



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). 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

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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. 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.

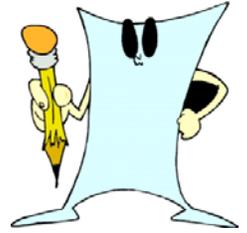
For years the words 'developmentally appropriate' ruled the Kindergarten classroom. Now many teachers are discovering that children are capable of much more than was assumed, and that children's development increases with their opportunities to learn. Learning to read words, for example, increases the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

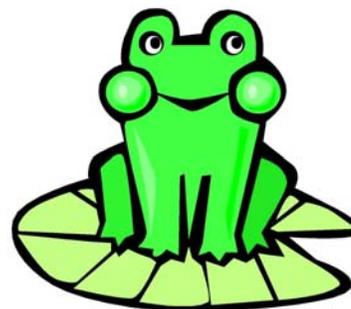
Stepping into Kindergarten - shoes

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.

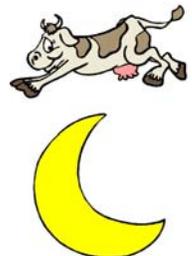
6. Small children love to make a silly series of rhyming words – hickity, pickety, sickity, rickety, etc. This is a good exercise in the manipulation of sounds.

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, *Bary* – Michael, *Bichael* – Cameron, *Bameron*, 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.

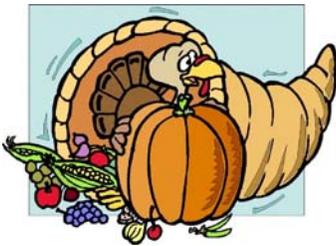
Turkey Tracks

“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 gobbler 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)*

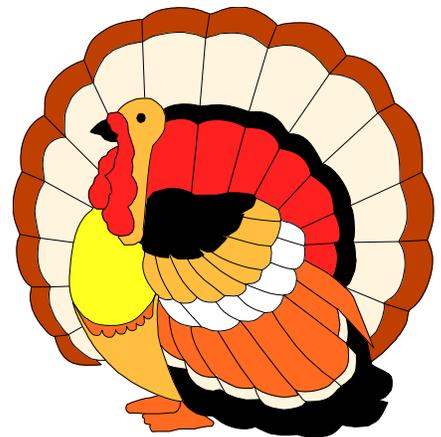
And scratch with all your might. *(scratch like a chicken with right foot)*

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

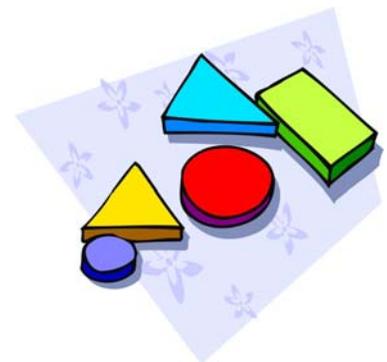


Learning About Shapes

“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.

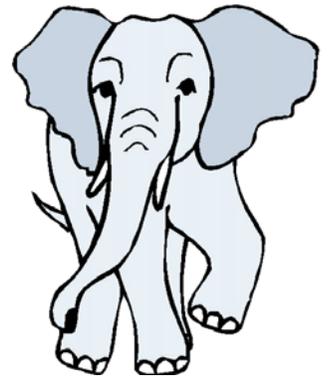
Songs and Games - Do exercises. - Sing 'Elmo's Song' - Sing 'The Elephant Song' (*Sharon, Lois, and Bram*) - Walk like an elephant

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.

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!

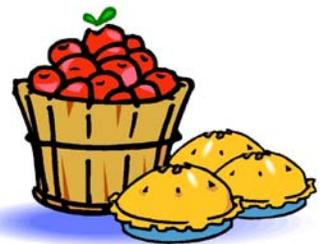
"Cut an apple crosswise to show the star inside. Explain that while each apple is different on the outside, there is always a star on the inside. I then send home an apple in a bag that has a poem about looking for the star inside themselves. Ask them to show their parents how to cut the apple to look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

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

“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.

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.



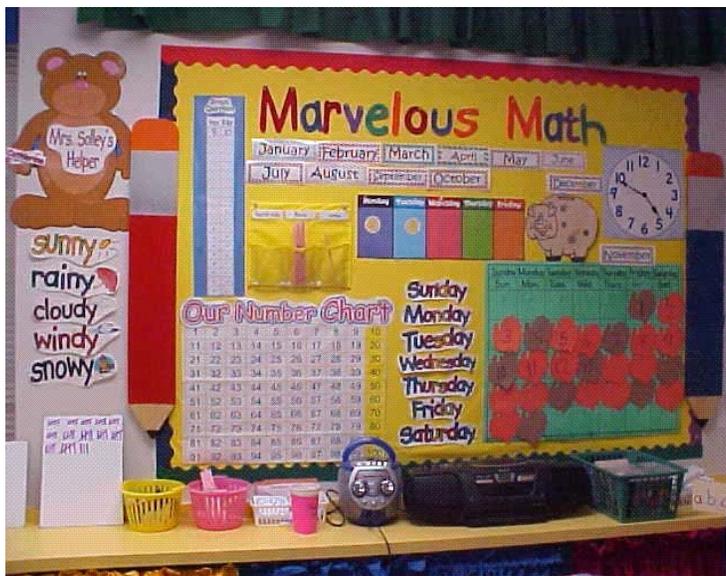
Mrs. Solley's Classroom



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/>

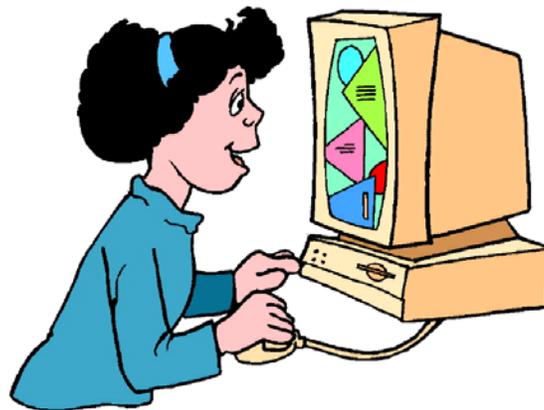
Some Big Books that you can read to your children.

<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 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?

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