

Crafting TK Lesson Plans from Kindergarten Curriculum

Tulare County Office of Education

TK Teacher Workshop

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“For the purposes of this section, “transitional kindergarten” means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.”

Senate Bill 1381

TK classroom

TK-K combination classroom

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Senate Bill 1381

“A school site may consider a TK/Kindergarten combination classroom. It is challenging to teach any combination class and a two-year kindergarten class may be more demanding than most. If a district implements combination classrooms, it must provide differentiated instruction with a modified kindergarten curriculum for the TK students to ensure that the individual needs of both groups of students are academically and developmentally met. It must be remembered that the first year, the TK program, is not a replication of preschool, nor is it intended to be the same as the second year of kindergarten.”

Transitional Kindergarten Planning Guide (CCSESA)

“For the purposes of this section, “transitional kindergarten” means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.”

Senate Bill 1381

“The goal of an effective TK Language Arts program is to ensure that all students have access to high-quality curriculum and instruction that enables them to be successful during the second year of kindergarten.”

Transitional Kindergarten Planning Guide (CCSESA)

Districts are deciding how to implement the new grade level.

Teachers need to know how to implement the instruction

Whether a TK or a TK-K combination we need to write our own developmentally appropriate curriculum.

- Using our district adopted curriculum (*A transitional kindergarten may not be construed as a new program or a higher level of service. Senate Bill 1381*)
- Using our existing classroom resources
- Using our professional knowledge of developmental milestones

“Help is on the way dear! Help is on the way!”

__Mrs. Doubtfire

Resources:

California Preschool Learning Foundations
<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

An Alignment of the California Preschool Learning Foundations with Key
Early Education Resources
to be published April 2012, CDE

Transitional Kindergarten (TK) Planning Guide
CCSECA

A Look at Kindergarten Through Grade Six – Common Core State
Standards
<http://www.cde.ca.gov/ci/cc/documents/alookatkthrugrade6>

TK California <http://www.tkcalifornia.org/>

Your district's adopted curriculum

BACKWARD DESIGN

Understanding by Design, Wiggins and McTighe

Integrating Differentiated Instruction and Understanding by Design,
Tomlinson and McTighe

BACKWARD DESIGN

- Identify a Standard
- Identify desired results
- Determine acceptable evidence
- Plan learning experiences and instruction

BACKWARD DESIGN

- Identify a Standard

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words (This does not include CVCs ending with /l/, r/, or /x/.) CCSS, Kindergarten, Reading Standards: Foundational Skills, Phonological Awareness, 2,e.

Learning Goal: We will blend sounds in CVC words.

BACKWARD DESIGN

- Identify a Standard
- Identify desired results
 - At the end of kindergarten, we will blend sounds in CVC words.
 - At the end of transitional kindergarten, we will identify initial sounds.

BACKWARD DESIGN

- Identify a Standard
- Identify desired results
- Determine acceptable evidence
 - Kindergarten: Teacher observations; District Benchmarks; District Year End Testing; Adopted Curriculum Testing; PLC agreed upon assessments
 - Transitional Kindergarten: Teacher observations; District mandated assessments (if developed and provided); PLC agreed upon assessments

BACKWARD DESIGN

- Identify a Standard
- Identify desired results
- Determine acceptable evidence
- Plan learning experiences and instruction

Transitional Kindergarten	Kindergarten
Initial Sound work	Initial Sound work
Ending Sound Work	Ending Sound work
Rhyming	<u>Medial sound work</u>
Matching picture/sounds	Rhyming
<u>Using letter cards to record sounds</u>	<u>Building words independently</u>
	<u>Recording sounds in writing</u>

Transitional Kindergarten Activities: - Initial sound work - Ending sound work - Rhyming - Matching pictures <i>Using letter cards to record sounds</i>	Kindergarten Learning Goal: We will blend sounds in words. <u>CCSS,</u> <u>Reading Standards:</u> <u>Foundational Skills,</u> <u>Phonological Awareness,</u> <u>2,e.</u> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words (This does not include CVCs ending with /l/. r/, or /x/.)	Kindergarten Activities: - Initial sound work - Ending sound work - Rhyming - Medial vowel sound <i>Recording sounds</i> <i>Building words independently</i>
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Transitional Kindergarten	Kindergarten	Kindergarten
Activities: - Listen to A Book - Oral retell to partner - Oral retell to teacher - Create a picture or painted illustration of the book - <i>Dictated response</i>	Learning Goal: We will respond to a book by writing our opinion. <u>CCSS, Writing Standards: Text Types and Purposes, 1</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	Activities: . Listen to or read a book independently . Oral retell to partner . Sentence frame response (e.g. The Title of my book is ____; My favorite part was _____.) . <i>Written response</i> . Create a picture or painted illustration of the book

Transitional Kindergarten	Kindergarten	Kindergarten
Activities: - Sand boxes - Play dough - Water painting - Sandpaper letter tracing - Plain paper, pencils, markers	Learning Goal: We will write our upper and lower case letters. <u>CCSS,</u> <u>Language Standards,</u> <u>Conventions of Standard English, 1,a.</u> Print many upper and lower case letters.	Activities: .Printing practice .Lined paper .Stamping .Journal writing

Transitional Kindergarten	Kindergarten	Kindergarten
Activities: ..	Learning Goal: <u>CCSS,</u>	Activities: •

CCSS

Lesson Objective

TK

K

I DO

WE DO

YOU DO

Engagement
Structure

RUNNING AN EFFECTIVE TK – K CLASSROOM

- Different expectations = Different stations or learning centers
 - Play dough / pencil activities
 - Cutting, coloring, gluing
 - Picture, Letter matching
- Different Products from Lessons
 - They will not want the identical art project two years in a row
- Job Charts with choices for TK that differ from choices for K
 - Allow for the individual differences of each child, but remember, at the end of the present school year, the TK child will now ENTER Kindergarten and the K child will be expected to have mastery of Kindergarten standards.
- Different notes to parents
- Different homework

Just as we all have students of differing abilities entering our Kindergartens each year, we will have students of differing abilities entering our Transitional Kindergartens as well.

We would not deny a Kindergarten child the access to a first or second grade reading program if that is appropriate for his or her assessed learning needs.

We will also not deny a Transitional Kindergarten child access to a kindergarten reading program if that is appropriate for his or her learning needs.

We, however, must be cognizant of the fact that each child learns at a different rate, and although bright, a TK may still need social/emotional as well as motor skill development. The beauty of their birthday is that they are now given a two year kindergarten experience in which to solidify skills for early success in school.