

Kindergarten Manual

This is a manual to help set up your classroom before school begins in September.

Supplies to buy in June:

- Large Ziplocs for Snuggle Books
- Pocket folders for Writers' Workshop
- Duo tongs for Song books
- Buy monthly homework calendars
- Pocket folders for reading, each child will have one every time you do guided or one on one reading you can make notes in it

Things to prepare for September:

- Create a bulletin board for Writers workshop
- Print out monthly homework calendars
- Create a note to parents welcoming them to school and things you remember and bring to school, include note about bringing extra clothes
- Create some name printing books for JK and some SK who need to practice
- For new JK students get Ziplocs and put magnetic letters inside so they can practice their name
- Create assessment binders, have a section for each student where you will put all assessment pieces, report cards and communication between parents, etc.
- Create an assessment binder for all assessments sorted by curriculum strands
- Create a name card for all students
- Create pictures for daily activities for visual schedule
- Create your timetable
- Create planning webs
- Create planning sheets
- Create an estimation jar, each week fill something different into it
- Retell bin: each week put a new story in it, with props, books, books on tape, puppets, etc.
- Science: create a science bin with weekly experiments
- Note to parents asking for recycled materials

Ms. Leventhal's Day Plans

Time	It is Day 1 The helper is
8:25-8:40	Read Plans, Set up snack, Take down chairs, Write Morning Message, Create Schedule
8:40-8:45	Morning Entry Time Teacher to greet students, communicate with parents. Children go to sign in (e.g., using close pins, signing on a board, pocket chart, etc). They exchange their snuggle books and go to the carpet to read it, one teacher can read with children and document anything in their reading folders
8:45-9:00	Opening Exercise Students rise and sing O CANADA, they can sit down after and read their snuggle book until the announcements are over. When announcements are over get the tambourine and ask the helper of the day to assist you in using it and singing "Books away, books away, put away the books today". Children go put their snuggle books in the their bags and come back to the carpet for a music and movement activity. Music and Movement Activity:
9:00-9:15	Morning Circle Time (have the helper assist you) Read the morning message (in the start of the year do stuff with names, e.g., mix up letters in names). Do alphabet soup, the weather graph. Talk about what we are doing this morning using the visual schedule. Mini Lesson: This is an example for the start of the year. Give everyone an envelope with their name made into a puzzle and they can practice putting together, then they can write their name on the carpet using their finger. Each Monday starting in late September or early October do a Writers Workshop mini lesson. Each Monday one group will do their Writers Workshop with a teacher during learning center time.
9:15-10:15	Learning Centers Math _____ Science _____ Art _____ Literacy _____ Writers' Workshop Group: _____ Other: _____ During learning center time children should be engaged in meaningful hands on learning centers. Teachers should have a plan of what they will be doing at this time. Example: 30 mins. One teacher interacting with small groups (using clipboards with weekly things to look for and specific activities that are set up that you want to assess children at), and the other floating between centers and taking observation notes of the children, then after 30 minutes switch. See notes on clipboards and assessments.
10:15-10:40	10:15 Turn on the clean up CD and play track one When children are done cleaning they gather on the carpet. Show and Share, the group who did Writer's Workshop today will get to share their work with the class. Mini Lesson:

10:40-11:20	Outdoor Play In the Spring and Fall children can use the outdoor play climber in the front of the school. In the winter or when there is ice and snow on it they go out in the back of the school. Exit through the classroom exit door. During outdoor play the classroom teacher in room 3 and room 5 meet for their common planning time (30 min).
11:15-11:30	Children come in and take off jackets and belongings, go to washroom and wash hands, get lunch. Children will be eating in the gym.
11:30-12:30	LUNCH The lunch supervisor will come. The children will eat in the gym.
11:30-12:30	Teacher and ECE Lunch break
12:30-12:35	Afternoon Entry Time
12:35-12:40	Attendance and Welcome Back
12:40-1:15	12:40-1:00 Literacy circle (shared reading, reading aloud, poems, books on tape, tumble books). Things to focus on: predicting, site words, concepts of print (how to hold a book), picture walks, one to one matching, at the start of the year have one book you work with all week and each day focus on something news such as, pictures, concepts of print, pointing when reading, etc.
1:15-1:55	PREP Health & Physical Activity ECE and EA to take breaks (15 minutes each)
1:55- 2:55	Washroom and drinks Learning Centers (Quieter activities for the afternoon such as play dough, drawing, bin toys, reading, art, choose between either sand or water). In the warmer weather this is a good time to outdoor activities. One teacher to do Guided Reading. In the start of the year students may need signs up to show which activities are closed. Afternoon learning centers _____, _____, _____, _____, _____ Guided Reading Groups:
2:55-3:10	Clean Up Three children can show and share something they made. Before activities start tell children which three it will be today, go in order of class list
3:10-3:20	Get ready for home Children wait in their cubbies until they are dismissed One teacher will wait at door and greet parents and call students names one at a time

Flow of the Day
Full Day Kindergarten

Morning mini lessons:

Alternate between math, science and literacy, keep lessons short.

Example: math lesson on shapes, play Eye spy with my little eye, then at centers this morning have activities which reinforce shapes such as sorting shapes, investigate shapes on a shape hunt, later at show and share can share what we did or made.

Mini lessons should be divided among team members example one teacher does the morning lesson and the other one does the lesson before outdoor play and one does the literacy circle. When one teacher is doing the mini lesson the other teacher should be taking notes, of discussion, behavior, etc.

Centers:

At the start of the year don't open all centers all the time, model to students what we do at each center that could be the mini lesson of the day. Model for them what happens when it's too crowded, or when you want something you can't find. Limit tools and materials at centers and slowly add. For example at the start of the year at the play dough table you shouldn't put everything out, keep it simple, later you can add more tools maybe one week you have a bakery and have baking tools such as muffin tins, rolling pins and spoons.

Suggestions for activity centers in the start of the year:

Bin Toys and Puzzles: such as Lego, they are easy to clean up

Sand: only have a few items such as shovels and buckets

Writing materials: glue, scissors, markers, etc.

Water: sponges to take water into bucket, how many does it take, shredded paper put into water table, hunt for bugs use tongs to get them

In September activity time can be shorter and can spend more time outside

Assessments:

Each week the teacher and ECE will create a weekly center-planning sheet with both planned and spontaneous activities as the interests of the children unfold. Each week the team will decide on two curriculum expectations to focus on.

Ex. Patterning and developing social skills, the team will take clipboards with the following sheet to fill out. These assessments should go into the assessment binder you have created.

Sample of what is on the assessment sheet

Expectation: _____

Week of: _____

Look For's: _____

Name

Notes

During activity center time one teacher will go around and use this type of assessment piece to observe children. There will also be set activities, which will reinforce these expectations. Example if you are working on patterning then you can have a patterning activity at one center and the teacher can call over small groups of children to come to the center throughout the week to make sure all children have been assessed. After everyone is assessed and teachers review notes and plan further experiences as needed the assessment sheets should be filed.

Show and Share:

Song: “ hey, hey what did you say, hey hey what did you say, hey hey what did you learn at school today, hey hey what did you learn at school today”.

Model for children questions to ask people who show and share, such as how did you make it? What materials did you use? How could you improve it? Something you like about it, etc.

Suggested Book Resources:

Exploring water with young children , Discovering nature with young children, Blocks and Structures, by Ingrid Chalufour and Karen Worth

The Language of art- Ann Pelo

Mathematics the creative approach- Candy Jones and Juanita V. Copley

Literacy the creative approach – same author as above

A place for wonder- Georgia Heard and Jennifer McDough.

Inquiry:

Continually ask children what are you interested in? Encourage children to think of questions and ask them, example I WONDER... Do KWL charts, what do you know, what do you want to know, and what did you learn.

Children question and explore the world around them, you cant go with every wonder and question but decide where you want to take things, try not to give children answers or information but rather encourage them to investigate and think of ideas.

Emergent curriculum:

The curriculum is driven by children's interests and ideas and wonders and inquires. Research the Reggio Emila approach and Emergent curriculum for more details.

Home center: Change it up regularly, ask children what they want the home area to be

and change often. Planning should involve the children example they want to make a zoo and we ask them what can we have in our zoo, where can we find these materials, make center together, make signs, tickets, money, maps, signs for animals and animal hospital, posters, etc. Create the center together it will be more meaningful. Create the center together; therefore it will be more meaningful to all.

Common Planning time:

There is no common planning time; we need to speak with Prep coverage teacher to arrange when the ECE teacher stay with the teacher to use this time to plan. It would be nice to meet once a week at lunch to plan.