

Transitional Kindergarten: Collaboration is Key

Southern California Kindergarten Conference
March 2013

TK – Collaboration Is Key

SCKC – March 2013

- Judy Crenshaw judycrenshaw@roadrunner.com retired from Pleasant Valley School District in Ventura County
- Ada Hand adajhand@gmail.com retired from CA Department of Education & former K teacher in Sonoma County
- Debra Weller dwteller@cox.net TK teacher from Capistrano USD



Kindergarten Readiness Act

Overview

Law was passed in 2010 with two years to get ready.

- **Nov 1 of 2012-13** school year
- **Oct 1 of 2013-14** school year
- **Sep 1 of 2014-15** school year and each year thereafter
- If a district elects to enroll children prior to their eligibility, they may not claim ADA until the child turns 5. These children must have a Continuation Form on file.

Overview, con't

- In 2012-13, districts are required to offer TKP for age-eligible children, being reimbursed by ADA.
- The program must be age & developmentally appropriate.
- Parents are not required to enroll their age-eligible children in TKP, but these children will not be age-eligible for K until the following school year.



Overview, con't

Implementation varies with some districts offering:

- PreK-TK combo classes
- TK-K combo
- Separate TK – may have children from one school or several
- Varied class size & with early/late bird schedules
- No TK at all – districts claim parents haven't wanted it
- Doing all at once – Sep-Oct-Nov birthdates in 2012-13



Transitional Kindergarten Curriculum

San Juan Capistrano School District

Debra Weller

Bathgate Elementary, Mission Viejo, CA

- I have 34 children, no aides, an early bird/late owl schedule. There are 3 TK teachers in our district.
- We are using Dr. Debbi Keeler's curriculum found at www.californiakindergartenassociation.org
- We meet on the first Tues. of each month to plan for the next month.
- We share our ideas through Edmodo, Transitional Kindergarten CUSD
- The curriculum evolves every day. We use Math Their Way, Weekly Reader and MESS for science.

Daily Schedule

- The Early Birds arrive at 8:15 and dismiss at 12:08
- The Late Owls arrive at 9:45 and dismiss at 1:38
- The overlap time, when all 34 are in the room at the same time, is 103 minutes total.
- The children have a 30 minute recess at 10:20 and this is my duty free time.
- On Wed. all children come from 8:15-12:08. It is a staff development or grade level meeting day.
- We go to the school library on Wed. for a half hour.

Classroom Environment

Calendar



Literacy Center



Classroom Environment

Color Coded Cubbies

Teacher Work Supplies



Classroom Environment

Playhouse

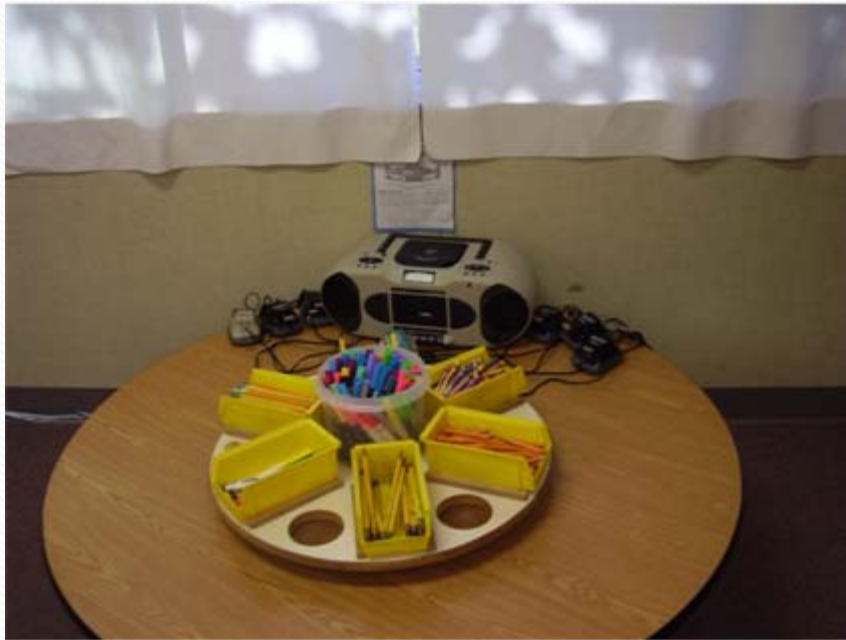


Puppet Theater



Classroom Environment

Writing and Listening Center



Library and Writing Center



Classroom Environment

Easel and Art Area



Math Bins



Tools for Organization

Snack Baskets



Water and Sanitizer Station



Tools for Organization

Photo Name Cards



Choosing Sticks





Transitional Kindergarten Curriculum

Pleasant Valley School District

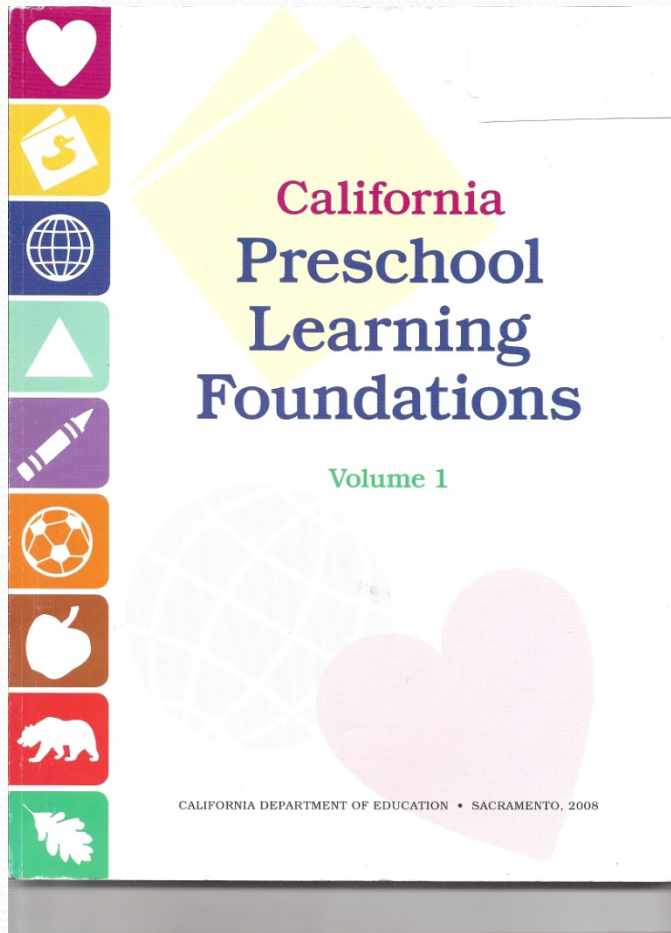
Created by:
Judy Crenshaw and Sharon Harada
August 2012



Curriculum Guidelines

- Has to be in the **head and the heart** before it can **be in the brain**
- **Active learning** (kids are involved through singing and movement)
- Learning has to be **meaningful** (has to make sense to them)
- Curriculum should be **thematic** (kids mush it all together)
- Environment supportive of **talking** (broad rich vocabulary makes strong readers)

Preschool Foundations and Common Core State Standards



California's Common Core Content Standards for

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects

K-12 California's Common Core Content Standards for

Mathematics



Backwards Mapping

Preschool Learning Foundations are the BRIDGE to Kindergarten

- Around 48 months of age (*end of first year of preschool*)
- Around 60 months of age (*end of second year of preschool*)
 - Describes learning situations and development and skill learning with appropriate support

Common Core State Standards

- Kindergarten
 - Describes educational goals for children to become constructive classroom citizens

Foundations

Common Core

Strand: Measurement		Measurement and Data
At around 48 months	At around 60 months	By the end of kindergarten
1.0 Children begin to compare and order objects.	1.0 Children expand their understanding of comparing, ordering, and measuring objects.	Measurement and Data <ul style="list-style-type: none"> ▪ Describe and compare measurable attributes.
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
1.2 Order three objects by size.	1.2 Order four or more objects by size.	2. Directly compare two objects with a measurable attribute in common, to see which object has "more of" / "less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
	1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.*	
		<p><u>4. Demonstrate an understanding of concepts time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). (CA-Standard MG 1.2)</u></p> <p><u>a. Name the days of the week. (CA-Standard 1.3)</u></p> <p><u>b. Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bedtime is 8 o'clock at night). (CA-Standard MG 1.4).</u></p>



Designing Curriculum

- Began with themes that coordinated with district-adopted Language Arts Curriculum monthly 3-4 week cycle
- Allowed TK teachers to be able to plan with Kindergarten team at schools
- Attention given to Williams Act – guarantees each student have access to adopted curriculum
- Designed units of study with active involvement, movement, and relationships at the core

Month

Integrated
Theme

Literacy

Math

History
Social Science

Science

Psychomotor
Development

<p><u>MARCH</u> 3 ½ weeks</p> <p><u>BIG BOOKS</u></p> <p>Sheep in a Jeep by Nancy Shaw</p> <p><u>In the Diner</u> by Christine Loomis</p> <p><u>Coco Can't Wait</u> by Taro Gomi</p> <p><u>THEME LITERATURE</u></p> <p><u>Wheels on the Bus</u> by Rosanne Lizinger <u>Little Engine That Could</u> by Watty Piper <u>The Diggers</u> by Margaret Wise Brown <u>Mike Mulligan and His Steam Shovel</u> by Virginia Lee Burton</p> <p><i>Pleasant Valley School District Transition Kindergarten Curriculum</i></p>	<p><u>WHEELS & COMMUNITY</u> <u>Houghton Mifflin</u></p> <p><u>PHONEMIC AWARENESS ACTIVITIES</u></p> <p><u>POCKET CHART STORY</u> ___ is Special (can,for) I See a Leprechaun (Look) What Do We Need? (do)</p> <p><u>ZOOPHONICS</u> Uu Vv Ww</p> <p><u>NURSERY RHYME</u> Pussy Cat, Pussy Cat (U) Roses Are Red, Violets are Blue (V) Wee Willie Winkie(W)</p>	<p>* Literacy <i>Refer to Common Core Standards</i></p> <p><u>MTW</u> <u>Math Their Way (MTW) Developing Number Concepts (DNC)</u> <u>Harcourt Brace (HB)</u></p> <p>Measurement (Compare and Order Objects) Length (taller, longer, short) Capacity (more, less) Weight (heavier, lighter) Non-standard Measurement <u>DNC – Ch. 1 p. 64-65</u> <u>MTW – Ch. 5</u> <u>HB – Ch. 9</u></p> <p>Number sense</p> <ul style="list-style-type: none"> • Rote counting 20+ • Numeral recognition 16-20 • 1:1 correspondence • Place value -10 frame • Numeral writing <ul style="list-style-type: none"> • Chalkboards • Whiteboards • Tracing <p><u>DNC – Book 1 Ch. 1</u> <u>HB – Ch. 7</u> <u>MTW – Ch. 11</u></p> <p>Review patterning Review graphing Calendar</p>	<p><u>Social Science</u> <u>Learn and Work</u> <i>(Scott Foresman)</i><u>(SF)</u> <u>QUEST</u></p> <p>Community Helpers: Interview school staff members <u>SF- Unit 3</u></p> <p>Community-Wheels Day (parent volunteers) <u>SF- Unit 3</u></p> <p>Set up post office, restaurant, library and store in classroom (rotate activities on weekly basis)</p>	<p><u>Science</u> <i>(Macmillan/McGraw-Hill)</i></p> <p>Wheels: How wheels make objects move</p> <p>Earth Science: Land (sand, soil, rocks) Water (sink and float) <u>Mc/Mc-Hill Ch. 3</u></p> <p>Seasons: Spring Changes in weather and how it affects animals, and people</p> <p>Review 5 senses related to spring</p>	<p><u>Psychomotor</u> <u>Game Day Activities</u> <u>Motor Lab</u> <u>Perceptual Motor</u> (by Jack Capon)</p> <p>Handwriting Without Tears lessons</p> <p>Motor Activities: skipping. Balance on one foot for 10 seconds, use tweezers and tongs to grasp objects</p> <p>Fine motor: Cutting, tearing, folding, curling paper</p> <p>Painting</p> <p>Catching, throwing and dribbling balls</p> <p>Holds pencil and other writing /drawing implements with proper grasp</p> <p>Cardio movements and exercise/dance simple rope games, hula hoops</p>
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THEME	LITERATURE	AUTHOR	PUBLISHER
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WHEELS/COMMUNITY – MARCH

Big Books:

Sheep in a Jeep

In the Diner

Coco Can't Wait

Nancy Shaw

Christine Loomis

Taro Gomi

H. Mifflin

Scholastic

Scholastic

Theme Books:

Wheels on the Bus

Little Engine That Could

The Diggers

Mike Mulligan and His Steam Shovel

Curious George Rides a Bike

Duck in the Truck

Down by the Station

Mama Zooms

Train Song

School Bus

Rosanne Lizinger

Watty Piper

Margaret Wise Brown

Virginia Lee Burton

H. A. Rey

Jez Alborough

Will Hillenbrand

Jane Cowen-Fletcher

Diane Siebert

Donald Crews

Trade Books for Zoophonics:

U: Up, Up! It's Apple-picking Time

Umbrella

Ugly Duckling

Huggles

Hugs

V: Happy Valentine's Day Mouse

Over in the Meadow

Valentine Bears

W: Water

Wemberly Worried

A Weekend with Wendell

What Do You Do with a Tail Like This"

Whistle for Willie

Willy Can count

Wake Up Farm

Where the Wild Things Are

Jody Fickes Shipiro

Taro Yashima

Hans Christian Andersoh

Joy Cowley

Jez Alborough

Laura Numeroff

Eve Bunting

Frank Asch

Kevin Henkes

Kevin Henkes

Steve Jenkins and Robin Page

Ezra Jack Keats

Anne F. Rockwell

Alvin Tresselt

Marice Sendak

Assessment Tools

ESGI – Also used in Kindergarten

The screenshot displays the ESGI web application interface. At the top, there is a navigation bar with the ESGI logo and several menu items: 2012-2013, Logout, Help, Contact Us, About Us, Profile, Home, Student Explorer, Test Explorer, and Parent Conferencer. Below the navigation bar, the main content area is titled "Ms. Crenshaw's Class Summary". On the left side, there are three sections: "Classes (1)" with an "Add" button, "Groups (0)" with an "Add" button, and "Students (0)" with a red "Add" button. The "Students" section contains the text "The list is empty." In the center, there is a section for "Ms. Crenshaw's Class Summary" with "Teacher: Ms. Crenshaw" and "Class: Ms. Crenshaw's Class". Below this, there are tabs for "Pre-Reading", "Pre-Math", "Phonics 1", and "Phonemic Awareness". The "Pre-Reading" tab is selected, and it shows "Sight Words Gr. 1". On the right side, there is a "Track Name: Traditional" and a "Students 0" indicator. The main content area is divided into four quadrants: "Uppercase Letters" (orange), "Lowercase Letters" (yellow), "Sight Words (K)" (grey), and a quadrant with a green background. Each quadrant contains a grey circle and the text "Not Tested Yet". A red text box is overlaid on the "Uppercase Letters" and "Lowercase Letters" quadrants, stating: "To begin testing, add a student by clicking the flashing 'Add' button on the left." On the right side, there is a "Legend" section with a green square for "Correct" and a white square for "Incorrect". Below the legend, there are several icons and labels: "Class Totals Report", "Bar Graphs Analysis", "Test Result Letters", "Print Flash Cards", and "Print Pie Charts".

Report Card

Using Kindergarten Standards-Based Report Card

- Transitional Kindergarten is the first of a two year kindergarten program. The marks below are ratings to describe how well the student is making progress towards meeting the **end of kindergarten standards**.
- + **Strength:** Strong progress toward meeting kindergarten proficiency
- ^ **On Target:** Developing skills toward meeting kindergarten proficiency
- **Weakness:** Little development towards meeting kindergarten proficiency
- x **Not addressed** this reporting period

September Themes- Understanding of Self, The Five Senses, body parts, emotions, using tools in the classroom, making new friends and rules.

Using and sharing math bins



Free Choice



September



Journal Writing

Mondays we meet in a circle to pass the Story Stick. Only the child holding the stick gets to speak & all others are respectful listeners. This is a good way to practice oral language. The children talk about their weekend activities.

I model writing & sounding out words. I play classical music to remind children not to talk. They write in their journals and draw a picture to match the words.

Journals go home once a month with a writing rubric to help parents understand progress and goals.



October Themes- My family and Pets, Five Senses, Sorting by shape and color



Classroom Changes

The first six week = boot camp. No parents were allowed into the room. Good-byes were said at the door. Children were taught to be autonomous.

A monthly Home Activity Folder was explained at Back to School Night.

Parent Volunteers help at small group centers, overlap time and library. 14 parents signed up. Room Parents were selected and a class directory was made.

We met with our 5th grade buddies for the first time.

I started assessments.

The TK team had a release day to develop a TK report card.

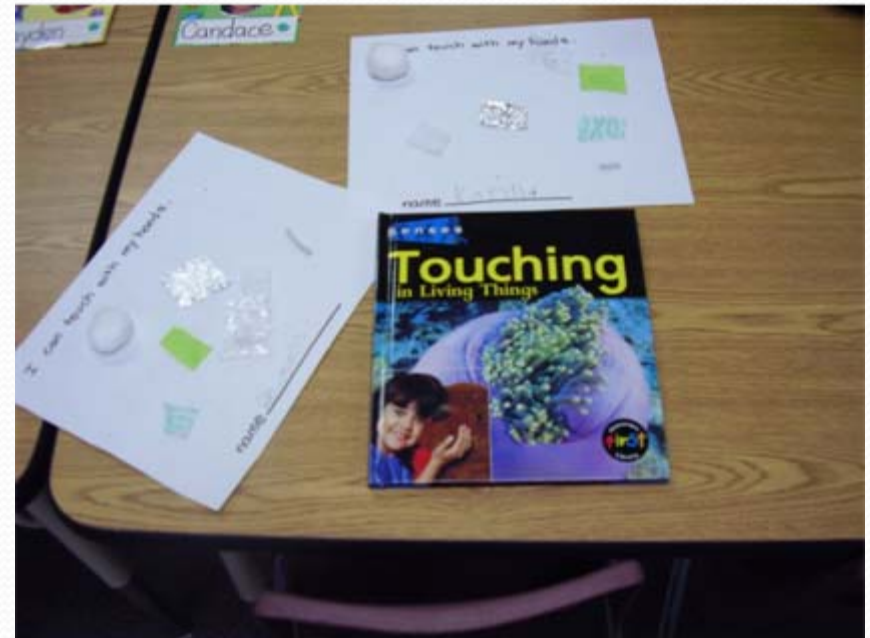


Science Theme

Sensory Station



Sense of Touch



Centers are on Tuesday and Thursday- I teach reading and phoneme awareness. The parents teach science, social studies, math and art centers.

Math Sorting by color



Literacy Center



Family Theme

Our Families



Family Picture Sort



October Art

Painting Pumpkins



Pumpkin Patch Mural



Project Learning

Family Project Wall



Sorting Salty and Sweet food



Encouraging Literacy

Babies Book

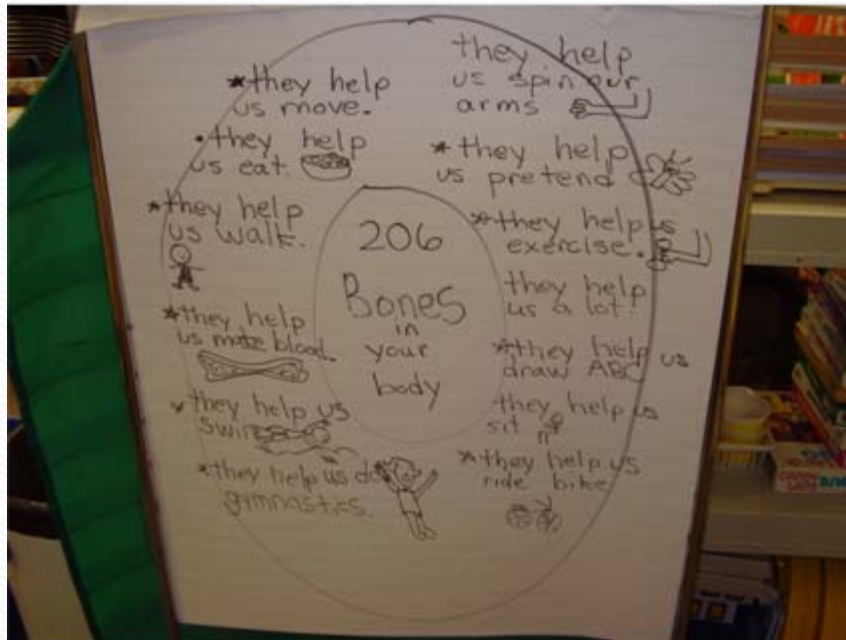


Loving Library Books

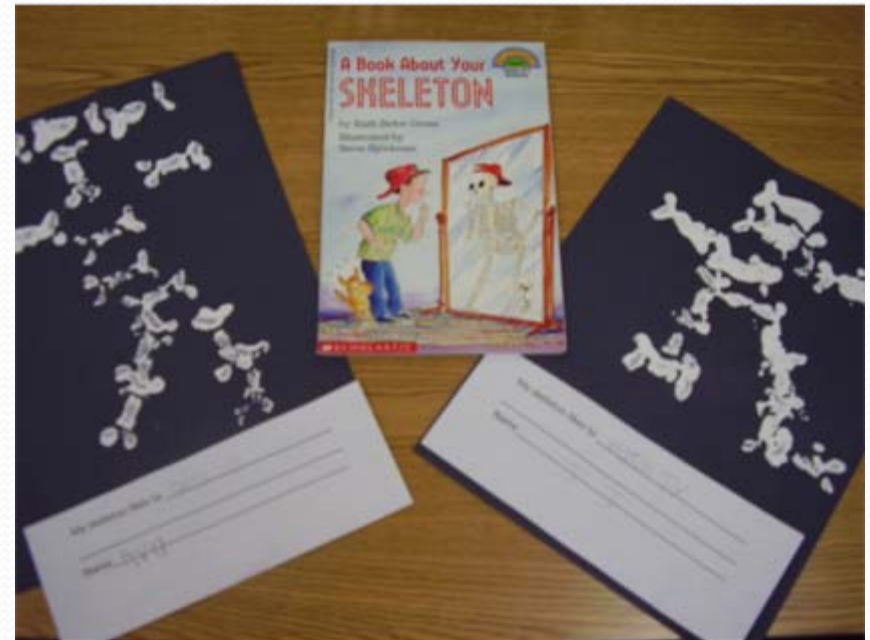


Science Theme- Bones

Thinking Map on Bones



Dog Bone Printing



November

We had parent conferences. It was nice to be able to encourage parents to help their children at home. I showed them interactive learning games to play.

The Themes for November were:

My Home- We studied about types of homes, what objects are in a home and patterns.

We learned about having compassion for our friends.



Science Theme

We learned about leaves
changing colors

Tissue Collage



Social Studies

Pilgrim Children

34 birthdays in November!



Native Americans

Drawing what we know



Weaving



Seasonal Art Work

Every month we make a hand print memory book page



Turkey hats



Studying Nature

Studying leaves



Tracing and drawing leaves



Math

Making and copying patterns



Leaf Patterns



Learning about Seasons

Season Picture Sort



Drawing about Seasons



December

The theme for December was Family Celebrations.

We also studied about different kinds of trees and how animals prepare for winter.

We practiced counting and writing numbers to 10.

The alphabet and phonemic awareness is ongoing.

The families were invited to share holiday traditions.

We had a parent/child reading morning and the children sang some holiday songs.



Science

Structure of trees



Nocturnal Animals



Holiday Projects

Easel Painting



Designing Thank you notes



Class Activities

Becoming number experts



Balancing like a squirrel



How do animals prepare for winter?

Watercolor resist squirrels

Squirrel Mural



Class Activities

Reindeer hats



Elf hats



Assessments and Report Cards- We had a release day to develop the report card. We have developed grade level assessments.

LANGUAGE AND LITERACY	1 st Trimester	2nd Trimester	3rd Trimester
Responds to one and two step oral commands			
Speaks clearly to be understood by others			
Uses descriptive language and vocabulary			
Alphabet knowledge: upper case recognition			
Alphabet knowledge: lower case recognition			
Alphabet knowledge: letter sounds			
Writes letters and draws pictures to communicate concepts			
Writes own name legibly			
Displays comprehension regarding key components of text			

Projects

Making a shopping list



Poinsettias from diamond sponges



Coming attractions:

- **February Themes-** Friendship, kindness, manners, sorting words by initial consonant sounds, introduction to high frequency words, healthy hearts and dental care.
- **March Themes-**My community, story sequences, study of teen numbers, changes to plants and animals in the spring season, changes in daylight and night time.
- **April Themes-**My Land, taking care of the environment, animals of land, air, and sea, introduce story problems for simple addition and subtraction.

Coming Attractions:

- **May Themes-** My world, making connections with diverse cultures, traditions, housing, types of ethnic food, high frequency word play, measurement
- **June Themes-** Traveling in my world, study of transportation, how wheels work, use of maps
- We are constantly looking at the curriculum and evaluating how the children are responding and letting the children guide us to determine what is working for their needs.

The Most Important Components

- We are striving to make this child centered and developmentally appropriate.
- We do not have a lot of required constraints.
- Music and Art are valued as critical to development.
- Science and Math are doorways to critical thinking.
- Opportunities for oral language are given freely and planned.
- Choice and free play are encouraged.
- Fine and Gross motor activities are critical.

2013-2014 School Year

- We will add 3 new classrooms. Parent information nights and registration began in Feb.
- The 3 teachers will be training the new TK teachers.
- Now we have a road map!!
- The District will need to comply with the Williams Act in providing materials for the students and outfitting the classrooms.
- The sharing of resources through CKA and www.tkcalifornia.org has been so helpful.

What Have I Learned?

- Be joyful!!
- The whole class of 4 years olds is not a challenge if you spend the first 6 weeks in boot camp!
- Parents are essential to a success equation.
- Be brave to change a lesson in the midst.
- It is OK to slow down and not feel like you have a deadline to cram information into the children.
- When in doubt... say the magic words:
 - “Choice Time!!!”

