

Kindergarten News

Long Beach Unified School District

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Math & Literacy STARS Abound in Kindergarten Classrooms Across the District

Students from Terry Dawson's Keller Kindergarten work in cooperative groups on a "Beat the Clock" task of how many tally marks they can make in 3 minutes. Each group then counts by 5's, and writes the total on their white board. A representative from each group proudly reveals the group's outcome as the whole class counts to make sure the total number is correct. **AMAZING WHAT 3 MINUTES CAN ACCOMPLISH IN KINDERGARTEN!**

A student in Tina Gabel's Kindergarten class at International Elementary reads his sentence to a friend: "I like to watch the weather channel because it's fun", he said, as he finished writing in his Independent Writing Journal after an Interactive Writing lesson.

Think About It....



HOW DO THE FOLLOWING RESEARCH QUOTES APPLY TO YOUR KINDERGARTEN CLASSROOM INSTRUCTION?

1. “Children who begin school with little phonological awareness have trouble acquiring alphabetic coding skills and thus difficulty recognizing words.” *Stanovich, K.E. (2000), Progress in Understanding Reading, Scientific Foundations and New Frontiers, New York: Guilford.*
2. “Phonological awareness deficits restrict children’s word recognition development by limiting the use of phonological decoding and orthographic analogy strategies.” *Gillon G. (2004) Phonological Awareness from Research to Practice.*
3. “The most crucial Phoneme Awareness skills- blending and segmentation – should be the focus of instruction rather than earlier phonological awareness skills such as rhyme recognition and production.” *Honig, Diamond, & Gutlohn (2000) CORE: Teaching Reading Sourcebook*
4. Berninger (2000) reported that “at-risk children were found to need over 20 times the amount of literacy practice than children who were not at-risk. Therefore, teachers must individualize instruction to provide ample opportunity for all children to reach an automatic level of letter naming.” *Neuhaus G.F. (2003) What Does It Take to Read a Letter?*
5. “In order for new information to really “stick,” it must be applied and practiced in different ways. (i.e., it must be varied).” *E.Kameenui et al (2002) 2nd Ed. Effective Teaching Strategies That Accommodate Diverse Learners*

Think About It For....

Oral Language Development Comprehension Practice & Review

Materials/Preparation:

- 🌀 A collection of the unit/units read aloud book covers/ titles . You can add the story covers to this activity collection as stories are completed.
- 🌀 If you have 5 groups, you need 5 baskets or plastic bags so that each group will have a collection.
- 🌀 Sort the stories by specific units, or sort by a mixture of stories from several of the units.
- 🌀 Make a story cube for each group. Each cube contains 6 story covers.

Possible Group Tasks:

1. The teacher can ask for each group to choose any story from their basket to talk about, or each group can be asked to find the same story from their basket/bag.
2. If each group has the same story, the teacher assigns a different task to each group. *(Examples of tasks: 1. Who are the characters in the story? 2. Where does the story take place? 3. Is there a problem in the story? How is the problem solved? 4. What happens at the beginning of the story? 5. What happens at the end of the story?)*
3. If each group is choosing their story the teacher can assign a specific story element question to each group. *(Example: 1. Who are the characters in their story? 2. What is their story about? 3. What do they like about their story? 4. How does their story begin? 5. Does their story remind them of another story?)*

Kindergarten students participate in various activities that help to develop number sense. They have many opportunities during the day to practice counting strategies, which provide the solid foundation needed for their future experiences in mathematics.

Students from Maria Bogdonovich's class at Barton, show off their answers from a cooperative group work task.

Interactive Writing

**Special Words
for
Special People!**

**Adding Consonants & Vowels
to
Make a Number Fact**

**"Just The Facts"
Freight Train & Independent Journals**

What's New?

"Mystery Cylinder" Sharing Cube Makes the Home-School Connection at Fremont Elementary

Donna Ruggles, Kindergarten teacher at Fremont, gets her families involved with what her students are doing in the classroom. She sends home a letter explaining about the "Mystery Cylinder". Parents are asked to help their child select an item to share with the class, help them practice telling what it is, who or where it came from, when they got it, and why they chose their item. The parents are also asked to place 1 item inside the cylinder (no toys) and return the item inside the cylinder on the next school day. The parents are asked to practice with their child in coming up with 3 clues as to what is inside the cylinder. Then, other students will make predictions as to what the item could be. The "Mystery Cylinder" is a big success!

Counting With Tally Marks

Cindy Matsumoto, Kindergarten teacher at Signal Hill

Elementary, asks her students to tell a math equation during the morning roll . The students write a math equation on their white boards and talk about the equation.

This pictures shows how one of her students is definitely understanding the concept of using tally marks for counting!

$$40 + 30 = 70$$

Numbers, Numbers, Numbers Everywhere

Cherrell Harris, Kindergarten teacher from Roosevelt, uses various activities that focus on counting during her Math Workshop time. This practice and review time is valuable for concept development in number Sense. One activity is when the students work in pairs. One student says and makes a number using Number cards, and the partner student makes the equivalent number in cubes.