

LAUSD TRANSITIONAL KINDERGARTEN 2012-13 – Learning Center Activities to Address Needs of Students in TK

BRIEF DESCRIPTION OF SAMPLE ACTIVITIES TO ADDRESS DEVELOPMENTAL AND ACADEMIC NEEDS OF TK STUDENTS

- Language and vocabulary development in primary language transfers to English. Provide ample opportunities for language development in L1 and L2
- All areas of **class should be labeled** in English (and primary language of students, whenever possible).
- Learning Centers should have specific **vocabulary lists** posted, to remind adults to model and engage that vocabulary in their interactions with children.

Examples of specific activities, language, and vocabulary in italics.

PLF STRAND & SUBSTRAND Lesson Objective Center Activity Preschool Learning Foundations Synopsis/Appendix	Link to visual or master	Materials	California Pre-School Learning Foundations (PLF) Domains – Volume 1			
			Common Core State Standards (CCSS) Domains		ELD & Language Development <i>Primary Lang & English</i> Parent Training Handout Eng Parent Training Handout Spa	Social Emotional
			Mathematics	Language & Literacy		
LISTENING & SPEAKING 1.0 Language Use & Conventions		- Pictures of children, objects, situations - Magnifying glass (opt) - SRA or MHE photo library card		- Students talk about what is happening in pictures and why. They explain their opinions. <i>- What is in this picture?</i> <i>- It's a (girl, boy, dog, ___). They're (happy, scared, tired). Maybe ___.</i> <i>- I like/don't like it because ___.</i>	Students develop interactions and vocabulary by pointing to and talking about pictures.	- Students engage in interactions and show interest in images, and in each other's ideas.
LISTENING & SPEAKING 1.0 Language Use & Conventions		- Old phones, ring/bag of student names and phone numbers, number line	- Students practice keying in digits on toy phones. Students say numbers together aloud as they key.	- Students role-play conversational and pragmatic speech: <i>- Hello (Hello) Is Marta home? (Yes – hold on, please... Hello?) Hi Marta it's ___. How are you? Etc.</i>	- Students role-play conversational and formulaic speech: <i>- Hello (Hello) Is Marta home? (No – she's at school. Please call back later.) OK Thank you. Bye. (Bye)</i>	- Students engage in communicative exchanges and show interest in others.
LISTENING & SPEAKING 1.0 Language Use & Conventions		- Dramatic Play items (house, kitchen, garden, costumes and mirror, dolls, tools, puppets etc.) - Sand/water table, measuring cups and spoons	- Students talk about measurements, relative sizes, quantities	- Students role-play creative and abstracted interactions.	- Vocabulary of items in play center, creative and abstracted scenarios.	- Students play cooperatively, with interest in each other's scenarios and ideas.
LISTENING & SPEAKING 2.0 Vocabulary		- Picture cards, vocabulary cards, pictures of shapes, baskets of small objects, shapes/blocks, etc.	- Students sort and group pictures and objects. <i>Protocol: Talk about what they are, why they're together,</i>	- Students win tokens while naming and talking about items at center. <i>Game: Name it, say something about it, name it again. Win a token.</i>	- Students win tokens while naming and talking about items at center. <i>Game: Name it, say something about it, name it again. Win a</i>	- Students interact, work cooperatively, support each other's learning.

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		- Include multiples or multiple colors of similar objects	<i>difference from other objects.</i>	<i>Helping is OK. Extra token for naming in primary language.</i> - Object is for both players to get lots of tokens together by naming and talking about lots of items.	<i>token. Helping is OK. Extra token for naming in primary language.</i> - Object is for both players to get lots of tokens together by naming and talking about lots of items.	
LISTENING & SPEAKING 2.0 Vocabulary	<i>Literature connections & grammar forms</i>	- Familiar books, informational texts, math story books – library center	- Students retell and read books together	- Students develop vocabulary in context of retelling and exploring narrative and informational text.	- Students develop vocabulary in context of retelling and exploring narrative and informational text. <i>Consider ELD games to reinforce (irregular plurals etc)</i>	- Students interact, work cooperatively, support each other's learning.
LISTENING & SPEAKING 3.0 Grammar		- Class-made books				
READING 1.0 Concepts about Print						
READING 2.0 Phonological Awareness <i>Phoneme Deletion</i>		- Puppet, 10-20 simple picture cards of CVC type words - Ring with pictures of students - Primary language cards	- Students say names of students and count syllables	- Student 1 gets 5 turns with puppet "who always forgets the first sound of a word!" Student 2 says word or name from card. Puppet Student 1 "forgets the first sound". Helping is OK.	- See left - Lang & Literacy (<i>Can be done in primary language</i>) – <i>later practice skill in English</i>	- Students interact, work cooperatively, support each other's learning.
READING 3.0 Alphabets & Word/Print Recognition		- 2 baskets with 4-15 alphabet letter cards, printed on two colors of paper each for upper and lower case (or other marking) - Alphabet model posted for reference		Students work together to match upper and lower case letters and name them. - Start with 4-5 letters and work upward. - Later in year they can also name the s/s card and the sound it makes	- See left - Lang & Literacy (<i>Letter matching can be done in primary language</i>) – <i>later practice same skill in English.</i> - <i>Treasures s/s cards with spotted border have the same beginning sound in English and Spanish.</i>	

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		- One sheet version of <i>Treasures</i> sound/ spelling cards				
READING 4.0 Comprehension & Analysis of Age-Appropriate Text		Treasures retelling cards, CARE test cards, setting cards, vocabulary cards Listening center setup		Retelling previously-learned stories in partners, creating stories from familiar images, Listening center	Storytelling <i>Once upon a time, this is a story about, a long time ago, first-next-last, at the end.</i>	
READING 5.0 Literary Interest & Response		Library Center		Independently pick a book, read a book, reread big books, with appropriate book-handling skills.	Engagement with print, Retelling, Sharing book with others, playing teacher read-aloud <i>Title, author, my favorite, This book is about __</i>	

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WRITING 1.0 Writing Strategies		<ul style="list-style-type: none"> - Assorted papers, cards, envelopes, pencils, crayons, pens, story paper, etc. - Alphabet model, ring/bag of sight words, <i>Treasures</i> picture cards, magazine pictures - Teacher-modeled, captioned drawings students can copy - Labels for teachers to transcribe student speech - Number line, ring/bag of student names and phone numbers, picture of phone keyboard 	<ul style="list-style-type: none"> - Students practice writing and drawing digits and objects to represent number concepts. - Students glue pictures with objects and write digits to represent number of objects - Students copy each other's names and phone numbers, practice keying in numbers by touching digits on picture of keyboard. 	<ul style="list-style-type: none"> - practice writing and drawing letters, words, drawing pictures and labeling. - cut pictures from magazines and glue to story paper, write story (can dictate and teacher captions). - Students write cards/notes and address envelopes to each other and to teacher. - Student 1 pulls a letter/digit card and 'writes' letter/digit with finger on Student 2's back. Student 2 uses alphabet model/number line to point and name, then confirms by looking at Student 1's card, take turns - Students use brushes and water to draw letters, words, digits on pavement (when it dries it leaves an imprint). - Students emulate letter/digit shapes with body, 'spell' out names with body movement. - Student make large-scale words or drawings (on butcher paper, chalk on wall) - Indoors, students can lie on rug and make letter/number shapes with 	<ul style="list-style-type: none"> - Interaction, expression of interest and opinion, engagement and curiosity about work - <i>What did you write? I like this part. It's _____. What's that?</i> - <i>I'm writing a note to _____.</i> 	<ul style="list-style-type: none"> - Students interact, work cooperatively, support each other's learning. - Students draw pictures of self and family, label. Explain picture to partner. - <i>This is _____. Here is my (mother, father, sister, house)</i> - Students draw pictures of own (each other's) face, then label and show partner their pictures. Name features, express appreciation. - <i>Here's your (eyes, nose, mouth, hair)</i> - <i>I like your (smile, happy eyes) because _____.</i>
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MATH NUMBER SENSE 1.0 Number Concepts (eg. 0-5) Recognizing digit, Naming digit, Counting quantities, Matching digits and quantities	Pic 1	Cups, counters, digits 0-5 on small cards	Students take turns turning over cups to reveal the digit and saying the digit. Student turns over the cup to reveal the counters. Count to see if they are a match. No match cups turn over/Match, student keeps cup. Extensions: Use smaller counters and different digit ranges (eg. 10-14)	Academic Language development; Social Conventions	S-E D 3.0 Group Participation Turn taking Sharing
MATH NUMBER SENSE 1.0 Practice with one to one correspondence		Cubes, musical triangle or wood block to make sound	“Count and Side”: once students have been taught how to do it in whole/small group, 1 student can make sound at a center, and the group adds one for each sound. “How many do I have? Let’s count & slide.” “I have ___.”	“How many do I/you have? Let’s count & slide.” “I have ___.”	S-E D 5.0 Initiative in Learning Initiative in learning
MATH NUMBER SENSE 1.0, 2.0 One to one correspondence, recognizing numerals	Pic2, Pic3 Pic4 Pic5 Pic9 BLM4 BLM5 BLM6	Cubes, puzzle shapes (color coded for number range, 1-5, 6-10, 11-15, 16-20), number lines for counting support, “more”, “less”, “same” cards	“Puzzles”: Student selects a puzzle, places cubes on the puzzle to cover it, then “count and slide”, or uses a number line to support counting, matches the numeral to the amount. Extension: writing numerals, comparing numbers by connecting the cubes into towers and holding them next to each other. Which is less? Which is more? Are they the same?	More, less, same, compare	S-E D 2.0 Interactions with Peer Working together, making the connection that “more” is not winning.
MATH NUMBER SENSE 1.0 Spatial-temporal reasoning		Building blocks	Students construct towers, bridges and features of a city. How tall can you build? What happens when a piece is removed? How many blocks were used? What block was first? Second? Third?		S-E D 2.0 Interactions with Peers Working in pairs

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MATH NUMBER SENSE 1.0, 2.0 One to one correspondence, recognizing numerals	Pic6A Pic6B BLM6 BLM4 BLM3	Cubes, line shapes, (color coded for number range, 1-5, 6-10, 11-15, 16-20), number lines for counting support, “more”, “less”, “same” cards	“Lines”: Student selects a line, places cubes on the length of the outside of the line, then “count and slide,” or uses a number line to support counting, matches the numeral to the amount. Extension: writing numerals, comparing numbers by connecting the cubes into towers and holding them next to each other. Which is less? Which is more? Are they the same?	Students work with partner(s) and compare own work with others’. Engage vocabulary: <i>More, less, same, compare, line, cube, number, number line</i>	S-E D 2.0 Interactions with Peers Working together, making the connection that “more” is not winning.
MATH NUMBER SENSE 1.0 One to one correspondence	BLM6 BLM7	Cubes, tubs, or paper bags, handful recording sheet, number lines	“Handfuls”: Students reach into a tub or paper bag, removing one handful of cubes, counts, using count and slide, or a number line for support, records the amount on the shape of the hand, repeats. Extensions: use base ten (smaller) cubes for larger numbers	Students work with partner(s), count out loud and tell each other how many they have. Q&A: <i>How many do you have? I have...</i>	S-E D 5.0 Initiative in Learning
MATH MEASUREMENT 1.0 NS 1.0, 2.0 Length measuring	BLM8 BLM6 BLM4	Cubes, pieces of yarn cut to various lengths, recording sheet, number lines for support	“How Long?”: Students measure the length of a piece of string by putting cubes along the side of it, and then counting the cubes. Record results. Repeat. Extension: numbers to 20, longer pieces of yarn. Additional extension: students compare lengths, more, less, same?	Compare own work with others’. Request help. Engage vocabulary: <i>long, short, longer than, shorter than, same, different, mine, yours, Hold this, how long, could you help me, this is mine</i>	S-E D 2.0 Interactions with Peers Working together, making the connection that “more” is not winning.
MATH MEASUREMENT 1.0 NUMBER SENSE 1.0, 2.0 Capacity measuring	BLM9 BLM6	Cubes, various sized containers, labeled with distinctive marks, number lines for support	“How Many Does it Hold?”: Students fill containers with cubes, count to find “how many?” and record. Which containers hold more? Hold less? Contain the same? Order containers.	Students work with partner(s) and compare own work with others’. Engage vocabulary: <i>More, less, same, compare, line, cube, number, number line</i>	S-E D 5.0 Initiative in Learning
MATH NUMBER SENSE 1.0		Chalk on playground, or rolled out paper with numbers, or purchased	“Walking Number Line”: Students take off shoes on number line inside, or leave shoes on for number line outside, say number as they step on it. Extension: Counting backwards	“Simon Says” – practice commands/imperatives: <i>Walk two numbers forward, hop two back this way, hop</i>	S-E D 3.0 Group Participation Balance, heel-toe, hopping, jumping

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MATH NUMBER SENSE 1.0 Counting backwards		None Hats, signs to indicate roles	“Blast-off”: Students assume the “blast-off” position, crouching on the floor, arms pointed together overhead, to resemble a space ship. Count back “5-4-3-2-1-Blastoff! “ With students jumping up and moving arms to the sides on “blast off!”		Take turns being ‘mission control’ and astronauts	S-E D 5.0 Initiative in Learning Balance, jumping
MATH NUMBER SENSE 1.0 ALGEBRA AND FUNCTIONS 1.0 Counting by tens, larger numbers		Bags of Halloween candy (other assorted manipulatives)	“Candy Count”: Students are reminded that we eat one piece at the end, if they eat during the counting, they cannot play. Students attempt to count the candy, but teacher keeps interrupting (flashing lights, talking, bells). Teacher: “Is there a strategy we can use so that we don’t lose track?” Note that someone has grouped the candy by 10. Students group candy by sets of ten, then group count by ten to find total. Extension: opportunity for sorting by attributes.		<i>Sorting, counting, organizing, ‘by ones’, ‘by fives’, ‘by tens’</i>	S-E D 2.0 Self-Regulation, 3.0 Group Participation Working together, self-control
MATH NUMBER SENSE 1.0 Composition, decomposition		cubes	“How Many Are Hiding?” Student 1 shows target number of cubes (5), makes a train, breaks the train and places one part behind their back. Asks, “How many are hiding?” Partner gives a response, student shows missing part, saying “Good Job!” or “Try Again.” Discuss how they figured it out. Take turns.		Q&A <i>“How many are hiding, I have..., there are,</i>	S-E D 2.0 Interactions with Peers Working together, taking turns
MATH MATHEMATICAL REASONING 1.0 One to one correspondence	BLM 10 Pic7	Cubes, cards with “settings”, either teacher drawn, or students drawn, for example: a store, a tree, a lake, a barn, a playground, a road, a house.	“Storyboards”: Students work in partners to select a storyboard, and use cubes to model something in their invented story. Students prompt: “How does your story start?” Students listen to each other’s stories.		Storytelling <i>Once upon a time, this is a story about, a long time ago, first-next-last, at the end,</i>	S-E D 2.0 Interactions with Peers Working together, taking turns
MATH GEOMETRY 2.0		Stuffed animals, cards with directions in pictures, showing animals placed	Students work in pairs to take a card and place a stuffed animal in the location shown, explaining why they think it matches.		Explaining <i>It matches because... It doesn’t match because...</i>	S-E D 2.0 Interactions with Peers Working together, taking turns

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MATH GEOMETRY 2.0 Direction words		Stuffed animals, cards with directions in pictures, showing animals placed above/below/beside/ under/in front/behind/inside/outside	Students work in pairs to take a card and place a stuffed animal in the location shown, explaining why they think it matches.		Explaining <i>It matches because... It doesn't match because...</i>	S-E D 2.0 Interactions with Peers Working together, taking turns
MATH NUMBER SENSE 1.0 Spatial-temporal reasoning	Pic 14	Pick up sticks	Students work in pairs, taking turns removing sticks without moving the other sticks. Count how many they removed. Share their strategy.		Position words <i>Your turn, my turn, watch out, warning, be careful, I did it by ___ing, over/under, on top of, underneath, I moved the one above...</i>	S-E D 2.0 Interactions with Peers Working together, taking turns
MATH NUMBER SENSE 1.0 One to one correspondence		10 empty water bottles, small ball (or plastic bowling set), tape mark on the floor for bowler to stand on	Students take turns rolling the ball and knocking down the pins, counting and recording their "score". Student sets up pins for the next student.		Counting & recording, requesting: <i>I got, you got, more, less, Please, set up my pins, thank you, I knocked down __, strike</i>	S-E D 3.0 Group Participation Working together, taking turns
MATH NUMBER SENSE 1.0, 2.0 One to one correspondence	BLM2 Pic 8	Creature cards, cubes, number line for support	Students select a card, and use cubes to build a 3-D, free-standing version of the creature. Student counts the cubes, and compares with a partner, extension: writing the number.		Description, comparison <i>Taller than, smaller than, just like, wider than, looks like, more than I/we used __, we built it with __ cubes</i>	S-E D 3.0 Group Participation Working in pairs
MATH NUMBER SENSE 1.0, 2.0	BLM6 Pic 15	Plastic "Easter Egg" sets, cubes, basket, number line	Students reach into the basket, select an egg to open, and counts the cubes inside.		Counting <i>How many does this one</i>	S-E D 2.0 Interactions with Peers

SOCIAL EMOTIONAL

SELF 1.0 Self-Awareness		Paper, Crayons, Mirrors, Pencil, drawing materials		Labeling; Show and Tell during large group sharing (oral lang dev)	Describing characteristics and feelings: <i>I drew my __, here are my __, my eyes are</i>	Self-portraits: Students use a mirror to draw a self-portrait. They add more detail as they look further in the mirror.
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		Feelings poster		Dictate ideas to Teacher <i>___, my hair is, color words, short/long, curly/straight</i> <i>I feel ___</i>	Choose a feeling & draw picture of self displaying feelings	
SELF 1.0 Self-Awareness		Crown or other regal attire		After “King/Queen for a Day” routine established in class, do at center: Describe physical characteristics, connect to letters of King/Queen’s name.	Describing: <i>tall/short, thin, chubby, big, small, curly, straight, fuzzy, fluffy, (color words, describing words)</i>	
SELF 2.0 Self-Regulation		Daily schedule poster, musical instruments, CD player, music		Encourage use of words (rather than cry/scream) to communicate feelings/ thoughts, express needs.	Communicate basic needs <i>I like, I need, I feel ___ because __, I don’t like, stop ___ing, please, I need, what do you want/need. S/he’s feeling ___ because __, I feel ___ when you ___</i>	
SELF 3.0 Social & Emotional Understanding		Second Step posters and/or age appropriate storybook focused on feelings/emotions; puppets		Read a story or use second-step posters to highlight a range of emotions and feelings	Vocab: Show emotion cards with pictures, act out the feelings; use puppets to express feelings	
SELF 4.0 Empathy and Caring		Play dolls and accessories; puppets		Communicate about feelings <i>S/he’s feeling ___ because _ (feeling words)</i>	Dramatic play area-caring for baby dolls; setting up a “mini-hospital” with props	
SELF 5.0 Initiative in Learning		Tables, bins with sand or water; buckets, cups, shovels, etc.		Discovery and Inquiry <i>I found, I learned, Look!, under, on top of, What did you find? I found, How does this work? How do you ___, Where does this go?, what’s this? What’s that? What’s it called,</i>	Inquiry-tables with sand or water related to units or stories being read; science centers with materials related to units; Puzzles to be put together by students centers or	

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		Puzzles Blocks, manipulatives		<i>What's this for? Can you help me?</i>	pairs. Use building blocks/legos to make a creation	
SOCIAL INTERACTIONS 1.0 Interactions with Familiar Adults		Poster sized or butcher paper; markers, crayons, audiorecorder Costumes/props for acting		Listening Center—listening to recording of created shared stories on large paper (where possible, provide translation in children's home language too) Read along with recording Retell story independently, illustrate story, compare	Shared storytelling: A small group of students dictate to adult to make up create stories collaboratively; story is recorded with drawings and words by storyboarding on paper; audio-record the story for later reference by students in listening center	
SOCIAL INTERACTIONS 2.0 Interaction with Peers		Paint, paper, brushes, easels		Cooperation & negotiation <i>Please, thank you, may I borrow, do you have, can you lend me, let me use __, you use it first, I'll use it after, my turn, your turn, let's share</i>	side by side painting; partnered book browsing;	
SOCIAL INTERACTIONS 3.0 Group Participation		Pads, pencils, crayons, dramatic play items, etc.	Writing numbers, saying numbers, sorting foods or grocery items,	Writing, taking orders, labeling, Role-play, Requesting, Offering help, Q&A, asking for information <i>Hello, can I help you?, What are you looking for? What would you like? I want __</i> <i>Can I take your order? what would you like?, do you want dessert? What would you like to drink</i>	Restaurant role playing: Waiter/waitress taking the customer's orders; grocery shopping;	
SOCIAL INTERACTIONS 3.0 Group Participation		Rug area with calendar setup, Poster with student names	Calendar Time-asking children to take attendance (notice who is absent).	Read each other's names, mark present/absent Stating facts, getting information <i>Who is here? Who is absent? She is __, He is at home, sick/getting better, at the doctor</i>	Noticing others – who is present, who is absent, where they might be	
SOCIAL		(Applies to all center-based		(Students are able to follow directions and rules for center, help	Develop responsibility and following class rules,	

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INTERACTIONS 4.0 Cooperation and Responsibility		activities)		their partners to follow directions)		
RELATIONSHIPS 1.0 Attachment to Parents		Paper, pencils, crayons, letter, glue, scissors,		Encourage home language use at arrival/dismissal time between children and parents, students sign in and out, Draw pictures and write letters or cards to parents, homework.		
RELATIONSHIPS 3.0 Friendships		Beads, charms, yarn, glue, pipe cleaners, etc. Construction paper, staples or yarn, glue, scissors, crayons, pencils, markers, etc. Crown or other regal attire		After “King/Queen for a Day” routine established in class, do at center: Describe physical characteristics, connect to letters of King/Queen’s name. <i>Describing: tall/short, thin, chubby, big, small, curly, straight, fuzzy, fluffy, (color words, describing words)</i>	Friendship bracelets: students make and exchange a bracelet with another student in the class. Friendship booklets— children decide what to include in their books. Dictate to adult.	

Ideas for MOVEMENT ACTIVITIES DURING TRANSITIONS BETWEEN ACTIVITIES, ROOMS, DURING OUTDOOR PLAY

MATH	LANGUAGE & LITERACY	ELD	P.E. – GROSS MOTOR DEVELOPMENT
- Before walking to next location, estimate how many steps (when finished, compare). Count by ones and 10’s to 100. Count up & back from 20.	- While transitioning rotations or moving from class to other locations, sing (ABC’s, Days of Week, Months of Year, etc.)	While walking to next location, teacher name and students repeat words in categories (fruits, vegetables, days of week, clothing, colors, etc.)	- Moving from class to other locations as a class – instead of walking: <i>hopping, galloping, skipping, ‘flying’, conga line)</i>