell them what it says. Come back to the word a few minutes later and ask what it is. The class will say "cat, and you can explain that they have just learned to read the word. That's how easy it is!
2. The other way to learn to read is by learning the sounds. For example, show or draw a picture of a boy and print the word "Sam" under it. Tell the class that "s" makes the /s/ sound, "a" makes the /a/ sound and "m" makes the /m/ sound. Sliding the sounds together we can make the word Sam.

Later in the reading process, of course, we use both of these simultaneously.

Kindergarten children can be taught sight words. The January/February issue of Share-K gave you some strategies for teaching the beginning sight words. Blending can be taught using the letter sounds that the children know fluently.

Teaching reading through literature and pattern and predictable books will help the top half of your Kindergarten class to begin the reading process, but the lower children will not succeed in transferring the skills to actual reading. They will be learning the concepts of print, but will have a problem in remembering any of the reading vocabulary or decoding unless these are specifically taught.

Consider this: learning one sight word will make learning the next easier. Learning to blend one word makes blending the next easier. Children learn by successful learning. Try teaching your Kindergarten class some sight words, enough that they can read very simple little books. Teach them to blend the letter sounds. You will be very surprised at the success!

## Concepts of print

- Where to begin writing or reading, going from left to right
- Where to go after the end of the line (return sweep)
- The print, not the picture, carries the message
- Word by word pointing (one-to-one correspondence)
- Concept of a letter, word, sentence
- Concept of first and last part (of the word, sentence, story)
- Letter order in words is important
- There are first and last letters in words
- Upper and lower case letters have purpose
- Different punctuation marks have meaning



# End of the Year Assessment



Child's name \_\_\_\_\_ Date: \_\_\_\_\_

1. Understands reading direction – begin on the left hand page, left to right and top to bottom of page.

\_\_\_\_\_

2. Understands the separation of words and can repeat a sentence touching the separate words.

\_\_\_\_\_

3. Knows the names of \_\_\_\_\_ lower case letters in random order. Does not know....

\_\_\_\_\_

4. Knows the names of \_\_\_\_\_ upper case letters in random order. Does not know....

\_\_\_\_\_

5. Knows the sounds of \_\_\_\_\_ lower case letters in random order. Does not know....

\_\_\_\_\_

6. Recognizes \_\_\_\_\_ numbers to 20 in random order. Does not know \_\_\_\_\_

\_\_\_\_\_

7. Can rote count to \_\_\_\_\_.

8. Can count objects – one-to-one correspondence to 10 \_\_\_\_\_, to 20 \_\_\_\_\_.

9. Knows shapes - square, rectangle, triangle, circle, oval. \_\_\_\_\_

10. Knows colours. \_\_\_\_\_

11. Knows first and last name \_\_\_\_\_, address \_\_\_\_\_,  
phone number \_\_\_\_\_, birthday \_\_\_\_\_.

12. Can print name legibly using capital letter at beginning and the rest lower case.

\_\_\_\_\_

13. Can read \_\_\_\_\_ words.

14. Can print these words:

\_\_\_\_\_

15. Can blend three letter short vowel (CVC) words. \_\_\_\_\_

# Writing

Writing is a very difficult task as it involves many different skills. Some Kindergarten children will write naturally, but others will have problems with one or more of the following. To write a sentence, the child must first understand the complete thought and form it mentally. Then the sentence must be broken down into words, so the child must have this concept. The child must take the first word and think about the spelling. He will have to think about the sounds, or be able to find the word in the classroom. Then he must print it – another set of skills – putting the letters in order. Then he must go back and remember the original sentence and think what word comes next, and so on. When the sentence is printed, the child must be able to read it.

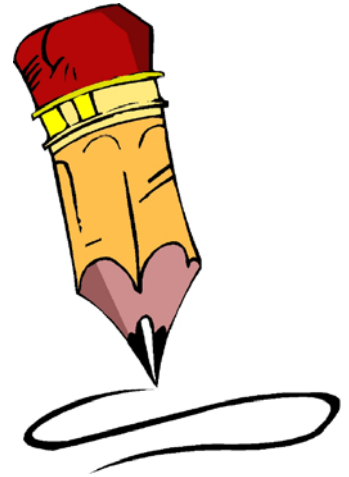
The children who are lacking the understanding or skills necessary to go through this procedure will need to have this process modelled daily, and they will need practice in the parts of the writing task. They must know the concepts of print, have some reading vocabulary and be able to print in order to write a sentence with some understanding.

“For me, Writer’s Workshop is the most difficult area in working with Kindergarten students. They need so much scaffolding, individual attention, and support. I have discovered the best way to implement writing is slowly with lots of modelling. At the beginning of the year I started with Daily News. I also introduced the writing center to my students as one of my literacy corners. They write everyday in their literacy logs and I am pulling small groups during literacy corners.”

“I was concerned with writing for 30 minutes when these children have very short attention spans and I have several discipline problems. I discussed this problem with one of the literacy coaches in my building and we worked out a plan for 30 minutes after we return from lunch. We will meet as a whole group for about five minutes to explain what we will be doing. They have experienced this with literacy corners so hopefully they can make these transitions to a writing block. Some small groups will work in writing centers sorting letters, matching capital and lower case letters, finding rhyming words, etc. Meanwhile, I will work with one small group on interactive writing and one small group will be writing in their journals.”

“The organization mini-lesson we have been working on is the procedure for actually coming in from lunch getting their wipe-off boards, erasers, and markers and going to the carpet for an interactive writing lesson. Their pens are sitting on the eraser with the caps on or ‘at rest’ while we discuss what we are going to write on our paper. When one of the students comes up to the board to write a letter or word, then the rest of the students are allowed to write on their boards.”

“Journal writing is a special time for us to write about what is important in our lives. I model writing for the students daily. During our journal time, I choose a topic, draw a picture on the chalkboard or in my journal, and write words to go with my picture. As I write, I use a variety of techniques that I want the students to use. Some words I will spell correctly from memory. Others, I stretch out (in ‘turtle talk’ - slowly like a turtle would speak, if he could!) and encourage the students to name the letters they hear. Some days we only listen for the beginning sound, other days we discover how many sounds we can hear. I will also ask children where we can look in the room if we want to know how to spell certain words (such as names and colour words). Through my modelling, the students learn to use these techniques in their writing. We discuss the use of capital versus lowercase letters, spaces between words, and punctuation marks. It is important to remember that children are at all stages of development and it shows in their writing.”



# Jack and the Beanstalk

This story fits in well with a unit on fairy tales.

## Science: Planting Beans

Have the students plant lima beans in a plastic bag with a little bit of soil. Keep a class daily journal and illustrate the progress of the 'beanstalk'.

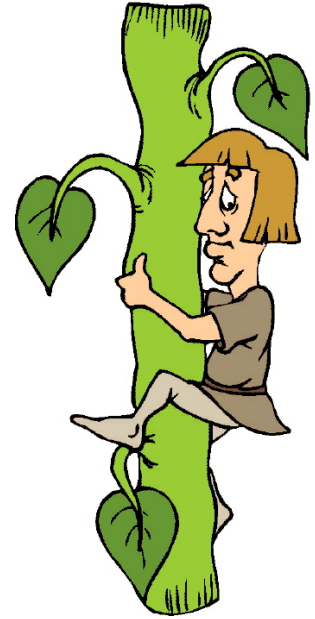
## Language Arts Activities

- Re-tell the story through pictures. Photocopy a series of pictures from a book, and choose a picture as you tell each part of the story. Display these pictures in order on a beanstalk going up the bulletin board.

- After reading and discussing 'Jack and the Beanstalk', talk about 'real' and 'imaginary' stories. What parts of the story could be real? What parts could not be real? Are giants real or imaginary? Name things that are imaginary.

- Go to: <http://lisablau.com/archives.html> for a Reader's Theatre script of "Jack and the Beanstalk". The children can also make stick puppets and design backdrops.

- Read the children 'Jack and the Beanstalk' and then discuss setting. Can the children visualize the settings in the story? Draw pictures.



## Math

- Bring in the tallest person that you can find. Have the students measure the person's height and label the results on an illustrated picture of the visitor who came to your classroom.

- Measure giant things!

- Grow bean seeds and measure the growth using unifix blocks.

- Use bean seeds as math manipulatives to sort and classify, group and add and subtract.

- How big is big? Discuss the giant and how big he might be. How big will his castle be and the things he uses every day?

- Discuss the words big, little, huge, tiny, small, enormous, etc. Brainstorm things that fit with each adjective.

## Other Activities

- Make a paper vine that goes from the floor up and over part of the ceiling. Add leaves. At the ceiling, attach cardboard cutouts of boots to look as if the giant was just coming down into the classroom.

- Investigate giants! Then you could learn about the biggest animals, biggest trees, etc.

- Act out the story.

- Read different versions of the story and compare them.

- As in the teacher's idea below, plant bean seeds. Try different varieties and see which grows fastest.

"I had the children create a setting using paint and construction paper and used actual photos of them. Next they planted a bean seed in a Ziploc baggie and attached it to the bottom of the picture (the bean will grow right up it within a week). My principal loved it so much she raved about it in a staff meeting that day to everyone. Now they are hanging on my bulletin board for open house next week. Can you say, '2 birds with one stone?'"

And, for your own amusement, this website gives a modern version, discussing the political and cultural consequences of the story.

<http://www.funnyfiction.com/stories/jackandthebeanstalk.shtml>

# The Grouchy Ladybug



“The major book that we use for the ladybug unit is Eric Carle’s **Grouchy Ladybug**. Readers of this story are enchanted by Carle’s colourful artwork and entertained by the antics of a ladybug who gets what it deserves following a day of grouchy escapades. This story provides the opportunity for much discussion about treating others kindly and can serve as a springboard for many more related activities. We also read a factual book from Modern Curriculum press entitled, **Ladybug**. This book contains fantastic close-up photographs and teaches the children about the ladybug life cycle and other information about the insects.”

“**Grouchy Ladybug** lends itself to acting out. I rewrote the story as a play for my kids and we performed it for the parents. There are fireflies in the story, which we acted out using flashlights and we used an overhead projector and clock manipulative to display the time as the story progressed. The children made their costumes using grocery sacks and bulletin board paper. We also created a backdrop for our play using bulletin board paper.

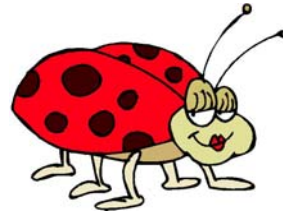
*To the tune: Clementine*

Grouchy ladybug, grouchy ladybug.

You like aphids to eat.

Why are you so very grouchy?

We wish you were nice and sweet!



“To encourage the children to practice telling time on an analog clock, we used paper plates to make Ladybug clocks. The children colored one side of the paper plate to look like a ladybug’s body. Then they used numeral stamps to add the numerals around the clock. Two construction paper arrows attached to the center of the plate with brads made the hands. The children used half a circle of black const. paper to make the head and six strips of black construction paper for the legs. We used the clocks to practice telling time several ways. I would call out a time and they would make it on their clock and hold it up.”

“Our favourite way to practice telling time is by playing “What time is it, Grouchy Ladybug?” This is just like the game, “What time is it, Mr. Fox?” but with a different theme. One child is the ladybug and stands facing away from the other children. The other children are lined up in a row facing the ladybug and the teacher. The children yell, “What time is it, Grouchy Ladybug?” and the teacher holds up a ladybug clock with a time. The children take exactly that many steps forward. Play continues until the teacher holds up a clock reading 12:00 and yells, “Lunchtime!” All of the children run back to the baseline and the Grouchy Ladybug turns to chase them. Whoever is tagged becomes the next ladybug. and play begins again.”

“Discuss that “ladybug” is a compound word, or “put together” word as we call them. You can make put together folders using this word and other compound words. Fold one fourth of each side of a paper to the middle so it opens like French doors. On the left side write “See the lady.” and illustrate. On the right side write “See the bug.” and illustrate. Then open the pages and write, “Put it together. See the ladybug” and illustrate. If you wanted to get really crafty on these and maintain the ladybug theme, you could use scissors to round the top and bottom of the paper, color the “doors” lightly to look like ladybug wings and glue a head and legs so that they peek out from behind.”

Make ladybug pins or magnets. Use plastic spoons, spread lightly with oil and fill the bowl with plaster of paris. Allow to dry. Then pop out of the spoon and paint like a ladybug. Add a pin back or magnet to the back. Neat gift for mom!

Do addition questions by putting different numbers of dots on the two halves of the ladybug’s back.

Make “potato print” ladybugs on a leaf. Provide tagboard leaf stencils. Children trace around these and cut them out of green paper. Then dip half a potato in red paint and stamp on the leaf. Allow to dry. Then use fingers or a small brush to add other details to the ladybug, such as legs, head, thorax, antennae, and spots.”

# Literacy Centres



“All of my centres contain tasks for high, medium, and low students.

We read the Three Bears and talk about finding a task that is ‘just right’ for them. Not too easy, not too hard, but just right.

1. Puzzles - alphabet puzzles and word puzzles.
2. Alpha -bears - I found these at a teacher store - upper and lower case alphabets on flat little bears. It contains task cards and students at all levels can find an appropriate task.
3. Alphabet stamps - upper and lower case - 1 inch grid paper for sequencing. Word families to copy. Student names to copy. Strips of paper to stamp words and sentences.
4. Magnetic letters and magnetic boards. I make a name card for each student with name and picture and add a magnetic strip to the back. Word cards and name cards are always available - also alphabet strips are placed in all centers.
5. Magnetic Linking Letters - with task cards and cookie sheet boards.
6. Writing Center - all kinds of old stationary and writing tools - a stapler is a must.
7. Read the Room - ‘Reading Glasses’ and dowels made to look like pencils. These students can read the room (everything is labelled), read our reading wall (familiar stories are pocket charted and sentence strips can be manipulated), big books are available for single or partner reading.
8. Write the Room - writing instruments and clipboards for walking around room and using environmental print.
9. Puppet Theater - stick puppets and copies of known books.
10. Shopping - laminated on sentence strips and bound into books - pictures of food, toys, clothing, etc. All pictures are clearly labelled. Writing utensils and list paper - small memo books, list type of paper (long strips of lined paper). This is one of my most popular centres.
11. The matching game- a sentence strip has a word and a picture of what that word represents, rubber alphabet letters, real objects to match words. Students can match letters, words, pictures, or all three.
12. Library - library centre is open for reading. Books are put into tubs. The tubs are labeled and a sticker is placed on the label. All of the books have a corresponding sticker. They place the book back in the correct tub. Ex. Science tub has a red sticker and each book a red sticker. I also have a theme tub that changes as the theme changes.
13. Alpha-builders - this is a great toy that has become an alphabet staple in my classroom - especially for my little guys who are tactile learners. They are shaped just like letter parts- straight lines, curves, half circles etc. Students use them to make letters or words. (my second graders last year made word searches). These pieces are rather large - smallest is about 6 inches- so easy for them to handle.
14. Listening Centre - books and tapes - If I don't have a tape for a big book or familiar book I make one.”

“These centers are the staple of my Literacy Centre Time. The students work with partners or independently. At the beginning of the year we went over the rules.

1. The just right rule
2. Stay at your assigned centre
3. Ask your partner first (if you have a question)
4. Clean up your centre.

I assigned every centre at first so they could learn the tasks for each. Now they can choose their centre, but only two maximum at each.

I try to add new centres often.

A real must is sharing time. We all sit down and share our centre. Everyone is invited to share and those that were reading or don't have a product, share words with us. They love this part and it reinforces the tasks - they are not allowed to share if they don't stay on task. I do my guided reading groups at this time and don't have an aide so it is a must that they stay on task!”

# More Centres

“More literacy center activities:

**Letter Sort:** This center needs alphabet tiles and a two column graph printed on construction paper and laminated. Mark the graph with simple choices: for example, on one side print ‘in my name’, and on the other side print ‘not in my name’. Then students take a handful of letters and sort.

Some sorting choices: letters that have curves and letters that are all straight, letters that have tails and letters that do not, capital and lower case, etc.



**Name Game:** this center has several activities using student names. Make labels with the students names. I add a small picture copied from class photos.

Activity 1: draw two large circles on construction paper (laminated). Label them Girls -Boys. Mine have faces that look like a boy or girl. Children look at names and sort for girls and boys.

Activity 2: Syllables: Laminate a piece of poster board that has been divided into sections (approx. 4 or 5). In each section place a picture of 1, 2, 3, 4, or 5 clapping hands. Students say and clap the syllables in the name and sort according to claps.

e.g. Mi-chael is a two clap name and goes into the 2 box.

Activity 3 - on a piece of poster board draw 26 squares and label with letters of the alphabet. I labeled each rectangle with stickers and a variety of fonts. Students sort the names according to first letter.

Activity 4 - sorting names by number of letters: on poster board make a grid of rectangles. In the 1st write 1, the next 2 etc. (I have some very long names -12 letters so my grids went from 3 to 12. ) Students then take the name labels and count the number of letters in the word and place in correct rectangle.

**Chicka-chicka-boom-boom:** draw or paint a coconut tree on a cookie sheet ( make sure the sheet will hold magnetic letters - some will not). Add magnetic letters and a copy of the book Chicka-chicka-boom-boom.

**Picture-letter-word:** This is very good for the beginning of the school year or for students who have had very little literacy experience. Divide a piece of poster board into 3 parts. Label the 1st one Picture and glue a picture from a magazine in that section, the next is labeled Letter, and the last Word. You can use pictures from magazines and newspapers, letters generated by computer, and pictures from your clip art gallery. The low level students will sort, the medium level will say the letters and the high children will read the words.

**Felt board:** I have stories and letters for the children to use and explore. Alphabet sequencing, creating words and names, sorting letters, sequencing stories, retelling stories etc. Give them the materials and they will find a purpose.

**Pocket chart activities:** I have picture/word cards with rhyming words. They love to sort for the rhyme. Some will sort by picture and others will read the words.

**Computer:** I have Reader Rabbit, Dr. Seuss, and a couple of more literacy activities to explore on the computer.

**Independent Reading Centre:** I have small predictable books that we have read in class, poetry binders, Read-the-Room, pocket charts, experience stories. The children stay in the corner and read quietly to themselves or to a partner.

**Magnetic Letters:** Create text, find letters, ordering, games.

**Feeling Letters:** For the tactile learners; use salt, sand, playdough, pudding in baggies, clay, flannel, sandpaper, carpet scraps.

# Math

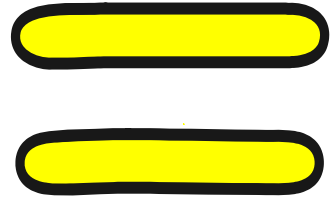
## Teaching the 'Equals' Sign

Play a guessing game. Hold some counters in each hand and then put your hands behind you. Ask the children which hand they think has 'more'. Then show the counters and see which hand has more. If there are 5 in one hand and 3 in the other, hold out the hand with 5 and say "This hand has more!" Hold out the hand with 3 and say, "This hand has less." "How many is in this hand?" "And this hand?" "5 is more than 3." Do this with varying amounts. Make it a big secret as the children are guessing! Do some that are equal or the 'same'.

Discuss the word 'equal'. 'Equal' means 'the same'. Use the word when you have the same number of items in your hands. Introduce the = sign. The children can 'read' this sign. It says 'equal'.

Use a magnetic board or felt board, and an equal sign backed with a magnet or felt. Put two sets up. Have the children tell you if the sets are equal or not. If they are equal, have a child put the = sign between the sets. If not, can a child make the sets equal? Pieces can be added or pieces taken away to make the sets equal. When they are equal, put the = sign between.

Put the children into pairs. Give each child approximately 7 blocks and one of the small = cards. Each child can make a set in secret, and then the two children can compare their sets. Who has more? Who has less? Are the sets equal? Can they make the sets equal? When they are, put the = card between them.



## Teaching the 'Plus' Sign



Introduce the + sign. We will say that it says 'and' until the children are comfortable with the concept. Have several cards with a large +. Give one to a child to hold. Have one child stand up, then the child with the + sign and then another child. Can we 'read' what we see? There is \_\_\_\_\_ (child's name) 'and' (the + sign) \_\_\_\_\_. Do this with two children 'and' one child, two children 'and' two children, etc.

Now do this with patterns on a felt or magnetic board. Read this '2 and 1'. Do this with a number of patterns.

Hold some objects in one hand and some in the other. Say '3 and 2', for example. As you will be facing the students, say the amount in your right hand first for correct left to right direction. Ask children to tell you the amount of the different sets in your outstretched hands, reading it with the word 'and'. Ask the children how many there are all together. You can bring your hands together to show this.

Put a large + sign on the floor. Put 2 books on one side and 2 books on the other side of the plus sign. The children read this as '2 books and 2 books'. If you have 2 books and 2 books, how many do you have all together? Do this with different objects and different sets.

Use a magnetic board or felt board, and an plus sign backed with a magnet or felt. Put two sets up with the plus sign between. Have the children read it as '4 and 2', for example. Ask how many there are all together.

What does the + sign mean? It means we are going to put the two sets together.

Model the following procedure before the children try it. Put the children into pairs. Give each child approximately 8 blocks and one of the small + cards. They can work together to make '+' stories. Read the story, using the word 'and'. Make a set, put the + sign and then another set. Can they tell how many there are all together?

"Math Their Way has many unifix cube activities. We use them to make number combinations. I give the students just two colours to work with and they have to see how many ways they can come up with a number; for example, if the number is 5, they try to make as many patterns as possible with the two colours..... 3 + 2, 1 + 4, etc. I tell them that the colours that are the same have to touch so they can't do blue, red, blue, red, blue but have to do red, red, red, blue, blue, etc. so that they can see the patterns."



## Printing Numerals

“I have used lots of fun artsy ideas for these kinds of lessons. Write the numbers in corn starch, pudding, on chalk boards. Trace over the number with different coloured crayons, chalk, water colours and more. Use noodles, beads, seeds, etc. Glue over the letter. Use the children's bodies and create the number (you will need several children). Make giant numbers on the sidewalk outside in chalk.”

- 0 Start at the top and around you go. It's always fun to make a zero.
- 1 Numeral writing can be fun, especially when you run with one.
- 2 Around the zoo and back to you. That's the way to make a two.
- 3 Around a lake and around a lake. Numeral 3 is fun to make.
- 4 Down and over and through the door. It's very simple to make a four.
- 5 Over, down and around the bend. Numeral five will be a friend.
- 6 With numeral six you start at the top. Down and around without a stop.
- 7 Across the bridge and down the slide. Numeral seven will be your guide.
- 8 Make a snake and add a tail. With numeral eight you'll never fail..
- 9 Do your best with numeral nine. Make a hoop and then a line.



## Teaching Numeral Formation - More Ideas

1. Trace the outline of different numbers on wallpaper. Cut them out into 5-6 pieces and give out as puzzles. Use different paper for different numbers.
2. Choose a manipulative and form the numeral with the manipulative.
3. Do the above with edibles. Children may eat the final numeral (fruit pieces, raisins, cereal, popcorn, pretzels, chocolate chips, cheese, pickle cubes).
4. Make numerals in shaving cream or pudding.
5. Have children trace around their numerals with a crayon. Have them change colours and trace until no room is left on the paper.
6. Roll a snake out of clay. Provide each child with a numeral card. Lay their snake on the card forming the number.
7. Make numerals out of prepared biscuit dough.
8. Stamp out numerals 0-9 and then have children trace over them.
9. Using precut 1 inch squares of construction paper make a mosaic of the numeral.
10. Stuffed numerals. Cut about 8" wide numerals from butcher paper, 2 of each number. Have each group of students twist sheets of newspaper and tape to one of the butcher papers. Staple both numerals together, enclosing the stuffing.
11. Cut numerals 0-10 from sand paper. Have students place a sandpaper numeral under a sheet of paper and rub with a crayon.
12. Paint with water on a sidewalk.

### Number Printing Poem

Number 1

is like a stick

A straight line down  
that's very quick!

For number 2

go right around  
Then make a line  
across the ground!

Go right around

What will it be?

Go round again

to make a 3!

Down and over

and down some more

That's the way  
to make a 4!

Go down and around

Then you stop

Finish the 5

with a line on top!

Make a curve

Then a loop

There are no tricks

to making a 6!

Across the sky

and down from heaven

That's the way

to make a 7!

Make a "S"

And then don't wait

Climb up again

to make an 8!

Make a loop

And then a line

That's the way

to make a 9!

Make a 1

and then an 0

10 are all your fingers  
you know!



# Spring

“Paint the palm of child's hand red (not thumb). Paint fingers green. Press on paper. This is the flower pot and stems of flowers. Children add different coloured cut-out flower blooms or draw flowers at the top. Outline with black marker. Add some ribbon or other decorations to the pot and they make a cute bulletin board or border.”

## Coffee Filter Flowers

Have students colour the coffee filter using washable markers in springtime colours. Caution them to not colour too much in one place or they'll make a hole in the filter. (They don't even have to colour the whole filter, cut colours will run when wet.) Place the filters on newspaper and spray gently with water from a spray bottle. The colours run and create a beautiful effect. When dry, pinch from the centre and use a green pipecleaner to form a stem. Fluff open. Make a couple of leaf shapes and place a hole in them with a hole punch. Thread the leaves onto the stem.

## Spring Murals

1. Cut a piece of blue butcher paper from the roll as big as you want your mural to be. Have the children paint brown or orange circles at intervals on the paper. Then with yellow (or other colour) paint and a large brush, paint large petals around the circle centers.

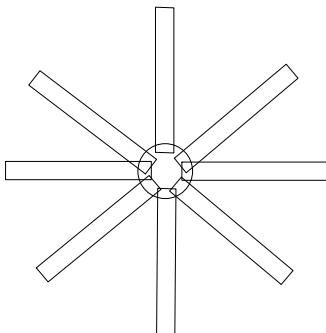
2. Have the children cover a large paper with a single colour of finger paint – pink or yellow. Have them use their fingers to make large spiral swirls in an oval shape on the paper. When they are dry, cut out the large ovals. These look like roses or camellias. Put these huge flowers on a mural. The children can also fingerpaint with green and cut out leaf shapes and stems. This makes a lovely colourful bulletin board.

## Daisies

These bright daisies make a great border on your classroom windows or at the bottom of a bulletin board.

Each child needs: 2 orange circles (4 cm. in diameter); 8 yellow strips (each 2 cm. x 30 cm.); 1 green strip (2 cm. x 30 cm.) and 2 green leaves (8 cm. long x 4 cm wide).

1. Begin with one orange circle. Glue the end of a yellow strip into the circle pointing upwards (12 o'clock), one pointing downwards (6 o'clock), and one right and left (3 and 9 o'clock).



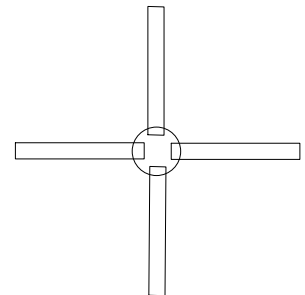
2. Glue a yellow strip between each of these so the strips are spaced equally around the circle.

3. Glue the outward end of each strip back into the same circle. Do not press the loops flat – they need to look 3-dimensional. Hold each for a minute so the glue will hold.

4. Glue one end of the stem into the circle, too.

5. Glue the other circle on top of the glued ends, matching the original circle.

6. Cut out the leaves (as shown) and glue to the stem.



# Spring

## Whirlygig

Make a square and have the students decorate it brightly. Draw diagonal lined from the corners and cut on them almost to the centre. Pull the corners to the centre and stick a pin through it into an eraser of a pencil. The kids can take it outside and watch it turn in the wind, or they can blow on it to make it turn.

## Butterflies

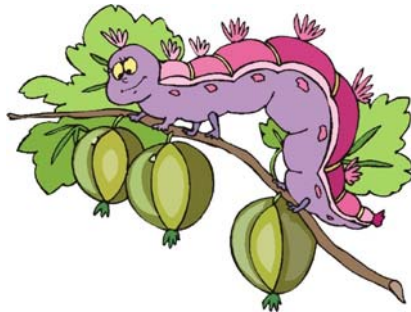
Have the children trace around one foot and cut it out. Then they trace the left and right hand (some children may need help, so they can work in partners to do this) and cut them out. The foot is the butterfly's body and the hands are the wings. Add a face and antennae. Decorate the wings symmetrically.

Have the children work in partners. They take off their shoes and stand with feet close together while the partner traces around both feet. The child puts a butterfly body between the traced feet, decorates the feet as wings, cuts it out and you have "butterfeet"!

Have each child colour a coffee filter with water-soluble felt pens. (Put newspaper under as the colour will come through.) Then spray the coloured filter with water. The colours run together. When it is dry, gather the filter through the diameter and wind the middle of a black pipecleaner once around to form a butterfly shape. Curl the ends of the pipecleaner for the antennae.

## Caterpillars

Make a caterpillar using 4 hand-prints with the fingers going down and a fist for a head. Use a finger to form the antennae.



### The Fuzzy Caterpillar

The fuzzy caterpillar  
Crawled upon a leaf.  
Spun her little chrysalis,  
And then fell fast asleep.  
While she was sleeping,  
She dreamed that she could fly.  
And later when she woke up,  
She was a butterfly!

## Beautiful Spring Flowers

"Colour two muffin cups various colours (they will be the flower head). You might want to make the centers yellow and the outsides a rainbow of flower colours... be creative! Cut out leaves and a stem from green construction paper. Glue the leaves and the stem onto a piece of white or pastel paper.

"Glue the two muffin cups onto the top of the stem (one on top of the other) to form the flower. Flatten out the bottom cup a bit more than the top cup so you can see the petals (you can use more than two cups if you want... the more cups you use, the more petals your flower will have). You can decorate the paper further by colouring in grass, sky and clouds. You could also use balled up pieces of green tissue paper as grass and cotton balls as clouds.

"Try colouring the cups with pastels, the stem and leaves with regular crayons and the sky with water colour paints (different mediums are always lots of fun for the kids). Or just put out a variety of mediums and let your kids pick which to use."

# The End of the Year

“We had all the parents in for a party/graduation ceremony. The children gave a performance of the following:

## The Kindergarten Class

(tune: *The Addams Family*)

Refrain: Da-da-da-dah (snap, snap)

Da-da-da-dah (snap, snap)

Da-da-da-dah, Da-da-da-dah,

Da-da-da-dah (snap, snap)

We learned our ABC's

And counting one, two, threes.

And now we know all these -

THE KINDERGARTEN CLASS!

And we learned how to share,

And we learned how to care.

Just ask us if you dare -

THE KINDERGARTEN CLASS!

It seems we've just begun,

And now it's almost done.

This year's been so much fun -

THE KINDERGARTEN CLASS!

So we must say so long

With this our little song.

But we'll be back before long -

THE KINDERGARTEN CLASS!

We've been to kindergarten  
We've laughed and learned a ton  
Until we got so BIG and SMART  
We're ready for Grade ONE!



“I did my first graduation last year. We started off with the song "It's A Wonderful World" by Louis Armstrong. Each child decorated a big piece of white construction paper that correlated with a phrase from the song. They all knelt down in a row and then stood up and displayed their picture as their phrase was sung. I got the picture ideas and phrasing off of a website.

Then I had a slide show. I had taken slide pictures at the Mother's Day Tea, so I used those photos of the moms with their children and some others that I took that same week.

The children said a poem in unison and I spoke about the year and our learning, etc. Then we played 'Pomp and Circumstance' and the principal did role call and I handed out diplomas. Finally, I had cake, coffee, punch outside on the front lawn.”

“Here is our graduation:

The children walk in and are seated in an arc shape - they are carrying a carnation with our school name attached I read Robert Fulgham's poem, *All I need to know .....*

We thank the families for their support, and the kids thank them by bringing the carnation they are holding to a family member - then return to their seats..

We do a few songs.

Then we call the kids up one at a time to have a photo op.... while they are walking up, we say a few words about that child and his pleasures and strengths and we hand out a diploma and a gift of a book.”

We had our graduation last night, and the best part was when the children sang "You are my sunshine" and presented yellow carnations to their parents. There wasn't a dry eye in the room.

“I believe that kindergarten graduation is not age appropriate. I do a small program at the end of the year. I make a memory book for each child composed of work saved throughout the year, poems, writing samples, photos, drawings and art projects. We do our career theme in May and June and so we recite several poems about careers and learn three or 4 songs. We dress up using props to show some of the different things you can be when you grow up. After our little program, the parents are invited into the lunchroom where our memory books are spread out on the tables. Each child sits with his or her parent and shares the book. Then we have some juice and cookies. The memory book is a lot of work, but it makes a very nice memento.”

“We have an end-of-the-year musical celebration (lots of letter songs!) It always is planned for the very last half day of the year. We somehow string together all of our calendar songs, transition songs, fingerplays, and one whopper of an alphabet finale for a parent presentation.”

Dear \_\_\_\_\_,  
 You are a very special person,  
 And, \_\_\_\_\_, you should know,  
 How I loved to be your teacher,  
 How fast the year did go!  
 Please come back to visit me  
 As through the grades you grow,  
 Try hard to learn all that you can  
 There is so much to know!  
 One thing I tried to teach you  
 To last your whole life through,  
 Is to know that you are special  
 Just because, \_\_\_\_\_, you are you!  
 Love, Ms \_\_\_\_\_



### Summer's Here

Summer's here!  
 Another year of school is at an end.  
 We've learned a lot and grown a lot  
 And made a lot of friends.  
 We'll say goodbye,  
 Now summer's here,  
 It's time for us to part.  
 But we'll remember all our friends  
 And keep them in our hearts.

“I send this poem home with students at the end of the year. What I did last year was to add a Kindergarten photo of the child at the top (just head) and make the poem and photo into a bookmark keepsake. I had them laminated and I wrote a special personalized message for each child at the bottom. They were a hit with kids and parents, too!”

I'm glad I was your teacher  
 I've come to love you so.  
 The year now ends and we must part.  
 Always know you're in my heart!  
 Have a wonderful vacation....  
 Remember to come visit me next year!  
 Love, Mrs. \_\_\_\_\_

### A Cup of Goodies Just for You!

This little cup of goodies is to you from me with lots of love. Inside I have put some treats for you to use this summer!  
 A piece of sidewalk chalk (be sure to ask your parents where it's okay to draw!)  
 A Bandaid for one of those summer ouches!  
 Hugs and Kisses for those times you need them!  
 A pencil and eraser so you can practice writing.  
 A postcard with my address so you can write to me and let me know how you are!



“I gave my children a beach ball with ‘We had a ball in Ms. \_\_\_\_\_'s kindergarten’ written on it and then we sat in a circle and passed the balls around until everyone had signed them. This went along with a booklet that we made that said the same thing and listed our favourites... my favourite center was, my favourite math activity was, my favourite story was \_\_\_\_\_, my best friend was, etc. The I put them both in a bag that said ‘Kindergarten was a ball!’ and sent it home the last day.”

“On the last day we went outdoors. A water table filled with bubble solution was available. Children were shown to use their hands and other materials to blow bubbles (mesh berry baskets, string, plastic rings from small yogurt lids that were cut out, pipe cleaners, grass, etc.)”

# Class Management

“Something I do when I want to be sure the kids are looking at me is play ‘catch my wink’. I look them straight in the eye and wink at them. They wink (or blink if they can't wink) back at me. They can only do it if they're not looking around.”

“If you want the children to be quiet... have them close their eyes. Only do it if they will be safe, of course... they have to pay attention to what they are doing and that makes them quiet.”

“I raise my hand as a quiet signal, with the thumb and pointer fingers forming an L (Look, Listen, and Lock Lips). Students raise their hands, too, until everyone is quiet.”

“I currently do several things depending on the situation:

1. flick the lights
2. clap a pattern that the students have to repeat
3. I say, if you are listening to me, touch your nose. If you are listening to me touch your hair, etc. I like that one the best because my voice is soft.”

“To get my students quiet I do this:

‘If you can hear me tap your head, if you can hear me tap your head and rub your belly, if you can hear me tap your belly and rub your head, snap your fingers behind your back, roll your head,’ etc., until the whole class catches on and is doing it. They are concentrating so hard that it gets quiet quickly!’”

“I raise my hand and wait until everyone else has raised his or her hand. It seems to go around the room quickly and they know that this is a signal to have mouths closed and eyes up front. It's great because I don't have to say a word.”

“I clap a pattern or flick the lights. One of the other things I do is whisper ‘if you hear my voice clap your hands’. Those listening clap and others quiet to find out what all the clapping and whispering is about.”

“I announce the word, ‘Salami’. This stands for: ‘Stop And Look At Me Immediately’. I have this on a poster on the wall. When I say this, I put my hands up in the air, shoulder height. Then I go into actions they have to do with me, and I don't say anything. I may reach up with one arm, then the other, or cross arms and reach up, then down, reach way over to the left or right with both or one arm, swing large or small circles with one or both arms, roll my head, etc. Good stuff for brain activity, I get their attention, and they do join in. At times, when I need the students’ attention and we don't have much time, I just say ‘Salami’ and put my hands up, I just put my hands back down, and make the announcement I need to make. This has worked well. I like that it's quick, and quiet.”

Start a chant such as A, B, CDE. The students echo and wait for instructions.

Turn the lights off or ring a small bell.

Say, 'Stop, Look and Listen'.



## See You Later

See you later alligator,  
Bye bye butterfly,  
Give a hug ladybug,  
Be sweet parakeet,  
Blow a kiss goldfish,  
See you soon raccoon,  
Take care polar bear,  
Out the door dinosaur!

# Letters, Letters

## If You're Happy and You Know It

If you're happy and you know it,  
Bounce around /b/ /b/  
If you're happy and you know it,  
Bounce around /b/ /b/  
If you're happy and you know it,  
Then your face will surely show it  
If you're happy and you know it,  
Bounce around /b/ /b/.

Catch a ball /c/ /c/...  
Dance with me /d/ /d/ ...  
Fall down /f/ /f/ ...  
Gallop like a horse /g/ /g/ ...  
Hop on one foot /h/ /h/ ...  
Jump so high /j/ /j/ ...  
Kick in the air /k/ /k/ ...  
Laugh out loud /l/ /l/ ...  
March in place /m/ /m/ ...  
Nod your head /n/ /n/ ...  
Paint a picture /p/ /p/ ...  
Run in place /r/ /r/ ...  
Sit on the floor /s/ /s/ ...  
Talk to me /t/ /t/ ...  
Vacuum the rug /v/ /v/ ...  
Walk around /w/ /w/ ...  
Yawn right now /y/ /y/ ...  
Zip your zipper /z/ /z/ ...

## Where Is ( b )?

*Tune: Where is Thumbkin?*

Give each child a letter card. Then sing:

Where is b? Where is b?

Children with this letter card stand up, hold their card in front of them and sing:

Here I am! Here I am!

*Teacher:*

Tell us what your sound is.

Tell us what your sound is.

*Children:*

/b/ /b/ /b/ /b/ /b/ /b/

You can also sing this song without the cards and have the children point to the letter anywhere in the classroom.

## Found a Letter

*Tune: Found a Peanut*

Found a letter, found a letter,

Found a letter 'A' today.

Oh, today I found a letter,

Found a letter 'A' today.

(Use any letter in place of 'A'.)

## Letter Sound Song

*Tune: The Wheels on the Bus*

Letter a makes the sound of /a/

Sound of /a/, sound of /a/.

Letter a makes the sound of /a/

Like in the (apple).



**Magazine Letters:** Write letters on a piece of paper. Have the children cut letters out of magazines and glue onto paper beside the correct letter. This helps children to see the different ways that the same letter is formed. Discuss capital and lower case letters.

**Magnetic Letters:** Use magnetic letters to match upper/ lowercase letters. Cookie sheets can be used as magnetic boards.

**Our Book Of Names:** Title 26 pages with the words 'I have letter \_\_\_\_ in my name. . .' Write one letter for each page. When you are working on a particular letter, take out the page with the same letter on it. Have any child with the letter in their first name write it on the page. If you can, photocopy small pictures of each child so you can put their picture beside their name each time they write it. For example: I have letter Mm in my name . . . Tammy Matthew Emily.

**Letter-Swatter:** Cut a small rectangle out of the center of a plastic flyswatter. When working on a letter allow the children to use the 'letter-swatter' to find letters on your charts, posters, and bulletin boards. They simply place the swatter on top of the letter so they can see the letter through the rectangle. You can also add a clipboard and pencil to this centre and have the children write the word that the letter is in.

# Mother's Day

Parents are especially pleased with a gift that is personal to the child. A photo, a handprint, a child's writing or drawing - these are always very welcome.

Take a digital or regular picture of each child, and have the children make frames with popsicle sticks or construction paper. Decorate the frame.

Do a handprint in paint or an inkpad.

Sometimes you get discouraged  
Because I am so small  
And always leave my fingerprints  
On furniture and walls  
But every day I'm growing -  
I'll be grown some day  
And all those tiny handprints  
Will surely fade away  
So here's a little handprint  
Just so you can recall  
Exactly how my fingers looked  
When I was very small  
*Put a date here*  
Love, *put child's name here*



## Lovely Jam!

“A class that I once volunteered for made a giant batch of strawberry freezer jam and each child got one baby food jar full. They then decorated strawberry baskets with ribbons and tissue and placed the jar of jam in the middle. They turned out so nice, a lot of mothers were impressed by the basket and the jam on the corner of their breakfast-in-bed trays. (The jam tasted really good too!) If anyone is still looking for a mother's day gift idea, this is a really good one. It's not as difficult as you may think...”

*Iram*

## A Living Gift

“The children make a little planter for mother's day. They paint a coffee filter with water paint, and I put it between two clear plastic cups. I make a hole through the cups and filter and tie a ribbon through it. Then, they put their plants in it.”

“I've had the kids plant marigolds in little clay plant pots for Mother's Day. One year I had the students decorate clay pots with acrylic paint using q-tips. We used yellow for the flowers and green for the stems and leaves. You could also use some red. They did a very simple plain pattern. They turned out very pretty.”

“We sponge paint 2-3 flower shapes around the sides of the pot and then I glue gun a button in the center of each flower. It's very easy and looks cute.”

“Our class made flower pots using small yogurt containers. We covered them with small squares of coloured tissue paper and painted over the squares with clear acrylic paint. It's very easy and satisfying for the kids. (and cheap to make) Then we planted marigold seeds in them. We're hoping they will almost be budding by Mother's Day.

## Silhouettes for Mother's Day

### I Have a Little Shadow

I have a little shadow  
that goes in and out with me,  
And what can be the use of it  
is more than I can see.  
So I put it on the wall  
and the teacher drew around it,

I cut it out and pasted it -  
and that is how you found it.  
I put it in an envelope  
and gave it to you today,  
To tell you that 'I love you'  
and a 'Happy Mother's Day'!





## A Flower for Mom

“I had ‘mug shot’ style photos that I had taken of each child at the beginning of the year. I cut around their heads in a circle. They glued their photo onto a piece of yellow construction paper then cut around the picture leaving a small border. This is the center of a flower. They then chose a colour to make their flower. They glued the photo onto the center of the coloured paper, drew petals around it and cut out the flower. I gave each a strip of green paper left over from the paper weaving to make a stem and leaves.

“I glued the drawing in the top left corner of the weaving, the flower in the top right, the heart in the bottom left and the handprint in the bottom right - but I did not glue them all lined up but rather at angles and in some cases, overlapping each other. Then the project is laminated.”

### A Mom Is Like A Flower

A mom is like a flower	And makes you feel like smiling.
On a sunny summer day.	It's just her special way
You'd pick her in a minute	Of saying that she loves you
If you could have your way.	The way that mothers do.
A mom is like the sunshine;	A mom is very special.
She warms your heart each day	That's why you love her, too.



<http://www.kidsdomain.com/holiday/mom/card.html>  
Mother's Day cards to print and colour.

Buy white carnations, and make them all different colours by putting the stems in water with food colouring. Let the children do this experiment and then take Mom a carnation that he/she has coloured.

Cut out a large heart. Trace the child's arms and hands from the elbow and cut them out - glue the arms behind the heart. Print on it 'I love you THIS much!'.

Have each child trace and cut out lots of pastel coloured handprints (the more the better!). Glue them on a circle with the fingers pointing outward like a wreath. Glue a photo of the child in the middle.

### I Love You

(tune: *I'm a Little Teapot*)

I love you little,

I love you lots.

I love you to fill 10 pots,

16 buckets,

15 cans,

3 teacups

and 4 dishpans!

Mommy, Mommy,  
Here are my gifts-  
A special hug  
And a great big kiss. (*Hug self, then blow a kiss.*)

Have your students each dictate a recipe to you of how their mom cooks something. You might ask them what's their favourite dish that their mom fixes for them, then ask them how she cooks it. Combine all the recipes into a cookbook and publish one for each mom.

“Fold the large size construction paper in half to make a card. On the front let the child draw his/her face. For some students, you might want to have a pre-drawn circle there to give them a starting point. Have the words: “I Love You” written over the head and “from my Head” written under the head. Trace each child's bare foot on another coloured paper and cut out toes and all. Glue to the inside of the card with the toes pointing up forming a vase. Don't glue each toe down and kind of ruffle them a little for a 3D effect. Have the students draw stems and flowers coming out of the toes! Underneath continue the message from the cover: to my toes! Love, \_\_\_\_\_”

# Insects

Some bugs help us, some annoy us, and some are downright dangerous. Bugs are very interesting and there is a lot to learn about them.

## Take A Closer Look

Put a bug viewer in the science center. Bring in insects and let your children examine them. Have your students look for six legs, two antennae, and the wings. How are spiders different?

Look at different insects - the bee, ants, beetles, flies, etc. What do they have in common?



<http://www.mrspohlmeyerskinderpage.com/insects.htm>

Wonderful insect theme ideas! and art work, too.

## Bug Habitats

It is fun and interesting to create bug habitats in the classroom so the children can study the insects and watch them over a period of time. It is important that the children look carefully to see the vegetation and soil where the insect was found so they can re-create the habitat.

Prepare a caterpillar home in a small fish tank, a shoebox or milk carton with a hole cut for viewing. Cover the hole with nylon stocking. Place a small twig or two in the home for the caterpillar to use during the pupation phase of its life. Take the children on a caterpillar hunt. Look for caterpillars on the leaves and stems of plants. For food, take a supply of leaves from the plant on which you found the caterpillar. Sprinkle the leaves with a little water and keep them in airtight containers in the refrigerator or take several small branches of the leaves and place them in water as the leaves need to be fresh.

Make an ant farm. If you don't have a proper ant farm that is flat and can be sealed tightly (ants are escape artists) - put sand in a glass jar, add lots of ants, and cover the jar with black construction paper or put the jar in a dark cupboard. When the paper is removed you will see the tunnels by the glass.

## Let's be ants!

Discussion:

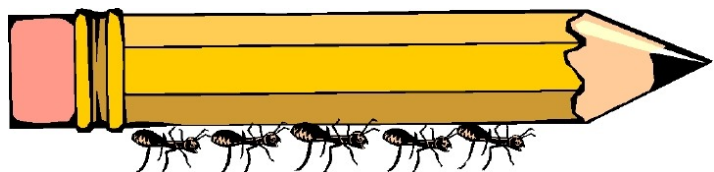
1. How do things look from an ant's perspective? Are things big or small?
2. Describe what your home would look like to an ant.
3. Describe what your classroom would look like to an ant.

Drama/Music:

Point out that all insects have three body parts and six legs. Then divide students into group of three to form ants: the first person is the head, the second person is the middle (thorax), and the third person is the stomach (abdomen). Have the second and third student place their hands on the shoulders of the child in front of them. Students practice walking together in rhythm, slowly chanting "left, right, left, right..." until their steps are together. Next, they try marching to the Ant Chant. Students take turns being the leader.

## Ant Chant *(slowly)*

Left and right, left and right,  
Ants work hard all day and night.  
Left and right, left and right,  
Don't get left, step just right. *(repeat)*



# Insect Ideas

“We made insects out of marshmallows and toothpicks. We used three marshmallows for the three body sections. We connected them with toothpicks. I cut up pipe cleaners to insert as antennae. We used toothpicks for the legs. This can be wobbly...but we solved the problem by standing them on a styrofoam plate, digging in the feet slightly, and putting a drop of white glue on each foot. This made them really secure. The kids used markers to create a face and decorate the body. They were a big hit.”

## Fuzzy Wuzzy Caterpillar

Fuzzy wuzzy caterpillar  
in the garden creeps.  
He spins himself a blanket  
and soon falls fast asleep.  
Fuzzy wuzzy caterpillar  
wakes up by and by  
To find he has wings of beauty,  
changed to a butterfly.



## Ants

It's an insect not a spider  
it has 6 legs instead of 8  
3 on this side 3 on that side  
and it's crawling on your plate.

Discuss flies. Read *There Was an old Lady Who Swallowed a Fly*. Make class books out of it giving each child a page to draw. We also act out the story.

You can make ladybugs with paper plates. Use the plate to trace a red circle, cut in half and colour with black dots. Use a plate to trace a circle on wax paper, cut in half for the wings. Fasten circles. Attach six pipecleaner legs. On the underneath draw the three body parts (underbelly). You can make a black head to glue on the edge of the plate.

## Butterflies in a Cocoon

“We made cocoons out of toilet tissue rolls. The children wrapped brown yarn around them. We left a long string to use as a hanger. Butterflies were made out of 2 coffee filters. Gather like a fan, pinch in the middle and use a pipecleaner to form body and antennae. Have the children decorate with markers. Then spray with water. The colours will run. When dry place inside the cocoon. Kids loved doing this project and they came out great!”

## A GIANT Caterpillar

Make a giant caterpillar that stretches around the room! Purchase colored lunch bags, or paint the brown ones. Stuff them and staple them together to make a long caterpillar.

## Ants At the Picnic

Cover a bulletin board with a red and white checked tablecloth. Add black ants around the edge and samples of the children's work.

## Have an Insect Party!

Ants on a Log - fill celery sticks with peanut butter or Cheez Whiz and add raisins for ants.

Bug Juice in a Flower Petal Cup - Serve this delicious drink in a flower petal cup with a straw and drink just like a butterfly does, sipping nectar through a tube-shaped tongue. Juice: 1/2 cup orange juice, 1/2 cup cranberry juice, up to 1 tablespoon honey. Mix the juices together, and taste first for sweetness before adding honey. Stir the honey until dissolved.

To Make the Flower Petal Cup - Cut a strip of paper that is 3 inches wide and long enough to circle the rim of the paper cup, plus 1 inch. (Use the measuring tape for this.) On one edge of the strip, cut scallops about 2 1/4 inches long, leaving a 3/4-inch border on the other edge. Shape each scallop into separate petals. Wrap the uncut edge of the petal strip around the plastic cup, and anchor it with tape. Fold the petals out one by one. Then pour in the nectar and serve it with a curly straw.

# Memory Books

"I put together a memory book for the end of the year. I take random digital pictures of the class to highlight some of the special events and activities during the year. After each special event I model writing about the event, and the children give me sentences which I write on a chart. Later I put the pictures and the sentences on a page on the computer. By year's end we have a great collection of pages with lots of pictures and memories of the year's fun. I try to use pictures that show every child a number of times during the year."

"I put together a Memory Book for the kids at the end of Kindergarten. My pages are:

1. My first day of Kindergarten (with a photo I took of each child on the first day)
2. A poem and hand print of each child taken the first month of school
3. My teacher (child draws a picture of me and I print my name)
4. A self portrait
5. I made a lot of friends in Kindergarten. We had a lot of fun together. (a class photo and the names of all the children)
6. This is my school and this is my classroom. (Photos of these to go with the words.)
7. This is the favourite thing we did this year. (The child chooses a photo.)
8. 'I'm glad I was your teacher' poem. (picture of child with me)
9. Goodbye letter from me."

## I Am Glad I Was Your Teacher!

I'm glad I was your teacher  
I've come to love you so.  
I can't believe the end is here.  
I hate to see you go.  
Remember all the fun we had  
in all the things we did  
But most of all remember...  
You're a Very Special Kid!

I started in September  
So cute and small,  
And through the months  
I've grown so tall.

Look at my portraits,  
And you will see  
How much I've grown,  
My pictures and ME!

# Beach Day

"At the end of the year we have a "Beach Day." We go outdoors and the children move through outdoor centers like sink and float, sand art, play with beach balls, read beach books and we listen and dance to the Beach Boys. We're going to make solar hotdog cookers this year out of Quaker Oat boxes. The children bring sunglasses, beach towels, hats, etc."

"I have a "beach party" day too. One thing I add to it which I absolutely enjoy (not to mention the kids)...We have a squirt gun battle! Each child can bring a squirt gun to school on that day...everybody is allowed ONE fill-up. Then we establish the rule of no squirting in faces...then go to it. Of course, the kids all are waiting to get me. So I go out covered in a poncho...but armed with my own super-soaker!"

"We have a "Beach Day". Here are a few ideas that come to mind.

- Find some books about the beach for the kids to read and you to read to them.
- If available, bring in a beach umbrella to read under.
- Have them bring (or wear) their "beach wear" - it doesn't have to be swimsuits - and a beach towel. Graph the beach towels according to similar characteristics. If warm enough, play outside under the hose.
- Make beach murals with coloured chalk on your chalkboards or use sidewalk chalk to create them outdoors."



# Websites

<http://www.eduplace.com/rdg/itl/K/>

Here are links to lots of ideas for your themes.

<http://www.kinderthemes.com/>

Lots of great theme ideas! Go into 'May' and check out the 'Watermelon' theme. This is perfect for those hot days at the end of the year.

[http://www.ri.net/schools/Central\\_Falls/ch/heazak/themes.html](http://www.ri.net/schools/Central_Falls/ch/heazak/themes.html)

Themes and activities to go with popular books.

<http://www.kindergartentreehouse.com/Anderson.html>

This one is a must! Wonderful themes with poems and lots of ideas.

<http://www.kindercourt.com/kinfolinks/themes.html>

Check this out! These themes have lots of pictures of the activities. It is great to really see what is suggested and what the children have done .....

<http://comsewogue.k12.ny.us/~rstewart/k2001/themes/themes.htm>

And another great site!



## Thank You!

"We have lots of parent helpers that come in during the year. I made 8 1/2 x 11 cards, spelling out 'Thank You', and then lined the students up with 9 children in the front row. This front row of students hold the cards. Then I took a class picture and put in a frame for each volunteer."

You've been so very good to us.  
 You've been kind in every way.  
 You've made us special treats and helped  
 On all our special days.  
 Today we'd like to thank you  
 For all you've done this year,  
 And to tell you that you're special  
 And so very, very dear.  
 Today we'd like to tell you  
 In our own special way:  
 We appreciate the things you've done  
 More than words can say.

### Because You're Special

We sometimes take for granted  
 In the rush of all we do,  
 And forget to say a special thanks  
 To parents like you!  
 So we send this message to tell you  
 How much all you do means,  
 Your gifts of time and of yourself  
 Are special ones indeed.

"My daughter will be starting Kindergarten in the fall. We have a tradition in my family to always give the teacher something to help out for the classroom....some of my ideas are a nice gift certificate to the local teacher store (not very personal though), some special storage containers for borders and bulletin boards, idea books, or a neat basket full of themed items. One idea I had was to purchase the huge ocean bulletin board set from Carson-Dellosa and add personal touches like a mobile maker kit or seashells or plastic sea animals. What do teachers really want rather than another apple themed gift, bath things in cheap scents or stale chocolates?"

# Kindergarten Recipes

**Worms in the Dirt** - Put Oreo baking crumbs in a ziplock baggie and add gummie worms!

## **Playdough**

1 cup flour  
1/2 cup salt  
1 cup water  
1 teaspoon cream of tartar  
2 tablespoons oil (you can use baby oil)  
Food colouring if desired

Add food colouring to water, then mix all the ingredients in a sauce pan. Cook over medium heat stirring often until mixture forms a thick dough, the consistency of mashed potatoes. (You can also put it in the microwave for 4 to 5 minutes on high.) Remove from heat and cool. Knead until smooth. Keep in ziploc bag in refrigerator.

## **Silly Putty**

1 part Elmer's glue  
1 part liquid starch  
food colouring  
Stir with a spoon, then knead with hands. Add more starch if too sticky.

## **Baker's Clay**

4 cups flour  
1 cup salt  
1 1/2 cups water  
food colouring  
Mix all ingredients. Shape and air dry about 48 hours, or bake in 250 degree oven for 1 hour. Paint or decorate, then shellac or varnish.

## **Shiny Paint**

Mix 1 part liquid glue to 1 part tempera paint.

## **Finger Paint**

1 envelope unflavoured gelatin  
2 1/2 cups cold water  
1 cup cornstarch  
1/2 cup soap flakes  
2 drops of icing colour paste (available at craft and baking supply stores).

In a small bowl, sprinkle the gelatin over 1/2 cup of the water and mix until dissolved. Combine the cornstarch, soap flakes, and remaining 2 cups water in a saucepan over medium heat. Add the gelatin mixture to the saucepan, stirring until it becomes thick. Remove the pan from the heat and strain the mixture equally into 4 containers. Cool 1 hour and then add a different shade of icing colour paste to each container. Fold in colour until thoroughly mixed. NOTE: undiluted colour paste will stain hands and clothing. Store in refrigerator when not in use.



---

## Jan Brett

Go to the Jan Brett website for hundreds (maybe thousands!) of super things - all decorated with her marvelous artwork. [www.janbrett.com](http://www.janbrett.com)

'Classroom Helpalongs' will give you alphabets, alphabet flashcards, number cards and much more. In the 'Activity Pages' you will find so much good stuff that you will hardly know where to begin! There are calendars, certificates, puppets and masks for acting out her stories, seasonal and holiday activities and much, much more! This is undoubtedly the best author site on the web.

# Odds and Ends

## Celebrating Birthdays

"I do a combination of things. Here's a summary.

1. Over the summer I was at our town fair and they had a painting booth where they paint license plates, etc. I had them paint a birthday rug with 6 candles on it. It's absolutely beautiful and the envy of my friends. This rug (the size of 2 carpet squares) is in my classroom and the birthday child can sit on it all day long. A special treat!
2. I've collected a basket of birthday books and the birthday child gets to choose one that I will read to the class.
3. I made a birthday center in my room with all sorts of birthday words like presents, ice cream, etc. I have streamers, horns, and birthday pictures from magazines all nicely displayed on a 'word wall'. The kids use this wall to write and decorate a birthday letter to the birthday child. I then bind all the letters into a birthday book. The birthday child creates the cover.
4. At this same center I have a birthday bag full of scrolled poems tied with pretty ribbons. The poems are all birthday poems and printed in various type on all different kinds of fancy paper. The birthday child chooses one out of the bag and I read it to them. They keep it.
5. I give them a birthday pencil and bookmark.
6. They bring in a treat to share with class.
7. I purchased a variety of crowns over the summer and they get to choose a crown and wear it all day long.

## Victoria Day

Make Canadian flags! Cut 9 x 12 paper to 8 x 12 by cutting a strip from the bottom of the paper. (This can be done by one ruler width.) The children trace their hand in the middle and draw a stem for the maple leaf and draw the lines for the red side panels. Colour or paint the flags.

Learn about Canada! Find it on a map of the world and a globe.

## More Websites

<http://www.sasked.gov.sk.ca/docs/kindergarten/kindacti.html>

This has a lot of very useful information for your Kindergarten classroom. Click on the 'Previous' and the 'Next' buttons to find lots more information.

<http://www.coloring.com/pictures/choose.cdc>

If you have internet access in your classroom, this is a good site to give your children mouse practice. Choose a picture, click on a colour and then on the part of the drawing.



If a child lives with criticism, he learns to condemn.  
 If a child lives with hostility, he learns to fight.  
 If a child lives with ridicule, he learns to be shy.  
 If a child lives with shame, he learns to feel guilty.  
 If a child lives with tolerance, he learns to be patient.  
 If a child lives with encouragement, he learns confidence.  
 If a child lives with fairness, he learns justice.  
 If a child lives with security, he learns faith.  
 If a child lives with approval, he learns to like himself.  
 If a child lives with acceptance and friendship,  
 he learns to find love in the world.





*More* – Are you a true Kindergarten teacher?

13. Do you find yourself explaining to a cashier why you bought 24 boxes of crayons that were on sale?
14. Do neighbors drop off empty coffee cans, margarine cups, Leggs eggs, milk bottle cartons, scraps of material and old newspapers at your house?
15. Do your slippers have fuzzy little animal faces on them?
16. Does your refrigerator door look like a military command center because it is covered with notes, calendars, coupons, phone numbers and a thousand other things?
17. When you're in a theater, do you often turn around and 'shush' the people behind you?
18. Do you often browse through toy stores and children's clothing stores even though you don't have any children?
19. Is one of the drawers in your kitchen full of pencils, pens, crayons, markers, erasers, glue, etc.?
20. Have you stopped at the curb to pick up discarded old shelves, bookcases, file cabinets, or magazine racks?
21. When everyone else at the beach is catching up on the latest novels by King and Grisham, are you cutting out little oak tag people for your September bulletin board?
22. Do you know exactly how many Oreo cookies are in a package... and how many jelly beans are in a jar?
23. Do you have at least a dozen colourful sweaters and sweatshirts for each of the holidays?

Dear Colleagues,

This is the end of Share-K! It was short-lived, and for that I apologize. I hope you will continue with the new magazine called simply *Primary Success*. The good ideas will continue, but the format will be different and there will be ideas for all primary teachers - some specific to each grade level and some that are more generic and all teachers will enjoy.

Order this now so you don't forget! It will also be available in the two formats, so you can get it in a hard copy or have it sent electronically by e-mail.

Have a great summer and a good rest!

*Jean*



- To order or renew your subscription
- To contribute a great idea, a funny story, a project or an insight
- To comment on the newsletter
- To complain
- To request ideas on a specific topic

Write to:

*Primary Success*

4971 Fillinger Cres.

Nanaimo, B.C., V9V 1J1

E-mail:

primarysuccess@shaw.ca

Website: <http://www.primarysuccess.ca>

Phone: Toll Free  
250-758-2608 1-800-758-0889

Fax:  
250-758-2661