

Afternoon Specials					
	Monday	Tuesday	Wednesday	Thursday	Friday
PE Ms. White		K-1A	1B-2	3-4	
Library/ SRT Mrs. Dickey/Ms. Covington	3	1B	1A	2	4
Culture Mr. Marion Ives	2	4	3	K	1
Music Mrs. Long	4	3	K	1	2
Computers Mrs. Flores	1	2	4		3
K Time Mrs. Wilder	K				K

NOTE: During Library, the Counselor will work with half the class on SRT skills.

K-Time Play Time

Monday and Friday Specials

K Time	10 min	10 min	20 min
Monday	Story Time	Sketch	Drama/ Recess
Friday	Math Manipulatives	Stories about their math	NumberPlay/ recess
Suggestions			
Role-play			
Drama			
Cooperative Games			
Simulations			
Creative Movement and Dance			
Multi-sensory activities			
Manipulatives, tools, props			
Hands-on Projects			

Links

Kinesthetic/Tactile/Kindergarten/Alphabet

<http://www.eslkidstuff.com/gamesmenu.htm>

<http://www.childdrama.com/lessons.html#leveltop>

<http://www.scribd.com/doc/16031528/Kinesthetic-Tools-and-Activities>

http://www.learningabledkids.com/multi_sensory_training/Page26-multisensory_reading_instruction.htm

http://www.learningabledkids.com/multi_sensory_training/Page24-kinesthetic2.htm

http://www.learningabledkids.com/multi_sensory_training/Page25-tactile2.htm

<http://teachers.net/gazette/APR09/horner/>

<http://www.geocities.com/educationplace/kinact.html>

<http://teachers.net/mentors/english/topic4441/5.16.09.14.52.37.html>

<http://www.pesdirect.com/lsitactile.html>

[Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction \(4th Edition\)](#)
[\(Words Their Way Series\) \(Paperback\)](#)

From the Publisher

Written by teachers who are noted authorities in the field of spelling and word study, this comprehensive text/sourcebook explores word recognition and spelling skills K-12 -- with a K-8 emphasis. Based on extensive observations and experiences in real classrooms for more than 15 years, it combines discussions of theory and practical assessment tools and techniques with over 250 ready-to-use word study, spelling, vocabulary, and phonics activities presented in a developmental sequence from Preliterate through the Derivational Constancy stage. It shows students how to work with picture and word sorting, how to use word banks at the beginning levels, and how to incorporate word study into reading and writing. --This text refers to an out of print or unavailable edition of this title.

Items



101 Drama Games and Activities

by David Farmer

Book Download, ©2007, ISBN: 978-1-84753-841-3

[*Download immediately*](#)



Kinesthetic Math and Language Lessons

by Susan Kramer

Book Download, ©2005

[*Download immediately*](#)



Rhythms and Dances for School Age Kids

by Susan Kramer

Book Download, ©2006

[*Download immediately*](#)

Alphabet Games

Seek out large motor activities for letter recognition instruction, too. Get those kindergartners up, out from behind desks, and moving around. Many kindergarten classrooms have rugs featuring the alphabet. Give the children bean bags and let them toss the bean bag to the letter that is called. After games supervised by the teacher, the children easily can play this game on their own, making it a good choice for an independent activity while the teacher is working with a small group.

I often see oval-shaped rugs with the letters around the perimeter in kindergarten rooms. This is the perfect prop for a musical-chairs-like game. Have the children march around the rug while a song is playing like the alphabet song. Stop the music. Select a letter card from a deck (a great use for those alphabet flashcards). The children standing on that letter must sit on the inside of the oval. Play a few more rounds, continuing for as long as their attention spans will allow. Engage the "sitting children" in singing along.

Street Games

Stacy's kindergarten class was doing a shared reading of the traditional street rhyme, "Teddy Bear, Teddy Bear: A Classic Action Rhyme" as their poem of the week. As I was leaving, I told Stacy that hearing the children read the poem brought back fond memories of jumping rope when I was a child. The next time I was in the building, the coach told me to stop by Stacy's classroom. The poem displayed was "Miss Mary Mack: A Hand-Clapping Rhyme." When Stacy saw me, she asked the children to find a partner and show Dr. Frost what they had learned that day. The children enthusiastically chanted "Miss Mary Mack: A Hand-Clapping Rhyme" and did the accommodating partner hand clapping.

Stacy's kindergarten spent the next six weeks using traditional street rhymes for the poem of the week. The children learned hand clapping, ball bouncing, or rope jumping for each poem. Stacy made word sorts with the prevalent phonograms in the rhymes. The coach gave her copies of the big book *Ten Little Actors: The Big Book of Finger Plays* (Lloyd, 1989) and [Miss Mary Mack and Other Children's Street Rhymes \(Cole, 1990\)](#). At the end of the six weeks, Stacy put laminated 11x14 poem cards, pointers, jump ropes, and a ball in a basket for independent use.

Handwriting Practice without Paper

Many five-year-olds struggle with handwriting. Nothing brings on tears of frustration faster than a fight with a pencil to get those letters to fit on those lines. Before they have to face pencils and lined paper, let children gain some experience forming letters in non-threatening, playful formats.

<http://www.choiceliteracy.com/members/752.cfm>