

# Transition to Kindergarten

Sampler





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Education

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✓ Learning Goals

Language and Communication

- Child names and describes actual or pictured people, places, things, actions, attributes, and events.
- Child names and describes actual or pictured people, places, things, actions, attributes, and events.

Vocabulary

signal	señal
transportation	transportación
transported	transportar
travel	viajar
vehicle	vehículo

Opening Routines

As a gathering activity have construction paper and templates available for students to make a traffic signal. Display a sample of red, yellow, and green circles on a black rectangle. Assist children with cutting and gluing as needed.

Oral Language and Vocabulary

Oral Language Development

✓ Can children describe vehicles, places, and actions?

**Getting There** Initiate a discussion of transportation by asking students how they get to school. Explain to children that a vehicle is a means of traveling on land, such as a car. Ask them to name other vehicles they know.

- Ask: *Have you ever traveled by sea or by air? On what did you travel? ¿Alguna vez has viajado por mar o aire? ¿En qué viajaste?*
- Have students describe trips they have taken, pointing out the modes of travel they used.

Vocabulary

✓ Can children use a wide variety of words to discuss concepts?

Explain to children that *transportation* is a way of getting from one place to another. Say: *I sometimes use bus transportation to get where I need to go. A veces utilizo el transporte de autobús para llegar a donde necesito ir.* Show children an image of a tractor-trailer, and explain that both people and things can be transported, or moved, from one place to another. Ask children why and how things might be transported from one place to another. For example, you might discuss how food is transported from where it is grown or processed to the local grocery store and why grocery stores have food from a wide variety of places.

ELL Provide images of loading docks and grocery stores to illustrate and enhance the discussion.

Read and Comprehend

Read Aloud

If weather permits, complete the Read Aloud activity outside.

✓ Can children use information from the book in a related activity?

**Build Background** Explain that *rush hour* refers to the times of day when the most people are traveling to and from home, school, and work.

**Listen for Understanding** Display *Rush Hour* and read the title.

- Pre-teach any unfamiliar vocabulary using child-friendly explanations of vocabulary words. Read the book aloud.
- Have children name the modes of transportation they remember from the book, and write their responses on chart paper or an interactive whiteboard.
- Ask: *What is your favorite type of transportation? ¿Cuál es tu tipo de transporte favorito?* Remind children of the list of responses if necessary. Organize children into groups according to their responses.

**Respond to the Story** Provide children with large cardboard boxes and art materials. Have them work in teams to create their favorite mode of transportation. Allow children to take turns “driving” or “piloting” the mode of transportation they created. Have children retell the story using their boxes.

ELL Draw the modes of transportation on the chart paper or interactive whiteboard as children name them.

Differentiated Instruction

★ Enrichment

Vocabulary

Name additional modes of transportation and have children discuss the use of each.



Extra Support

Read Aloud

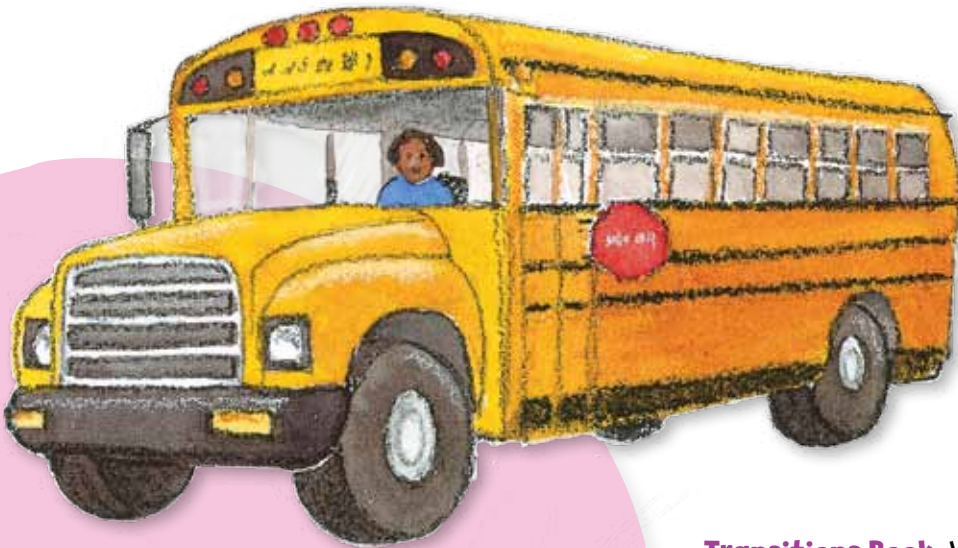
You may make this an individual activity by using small boxes for each child.



Special Needs

Behavioral Social/Emotional

If small group activities are too overwhelming for a child, give him or her opportunities to work alone or with a partner.





Word Work

Phonological Awareness

Can children find objects that begin with a specific sound?  
**Packing My Suitcase** Prepare ahead by gathering a suitcase and a number of items that you might pack for a trip. Say: *I'm ready to pack something that starts with the sound of /t/. Estoy listo para empaquetar algo que comienza con el sonido de /t/.* Have children name an item with the matching initial sound, such as a toothbrush, and have a volunteer "pack" it in the suitcase. Repeat for all the items you have gathered. Pack any items in the classroom that children name correctly as beginning with the initial sound you pick, even if the item is not something that you would normally take on a trip.

Learn About Letters and Sounds

Can children place letters in proper sequence?  
**Alphabet Train** Prepare ahead by creating "train cars" from index cards with an upper case letter written on one side of each card and the corresponding lower case letter written on the other side of the card. Create an engine and a caboose. String a line from one wall to another at an appropriate height for children. Have children create an alphabet train by hanging the letter cars in the proper sequence using clothespins.

ELL Allow children to refer to an alphabet chart when completing the activity.

a b c d

**Learning Goals**

**Social and Emotional Development**

- Child accepts responsibility for and regulates own behavior.

**Emergent Literacy: Reading**

- Child names most upper- and lowercase letters of the alphabet.

**Emergent Literacy: Writing**

- Child participates in free drawing and writing activities to deliver information.

**Physical Development**

- Child coordinates body movements in a variety of locomotive activities (such as walking, jumping, running, hopping, skipping, and climbing).

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**Vocabulary**

caboose	furgón de cola
engine	motor
pack	empaquetar
signs	signos
symbols	símbolos
trip	viaje

Language Arts

**Writing**

Child uses scribbles, shapes, pictures, symbols, and letters to represent language.

**Traffic Signs** Have children describe traffic signs with which they are familiar. Display pictures of a variety of traffic signs and ask children if they know what any of the signs mean. Discuss the fact that the signs use symbols and words so that they are easy to recognize. Brainstorm ideas for signs the students can create. Write all ideas on chart paper or an interactive whiteboard. Have students create their own traffic signs using symbols and developmental writing.

Social and Emotional Development

**Making Good Choices**

Can children regulate their own behavior?

**Working Together** Children may need you to model appropriate behavior when working in a group. When disagreements arise, encourage children to discuss their needs with each other and to figure out appropriate compromises with one another.

**Movement**

Prepare ahead a paddle with a red circle on one side and a green circle on the other side. Play "Red Light, Green Light" with children, using the paddle as a visual cue as you say *red light luz roja* or *green light luz verde*. Have children start on the far side of the room or playground. Explain that they can move toward you when the light is green but must stop when the light is red. Anyone caught moving on a red light must go back to the start. Repeat as time and attention permit. You may choose a child to be the leader and join the class as a player.

**Differentiated Instruction**

**Enrichment**  
**Phonological Awareness**  
If students have mastered initial sounds, complete the activity using letter names.

**Extra Support**  
**Learn About Letters and Sounds**  
If children cannot sequence the letters by selecting them randomly, then encourage children to select the letters in the appropriate sequence.

**Special Needs**  
**Vision Loss**  
Understanding visual symbols may be difficult for students with vision loss. Prepare signs and symbols with textured surfaces for students to explore tactilely. Explain how sound can be used to help visually impaired people cross the street independently.



# Literacy Builders

## Math Time



**Emergent Literacy: Reading** Child enjoys and chooses reading-related activities.  
**Math** Child identifies, duplicates, and creates simple patterns.

**Materials** Connecting Cubes

**Pattern Trains** Organize students into pairs. Give one color Connecting Cubes to one child in each pair, and a different color to the other child in each pair. Have children take turns building a “train” by creating an AB pattern with the Connecting Cubes.

**Literacy Link:** Understanding visual patterns prepares children for letter and sound patterns in reading such as word families and rhyming words.  
Patterns: **Lead 21** Unit 3, page 157; **Treasures** page 1650; **Imagine It** Unit 1, page T89; **Reading Street** Unit 1, page 146; **Storytown** Unit 2, page T68

## Science Time



**Emergent Literacy: Reading** Child enjoys and chooses reading-related activities.  
**Science** Child uses senses to observe, classify, investigate, and collect data.

**Materials** ramps, cylindrical containers, objects to fill containers

**Ramp Race** Provide children with cylindrical containers and objects to fill the containers. Organize children into pairs and have them predict which container will make it down the ramp first. Have children race their containers down the ramp and see if their predictions were correct. Encourage students to change their containers or the contents and race again.

**Literacy Link:** Developing prediction skills aids reading comprehension.  
Prediction: **Lead 21** Unit 5, page 173; **Treasures** page 30; **Imagine It** Unit 1, page T40; **Reading Street** Unit 1, page 15; **Storytown** Unit 1, page T31

## Social Studies Time



**Language and Communication** Child uses oral language for a variety of purposes.  
**Social Studies** Child understands and discusses roles, responsibilities, and services provided by community workers.

**Materials** sand or gravel table; toy bulldozers, trucks, and other construction equipment

**Building Roads** Have children use the toy construction equipment to build roads in the sand or gravel table. Encourage children to work cooperatively when figuring out starting and ending points for the roads. Ask children to point out intersections between roads. Have them describe the buildings and landscape around their roads.

**Literacy Link:** Describing surroundings introduces children to a rudimentary understanding of setting.  
Setting: **Lead 21** Unit 1, page 22; **Treasures** page 98; **Reading Street** Unit 1, page 79; **Storytown** Unit 1, page T134

## ABC Time



**Emergent Literacy: Reading** Child names most upper and lower case letters of the alphabet.

**Materials** Index cards with writing to resemble license plates (2 of each)

**License Plate Match** Shuffle “license plates” and place them in the center. Have children match pairs.

**Literacy Link:** Identifying letter shapes is an important skill as students begin to decode.  
Letter Naming: **Lead 21** Unit 1, page 204; **Treasures** page 24; **Imagine It** Unit 1, page T26; **Reading Street** Unit 1, page 17; **Storytown** Unit 1, page T28

## Writing Time



**Emergent Literacy: Writing** Child writes some letters or reasonable approximations of letters upon request.  
**Physical Development** Child develops small-muscle strength and control.

**Materials** pre-marked road maps, markers, writing paper, pencils

**Map Path** Prepare color copies of road maps for children. Mark a starting place and an ending place on each map, and have children trace routes between them using markers. Provide writing paper and pencils for children to copy place names and route numbers from the map if they choose.

**Literacy Link:** Early stages of writing development will lead children to using writing to convey meaning.  
Handwriting/Penmanship: **Lead 21** Unit 6, page 38; **Treasures** page 26; **Imagine It** Unit 1, page T28; **Reading Street** Unit 1, page 18; **Storytown** Unit 1, page T29

## Art Time



**Language and Communication** Child communicates relevant information for the situation (for example, introduces herself; requests assistance).  
**Fine Arts** Child uses and experiments with a variety of art materials and tools in various art activities.

**Materials** large sheets of paper, paint, toy cars and trucks with textured wheels

**Tire Tracks** Have children dip toy cars and trucks into paint and roll them on large sheets of paper to make designs. Have students compare and contrast the tracks made by each toy. Students may also compare and contrast how tracks vary with the amount of paint used, the amount of pressure used when rolling the toys, and so on.

**Literacy Link:** Learning to compare and contrast leads to increased comprehension in reading. Provide children with appropriate and authentic opportunities to practice these skills.  
Compare and Contrast: **Lead 21** Unit 1, page 35; **Treasures** page 342; **Imagine It** Unit 2, page T71; **Reading Street** Unit 1, page 39; **Storytown** Unit 1, page T217



**Learning Goals**

**Language and Communication**

- Child uses newly learned vocabulary daily in multiple contexts.

**Emergent Literacy: Reading**

- Child explores books and other texts to answer questions.

**Vocabulary**

camp	campamento
camping	camping
nature	naturaleza

**Opening Routines**

Welcome children to class. Point out any special areas of the room that tie in to the camping theme, such as sleeping bags in the Library and Listening Center or flashlights and other camping equipment in the Pretend and Learn Center.

**Oral Language and Vocabulary**

**Oral Language Development**

- Can children use a wide variety of words to name camping equipment and describe how it is used?

**Going Camping** Allow students to explore camping equipment you have available in the classroom or provide images of camping equipment in use.

- Ask: *Have you ever been camping? Where did you go camping? What did you do when you were camping? ¿Alguna vez has ido de campamento? ¿Dónde ir a acampar? ¿Qué hiciste cuando eras camping?*
- Have students name the camping equipment and describe how each piece of equipment is used.

**ELL** Create a chart to extend conversation about camping equipment. Ask children to organize the equipment into categories and explain their organization.

**Vocabulary**

- Can children understand how different forms of a word are related to its meaning?

Show students an image of a campsite. Explain that a *camp* is an outdoor place where people live for a short time. Say: *The family had their camp in the woods. La familia tenía su campamento en el bosque.* Explain that the word *camp* is also an action word that means to live or to sleep in an outdoor place. Say: *They decided to camp for the weekend. Ellos decidieron acampar el fin de semana.* Introduce the word *camping* by asking: *Do you like to go camping? ¿Te gusta ir de camping?* Say: *Look at the camping equipment in the classroom. Mira el equipo de campamento en el aula.*

**Read and Comprehend**

**Read Aloud**

If weather permits, complete the Read Aloud activity outside.

- Can children use information learned in books to answer questions?

**Build Background** Explain that the word *nature* describes the things in our world that people don't make, such as rocks, plants, and animals. Explain that many objects of nature are found outside. Have student identify objects of nature that they can touch or see from where they are sitting.

**Listen for Understanding** Display *Nature Spy* and read the title.

- Read the book aloud, pausing to provide child-friendly explanations of vocabulary words. Have children compare and contrast natural objects pictured in the book to objects they have already identified in their environment.
- Ask: *How is our environment like the environment pictured in the book? How is it different? ¿Cómo es nuestro medio ambiente como el medio ambiente representa en el libro? ¿Cómo es diferente?*

**Respond to the Story** Provide children with strips of masking tape. Pin the tape to their clothing or make bracelets with the tape sticky-side out. Go on a hike, and encourage students to stick small natural objects to the tape. As you hike, relate the objects you see and gather to objects pictured in the book.

**ELL** Name objects as children find them. Have children repeat the name of each object as they stick it to the tape.

**Differentiated Instruction**

**Enrichment**

**Read Aloud**

You may extend the activity by having a "picture safari." Allow children to take pictures of objects too large to stick to the masking tape.

**Extra Support**

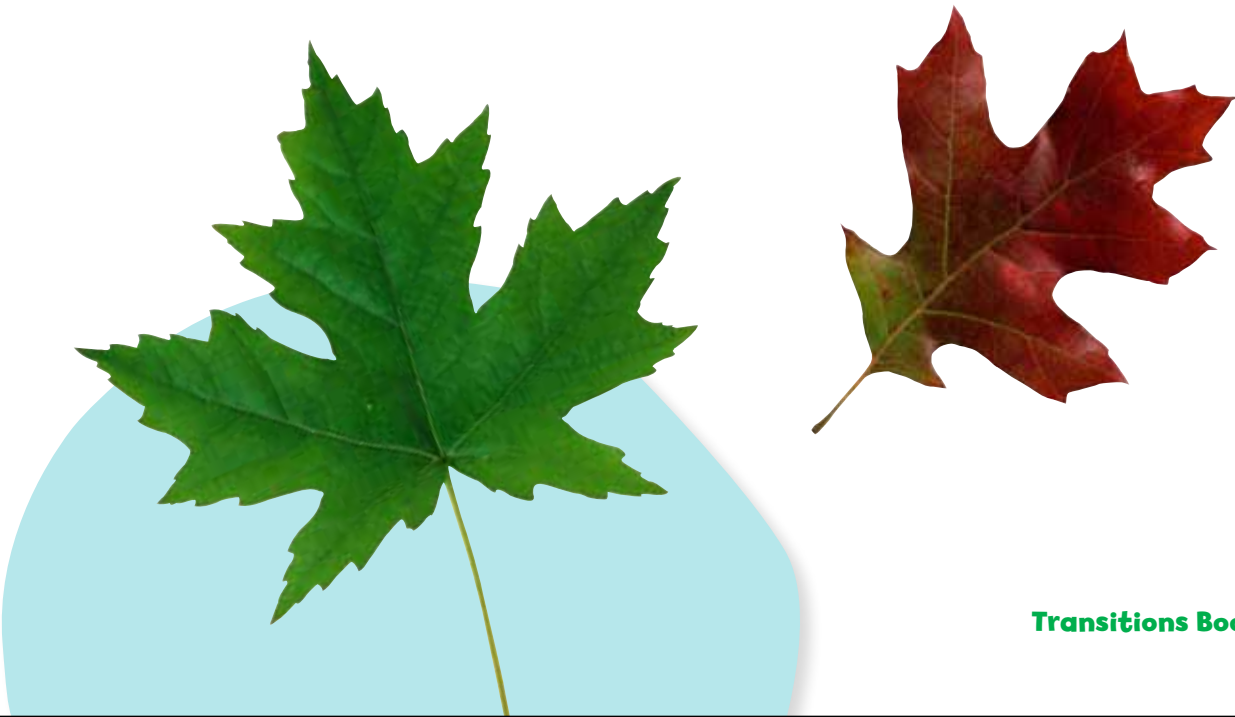
**Read Aloud**

If children have difficulty classifying objects from nature, practice by doing a sorting activity with pictures of man-made objects from nature.

**Special Needs**

**Delayed Motor Development**

If a child has difficulty picking up small objects independently, have children work in pairs with one child as the "gatherer" and the other child as the "collector." You may have the children use bags to hold the object instead of masking tape.





## Word Work

### Phonological Awareness

- Can children hear individual words within a sentence?

**Campfire Chorus** Prepare ahead by creating a “campfire” with paper towel rolls and tissue paper, or use a flashlight to represent the campfire. Have children sit in a circle around the “campfire.” Explain to children that many people sing songs around a campfire when they are camping. Introduce the song “Do Your Ears Hang Low?” from the *Teacher’s Treasure Book*, page 36. Once children have mastered the lyrics, have them stand. Tell children that you are going to play a game when you sing the song again. Have one child sit down for each word you sing, going around the circle until all children are seated. Then have one child stand for each word you sing until all children are standing. Repeat the sequence until the song is complete.

**ELL** If children have difficulty discriminating individual words, practice by pausing between each word as you sing.

### Learn About Letters and Sounds

- Can children identify letters of the alphabet?

**Letter Scavenger Hunt** Prepare ahead by hiding index cards printed with upper and lower case letters around the classroom. Organize children into teams and distribute a flashlight and a list of letters to each team. Turn out the lights in the classroom and have teams search for assigned letters in the darkened room using their flashlights. Encourage children to work out a fair way to share the flashlight with team members. Remind them to be careful when they are walking in the dark.

#### Learning Goals

##### Social and Emotional Development

- Child follows simple classroom rules and routines.

##### Emergent Literacy: Reading

- Child listens for words (for example, hears and separates individual words within a four-word sentence).
- Child names most upper- and lowercase letters of the alphabet.

##### Emergent Literacy: Writing

- Child uses scribbles, shapes, pictures, symbols, and letters to represent language.

#### Vocabulary

campfire	hoguera
scavenger hunt	en busca del tesoro

## Language Arts

### Writing

- Can children use emergent writing skills to represent language?

**Journal Writing** Have children attach one or more of their natural objects to journal paper. If children do not want to use their objects for this activity, allow them to draw natural objects they saw on their hike as an alternative. Have children write about their objects. Guide children’s writing based on individual abilities. Accept scribble-writing or take dictation for students who are not yet writing letters independently. However, practice letter formation with those children. For children who are writing letters independently, allow developmental spelling or provide a model for the words. Encourage all children to label the page with their name.

**ELL** Children may journal in English or in the language they use at home. Encourage children who are not yet writing independently to dictate in English if you are not familiar with their first language to ensure accurate modeling.

## Social and Emotional Development

### Making Good Choices

- Can children transition easily between classroom activities?

**Transitions** If children need reinforcement on transitioning between activities, be sure to overtly teach the transition techniques you use, such as sign language or other signals, music, or interactive whiteboard clock alarms. Be sure to warn children that a transition is coming before you initiate the transition in order to give them time to process it.

### Movement

When children are retelling their own outdoor experiences, allow and encourage them to show their actions as well as describing them. This will not only increase engagement but will also increase understanding for the children listening and watching.

### Differentiated Instruction

#### ★ Enrichment

**Campfire Chorus** If student have mastered isolating individual words, you may complete the activity by isolating syllables instead. Alternatively, you may have all children sit or stand when you sing a focus word.

#### ✋ Extra Support

**Letter Scavenger Hunt** Assign letters to each group based on each child’s letter recognition skills. Use letters that require additional reinforcement before kindergarten. This activity presents an opportunity to organize children into mixed-ability groups. As you observe the activity, ensure that all group members are involved in locating the given letters.

#### ♥ Special Needs

**Vision Loss** Use tactile letters instead of index cards for the Letter Scavenger Hunt.



# Literacy Builders

## Math Time



- ✓ **Emergent Literacy: Reading** Child independently engages in pre-reading behaviors and activities (such as, pretending to read, turning one page at a time).
- Math** Child collects, organizes, and records data using a graphic representation.

**Materials** chart paper, construction paper squares, glue, interactive whiteboard (optional)

**Nature Graph** Create a graph frame on chart paper or an interactive whiteboard with categories for the nature objects children found on their hike. Make sure children understand how the graph is labeled. Have students complete the graph by charting the objects they found either by gluing construction paper squares to the chart paper or by stamping in the proper column on the interactive whiteboard.

**Literacy Link:** Graph labels are one type of environmental print. Have children identify other examples of environmental print in the classroom and the community.

Environmental Print: **LEAD21** Unit 4, page 116; **Reading Street** Unit 4, page 233; **Storytown** Unit 4, page T68

## Science Time



- ✓ **Language and Communication** Child names and describes actual or pictured people, places, things, actions, attributes, and events.
- Science** Child identifies organisms and describes their characteristics.

**Materials** glass aquarium, dirt, worms

**Worm Habitat** Prepare ahead by purchasing worms from a bait shop or fishing supply store. Set up a worm habitat by filling a glass aquarium with dirt. Encourage children to identify worm tunnels through the glass. Allow students to handle worms, reminding children that the worms are living creatures and should be handled gently. Have children wash their hands when they are finished handling the worms. Ask children to describe the experience using as much detail as possible.

**Literacy Link:** Describing words, or adjectives, are important to developing robust writing. Ask leading questions throughout the day to encourage children to use more describing words.

Environmental Print: **LEAD21** Unit 6, page 38; **Treasures** page 1508; **Imagine It** Unit 2, page T76; **Reading Street** Unit 1, page 145; **Storytown** Unit 1, page T182

## Social Studies Time



- ✓ **Emergent Literacy: Reading** Child explores books and other texts to answer questions.
- Social Studies** Child identifies common areas and features of home, school, and community.

**Materials** teacher-prepared map, stuffed bear, pan of water, rocks, miniature trees, tag board folded into a tent shape

**Map Skills** Prepare ahead a map of the classroom or other area of the school. Use a legend to show a bear cave, a lake, a mountain, a forest, and a camp site. Hide the stuffed bear in the location of the bear cave, the pan of water in the location of the lake, the rocks in the location of the mountain, miniature trees in the location of the forest, and the folded tag board in the location of the camp site. Have children use the map to locate the items.

**Literacy Link:** Maps can be used to encourage the development of inquiry and study skills. Discuss with children other tools they can use to find needed information.

Maps: **LEAD21** Unit 3, page 29; **Treasures** page 438; **Reading Street** Unit 1, page 278

## ABC Time



- ✓ **Emergent Literacy: Reading** Child produces the most common sound for a given letter.
- Fine Arts** Child expresses ideas, emotions, and moods through individual and collaborative dramatic play.

**Materials** tent, sleeping bags, backpacks, canteens, flashlights, other miscellaneous camping equipment

**Setting Up Camp** Label camping equipment and display it in an open area. Encourage students to set up a camp site. Provide dress-up clothes children can use as they participate in pretend play. Have students identify camping equipment by initial letter and sound by asking leading questions such as *What piece of camping equipment starts with a t? What sounds does that letter make?*

**Literacy Link:** Knowing the most common sound associated with individual letters is critical for developing decoding skills. Be sure to focus on associating the sound to the formation of the letter as well as the letter name.

Letter/Sound Correspondence: **LEAD21** Unit 2; **Treasures** page 24; **Imagine It** Unit 1, page 126; **Reading Street** Unit 1, page 271; **Storytown** Unit 1, page T28

## Writing Time



- ✓ **Emergent Literacy: Writing** Child uses scribbles, shapes, pictures, symbols, and letters to represent language.
- Physical Development** Child coordinates body movements in a variety of locomotive activities.

**Materials** pillow cases

**Case Race** Have students put both feet into a pillow case and hold up the pillow case with both hands. Show children how to hop as in a sack race. To make this a whole-class activity, organize students into teams and run as a relay race. Remind children to be aware of their bodies in space so they do not bump into other children. Have children journal about the race.

**Literacy Link:** Journal writing is used to reinforce or enhance daily writing instruction and to provide students with a creative outlet to express themselves.

Journal Writing: **LEAD21** Unit 1, page 30; **Treasures** page 27; **Imagine It** Unit 1, page T148; **Reading Street** Unit 1, page 10; **Storytown** Unit 1X, page T75

## Art Time



- ✓ **Language and Communication** child uses words to identify and understand categories.
- Fine Arts** Child uses and experiments with a variety of art materials and tools in various art activities.

**Materials** white tee-shirts, rubber bands, fabric dye, large containers, newspaper, plastic wrap, fabric paint (optional)

**Camp Shirts** Label white tee-shirts with children's names. Help children gather sections of the shirts and tie off with rubber bands. Line the workspace with newspaper, and allow students to dip the shirts into fabric dye. You may choose to dye shirts a single color or multiple colors. Wrap the completed shirts in plastic wrap for 24 hours, then rinse and dry. Fabric paint may be used as an alternative to dye for this activity. Have students compare and contrast their shirts.

**Literacy Link:** Learning to compare and contrast leads to increased comprehension in reading. Provide children with appropriate and authentic opportunities to practice these skills.

Compare and Contrast: **LEAD21** Unit 1, page 35; **Treasures** page 342; **Imagine It** Unit 2, page T71; **Reading Street** Unit 1, page 39; **Storytown** Unit 1, page T217