

Bartlett City Schools Pre-Kindergarten
THE FOLLOWING IS AN OUTLINE OF DAILY ROUTINES THAT MUST BE OBSERVED
IN ALL BARTLETT CITY PREKINDERGARTEN

CLASSROOMS.

☒ Calendar Math – A calendar should be visited daily. A routine should be developed incorporating several concepts. Months of the year and days of the week should be practiced daily. Counting by ones and tens should also be practiced. The classroom CD library has many song choices for teaching these concepts. Develop a pattern when adding days of the week to your calendar. Count and keep track of how many days you've been in school. Develop a number line for this, using cutouts. For example, you could use apples. Write a number on each apple making every tenth apple a different color. Attach them on your wall in a line that will travel around your room. Counting the number line (by ones or tens) becomes part of calendar time. You could also use straws to keep track of how many days we've been in school. You will need containers labeled ones, tens and hundreds to place the straws. The straws are counted daily. When ten are collected they are bundled with a rubber band and move to the tens container, etc. Tally marks on a dry erase board may also be used. A weather observation and report should be taken daily. Graphing may be used.

☒ Sight Words – Two or three sight words should be introduced every Monday. Please see the attached Sight Word Schedule. Songs and games should also be used daily to reinforce word recognition. Please see the attached Games for Word Walls and Sight Word Recognition. The games and songs may be used weekly, in order for the students to become familiar with them. New sight words will be replaced weekly with the same games and songs.

☒ Morning Message - The message should contain a greeting, date, class information, several sentences containing current sight words and letters. Secret Story words may also be used. Different types of punctuation are also used for discussion. Each sentence should be written in a different color. This helps the student understand where the thought begins and ends. This should be done daily.

Example:

Good morning boys and girls,
Today is Monday, August 17, 2009.

We will see Mrs. Jones today.

Let's practice:

The little dog is in my house. Is it my
turn yet? It is going to be a good day!

Today is my Mom's birthday!

net nice neck nail new

This message is one the most important teachable moments of the day. In the beginning of the year, the teacher points as she reads each word. The students repeat after her. As the students learn more words, they will eventually read the letter without teacher assistance. The students are asked if they can spot any everyday words (in this case: is, my). Students are selected to come to the chart and point to them. The teacher circles them. The

word “going” will be used to tell the Secret Story of ing, ang and ong. The sentences are then read. Punctuation is discussed beginning with periods (stop signs). It is very important to discuss with the students over and over again, that letters put together make words, words put together make sentences and that sentences are our thoughts that can be written and read. This brings meaning to the process. Mr. N then reads his words as the students repeat. The teacher asks, “What do you hear?” /n/ Circle the n’s.

☒ Letter Person and Me Bag – Letter Persons should be introduced on Mondays, according to the curriculum calendar. The Me Bag should be filled with items from the Lakeshore Sound Tubs. This should also be introduced on Mondays.

☒ Secret Stories – The Secret Stories CD should be used daily. Song #1 (The Better Alphabet Song) should be sung twice a day at the beginning of the year. The teacher points at the letters as they are sung. It is very important for the students to LOOK at the letters as they are sung. Eventually, Song # 2 can be introduced followed by Song # 3. Again, they should be sung daily.

☒ Word Wall – Every Pre-K classroom should have a word wall. You will need an alphabet strip, a set of alphabet cards or use the giant magnetic letter set. It should be placed close to eye level. Allow room for at least ten words per letter. Begin during staggered week by adding the students’ names, written on index cards or other product. Introduce and show each name. Have the students “help” you find the correct letter to place it under. Read the finished product. Each day you will add five more students. On Monday when the entire class is present. Read the word wall together. The teacher will point and say the word. The students repeat. As the year progresses, the students will read the word wall without teacher assistance. The word wall should be read DAILY. Make it interactive and on going. When curriculum begins add the two new sight words for the week on MONDAY. Read daily. Please see the attached Sight Word Schedule. You may also want to add a big star or special symbol above the letter for the week. It is NOT necessary to add random words that begin with the letter of the week. This is not appropriate at this age. The word wall is essentially used for sight word practice, not vocabulary. Remember, if students are not interacting and involved with the word wall, it becomes simply a decoration. Students will only learn from the word wall if it is meaningful to them. The students’ interest will be sparked when new games and activities are introduced. Make the games and activities fun, playful, bold and interactive. Please see the attached Games for Word Walls and Sight Word Recognition.

☒ Rebus Pictures – The Rebus pictures should be introduced in late October, along with Mr. B. They should be introduced one story at a time (each week). The pictures may be found in the Letter People Time Savers Book or on the new Letter People CD that was included with the new program. Print one copy of each picture and laminate. Introduce these pictures (let the students know what word to say with each picture) with the new sight words each week during the morning meeting. This will prepare them to read their books with meaning.

☒ PREdecodable Books – In January, during the Mr. C unit, instruction with the PREdecodable Books will begin. Please see the attached PREdecodable Books Schedule. The books may be introduced in a large or small group setting. Have the books pulled, stapled and prepared (parent “take home” volunteer) ahead of time. The booklet

should be introduced on TUESDAY. As the week progresses, the students should have had several opportunities to read through the book, either in large or small group settings. The students and teacher should read the book aloud, in unison. Several hardcopies of the book should be placed in the book center, also. Please make sure the students are following each word with their finger as they say it. The booklets should be sent home on Friday. The first book should be accompanied by the Parent Letter that is included on page two of the workbook. It explains what they are. Speak with your students to let them know how special these books are! They can read them! They need to be kept in a safe place at home; a shoebox, drawer, etc. Take the time to ask each student where they will keep theirs.

☒ Leap Pad items should be used on a daily basis in the classroom. Leap Pad storybooks and the Leap Pad Imagination Coloring Desks should be used at instructional times and center times.

☒ Leap Pad Backpacks/Books should be sent home on a weekly basis.

☒ Leap Pad Desk – The Leap Pad Desk should be used throughout the year as a “center”. Begin with the letter puzzles, then progress to words and then the sentences.

☒ Nursery Rhymes - A new nursery rhyme should be introduced each week according to the curriculum calendar. It should be introduced on MONDAY. The nursery rhyme should be revisited daily using the Pre-K Nursery Rhyme Lesson Plans, Frog Street Big Books and CD.

☒ Themes – A new theme should be introduced with each Letter Person, according to the curriculum calendar. It should be introduced on MONDAY along with the Letter Person. The theme should be integrated with the curriculum for the week, using the Pre-K Theme Lesson Plans, theme boxes and theme libraries.

☒ Writing Journals – Each student should have a writing journal. This may be a wide ruled spiral notebook that can be part of the student’s supply list. Pre-k students are emergent writers. The more they are allowed to experiment with writing, the sooner they will progress. The teacher should model handwriting DAILY. Students should write their names and the letter of the week in their journals on a daily basis. They are not expected to write on a straight line. Use a variety of writing instruments such as: markers, pencils, crayons, etc. Make use of “magic” boards, chalkboards, white boards, etc. The Pre-K classrooms are equipped with many tools to enhance writing development. Please see the attached Writing Ideas.

☒ Story Time/Book Study – Several stories should be read and discussed DAILY in the Pre-K classroom. These may be theme or curriculum related or just for fun!

☒ Math – The curriculum calendar for Growing with Mathematics should be followed, as well as the Letter People math program. Please use the abundance of Pre- K supplies to implement weekly math skills. A counting song should be sung daily. A great one is Greg and Steve’s “Number Rock”. As with the Secret Stories songs, it is very important for the students to LOOK at the numbers while singing.

☒ Science and Social Studies – Theme related science and social studies lessons are included in the New Letter People Curriculum. Again, many science and social studies resources are available in the Pre- K classroom and should be used on a regular basis.

☒ Positive Self Image - Teachers play a pivotal role in building self esteem. It is the teacher's responsibility to build a bond of trust, not only between the student and teacher, but also between the class and each individual student. Each student must feel safe and secure before he/she can freely learn. It is necessary for the classroom teacher to lead class discussions as needed, for continued trust. Every student has the right to be happy, treated fairly and be themselves.

☒ Celebrations – Please celebrate accomplishments with your student's!!! This helps to solidify their trust, not only in you, but with their classmates as well. Who does not like to be recognized for their efforts? No one! Moving, playing and learning in the Pre-K classroom as we do, it is important to STOP all activity when someone has accomplished something and recognize that person. Go to drjean.org for a full list and explanation of celebrations (cheers).

☒ Dr. Jean has been kind enough to share her CELEBRATIONS (Cheers)! Print them out and learn them. They work extremely well toward motivating and transforming a class into family. The secret is the unconditional support.

☒ Procedures for CELEBRATIONS! - Begin by teaching the celebrations in large group. Recognize the students that are raising their hands or sitting correctly, etc. Introduce the concept of celebrating. Discuss being a team and wanting our classmates to do well and why we need to stop and celebrate them. It is so motivating! After a celebration, every child will want one so they will be exhibiting the behaviors or whatever you just recognized.

☒ During center time (work time) when a student approaches you telling you of an accomplishment or if the teacher notices an accomplishment (no matter how small), the class stops what they are doing to recognize that student with a celebration.

☒ You must have a signal. You could turn the lights out, or call, "Hands Up" or whatever works for you. You will need to train the children in whatever procedure you decide on.

☒ You will have talked about celebrations and practiced them in large group. At first, the teacher announces what the student has done and tells what celebration will be used.

☒ As the year progresses, the students will tell of their own accomplishment and choose their celebration. Fabulous!

Pre-K Writing Ideas

Names

Students need to be able to recognize and spell their names before they can write them.

Name Puzzles

Write each student's name on a name plate. Cut each letter into a puzzle piece. Straight lines are fine. Put the child's name on a baggie. Store the name puzzle in the baggie. This is a great small group activity. The teacher may need to instruct the student in identifying and learning the names of the letters in their name. The name on the baggie may serve as a guide while the student is putting their name puzzle together. This can be used daily until mastered.

Magic Names

Write each student's name on a name plate. At the writing center provide: name plates, clear sheet protectors, dry erase markers and erasers. The student finds their name. They put it in the sheet protector (they may need a little help with this at first). They then trace their name with the marker. When they are finished they pull the name plate out. They are amazed that their name is now on the sheet protector! It's magic!

Clothespin Names

For this center, write all of your student's names on paint sticks. Home Improvement Centers are usually happy to donate them. You might have to use several stores, as not to be greedy. You will need a bucket of clothespins from the Dollar Store. Write one letter per clothespin, making sure you have doubles of some if needed. The students spell their names clipping the correct clothespins to the corresponding letters on the paint stick. The students remove the clothespins and then put them back for the next student.

Center Writing

Each center in the Pre-K classroom should have paper and crayons (or something to write with) available. Small clipboards are ideal for this. Cut paper to fit the clipboard or just put cut paper in a small basket. Put a few crayons in a pencil can or with the paper in the basket. For example: Block Center – After building their masterpiece, the students are encouraged to draw a picture of it and label it. This can be taped to block cabinet. It helps at clean up time too, to know that we have a concrete memory of the masterpiece. You would be amazed as the children pick up on this and how much writing occurs in Home Living, Wood Working, Math, Books, etc.

Read and Write the Room

For this center you will need clipboards, paper, markers, kiddy sunglasses (with the lens poked out), and some kind of badge attached to yarn, that the student wears around their neck. They are now ready to read and write the room. They travel around the room copying their favorite words as they read them or they can make of list of words that begin with the letter of the week sound.

Handwriting Website

The following site is one of many free sites that are available to teachers, to print out worksheets for handwriting practice with names. Please share the site with your parents, as well. amazinghandwritingworksheetmaker.com