



**CHARITABLE
CONTRIBUTIONS**

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Funds Distribution Report

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Everett Public Schools Foundation

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<https://www.everettsd.org/epsf>

Organization's General Goals:

We build community support and invest resources to inspire innovation, excellence and achievement for all learners in the Everett Public Schools.

Date of Award:	Level:
2019 Q2	\$500 to \$2,500

For more information, please read the attached report from Everett Public Schools Foundation.

Disclaimer: This report may be a summary of content provided by the recipient, not always complete quoted material.

Everett Ready 2020

The Everett Ready program was redesigned in 2020 to expand the kindergarten transition opportunity to all registered kindergartners and their families (previously, the program required an application and only those kindergartners who hadn't been in preschool were invited; the new Transitional Kindergarten program launched in January 2020 filled this need so Everett Ready could be expanded to all students, supporting the significant transition into kindergarten for students and families).

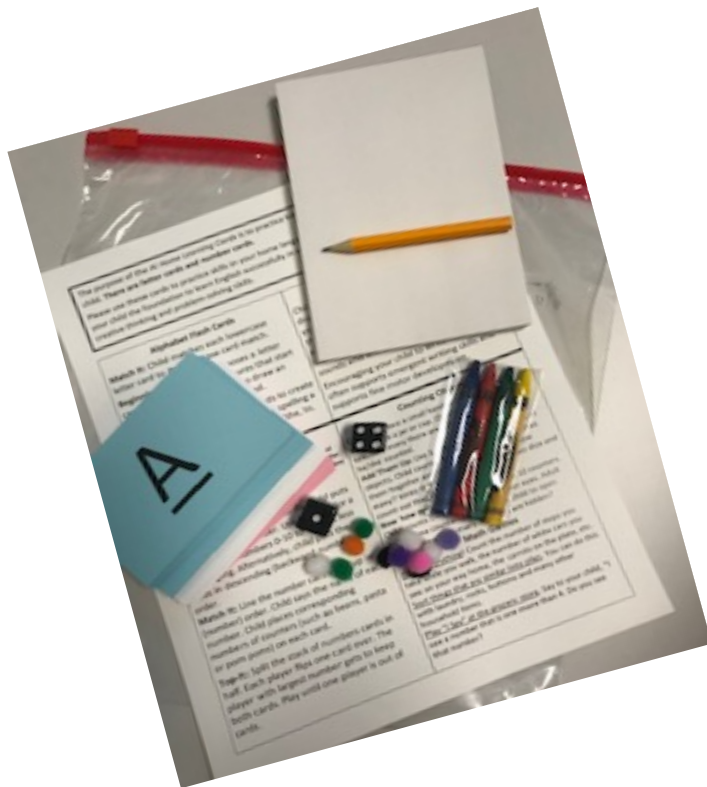
Key points of the redesigned program:

- All students enrolled in Kindergarten invited to attend; no application necessary
- Five days (instead of 8) in mid-August (instead of late July) to be as close to possible to the start of the school year; this is an advantage because more students are enrolled by then and the short period of time between Everett Ready and the first day of school makes the transition easier for students and families
- Transportation provided by the district, for the first time, eliminating barriers for families who aren't able to transport their students by private vehicle
- Two certificated and 6 classified staff per school making the student-to-adult ratio very low
 - Certificated staff lead whole group activities, screen/assess students and support classified teams
 - Classified staff lead rotations (6 per school): Art, Social Skills, Manipulatives, Blocks, Fine Motor, Gross Motor

Remote Everett Ready:

When the announcement was made in early August that Everett Public Schools would start the school year remotely, plans were immediately adjusted:

- **August 11:** over 69 Certificated Staff trained on Remote Everett Ready
- **August 11-15:** all enrolled kindergarten students and their parents were invited to attend multiple zoom sessions to meet their teacher and classmates
- **August 17 -22:**
 - Two zoom sessions were held by kindergarten teachers at each school (on different days and at different times to allow as many families as possible to attend). Teachers introduced themselves and the students, provided a classroom tour, shared routines and practices around zoom sessions, and engaged with their students with fun activities.
 - One or two zoom sessions were held by Principals/Asst. Principals to engage with families around the school campus, the remote launch to school, accessing technology for remote learning, and signing up for Family Connection conferences on Sept. 9, 10, 11. It was an opportunity to meet the school leaders and it provided a venue for parents to ask some of the many questions they had with this virtual experience they were about to embark on with their kindergartners.



KINDERGARTEN TOOL KITS

During the Everett Ready week, the Early Learning team prepared and distributed Kindergarten Tool Kits to over 1400 kindergartners to support remote learning. Families picked the tool kits up at their schools' curbside pick-up station, the kits were mailed, or teachers delivered them to the family's porch.

EVERETT READY ENROLLMENT from 2016-2020

YEAR	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020
Schools	2	6	14	13	18
Classrooms	5	13	31	26	NA-Remote
Teachers	5	13	35	27	All
Para's	5	13	31	26	NA
Students	44	102	237	214	Over 600*

*Because of the rapid transition to a remote Everett Ready, we weren't able to put formal attendance procedures in place; most principals and teachers took counts of the students and families who participated at their schools; this number reflects the number of participants at the schools which reported their attendance. We estimate that the actual participation was even higher.

Welcome to Everett Public Schools

Virtual Play and Learn in English & Spanish!

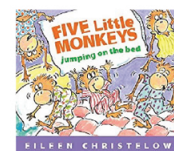


- ☒ Children ages 0-5 and their caregivers listen to a story, sing along with fun songs and more!
- ☒ Pick up a monthly activity kit at your local library
- ☒ Watch new weekly videos on your own schedule

October 2020 Circle Time Video Calendar

Use the QR code above or go to www.everettsd.org/earlylearning and follow the link to 'Play and Learn.'

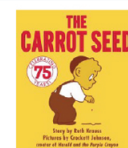
**Monday, October 5 —Counting with
"Five Little Monkeys"**



**Monday, October 19 — Social Emotional
Learning with "Knuffle Bunny"**



**Monday, October 26 —Science with
"Carrot Seed "**



Monthly Activity Kit* Pickup Begins October 1 at:

Everett Public Library @ 2702 Hoyt Ave
(Mon-Fri 12-6, Sat 12-5) Reserve a kit at 425-257-8010

Everett Public Library @ 9512 Evergreen Way
(Mon, Wed & Fri 12-5) Reserve a kit at 425-257-8260

Mill Creek Library @ 15429 Bothell Everett Hwy
(Mon-Tues 10-7, Wed-Sat 10-6, Sun 1-5)

***Supplies are Limited**



Bienvenido a Everett Public Schools

Aprendiendo y Jugando Virtualmente



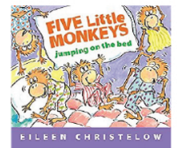
- Para niños de 0 a 5 años, acompañenos semanalmente a nuestra actividad virtual ('Circle Time') donde los niños podrán compartir con sus padres o cuidadores, leeremos un cuento infantil diferente cada semana, canciones y más!
- Obtenga su kit mensual de actividades en su biblioteca local.
- Busque por el video semanal y elija el horario más conveniente para verlo.



Calendario Octubre 2020 Videos de 'circle time'

Use el código de QR o visitenos en www.everettsd.org/earlylearning, ahí busque "Play and Learn" para jugar y aprender con su niño

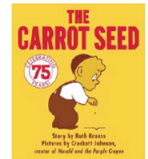
Lunes 5 de Oct.— Aprendiendo matemáticas con "Five Monitos"



Lunes 19 de Oct. Aprendizaje Socio-emocional con " El Conejito Knuffle"



Lunes 26 de Oct.—Aprendiendo ciencias con "La Semilla de Zanahoria "



A partir del 1o. de Octubre podrá recoger su kit mensual de actividades en los siguientes días y horas:

Everett Public Library ubicada en 2702 Hoyt Ave
(Lu-Vie 12-6, Sáb 12-5) Reserve un kit al 425-257-8010



Everett Public Library ubicada en 9512 Evergreen Way
(Lu, Mié y Vie 12-5) Reserve un kit al 425-257-8260



Mill Creek Library ubicada en 15429 Bothell Everett Hwy
(Lu-Mar 10-7, Mié-Sáb 10-6, Dom 1-5)



***Los kits están limitados**

Everett Ready 2020



Everett Public Schools, P-3 Early Learning, March 2020
Adapted from Highline Public Schools, Kindergarten Jump Start



EPS Everett Ready: Program Overview

Everett Ready is a transition program offered in August for students preparing to enter kindergarten in September. It provides an opportunity for students to become familiar with the school campus, the staff and their kindergarten peers before the start of school and the arrival of students in grades 1-5. The program supports positive, consistent experiences for all children and families with time and space to learn school routines and practices.

Everett Ready:

- offers a safe and welcoming introduction to elementary school for families and students, relieving many first-day anxieties
- provides school staff with critical information about students' strengths and learning needs, allowing planning for individualized instruction
- gives families an opportunity to meet staff, discuss kindergarten readiness and receive educational support around helping their students become school-ready
- provides an opportunity to connect students with necessary district resources
- provides an opportunity to begin collecting student data around kindergarten readiness.

Everett Ready: Structure and Staffing

Key components:

- One-week instructional program, late August, at all available elementary schools.
 - The program starts at the regular daily start time and lasts for three hours.
 - Early Start - 8:25 am – 11:25 am (HAE, LOE, MAE, MOE, WHE, WOE)
 - Late Start - 9:10 am – 12:10 pm (CWE, EME, FVE, GAE, JAE, JFE, MCE, PCE, SFE, SLE, TCE, VRE)
 - Students must be registered for kindergarten to attend Everett Ready.
 - Rotations will be taught by paraeducators each day.

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Adapted from Highline Public Schools, Kindergarten Jump Start

- A certificated teacher(s) will lead the whole group activities, facilitate the learning rotations, and conduct student screenings.
- Family Engagement Meetings are scheduled for Day 1 and Day 5 during Everett Ready class time.
 - Day 1 Meeting: Principal and/or Assistant Principal welcomes families into the school community, leads the meeting and shares information about the school, procedures, and routines. This is an opportunity to build community and help families connect with each other. Meeting length can vary to meet the needs of the group.
 - Day 5 Meeting: Principal and/or Assistant Principal celebrates the conclusion of Everett Ready. A kindergarten teacher attends when possible to answer questions, provide information about the upcoming school year (importance of regular attendance, volunteer opportunities, etc.) and WaKIDS Family Connection Meetings.
 - Per contract kindergarten teachers are provided four hours of pay to plan and prepare for WaKIDS Family Connection Meetings. If teams choose, they may use part of this time to meet prior to Day 5 to establish classroom assignments for students based on screening results and observations. If students have been assigned to a class, families could sign up for their Family Connection Meeting time on Day 5.

Everett Ready: Daily Schedule

Greet children as they enter the classroom and put on name tags; use the name tags to divide students into 6 or 7 groups for the rotations.

Welcome and Circle Time: 20 minutes (choose from options below)

- Greeting—name games/songs
- Song—nursery rhyme/ABC (repeat every day to build familiarity and confidence)
- Story—big book or read aloud
- Calendar routine
- Establish expectations for restroom, safety and rotation structure (Day 1)

Six Rotations: 15 minutes each (2-3 minutes per transition). Establish a consistent routine for moving students from place to place. (90 minutes total)

- Manipulatives
- Blocks
- Physical – Fine Motor

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Adapted from Highline Public Schools, Kindergarten Jump Start

- Physical – Gross Motor
- Social Skills
- Art and Science
- *Library (If a seventh rotation is needed, time can be adjusted from circle times to accommodate the rotation.)*

Recess and Snack: 25 minutes

- Recess is scheduled all 5 days between the 3rd and 4th rotation for 15 minutes.
- All adults should be outside with students for safety and support.
- Snack follows recess all 5 days. Students go to their next rotation (#4) and eat snack there before the next activity begins.
- Allow time for handwashing before snack.

Closing and Circle Time: 15 minutes

- Review/reflect on the day—look forward to tomorrow. Share an activity that students can look forward to and suggest an activity they tell their family about.
- Song/finger play—repeat each day to build recognition and have kids come to school at the beginning of the year knowing some common songs or finger plays.
- Goodbyes—set up a regular “pick up” spot for bus riders and for parents to meet their children, similar to the routines established at your school.

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Adapted from Highline Public Schools, Kindergarten Jump Start

Table of Contents for 6 Daily Rotations

Art and Science:

Day 1: *Leaf Rubbing*

Day 2: *Watercolor Exploration*

Day 3: *Watercolor Magic Names*

Day 4: *Exploring Sink/Float & Making Predictions*

Day 5: *Exploring Sink/Float Experiment*

Social Skills:

Day 1: *Opening Routine*

Day 2: *Interactive Read Aloud Day 1*

Day 3: *Interactive Read Aloud Day 2*

Day 4: *Social Thinking – Activity 1*

Day 5: *Social Thinking – Activity 4*

Manipulatives:

Day 1: *Exploring Math Manipulatives*

Day 2: *Exploring Pattern Blocks*

Day 3: *Pattern Block Puzzles*

Day 4: *Sorting and Counting*

Day 5: *Continued Exploration of Math Manipulatives*

Blocks:

Day 1: *Introducing Blocks – Respecting our Materials*

Day 2: *Blocks – Building Towers and Structures*

Day 3: *Blocks – Building and Problem Solving*

Day 4: *Blocks – Planning Before Building*

Day 5: *Blocks – Planning and Reflecting*

Gross Motor:

Day 1: *Tour of School – Outdoor Spaces*

Day 2: *Tour of School – Indoor Spaces*

Day 3: *Playground – Follow the Leader and Simon Says*

Day 4: *Obstacle Course*

Day 5: *Relay Race*

Fine Motor:

Day 1: *Coloring*

Day 2: *Star Sticker Names*

Day 3: *Daubers*

Day 4: *Mat Man*

Day 5: *Scissors and Cutting*

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Adapted from Highline Public Schools, Kindergarten Jump Start

Everett Ready



Art and Science

Everett Public Schools, P-3 Early Learning, March 2020
Adapted from Highline Public Schools, Kindergarten Jump Start

Art and Science:

Day 1: Leaf Rubbings

- TS GOLD™ Objectives: 10a and 11a

Day 2: Watercolor Painting

- TS GOLD™ Objectives: 8b and 11b

Day 3: Watercolor Magic Names

- TS GOLD™ Objectives: 1c and 16a

Day 4: Exploring Sink and Float & Making Predictions

- TS GOLD™ Objectives: 9b and 13

Day 5: Exploring Sink and Float Experiment

- TS GOLD™ Objectives: 7b and 12a

Everett Public Schools, P-3 Early Learning, March 2020
Adapted from Highline Public Schools, Kindergarten Jump Start

Day 1 Art and Science: Leaf Rubbings

Focus: Children will engage with provided materials to explore the shapes and textures of different leaves. Children will use fine motor skills to create rubbings and will share in discussion with peers about their observations as their pieces develop.

Materials:

- Variety of leaves
- Crayon pieces with outer paper removed
- One sheet of white paper per child
- Tape

Activity: Teacher invites children to investigate the leaves provided and introduces the activity. Adult sits with children and provides them with the necessary materials to create their own leaf rubbing and then briefly demonstrates how to do the activity. Children then engage in the activity independently. Write child's name on the upper right-hand corner of the paper.

Directions

- Show the children the leaves you are providing and talk about their different shapes and textures.
- For example: "When I rub my fingers against this leaf, I can feel lots of bumps and ridges."; "This leaf is shaped like a heart."
- Point out the small lines in the leaves and tell the children that they are called "veins".
- Explain that each child will get a crayon, a piece of paper and a leaf.
- Demonstrate for children how they will need to put their piece of paper on top of the leaf and how to hold the crayon sideways and rub it against the paper.
- As children begin their leaf rubbing ask questions about what they are beginning to see.
- For example: "What shape is the leaf?", "Is it long or round?", "What do the veins in the leaf look like?"
- Allow students to share with each other and with the whole group. Welcome all ideas.
- If time allows, encourage children to ask others to trade leaves with them so they can do an additional rubbing.
- If a child is having difficulty keeping the leaf and paper together, tape the leaf to the back of the paper with very small pieces of tape.

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Teaching Strategies GOLD™ Objective:

- 10a. Engages in conversations (*Look for: begins to have verbal conversations back and forth with at least 3 exchanges*)
- 11a. Attends and engages (*Look for: sustains work on age-appropriate, interesting tasks; ignoring most interruptions or distractions*)

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Adapted from Highline Public Schools, Kindergarten Jump Start

Day 2 Art and Science: Watercolors

Focus: Children will experiment with the materials provided to isolate individual colors. Children will engage in conversation about what they see as they add colors to their paper.

Materials:

- Watercolor paints (1 set per 2 children)
- White cardstock paper with pre-printed rainbow to support color isolation
- White cardstock for free exploration
- 1 paintbrush per child
- Small cups of water for rinsing brushes
- Paper towels for excess water

Activity: Teacher introduces the materials to the children by demonstrating how to use them. Children are encouraged to isolate one color at a time to paint their paper. Write child's name in the upper right-hand corner of the paper.

Directions:

- Explain to the children that they will share a paint set with the child next to them.
- Demonstrate how to wet the brush, dip it into the paint until it is wet, add the paint to the paper and then rinse the brush before going to the next color. Talk to the children through this process.
- Example: "After I dip my brush in the water, I'm going to be very careful to only dip it in the red paint.", "When I'm done with that color, I'm going to rinse my brush out until the water on my brush is clear."
- As children are sharing paint sets, encourage them to talk to their partner about what color they are going to use next.
- Encourage children to engage in conversation about what they are noticing as they paint by asking them questions.
- Example: "What do you think would happen if you added less water to the paint?", "What do you notice about the color as the paint starts to dry?"
- Talk about how they will have an opportunity to mix the colors to make new colors tomorrow.
- Encourage children to think about what they will see when they mix the colors.
- Example: "I wonder what would happen if we mixed the yellow paint with the blue paint tomorrow."

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Adapted from Highline Public Schools, Kindergarten Jump Start

Teaching Strategies GOLD™ Objective:

- 8b. Follows directions (*Look for: Follows directions with 2 or more steps*)
- 11b. Persists (*Look For: Begins to plan or pursue a variety of challenging tasks*)

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Adapted from Highline Public Schools, Kindergarten Jump Start

Day 3 Art and Science: Watercolor Magic Names

Focus: Children will continue to explore watercolor paints. They will experiment with mixing colors and uncovering and recognizing letters of their name. Children will have the opportunity to practice skills learned the day before and engage in conversation about the activity and their observations as they paint the paper.

Materials:

- 1 sheet of white cardstock paper per child
- A white crayon
- Watercolor paints (1 set per 2 children)
- 1 paintbrush per child
- Small cups of water for rinsing brushes
- Paper towels for excess water

Activity: In advance, teacher writes each child's name on a piece of cardstock paper using the white crayon. Children are asked to paint their paper to uncover their "magic name". Children are encouraged to experiment with mixing colors to create new colors.

Directions:

- Ask children to recall the painting from the previous day.
- Example: "Yesterday we painted with watercolor paints too. Who remembers how we get all the paint off our brush?" "Does anyone remember what happened when we added just a small amount of water to the paint?"
- Explain to the children that they will share a paint set with the child next to them.
- Tell the children that as they paint, they will uncover a "magic name".
- Encourage children to experiment with mixing 2 colors together.
- Example: "Yesterday we talked about what would happen if we mixed yellow and blue together. Would you like to try that?"
- Encourage children to share their observations with you and their peers.
- Ask children to name the letters they recognize as they uncover the letters of their name on their paper.

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Adapted from Highline Public Schools, Kindergarten Jump Start

Teaching Strategies GOLD™ Objective:

- 1c. Takes care of own needs appropriately (*Look for: Demonstrates confidence in meeting own needs; uses materials, utensils, brushes appropriately*)
- 16a. Identifies and names letters (*Look for: Recognizes and names a few letters in own name*)

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Adapted from Highline Public Schools, Kindergarten Jump Start

Day 4 Art and Science: Exploring Sink and Float & Making Predictions

Focus: Children will have the opportunity to make predictions that will be recorded and used for referencing the next day when completing the experiment.

Materials:

- Clear tub with water for a visual
- At least 8 small objects made of different materials: plastic, metal, glass, and wood. Suggested items: metal toy cars, math cubes, plastic and metal paperclips, plastic counters, marbles, small plastic ball, wooden block, coins, eraser, small stick, metal and plastic spoon, etc.
- Pre-printed images of materials (to post on T-chart)
- Sentence stem- "I think ___ will (sink/float) because___."
- Chart paper
- Markers

Activity: Invite children to join you on the carpet or at a table. Introduce the activity by informing children that today they will be making predictions using the essential question, "Which items will sink or float?". Teacher will record children's predictions.

Directions:







- In advance, create T graph on chart paper with the essential question across the top, a column for items that will sink and a column for items that will float. (see example below)
- Review the essential question: "Which items will sink or float?"
- Show and name each object. Tell children that today they will be making predictions, a scientific guess, about what is going to happen with each object when placed in the water.
- "I have a few items here and I'm wondering what might happen to these if I put them in water..." Hold up the first object. "Do you think (name item) this will sink or float in a tub of water? "
- Have students practice forming predictions orally (use sentence stem for support). "I think ___ will (sink/float) because ___."
- As students share predictions for each item, place the image of the item on the chart paper. Move the items as student predictions change. Go with the majority. You can ask students if they agree or disagree with each other's predictions, and why?

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Adapted from Highline Public Schools, Kindergarten Jump Start

- Remind children that the following day they will be given a chance to test their predictions
- Label the chart paper for each group so you will have the correct predictions for the correct group to display the following day.

Teaching Strategies GOLD™ Objectives:

- 9b. Speaks clearly (*Look for: Is understood by most people; may mispronounce new, long or unusual words*)
- 13. Uses classification skills (*Look for: Places objects in two or more groups based on differences in a single characteristic ex. color, size, shape*)

Essential Question: Which items will sink or float?	
Sink	Float
   Etc.	   Etc.

Everett Public Schools, P-3 Early Learning, March 2020
Adapted from Highline Public Schools, Kindergarten Jump Start

Day 5 Art and Science: Exploring Sink and Float Experiment

Focus: Students will have the opportunity to perform a simple experiment to determine which objects sink or float. Students will compare their findings with their predictions from the previous day. Students will record their observations and share findings with a partner, and/or at home.

Materials:

- Clear tub filled with water
- Sink or float objects from previous day
- Charts from previous days - ensure you post the correct posters for each of the different groups
- Student "Sink or Float?" worksheet (see template below)
- Writing and drawing materials
- **Optional:** Towels, dry tub to place wet items, plastic cover for table or carpet/floor.
- **Optional:** Do it outside!

Activity: Invite children to join you at the table. Display charts from previous days. Display the objects for the experiment. Introduce the activity by informing the children that they will test their predictions from yesterday through a scientific experiment.

Directions:

- Review the sentence stem from the day before to support the conversation. Ask children to recall the predictions they had made.
- For example: "Yesterday we made some scientific guesses or predictions about if these items would sink or float."
- Review the charts from the previous day to review predictions.
- Show and name the objects. Allow each child to hold one object to test.
- Tell children: "Scientists record the observations they make when they conduct an experiment. Today we will be recording our observations, just like scientists do!"
- Have students take turns placing one item into the water.
- Ask children to observe closely and tell you what they notice. Record these findings using a different color marker on the chart from yesterday.

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Adapted from Highline Public Schools, Kindergarten Jump Start

- When children respond to each experiment finding (float or sink) ask: How do you know? Encourage high-level responses and complete sentences using the sentence stem ("The ____ sank because it went to the bottom of the tub," or "The ____ floated because it stayed on top of the water," etc.)
- Provide each child with a recording sheet.
- Model for students how to fill out the form using one of the items.
- Students should be asked to write their name on the recording sheet (support as needed). Ask each child to choose one item for which to record findings. Assist students in writing the name of the object on the worksheet. Then, allow children to independently draw a "scientific picture" of their observations. Remind them to draw the tub, the water, and the object using accurate colors and features, just like scientists do.
- **Optional:** Start with items students predicted to float, then test the items they predicted to sink. This may help students keep track of their predictions and the results.
- **Optional:** Pair students up and allow them to share and talk about their recording sheets.
- **Optional (home-school connection):** Make copies of student work. Keep the original and send the copy home for students to share with parents.

Teaching Strategies GOLD™ Objectives:

- 7b. Uses writing and drawing tools (*Look for: Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end*)
- 12a. Recognizes and recalls (*Look for: Recalls familiar people, places, objects and actions from the past*)

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Did It Sink or Float?

I observed that _____ sank/floated.

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Everett Ready



Social Skills

Everett Public Schools, P-3 Early Learning, March 2020
Adapted from Highline Public Schools, Kindergarten Jump Start

Social Skills:

Day 1: *Introduce Social Thinking – Thinking Thoughts and Feelings*

- TS GOLD™ Objectives: 1b and 3a

Day 2: *Read Aloud Day 1 – Social Thinking – Thinking Thoughts and Feelings*

- TS GOLD™ Objective: 8a

Day 3: *Read Aloud Day 2*

- TS GOLD™ Objectives: 18b and 9b

Day 4: *Social Thinking Activity*

- TS GOLD™ Objectives: 17b and 18b

Day 5: *Social Thinking Activity*

- TS GOLD™ Objectives: 15a, 15c and 17b

Everett Public Schools, P-3 Early Learning, March 2020
Adapted from Highline Public Schools, Kindergarten Jump Start

Day 1 Social Skills: Opening Routine

Focus: Children learn to focus attention, listen and participate in a small group setting. Students are introduced to story characters and social learning around thoughts and feelings. Students begin to learn about their body in space, the importance of listening and attending.

Materials:

- We Thinkers: Social Explorers – Book 1: *Thinking Thoughts and Feeling Feelings*
- Supplemental Daily Lesson Guide
- Thought Bubble (large and small)
- Speech Bubble
- Ways to Sit Anchor Charts
- Student Name Cards

Activity: This consistent routine prepares the students to think about one another and the plan for the activity. Students will know what is expected, because it is predictable. Select a whole group meeting area and invite students to sit in circle. Explain the expectations for sitting and being part of the group. Students will be introduced to story characters.

Directions:

Explain How to Sit

- “We are going to learn three ways to sit on the carpet.” (Point to the anchor chart and picture of Criss Cross)
- “One way to sit is crisscross. You are sitting on your pockets with your legs crossed in front of you. Let’s practice sitting crisscross.”
- (Point to Mountain) “Another way of sitting is to sit like a mountain. You are sitting on your pockets and your knees are bent in front of you. Let’s practice sitting like a mountain.”
- (Point to Mermaid) “The last way to sit is like a mermaid. You are sitting on one pocket with your legs bent to one side. Let’s practice sitting like a mermaid.”
- “Let’s practice our sitting positions. When I point to one of the sitting pictures you show me how your body is supposed to sit.” (Randomly point to the sitting positions). Practice up to 3 times each pose.

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- “Now it is your turn. When I count to 3 you choose the sitting position that is the most comfortable for you. Ready. 1, 2, 3. Great! I see you are all sitting comfortably in your own space. Fabulous!”

Who is in the group?

- “We need to know who is in our group today. We have a group activity which is called our group plan. Everyone is going to join our group. We are going to be thinking about and including everyone in our group plan today. We know this because everyone’s name will be in our giant thought bubble. Let’s see who is in our group plan today.”
 - Hold up one student name card. Show the group. Read the name card. Invite the child to come up to get the name card.
- Looking at the child, say: “Hi ____”
 - Model and practice greeting, teaching when someone says “hi” to you, we can look, we can smile, and we can say “hi” back.
- “We are so glad that you are part of our group today.” Have the child put their name card in the thought bubble.
 - Follow the same routine for each child.

Introduce Book

- “Today I’m going to introduce the book that we will read this week.”
- “The title tells us the name of our book.” (point to and read the title).
- “The author is the person or people who wrote the words.” (point to and read the author’s name).
- Introduce the characters (point to each on front of the book)
 - “I want you to meet the characters in the book Evan, Ellie, Jesse and Molly. In this book, *Thinking Thoughts and Feeling Feelings*, we are going to learn about two important concepts: thoughts and feelings.”
- Open the book to page 5 and reintroduce the characters. “Here they are. Let’s name them again.
 - This is Evan.
 - Next to Evan is Ellie.
 - This is Jesse and Molly
- Point out the thought bubble
 - “Look they are thinking thoughts.”
 - “Thinking a thought is quiet.”
 - “A thought is in our brain.”
 - “I wonder what they are thinking about?”

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- “If you think you know put a thumb up at your chest.”
- If time, ask a few students to share.
- “Yes, you can tell by the picture in the thought bubble above the characters heads”.

Closing Routine: *The purpose is to provide a consistent routine, indicating the lesson is ending. You are preparing the students to listen and transition to the next rotation.*

- Instruct students to prepare their bodies to listen by picking one of the three ways to sit
- Review what happened
 - Learned 3 ways to sit.
 - Welcomed our new friends.
 - Joined and participated in our group plan.
 - Introduced our book about thoughts and feelings.
 - Met our story book characters.
 - Provide positive feedback, “I loved how you all practiced thinking thoughts with me.”
 - “It’s time for us to rotate, slowly stand up, point to _____, and walk to the next rotation.”
 - “I will see you tomorrow.”

Teaching Strategies GOLD™ Objectives:

- 1b. Follows limits and expectations (*Look For: Accepts redirection from an adult and is beginning to manage rules, routines and transitions with occasional reminders*)
- 3a. Balances needs and rights of self and others (*Look For: Able to take turns and is beginning to initiate sharing*)

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Day 2 Social Skills: Read Aloud Day 1

Focus: Children learn to focus attention, listen and participate in a small group setting. Students are introduced to story characters and social learning around thoughts and feelings. Students begin to learn about their body in space, the importance of listening and attending.

Materials:

- See materials from Day 1
- Colored paper

Activity: Select a whole group meeting area and invite students to sit in a circle. Review the expectations for sitting (crisscross, mountain or mermaid) and prepare students for being part of the group and ready for the plan.

Directions:

- “Today we are going to read a story about our thoughts and feelings.”
- Point to and read the title of the book on the front cover.
- Introduce the author and explain that the author is the person who wrote the book.
- Review the characters that will be in the story using the GLAD TPR strategies from Day 1.
- Read aloud pgs. 6-15 – Be sure to STOP and follow the icons on pgs. 7, 9, 11, 13 & 15 to prompt teaching moments. (See daily Stop directions)
- Introduce game: I’m Thinking of Game
 - Place a colored square in your Thought Bubble prop.
 - Say: I’m thinking of something (red). Use your eyes to look around. If you see something (red) put your thumb up at your chest. Students can also get up and move by going to touch object(s) that matches that color.
 - When everyone is ready say: “We are all thinking about something (red). We are thinking together.” Continue with a few other colors.

Closing Routine: *The purpose is to provide a consistent routine, indicating the lesson is ending. You are preparing the students to listen and transition to the next rotation.*

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- Instruct students to prepare their bodies to listen by picking one of the three ways to sit
- Review what happened
 - Today we learned
 - What our bodies can do.
 - That our brains and hearts are inside our body.
 - Our thoughts are quiet and happen inside our head (show thought bubble prop).
 - We can think about what we are doing and think about others around us.
 - Provide positive feedback, “I loved how you all practiced thinking thoughts with me.”
 - “It’s time to rotate, slowly stand up, point to _____, and walk to the next rotation.”
 - “I will see you tomorrow.”

Teaching Strategies GOLD™ Objective:

- 8a. Comprehends language (*Look For: Responds appropriately to specific vocabulary and simple statements, questions, and stories*)

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Day 3 Social Skills: Read Aloud Day 2

Focus: Children learn to focus attention, listen and participate in a small group setting. Students are introduced to story characters and social learning around thoughts and feelings. Students begin to learn about their body in space, the importance of listening and attending.

Materials:

- See materials from Day 1
- Bubbles
- Plastic spider
- Piece of art/paper (to rip)

Activity: Select a whole group meeting area and invite students to sit in circle. Review the expectations for sitting and prepare students for being part of the group and ready for the plan.

Directions:

- “Today we are going to finish reading our story about our thoughts and feelings.”
- Review the title and author of the book on the front cover.
- Review the characters using TPR and review pgs. 6-15 (What bodies can do and thought bubble inside our brain).
- Read aloud pgs. 16-31 – Be sure to STOP and follow the icons on pgs. 16, 20, 22, 23, 24, 25, 27 & 30 to prompt teaching moments. (See daily Stop directions)

Closing Routine: *The purpose is to provide a consistent routine, indicating the lesson is ending. You are preparing the students to listen and transition to the next rotation.*

- Instruct students to prepare their bodies to listen by picking one of the three ways to sit
- Review what happened
 - Today we learned
 - More about thoughts and feelings.
 - We named feelings and showed what the feeling looked like on our bodies.

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- We observed clues that told us how others feel.
- We can share the same thoughts and feelings.
- Provide positive feedback, "I loved how you all practiced naming feelings and what they looked like on our bodies."
- "It's time for us to rotate, slowly stand up, point to _____, and walk to the next rotation."
- "I will see you tomorrow."

Teaching Strategies GOLD™ Objective:

- 8a. Comprehends language (*Look For: Responds appropriately to specific vocabulary and simple statements, questions, and stories*)

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Day 4 Social Thinking: Social Thinking Activity 1- What do you like to think about?

Focus: Children learn to focus attention, listen and participate in a small group setting. Students are introduced to story characters and social learning around thoughts and feelings. Students begin to learn about their body in space, the importance of listening and attending.

Materials:

- See materials from Day 1
- What do you like to think about? Lesson Plan
- Lap boards
- Paper and crayons

Activity: Select a whole group meeting area and invite students to sit in circle. Review the expectations for sitting and prepare students for being part of the group and ready for the plan.

Directions:

- "Today we are going to do an activity about your thoughts and feelings"
- Quickly review the main ideas of the story read.
- Follow the lesson provided. (*Activity #1 What do you like to think about?*)
- Provide some more examples and connect with thought, feeling and body reaction.
- Today you are going to draw a picture of something you like to think about. Then you will tell us your thought, how it makes you feel and how your body reacts when you feel that way.

Closing Routine: *The purpose is to provide a consistent routine, indicating the lesson is ending. You are preparing the students to listen and transition to the next rotation.*

- Instruct students to prepare their bodies to listen by picking one of the three ways to sit
- Review what happened
 - Today we learned
 - How you think, feel and show it on your body

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- Provide positive feedback, "I loved how you all shared your thought in your thought bubble and shared your feeling."
- "It's time for us to rotate, slowly stand up, point to _____, and walk to the next rotation."
- "I will see you tomorrow."

Teaching Strategies GOLD™ Objective:

- 9b. Speaks clearly (*Look For: Is understood by most people; may mispronounce new, long, or unusual words*)

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Day 5 Social Skills: Social Thinking Activity 4 – Thinking or Talking

Focus: Children learn to focus attention, listen and participate in a small group setting. Students are introduced to story characters and social learning around thoughts and feelings. Students begin to learn about their body in space, the importance of listening and attending.

Materials:

- See materials from Day 1
- Thinking or Talking Lesson Plan
- Lap boards
- Paper and crayons

Activity: Select a whole group meeting area and invite students to sit in circle. Review the expectations for sitting and prepare students for being part of the group and ready for the plan.

Directions:

- "Today we are going to do an activity that shows the difference between thinking and talking."
- Using the book, review the difference between a thought bubble and a speech bubble.
- Follow the lesson provided. (*Activity #4 Thinking or Talking*)

Closing Routine: *The purpose is to provide a consistent routine, indicating the lesson is ending. You are preparing the students to listen and transition to the next rotation.*

- Instruct students to prepare their bodies to listen by picking one of the three ways to sit
- Review what happened
 - Today we learned
 - The difference between thought and speech bubbles
 - Provide positive feedback, "I loved how you all know that that a thought happens in our brain and speech is spoken word we can hear."

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- “It’s time to rotate, slowly stand up, point to _____, and walk to the next rotation.”
- “This is our last day. I had so much fun with you learning about our thoughts and feelings!”

Teaching Strategies GOLD™ Objective:

- 10a. Engages in conversations (*Look for: begins to have verbal conversations back and forth with at least 3 exchanges*)

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Everett Ready



Manipulatives

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Manipulatives:**Day 1: Exploring Math Manipulatives**

- TS GOLD™ Objectives: 7a and 11b

Day 2: Exploring Pattern Blocks

- TS GOLD™ Objectives: 21b and 14a

Day 3: Pattern Block Puzzles

- TS GOLD™ Objectives: 21b and 11b

Day 4: Sorting and Counting

- TS GOLD™ Objectives: 13, 21a and 21b

Day 5: Continue Exploration of Math Manipulatives

- TS GOLD™ Objectives: 11a and 11b

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Adapted from Highline Public Schools, Kindergarten Jump Start

Day 1 Manipulatives: Exploring Math Manipulatives (*do not use pattern blocks*)

Focus: Students explore and become familiar with math manipulatives they will use throughout their kindergarten experience. Students will explore the materials, interact with peers, and become familiar with their use, while developing math vocabulary for the manipulatives.

Materials: DO NOT use pattern blocks for this day (they will be introduced tomorrow).

- Tray or mat for each child (ex. large piece of colored construction paper)
- Bins of manipulatives (1-2 tubs to encourage sharing)- unifix cubes, snap cubes and/or counting bears/dinosaurs)

Activity: Introduce and invite children to explore the manipulatives by suggesting they build, connect, count, or sort objects as they play. Students can explore playing with, building, connecting, counting or categorizing manipulatives.

Directions:

- Explain that each student will have a workspace/mat to keep the manipulatives on during exploration.
- Introduce each manipulative by name and suggest a way to use or play with the material.
- Example: “These are unifix cubes. They come in many different colors and you can connect them to make trains for counting.”
- Encourage students to see what they can do with (name manipulative) on their tray/mat.
- Make comments out loud about the attributes (color, shape, size, etc.) of the manipulatives, how they can be used (stack, connect, line up, count, sort, etc.) and notice how students are using them. “Wow you put that together”, “You made them into a stack, how many are in the stack?” “You are counting your objects; how many are there in all?”

Teaching Strategies GOLD™ Objectives:

- 7a. Uses fingers and hands (*Look For: Uses refined wrist and finger movements*)
- 11b. Persists (*Look For: Plans or pursues a variety of challenging tasks*)

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Day 2 Manipulatives: Exploring Pattern Blocks

Focus: Students explore pattern blocks to learn about shapes and how they can be manipulated to make new shapes, pictures, or designs. Students develop accurate math language for the shapes (square, triangle, trapezoid, hexagon and rhombus).

Materials:

- Tray or mat for each child
- Pattern blocks (1-2 tubs to encourage sharing)

Activity: Introduce and invite children to explore pattern blocks by suggesting they build new shapes or create pictures and designs. Students may also count, build, stack, or sort objects as they play with the pattern blocks on their tray/mat.

Directions:

- Explain that each student will have a workspace/mat to keep the manipulative on during exploration.
- Introduce Pattern Blocks – “Today we are going to explore pattern blocks.”
- As you hand out the manipulatives, talk about the various characteristics of the pattern blocks (colors, shapes, and other attributes such as, hard, pointy (corners), smooth, edges, sides, etc.). Make sure to use accurate language for each shape (square, triangle, trapezoid, hexagon and rhombus).
- Demonstrate using a few pattern blocks to create a design such as a sun or a flower.
- Encourage students to use a variety of pattern blocks as they explore and create.
- Encourage students to share with you and their peers about the shapes and pictures they are making. “What did you make?”, “Which pattern blocks did you use?”, “How did you make the _____?”

Teaching Strategies GOLD™ Objectives:

- 21b. Understands shapes (*Look For: Identifies a few basic shapes*)
- 14a. Thinks symbolically (*Look For: Constructs and identifies object*)

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Day 3 Manipulatives: Pattern Block Puzzles

Focus: Students demonstrate an understanding of shapes and spatial relationships as they work to complete pattern block puzzles.

Materials:

- Pattern blocks (1-2 tubs to encourage sharing)
- Pattern block puzzles (variety – color coded puzzles, outline puzzles and free form puzzles)

Activity: Introduce pattern block puzzles to review shape vocabulary and extend pattern block exploration. Children can choose to work through a puzzle independently or with a peer. As puzzles are completed, encourage students to try another puzzle or challenge students to complete the same puzzle, using different shapes.

Directions:

- Review pattern block shapes – “Yesterday we explored pattern blocks. Let’s name each shape.”
- Introduce pattern block puzzles – “Today you will use the pattern blocks to fill in a puzzle.”
- Model how to place the pattern blocks to fit the puzzle (fits to outline, no gaps, no overlapping pieces).
- Explain that students may work independently or with a partner to complete a puzzle.
- As students are working comment and question to support learning – “Try using different shapes.” (e.g. if they use a hexagon to fill part of the puzzle, try using trapezoids or triangles), “Can you make a hexagon using other shapes?”
- Monitor student progress and need for scaffolds (color coded puzzles) or challenges (free form puzzles).

Teaching Strategies GOLD™ Objectives:

- 21b. Understands shapes (*Look For: Identifies a few basic shapes*)
- 11b. Persists (*Look For: Plans or pursues a variety of challenging tasks*)

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Day 4 Manipulatives: Sorting and Counting Manipulatives

Focus: Students sort and count a variety of objects on sorting mats. Students describe how they are sorting and the attributes of the items they sort. Students practice counting and comparing small sets of items after sorting.

Materials:

- Items to sort (pattern blocks, bears, buttons, attribute blocks, etc.)
- Sorting mats

Activity: Review previous manipulative materials (pattern blocks, counting bears, etc.) and introduce new manipulatives (buttons, attribute blocks, etc.). Explain the term “sorting” as organizing materials. Discuss the various ways you might sort items by attribute such as color, size, shape, etc. Students can work independently or with a partner to sort a set of manipulatives. Once items are sorted into groups, encourage students to count the number of items in each group. (Quantities should range from 3-20).

Directions:

- Introduce materials and term “sorting” – “Today we are going to practice sorting. Does anyone know what it means to sort? Sorting is a good way to organize our materials. There are many ways to sort or organize our materials. One way to sort is by color.” Demonstrate how to sort items by color.
- “Can anyone think of a different way to sort these items?” Accept responses and demonstrate sorting by a different suggested attribute such as shape.
- “Now that my items are sorted, I can also count the different groups.” Practice counting the items in each set aloud with students.
- Allow children to practice sorting with different materials. Provide sorting mats. Encourage children to come up with their own sorting rule (e.g. “I’m sorting by size”). If they are unable to sort by their own rule, support by suggesting a rule: “Maybe you can sort by color. Put the red buttons here, and the blue ones there.”
- Encourage students to count their sets, monitor 1:1 correspondence. Once students count the various items in their groups ask questions to support math vocabulary more/less/equal. (e.g. “You have 5 orange squares and 4 green triangles. Which group has more?”)

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Teaching Strategies GOLD™ Objectives:

- 13. Uses classification skills (*Look For: Groups objects by one characteristic; then regroups them using a different characteristic*)
- 21a. Counts (*Look For: Counts 10-20 objects accurately*)
- 21b. Quantifies (*Look For: Recognizes and names the number of items in a small set; identifies which has more, less, or the same/equal*)

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Adapted from Highline Public Schools, Kindergarten Jump Start

Day 5 Manipulatives: Continue Exploring Math Manipulatives (Student Choice)

Focus: Students will revisit manipulatives and activities from the rotation as a review of materials and math vocabulary.

Materials:

- Manipulative materials that were introduced and explored during the week (unifix cubes, snap cubes, counting bears/dinosaurs, pattern blocks, attribute blocks, buttons, etc.)
- Pattern Block Puzzles
- Sorting Mats

Activity: Students choose a manipulative and activity from the week that they would like to continue exploring. Students may choose to work alone or with a partner.

Directions:

- Review the various manipulative materials that were introduced and explored during the week - Show a set of unifix cubes. "Who remembers the name of these? Yes – they are unifix cubes. What are some of the ways we can use the cubes?"
- Explain that today students will have time to explore with a favorite activity.
- Allow students time to choose an activity. Prompt students who might have trouble choosing based on your observations from the week – "I remember you really liked the pattern block puzzles on Wednesday. Would you like to try a different puzzle today?"
- Ask questions to promote conversation – "Why did you choose the counting bears? What are you going to do with them today?"

Teaching Strategies GOLD™ Objectives:

- 11a. Attends and engages (*Look For: Sustains work on age-appropriate interesting tasks*)
- 11b. Persists (*Look For: Plans or pursues a variety of challenging tasks*)

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Everett Ready



Blocks

Everett Public Schools, P-3 Early Learning, March 2020
Adapted from Highline Public Schools, Kindergarten Jump Start

Blocks: *Refer to Block Station Lesson Plan*

Day 1: Introducing Blocks – Respecting our Materials

- TS GOLD™ Objectives: 1a and 1b

Day 2: Building Towers and Structures

- TS GOLD™ Objectives: 1a and 8b

Day 3: Building and Problem Solving

- TS GOLD™ Objectives: 2c and 3b

Day 4: Planning Before Building

- TS GOLD™ Objectives: 9b, 11a and 14a

Day 5: Planning and Reflecting

- TS GOLD™ Objectives: 9b, 11a and 14a

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Adapted from Highline Public Schools, Kindergarten Jump Start

Day 1 Blocks: Introducing Blocks – Respecting our Materials

Focus: Children will be introduced to block play, learning how to appropriately play with blocks from start to finish. They will explore and become familiar with the blocks they will use during their kindergarten year.

Materials:

- Wooden blocks located centrally to provide opportunities to share
- T-Chart: Block play looks like/sounds like
- Large bin or shelves to store blocks

Activity: Establish procedures and routines for how children will play and interact in the block center. Children will play, demonstrating safe and cooperative behavior. Children will clean up after play.

Directions:

- Today we are going to talk about playing (learning) in the block center.
- Brainstorm ideas for safe behavior and cooperative play in the block center.
 - Let's look at the blocks.
 - What do you notice?
 - Playing with blocks can be...
 - Why is it important to play safely and be kind to each other in the block center?
 - What do you think we can learn in the block center?
- Create a T-Chart- Block Play Looks like/Sounds like
- "Today we are going to practice playing with the blocks. It will be a short play time as we are learning block rules today. We are going to build on the floor. Blocks stay on the floor when being built or they can be put on top of other blocks."
- Blocks may be on a shelf or in a bin. Show how they can take turns getting blocks, making sure there is enough for everyone.
- Children build and play.
- Adult comments and supports safe and acceptable use, sharing, design, creativity, etc.
- Signal when it is time to clean up.
- Use T-Chart to reflect and provide positive feedback for safe and cooperative block play.

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Teaching Strategies GOLD™ Objectives:

- 1a. Manages own feelings (*Look For: Is able to look at a situation differently or delay gratification; begins to control strong emotions*)
- 1b. Follows limits and expectations (*Look For: Accepts redirection from adults and is beginning to manage classroom routines and transitions*)

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Day 2 Blocks: Building Towers and Structures

Focus: Children learn about important block play, specifically building of structures and acceptable heights. They will explore and build, learning how high a structure should go and how to appropriately play from start to finish.

Materials:

- Wooden blocks located centrally to provide opportunities to share
- T-Chart: Block play looks like/sounds like (add to chart each day)
- Large bin or shelves to store blocks

Activity: Continue to establish procedures and routines for how children will play and interact in the block center. Children will practice building safe towers and structure. Children will clean up after play.

Directions:

- Review and add to the T-Chart - Block Play Looks like/Sounds like
- “Today we are going to talk about playing (learning) in the block center. We are going to focus on building structures and learn how high we should build so we all stay safe.”
- Model safe building and acceptable heights.
 - Build a structure stacking each block on top of another.
 - What do you notice?
 - What might happen if it gets too high?
 - Use T-Chart to remember what block play looks like and sounds like.
 - Together set an acceptable height. Add to your T-Chart what a “just right” building height looks like.
- Children build and play.
- Adult comments and supports safe and acceptable use, sharing, design, creativity, “just right” building height, etc.
- Signal when it is time to clean up.
- Use T-Chart to reflect and provide positive feedback on block structures, height, and playing safe.

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Adapted from Highline Public Schools, Kindergarten Jump Start

Teaching Strategies GOLD™ Objectives:

- 1a. Manages own feelings (*Look For: Is able to look at a situation differently or delay gratification; begins to control strong emotions*)
- 8b. Following directions (*Look For: Is beginning to follow simple two step directions with reminders.*)

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Adapted from Highline Public Schools, Kindergarten Jump Start

Day 3 Blocks: Building and Problem Solving

Focus: Children learn about important block play, especially block safety, sharing and problem solving if something goes awry. During play previous learning will be modeled and practiced. Students will explore, build and demonstrate ways to solve problems if they come up.

Materials:

- Wooden blocks located centrally to provide opportunities to share
- T-Chart: Block play looks like/sounds like (add to chart)
- Large bin or shelves to store blocks
- Problem solving cue cards
- Animals and cars to supplement block play

Activity: Continue to establish procedures and routines for how children will play and interact in the block center. Children will learn about and practice problem solving strategies. Children will clean up after play.

Directions:

- Review T-Chart
- “Sometimes when we are playing with toys things happen that make us feel happy, excited, uncomfortable, mad, sad, anxious, frustrated. Sometimes we don’t want to share and sometimes we get mad when others don’t want to share. I call these PROBLEMS.”
- “Problems are meant to be solved and can be solved safely when we know what to do. Today we are going to learn and practice solving problems safely.”
- “Let’s look at some ways we can solve problems safely.” Show cue cards.
- Use a few of the scenarios below and the cue card for the T-Chart or create a new anchor chart.
 - How can we solve this problem?
 - You need a block that is square and there are no more squares left. What can you do?
 - Someone broke your block structure and you are angry. What can you do?
 - You need more space to play and feel tense. What can you do?
 - You need help and feel lonely. What can you do?

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- You feel excited and feel like knocking down your structure? What can you do?
- Children will build, play and practice problem solving strategies as problems occur.
- Adult comments and supports safe and acceptable use, sharing, design, creativity, “just right” building height, problem solving strategies etc.
- Signal when it is time to clean up.
- Use T-Chart to reflect and provide positive feedback on the problem-solving strategies used.

Teaching Strategies GOLD™ Objectives:

- 2c. Interacts with peers (*Look For: Uses successful strategies for entering groups and begins to initiate, join or sustain positive interactions with a small group*)
- 3b. Solves social problems (*Look For: Asks an adult to help solve a problem and when given problem solving choices can pick a strategy to try*)

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Day 4 Blocks: Planning Before Building

Focus: Children learn about having a plan before starting block play. They will orally share or show their idea for play before starting. During play students will practice previously learned skills while sticking to their plan.

Materials:

- Wooden blocks located centrally to provide opportunities to share
- T-Chart: Block play looks like/sounds like (add to chart)
- Large bin or shelves to store blocks
- Thought bubble
- Problem solving cue cards anchor chart
- Animals and cars to supplement block play

Activity: Continue to establish procedures and routines for how children will play and interact in the block center. Children will make a plan before playing with blocks. Children will clean up after play.

Directions:

- Review T-Chart and add a thought bubble
- Introduce planning
 - “Today we are going to “think” before we play.”
 - “This is called “making a plan”.”
 - “Planning helps us get started quicker, lets our friends know what to expect, and gives us more time to play and have fun.”
- Model planning (show pictures of structures to build, provide pictures of animal or cars they could use, use names of other students they could play with)
 - Today I want to make _____ for the animals.
 - Today I want to use cars and make a _____.
 - Today I want to build with Maria.
- Students think about their plan.
- Once students share their plan they are dismissed to play.

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- Children will build and play following their plan.
- Adult comments and supports the children's plans and other previously learned skills.
- Signal when it is time to clean up
- Use T-Chart to provide positive feedback and reflect students' thinking before playing and sticking to their plan.

Teaching Strategies GOLD™ Objectives:

- 9b. Speaks clearly (*Look For: Is understood by most people; may mispronounce new, long or unusual words*)
- 11a. Attends and engages (*Look For: Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions*)
- 14a. Thinks symbolically (*Look For: With adult help the student is able to plan his/her play and act upon his/her ideas.*)

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Adapted from Highline Public Schools, Kindergarten Jump Start

Day 5 Blocks: Planning and Reflecting

Focus: Children learn about reflecting on their play. They will orally share or show what they did individually or if time does not allow for each student to share, they will reflect on their play with a “thumbs up”/ “thumbs sideways”/ “thumbs down” reflection. During play students will practice previously learned skills.

Materials:

- Wooden blocks located centrally to provide opportunities to share
- T-Chart: Block play looks like/sounds like (add to chart)
- Speech bubble and thought bubble
- Large bin or shelves to store blocks
- Problem solving cue cards anchor chart
- Animals and cars to supplement block play

Activity: Continue to establish procedures and routines for how children will play and interact in the block center. Children will make a plan before playing with blocks. Children will clean up after play. Children are invited to the circle to reflect on their block play.

Directions:

- Review T-Chart and add speech bubble.
- Review making a plan (“thinking” before playing)
- Introduce reflecting –
 - “Today after we clean-up we will be sharing about our play.”
 - “You can tell us what you built, who you played with, if you solved a problem, if you stuck to your plan, etc.”
- Give students time to think of their plan.
- Students signal with a thumb up when they are ready to share their plan.
- Once students share their plan, they are dismissed to play.
- Children will build and play following their plan practicing skills learned over the week.
- Adult comments and supports the children's play reinforcing skills learned during the week.
- Signal when it is time to clean up.

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- Use T-Chart to remind children that reflecting is telling about what they did. Children can orally share or show what they did if time allows. If time is running short students can reflect on their play with a “thumbs up” response from a teacher prompt
 - Who liked their plan today and stuck with it?
 - Who made a structure with a friend?
 - Who solved a problem?
 - Who invited a friend to play?
 - Who helped a friend?

Teaching Strategies GOLD™ Objectives:

- 9b. Speaks clearly (*Look For: Is understood by most people; may mispronounce new, long or unusual words*)
- 11a. Attends and engages (*Look For: Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions*)
- 14a. Thinks symbolically (*Look For: With adult help the student is able to plan his/her play and act upon his/her ideas.*)

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Everett Ready



Gross Motor

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Gross Motor:

Day 1: Tour of School: Outdoor Spaces

- TS GOLD™ Objectives: 1b, 2c, 4 and 5

Day 2: Tour of School: Indoor Spaces

- TS GOLD™ Objectives: 1b and 4

Day 3: Playground: Follow the Leader and Simon Says

- TS GOLD™ Objectives: 1b and 4

Day 4: Obstacle Course

- TS GOLD™ Objectives: 1b, 3a, 4 and 5

Day 5: Move, Bump, Go Relay

- TS GOLD™ Objectives: 1a, 3a, 4 and 8b

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Day 1 Gross Motor: Tour of School - Outdoor Spaces

Focus: Familiarize children with common outdoor spaces: playground, line-up areas, pick-up or drop-off areas, bus zone, and any other outdoor areas they will use. Students will learn how to use the playground equipment and general rules for recess and outdoor play.

Materials:

- Photographs of the outdoor spaces they will learn about. (Optional)

Activity: Take children on a tour of the outdoor spaces they will use during/after Everett Ready. Explain what they will do there, how the spaces and materials in them are used, and where they are located.

Directions:

- Gather students together to inform them about the tour. If you have them, share pictures of the spaces they will be visiting on the outdoor tour.
- “We are going to take tour of the outdoor places you will go to during school, including the playground. We will learn about the toys and activities that you will be doing there during Everett Ready and when you start kindergarten.”
- Talk about the route you will lead kids on. Share pictures of the areas and equipment you will be visiting and how each is used.
- Lead children (play follow the leader and hop, jump, skip) on a tour of outdoor spaces and equipment.
- Share how each is used and any rules regarding behavior.
- Have children practice taking turns using the equipment, demonstrating following the rules.
- At the end of the tour ask children about what they saw and remember about the equipment and rules. Use pictures, and if time allows have them help you lay them out in order of their tour.

Teaching Strategies GOLD™ Objectives:

- 1b. Follows limits and expectations (*Look For: Accepts redirection from adults, manages routines and transitions with reminders*)
- 2c. Interacts with peers (*Look For: Uses successful strategies for entering groups, initiates or joins in a small group*)
- 4. Demonstrates traveling skills (*Look For: Moves purposefully from place to place with control*)
- 5. Demonstrates balancing skills (*Look For: Sustains balance during simple movement experiences*)

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Day 2 Gross Motor: Tour of School - Indoor Spaces

Focus: Familiarize and orient children to indoor spaces of the elementary campus.

Materials:

- Photographs of common locations inside school (e.g. cafeteria, office, library, nurse, gym, etc.) (Optional)

Activity: Take children on a tour of the classroom(s) and other spaces to familiarize them with each. Explain what they will do there, how the spaces and materials in them are used, and where they are located.

Directions:

- Gather students together and review the outdoor spaces you toured yesterday. Explain that today they will be visiting indoor spaces around the school. If you have them, share pictures of the spaces they will be visiting on the indoor tour.
- “We are going to take a tour of the classrooms and other places you will be using during Everett Ready and when you start kindergarten.”
- Before the tour, talk about where you will be going, what you will see (use pictures if you have them) and how you want them to travel (walking feet? hopping? skipping?).
- Remind students of expectations for staying with group and following the teacher. This may also be a time to introduce line expectations (e.g. eyes facing forward, hands to the side, voices quiet, walking feet, safe body, etc.).
- Tour a classroom describing the areas (meeting area, bathroom, classroom library, listening center, etc.).
- Move to a new location in the school. Make sure to show students any important materials/equipment and how they are used, as well as any rules regarding behavior for that location (e.g. walking in halls or level 1 voice in library).
- Introduce students to school staff along the way.
- At the end of the tour ask children about what they remember and what they liked best. Use pictures and if time allows have them help you lay them out in order of their tour.

Teaching Strategies GOLD™ Objectives:

- 1b. Follows limits and expectations (*Look For: Accepts redirection from adults, manages routines and transitions with reminders*)
- 4. Demonstrates traveling skills (*Look For: Moves purposefully from place to place with control*)

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Day 3 Gross Motor: Playground - Follow the Leader and Simon Says

Focus: Students will practice gross motor movements and listening skills as they play *Follow the Leader* and *Simon Says*.

Materials: None

Activity: Introduce and play the games *Follow the Leader* and *Simon Says*.

Directions:

- Explain that today you are going to play some games. Introduce *Follow the Leader* – “We are going to play the game *Follow the Leader*. In *Follow the Leader*, it is your job to follow the movement I am doing. I want you to watch as I show you what you are going to do. First, we are going to walk forward (adult models how to walk forward). Now I am going to watch as you walk forward.” Have students practice following you as you walk around a designated area.
- “Next, we will run (adult models how to run). Now I am going to watch as you run.” Have students practice following you as you run around a designated area. Remind students they cannot pass the leader.
- “Next, we will march. Watch me as I show you how to march (adult models how to march). Now I am going to watch as you march.” Have students practice following you as you march around a designated area.
- Continue playing follow the leader with simple, known skills (e.g. hop, hop on 1 foot, skip, lunge step, gallop, walk backward).
- Explain that you have a different game to play. Introduce *Simon Says* – “When I say, ‘Simon says,’ you need to make sure you are listening to the direction I say. If I say, ‘Simon says jump,’ you jump.” Practice – “Simon says jump.”, “Simon says stop.”
- Explain a few different movements you might ask – “Something I might ask you to do is squat. Do you know how to squat? It looks like this (adult models). Or I might ask you to tip toe. I bet you know what that is! It looks like this (adult models).
- Explain that sometimes Simon tries to trick kids, so you must listen very carefully. “If I just said ‘jump’ – should you jump? No – that’s right! You only jump if Simon says jump”
- Now we are going to start to play *Simon Says*. Simon says squat. Great job! Now Simon says tip toe.” Continue playing game with known skills.

Teaching Strategies GOLD™ Objectives:

- 1b. Follows limits and expectations (*Look For: Accepts redirection from adults, manages routines and transitions with reminders*)
- 4. Demonstrates traveling skills (*Look For: Moves purposefully from place to place with control*)

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Day 4 Gross Motor: Obstacle Course

Focus: Students will practice gross motor and listening skills as they maneuver through a preplanned obstacle course on the playground or in the gym that includes running, climbing, hopping and balancing.

Materials:

- Large playground equipment (stairs, slide, etc.)
- Gym equipment (cones, rubber mats, jump ropes, etc.)
- Identified curb or marked line for balancing task (if available)

Activity: Prepare an area (inside or outside) to be used for the obstacle course (may depend on the weather). Set up a course that includes a variety of gross motor activities such as climbing stairs, sliding down the slide, galloping around cones, hopping from mat to mat, balancing on a beam, etc.

Directions:

- Explain that today the students will get to practice an obstacle course - “Does anyone know what an obstacle course is (if not explain)? You will get to run, jump, hop, balance and climb.”
- Explain the path of the obstacle course as you model each portion of the course.
- Remind students of safety expectations (up the stairs, down the slide, etc.) as you model.
- Encourage a student volunteer to demonstrate the course for the group.
- Have students follow you through the course.
- Students may repeat the course as time allows.

Teaching Strategies GOLD™ Objectives:

- 1b. Follows limits and expectations (*Look For: Accepts redirection from adults, manages routines and transitions with reminders*)
- 3a. Balances needs and rights of self and others (*Look For: Takes turns, initiates the sharing of materials*)
- 4. Demonstrates traveling skills (*Look For: Moves purposefully from place to place with control*)
- 5. Demonstrates balancing skills (*Look For: Sustains balance during simple movement experiences*)

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Day 5 Gross Motor: Move, Bump, Go

Focus: Students will practice gross motor coordination, cooperation and listening skills as they move from one line to another in a relay experience.

Materials:

- 2 bases

Activity: Introduce a relay activity to practice a movement from one line to another, tag/elbow bump a player in the opposite line and shout Go! The movement will change after each person in line has had a turn. Prepare the space with lines about 50-75 feet apart.

Directions:

- Explain that today the students will get to play another game called Move, Bump, Go.
- Divide students into two opposite facing lines, each behind a base.
- Model for students how one person will start in one line, move across the space as directed, tag/elbow bump the first person in the opposite line and shout Go!
- When the person has been “bumped” and hears “Go”, it is their turn to move to the opposite base.
- Explain that when a turn is over, they go to the end of the new line and wait for another turn.
- Model for students a few of the different movements they might be doing such as walk, run, hop, skip, gallop, etc.
- Encourage a volunteer to model for the group. “Let’s watch Sam – Sam the movement is running. On your mark, get set, go!” Great job running! Sam bumped Sarah and yelled “Go”, now Sarah is ready to run.”
- Begin the game and continue to play by changing the movement after each round. Encourage good sportsmanship.
- Note – This game should not be a competition, with a winning or losing team. There should just be two lines with one student moving at time.

Teaching Strategies GOLD™ Objectives:

- 1a. Manages feelings (*Look For: Comforts self, can delay gratification*)
- 3a. Balances needs and rights of self and others (*Look For: Takes turns, initiates the sharing of materials*)
- 4. Demonstrates traveling skills (*Look For: Moves purposefully from place to place with control*)
- 8b. Follows directions (*Look For: Follows directions of two or more steps*)

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Everett Ready



Fine Motor

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Adapted from Highline Public Schools, Kindergarten Jump Start

Fine Motor:

Day 1: Coloring

- TS GOLD™ Objective: 7b

Day 2: Star Sticker Names

- TS GOLD™ Objective: 7a and 11b

Day 3: Daubers

- TS GOLD™ Objective: 3a and 7a

Day 4: Mat Man

- TS GOLD™ Objective: 3a, 7b and 21

Day 5: Scissor Practice

- TS GOLD™ Objective: 7a

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Day 1 Fine Motor: Coloring

Focus: Students will practice using art supplies and work on strength and coordination with writing utensils. Students should use 3 or more colors to encourage task persistence.

Materials:

- Blank pieces of paper
- Crayons

Activity: Introduce coloring and drawing pictures using crayons.

Directions:

- Introduce the blank paper and crayons to students. Explain that today they will get to draw pictures.
- Remind students that they only use crayons on the paper (not on the table, chairs or themselves).
- Model for students how to use the crayons and provide some examples of things they could draw and color.
- Explain that in your picture you are going to use at least 3 colors or more to add details.
- Encourage students to share ideas about what they might color and about their completed pictures.
- Remind students that in kindergarten you always do your best work, and do not rush.

Teaching Strategies GOLD™ Objective:

- 7b. Uses writing and drawing tools (*Look For: Holds drawing and writing tools by using a three-point finger grip*)

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Day 2 Fine Motor: Star Sticker Names

Focus: Children work on name recognition and strengthening fine motor skills by peeling stickers and placing them on a name template.

Materials:

- 4.5 X 5.5 Strip of Construction Paper
- Star stickers

Activity: Prepare name cards for each student on the construction paper strips. Create a sample with your name to introduce and model the process of covering the letters with the star stickers (see image below).

Directions:

- Introduce activity – “Today you will get to use star stickers to decorate your names.”
- Encourage students to recognize their own names. Hold up each prepared name card – “Who’s name is this? Yes – this is Sam”. Continue until each student has their own name card.
- If applicable, notice student names that start with the same letter – “Who’s name is this? Yes – this is Sarah. Wow! I notice that Sam and Sarah both have the letter S at the beginning of their names.”
- Using your own name as an example, model how to peel off the star stickers and place them over the outline of the letter.
- Encourage students to start on the first letter (directionality), place the stars at the top of the letter, build down and do not overlap stickers.

Teaching Strategies GOLD™ Objectives:

- 7a. Uses fingers and hands (*Look For: Uses refined wrist and small finger movements to pinch and peel stickers*)
- 11b. Persists (*Look For: Begins to plan and pursue an appropriately challenging task*)



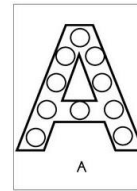
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Day 3 Fine Motor: Daubers

Focus: Students build hand-eye coordination and develop fine motor strength by using daubers in a controlled space. Students are also exposed to letters, numbers and shapes to learn through play.

Materials:

- Daubers
- Letter, Number or Shape Frames
- Golf Pencils to write name
- Optional: White paper for free designs and/or examples of dauber creations



Activity: Introduce bingo daubers and a variety of outlines to fill in using different colors, patterns and/or designs.

Directions:

- Introduce students to the daubers as a tool they may see in kindergarten at the Art Center.
- Model how to uncup the dauber, create dots and re-cap the dauber to prevent drying out.
- Explain that students will get to choose an outline, such as the letter that starts their name, a favorite number or shape and then fill in the space using the daubers.
- Model for students how they might create a pattern with different colors or fill the space completely with one color.
- Encourage students to use an appropriate amount of pressure to create each dot and to go slow and careful.
- Discuss sharing the materials – “If you would like to change colors, how could you ask a friend for a new color? Yes – you could say, ‘Please pass the yellow.’ Or you might say, “When you’re finished with green, may I please use it?”
- Encourage students to write their names on their papers (support if needed).

Teaching Strategies GOLD™ Objectives:

- 3a. Balances need and rights of self and others (*Look For: Takes turns, initiates the sharing of materials*)
- 7a. Uses fingers and hands (*Look For: Uses refined wrist and finger movements*)

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Day 4 Fine Motor: Mat Man

Focus: Students learn about the 4 basic handwriting strokes (Big Line, Little Line, Big Curve and Little Curve) and shape development to build and draw Mat Man. Students apply these skills to draw a self-portrait and write their name.

Materials:

- Handwriting Without Tears™ Wood Pieces (Big Line, Little Line, Big Curve, Little Curve)
- Mat Man Song (*Get Set for School Sing Along*) & CD Player (optional)
- 1 blank piece of paper
- 3 small round objects (buttons, magnets, etc.)
- 2 die cut hands
- Yellow Book Paper
- Golf Pencils

Activity: Introduce and build Mat Man using a rectangle piece of paper for the body, the Handwriting Without Tears™ wood pieces (Big Line, Little Line, Big Curve, Little Curve) and additional parts (see image below). Once you have practiced building Mat Man, show students how to draw their own person using the same shapes and lines to create specific features.

Directions

- Introduce the Wood Pieces – “Let’s look at these wood pieces. Notice I have some lines and some curves. There is a big curve and a little curve and there is a big line and a little line. We are going to use these wood pieces to build somebody special – his name is Mat Man!”
- Begin by placing the blank paper on the floor. Explain to students that this is Mat Man’s body. Notice it is a rectangle (two long sides, two short sides).
- Model for students how you can put the little curves or big curves together to make a circle.
- Introduce students to the Mat Man song and sing together as you build Mat Man using the wood pieces and various objects for eyes, mouth and hands.
 - Tune: “The Bear Went Over the Mountain”
Mat Man has 1 head, 1 head, 1 head,
Mat Man has 1 head
So that he can... think!



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- Continue the song with 2 eyes to see, 1 nose to smell, 1 mouth to eat, 2 ears to hear, 2 arms to wave, 2 hands to write, 2 legs to walk and 2 feet to stomp.
- Explain that now that we have Mat Man built, it is our turn to draw our own Mat Man pictures.
- Model how to draw Mat Man using the same rectangular shape for the body and each of the shapes or lines for body parts.
- Hand out paper and golf pencils for students to begin.
- Monitor and support students' pencil grips.
- As students complete their drawings, have them check to make sure they have included all the parts of a person.
- Encourage students to write their names on their papers (support if needed).
- Collect the Mat Man samples for teachers to review.
- If there is extra time, allow students to continue building with the Wood Pieces.

Teaching Strategies GOLD™ Objectives:

- 3a. Balances needs and rights of self and others (*Look For: Takes turns, initiates the sharing of materials*)
- 7b. Uses writing and drawing tools (*Look For: Holds drawing and writing tools by using a three-point finger grip*)
- 21. Understands shapes (*Look For: Identifies a few basic shapes*)

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Day 5 Fine Motor: Scissors and Cutting Practice

Focus: Students will focus on strengthening fine motor skills as they learn how to use a correct scissor grip to cut paper safely and accurately.

Materials:

- Stamp or marker to identify "thumb man"
- Scissors
- Paper Cutting Templates



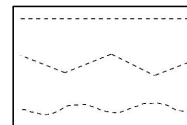
Activity: Introduce students to scissors by modeling the correct hand grip and smooth cutting motions. Students will practice using scissors to cut various lines and shapes.

Directions:

- Show students a pair of scissors. Ask students to raise a hand if they have used scissors before and what they used them for.
- Share a few quick scissor safety expectations (carry scissors point side down, only for cutting paper, etc.)
- Model the correct hand grip for scissors with thumb (thumb man) in the top smaller hole and the other fingers in the bottom larger hole.
- Model cutting one of the templates along the dotted line using one hand to hold the paper steady and the other to move the scissors "open and close" to cut.
- Show students the various lined templates and introduce the different types of lines they may be cutting (straight, curved, wavy, zigzag, etc.)
- Give each student a pair of scissors and mark their thumb with a stamp to remind them thumb man goes on top.
- Encourage students to practice opening and closing the scissors with smooth motions.
- Provide each student with a paper and have them practice cutting along the predetermined line.

Teaching Strategies GOLD™ Objective:

- 7a. Uses fingers and hands (*Look For: Uses refined wrist, finger and hand movements*)



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