

Kindergarten Seminar

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NJ DOE, Office of Primary Education

Session Five



Art work by kindergarten children from Parkview School,
Stratford School District

Peer Sharing

In our final session, kindergarten teachers were invited to share the following mounted on a poster or trifold:

1. Before and after photos of one change they made in their classroom.
2. Best examples of documentation for a Teaching Strategies GOLD math, literacy and social emotional objective.
3. One example of a hands-on activity with open-ended materials that they used to replace a worksheet or cut-and-paste activity (focused on the same TS GOLD objective).
4. One takeaway from the seminar.
5. One goal they have for 2016-17.

Here are a few examples...*

[*Please note, all full-view photos of teachers were cropped out due to DOE photo policies.]

Cohort 1 & 2

TSG **Documentation** **New Centers**

Science Basket **Counting Basket**

Alternate hands-on activity for MATH!

100th Day

New Goal 2016/2017

100th Day

Elyse Daskalovitz
Lyle Egg Harbor

ELA
Objective 17: Demonstrates knowledge of print and its uses.

Social/Emotional
Objective 2: Forms relationships with adults.

Math
Objective 20: Counts.

New Goal 2016/2017

Begin creating more hands-on activities for students to enjoy.

- For example: Labeling the parts to a plant.
- o Cut and paste activity vs creating their own plant with materials and labeling it.

Milltown Public School
Teresa Podlaski and Ilona Molnar

Before and After- Ilona Molnar

Before and After- Teresa Podlaski

One example of Language Arts

Objective: 18:
Retell stories & recounts details from informational texts.

4: Students retold familiar story and recounted details from a text using picture as prompts.

6: Students retold a familiar story and recounted in proper sequence, including major events, and characters.

8: Students retold story and recounted with many details about characters, events, ideas, and story line.

One example of Math

Objective 23:
Demonstrate knowledge patterns

6: Students created simple repeating patterns.

8: Students created more complex repeating patterns.

One example of Social Emotional

Objective 2c:
Interacts with peers:

6: Student joins in, and sustains positive interactions with a small group of 2 to 3 children.

8: Student interacts cooperatively in groups of four or five children.

Before and After- Language Arts Curricula

Life Cycle of a Butterfly

Find	Next
Then	Last

Various materials were added to the art center and students were able to choose how they wanted to represent the life cycle of a butterfly. Some students drew, some cut construction paper, and others used pasta.

Before and After- Math Curricula

Reflection- Ilona Molnar and Teresa Podlaski

Take away: I learned how to customize curricula by teaching the concepts in the recommended lesson, but using different materials and instructional approaches to make it more meaningful and engaging for my students.

Goal: My goal for next year is to give my students more choices when they working in centers and to add new materials to my centers.

After our discussion about an inclusion model within a kindergarten classroom, I would like to implement a successful transition from a general education classroom to a dual taught classroom for students who have sensory and academic needs with a successful positive social environment.

Life Cycle of a Butterfly

Directions: 3-A. Count and tell how many apples. Write the number.

July 45

Before



After



One goal you have for 2016-17 based on what you learned from the Guidelines or these four sessions

I will work directly with my administrator and the early childhood department to create an environment that is developmentally appropriate and that invites children to engage in rich interactions that promote learning and growth in social skills, language, literacy, mathematics, social studies, language and cognitive growth through creativity and imagination during free choice center time. I want to be able to maintain an open and constant communication with my principal to demonstrate that my goal is to implement developmentally appropriate practices that with the appropriate balance, support and are in compliance with the kindergarten guidelines and Common Core Standards. For example, I will work with my principal and my college to create a schedule that allows us to implement more outdoor and choice time. Also with my principal's support I plan to implement lessons that include strategies to allow the children to engage in sophisticated play time, where they can use imagination, creativity, expand vocabulary, and enhance literacy, social, math, science...

Documentation Summary

Bryan Mendel
Faculty at 2016
Professional Development

Objectives / Domains

How to interact with peers

The individual and multiple

Use of space

Use of materials

Use of resources

Use of time

Use of space

Use of materials

Use of resources

Use of time

Use of space

Use of materials

Use of resources

Use of time

One takeaway from the seminar. What was most helpful to you in improving your practice?
It is my first year teaching kindergarten. It was good to participate in this seminar. It allowed me to get familiar to the kindergarten implementation guidelines and to know what The Department of Education of New Jersey considers best practice and developmentally appropriate. It also supported my understanding about a rich classroom environment that is developmentally appropriate for my students.

During our curriculum insects project the children created insects using playdough. They were guided to create insects using some of the facts learned when they researched insects body characteristics.

louse

Praying mantis

Walking stick

firefly

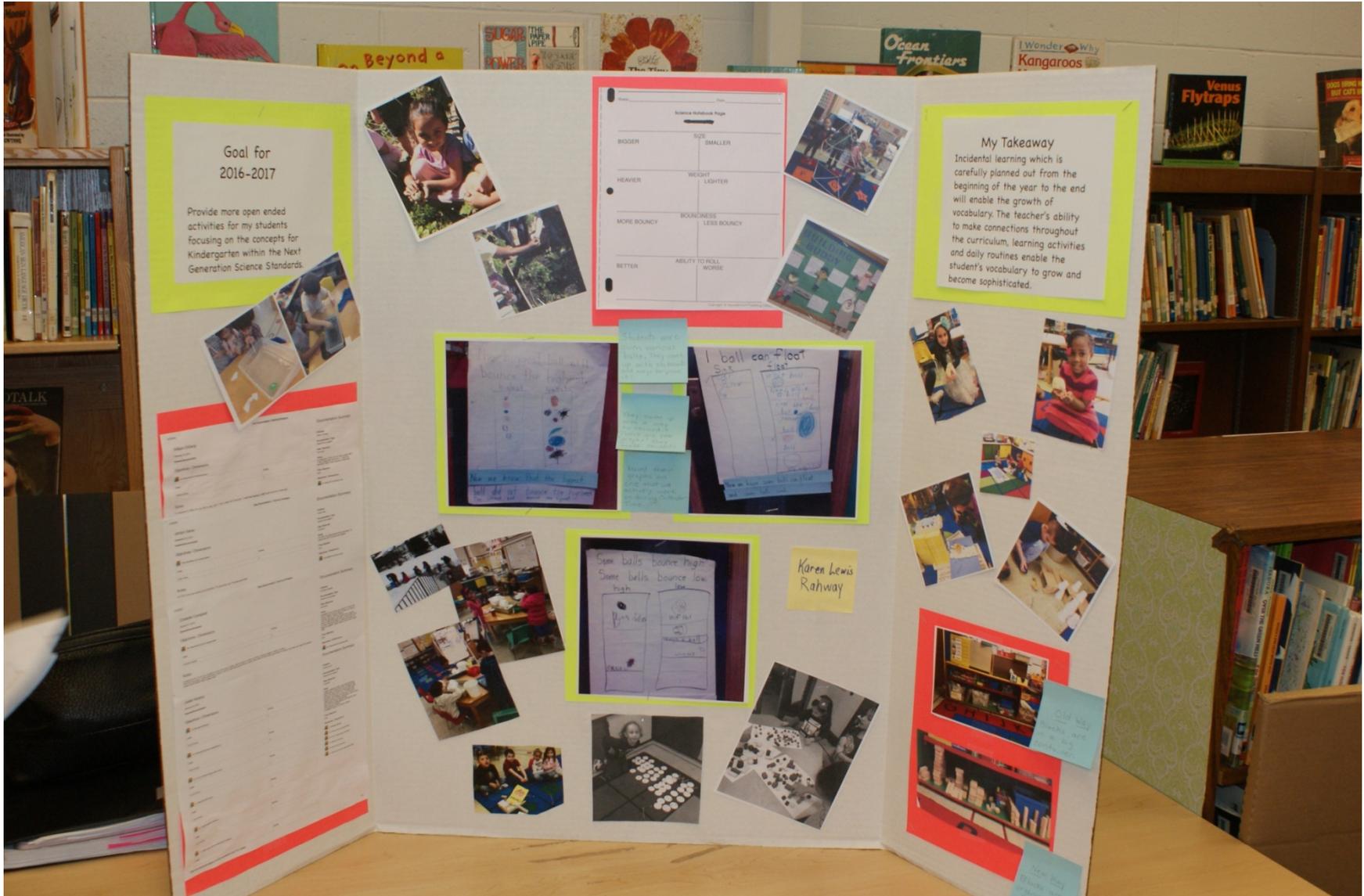
ant

Takeaway from the Seminar
Customizing the curriculum

Shape Museum

Counting Collections

Nibelca
Woodla
plain



Goal for 2016-2017

Provide more open ended activities for my students focusing on the concepts for Kindergarten within the Next Generation Science Standards.

BIGGER	SIZE	SMALLER
HEAVIER	WEIGHT	LIGHTER
MORE BOUNCY	BOUNCINESS	LESS BOUNCY
BETTER	ABILITY TO ROLL	WORSE

My Takeaway

Incidental learning which is carefully planned out from the beginning of the year to the end will enable the growth of vocabulary. The teacher's ability to make connections throughout the curriculum, learning activities and daily routines enable the student's vocabulary to grow and become sophisticated.

Students were very interested in balls. They went up on the playground and tested the balls.

They started up with a ball that was very bouncy and they found out that it was a tennis ball.

Some balls bounce high. Some balls bounce low. Some balls do not bounce at all.

I ball can float

Some balls float. Some balls sink.

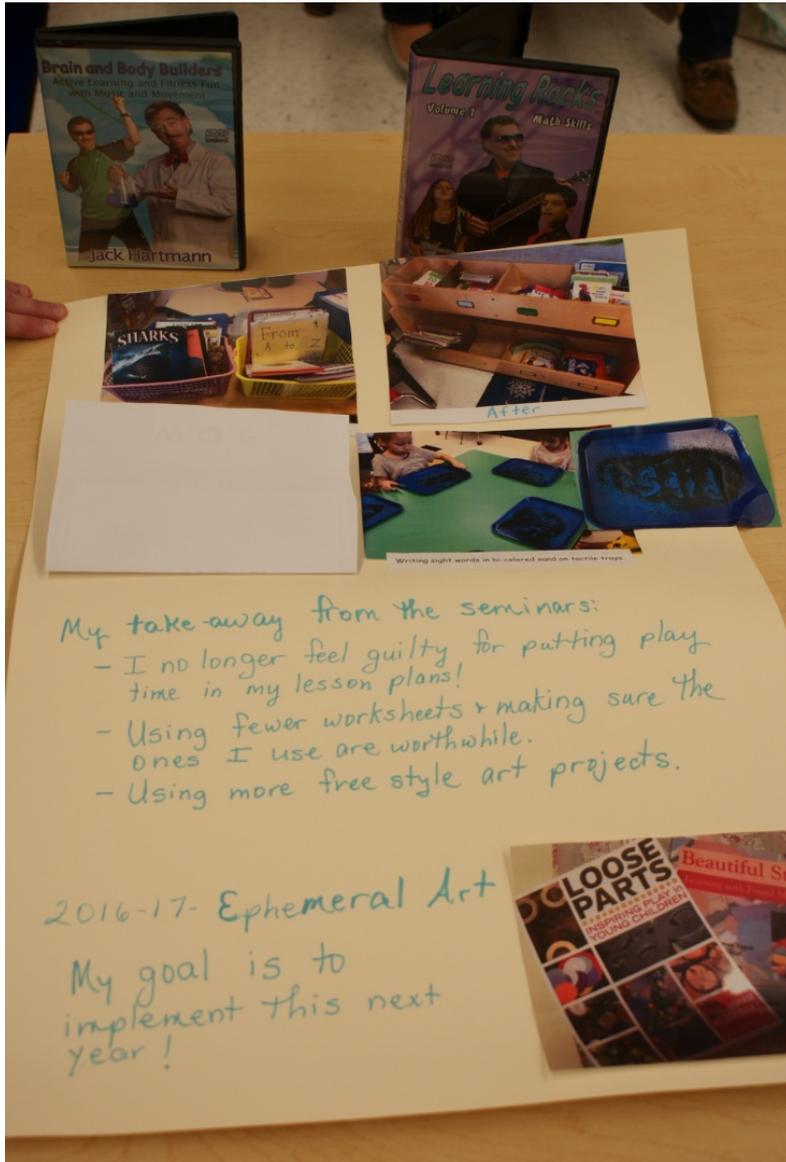
Some balls bounce high. Some balls bounce low.

Some balls do not bounce at all.

Karen Lewis Rahway

Old ball bounces and new ball bounces.

Old ball bounces and new ball bounces.

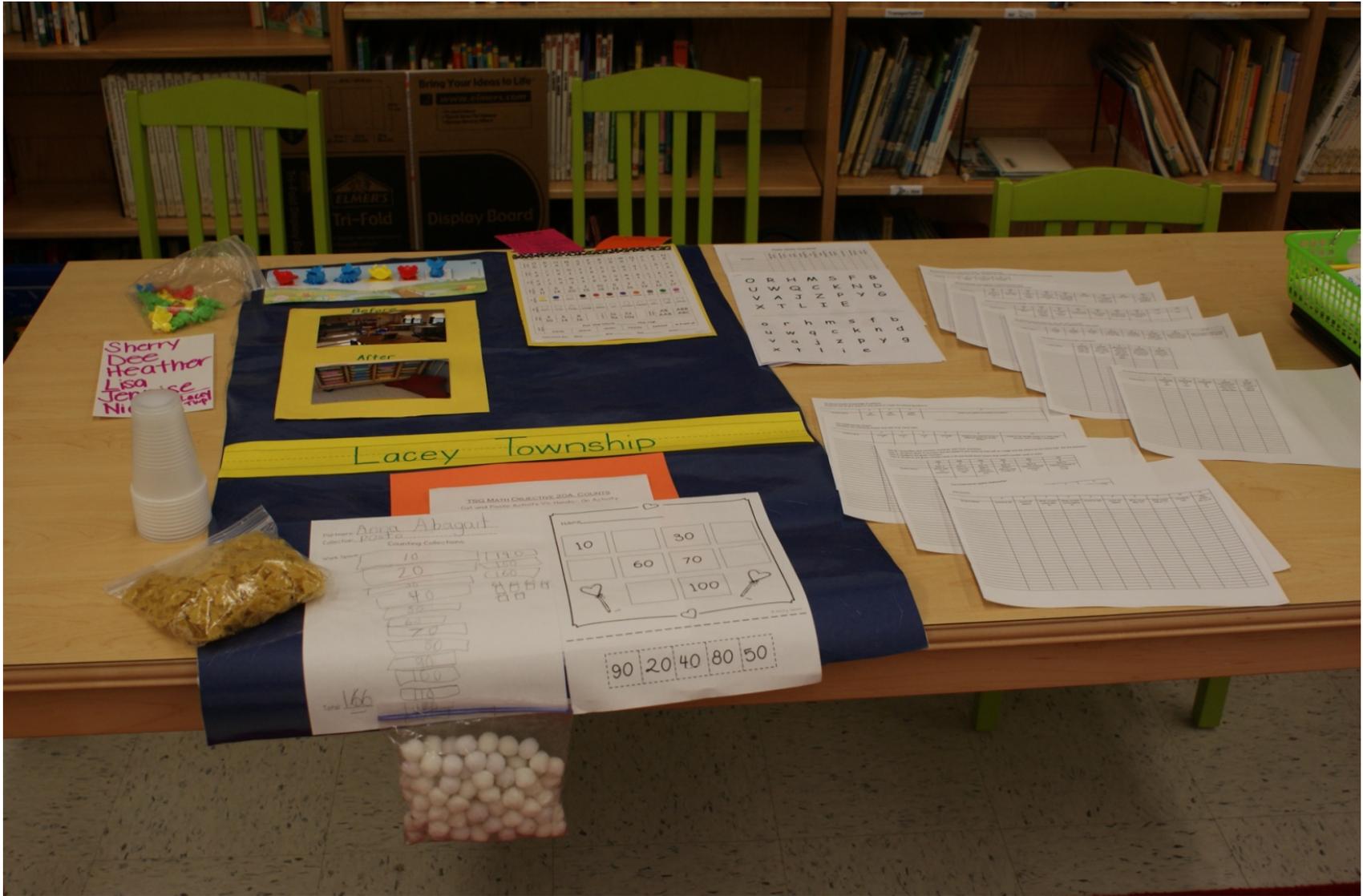


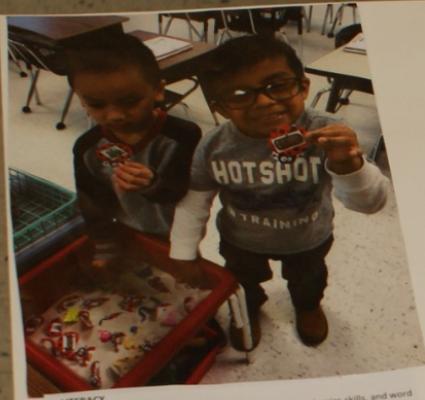
Doreen
Sisolak
Eatontown



Goal: To create more
hands on lessons.
*More student input.







LITERACY
 Objective 15: Demonstrates phonological awareness, phonics skills, and word recognition.
 a. Notices and discriminates rhyme

Teaching Strategies GOLD

Danna Valenti 

Teaching Strategies Gold provides teachers with the opportunity to assess their students on a positive note. It allows us to see where our students are and what they are capable of doing. The outcome of implementing this program in the classroom is a strong classroom environment with positive outcomes for all students to grow and learn.



Goal for 2016/2017: I would like to make my classroom a more hands on environment where my students can explore, be more engaged, and make connections to real life experiences they might not have the opportunities to experience outside the classroom. Hands-on learning encompasses so many skills that reach numerous types of learners in many ways. I will implement this in my classroom by creating more advanced centers that will also challenge my students to develop critical thinking skills, problem solving skills, and foster independence.

Count & Match

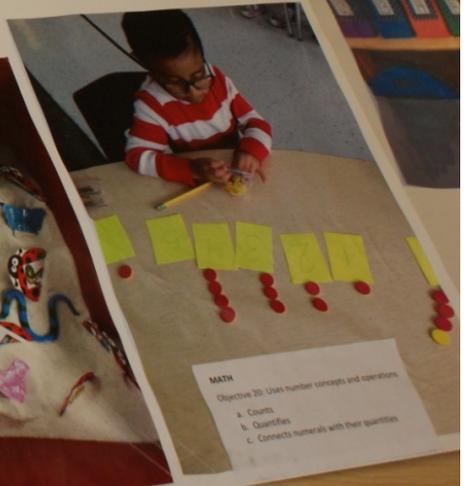
Count the number of pictures in each group and match with correct number.

	2
	5
	1
	4
	3

Illustration: Mimi Winkler © www.mimikid.com



In this spring-themed sand table center, students will work with a partner to feed ladybugs whose pictures rhyme.



MATH
 Objective 20: Uses number concepts and operations.
 a. Counts
 b. Quantifies
 c. Connects numerals with their quantities





Sue Cesare
Rahway

One Takeaway from the Seminar

- Give students more ability to create and utilize their interests
 - create loose parts and nonpermanent art

Cut-and-Paste Activity

Calixte
Calixte
Calixte

Before



After



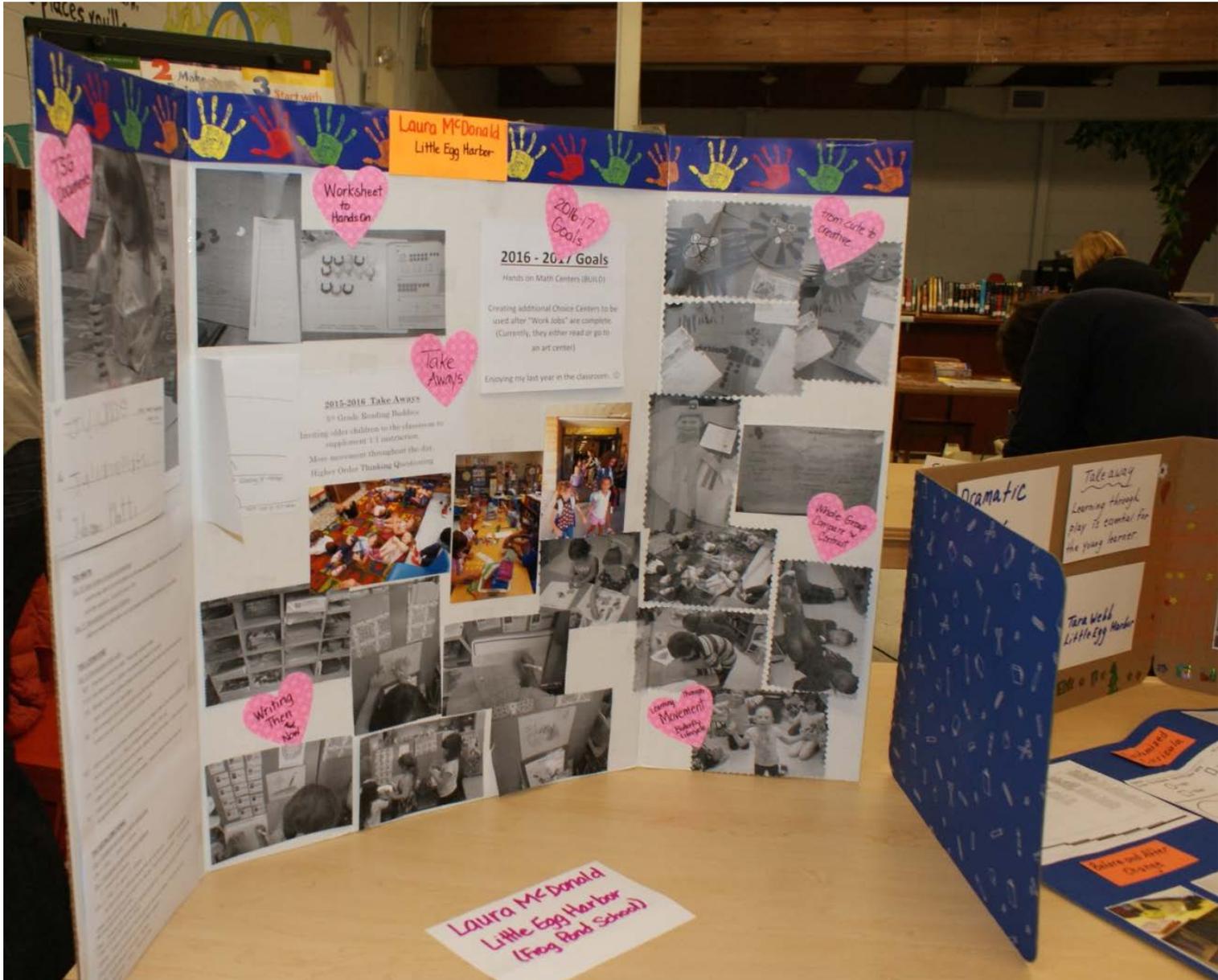
One Goal for 2016-2017 based on the Kindergarten Guidelines

- To have students participate in longer term investigations or project work in order to give children the opportunity to engage in activities that integrate content areas around a central question, idea, or topic

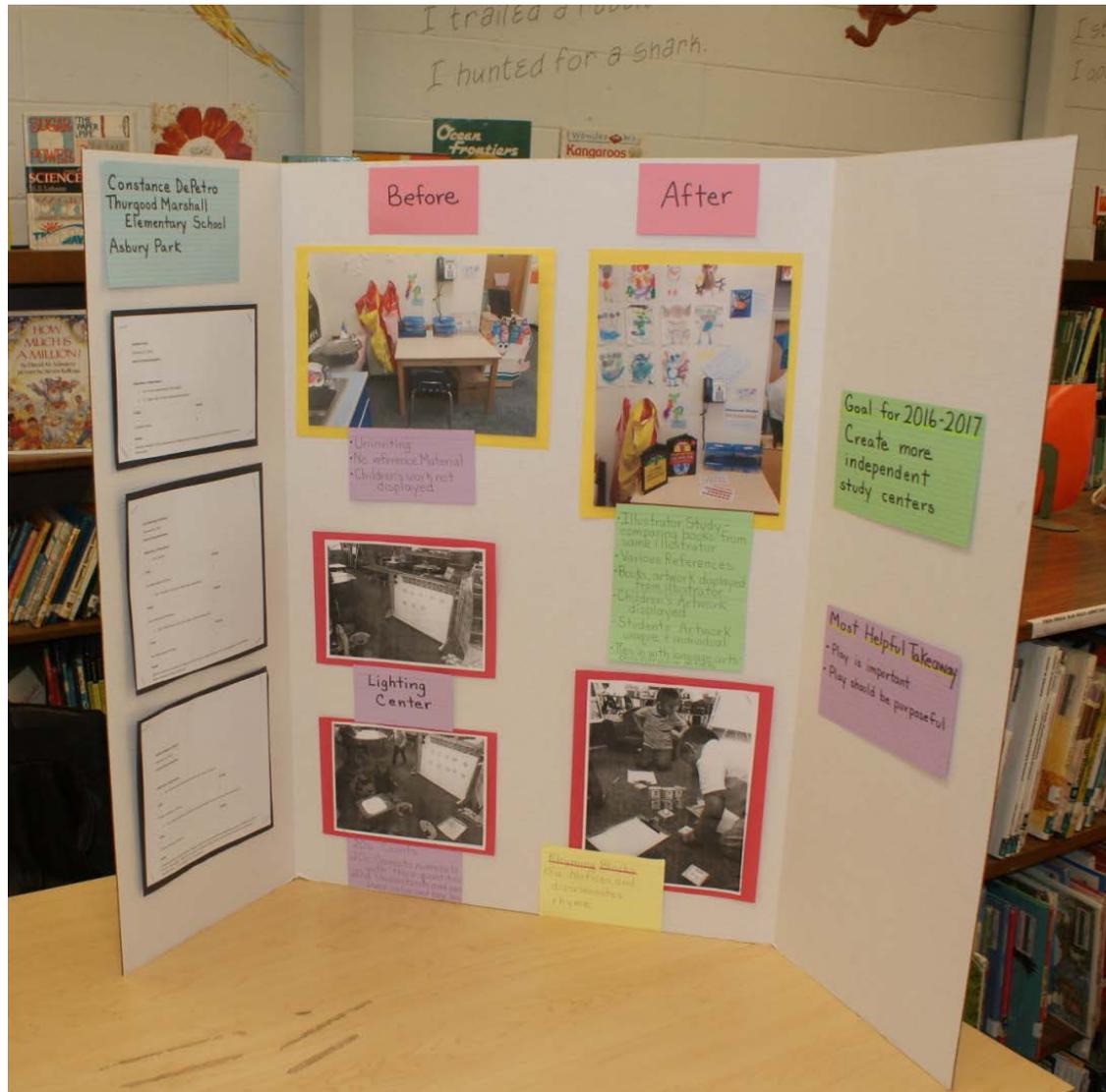
Hands-On Activity











Miss Pinto



Math Objective:

Objective 23- Demonstrate knowledge of patterns
During Busy Bee work, I gave my students a choice of manipulatives and a strip of paper with patterns. The students picked a manipulative and created their own patterns.

ELA Objective:

Objective 12a- Notice and discriminate rhyme
During Daily 5, in my guided reading group, I utilized the rhyming card game. I was able to assess their rhyme skills while they were enjoying playing a game.

Objective:

Social/Emotional Objective:

Objective 3a- Anticipate needs and rights of self and others
Because of the 75 Gold Assessment, I have been struggling to give my students more choice play time at the end of the day. During this time, my students have been able to really work with one another while playing. This has opened the door for more sharing of classroom materials and in turn, I have been able to observe more social emotional behaviors.

What I learned:

During 75 Gold helped me realize that it is important to allow students to learn through play, although our programs are very busy and packed. I was able to offer some activities to give students a more hands on learning experience. The students particularly enjoyed having choice and autonomy over their play time. This made learning more fun for them and they were able to learn through play. I also learned that social emotional skills are important and should be taught to my students.

My Goal for 2014-2015:

My goal for next year would be to incorporate more hands on experiences as possible. Our 50 Goals program is very busy and packed with many activities so I will continue to look for ways to make our programs more fun and engaging for the students. I will also continue to work on my social emotional skills and try to give my students more choice and autonomy over their play time. I will also continue to work on my social emotional skills and try to give my students more choice and autonomy over their play time. I will also continue to work on my social emotional skills and try to give my students more choice and autonomy over their play time.

Eatontown School District

An Eric Carle inspired Bulletin Board showing us how about Living and Working Things!

After introducing Eric Carle as an author to the children during writer's workshop and showing how he organizes his stories by season, days of the week, months of the year, time etc. the students were inspired to create a bulletin board by making artwork just like Eric Carle. We decided to create a spring garden bulletin board where the children would create living and non-living things. This would incorporate what they were learning in Science at the time. The children painted paper any color they wanted, and then cut out shapes and glued them together to make their items. Before painting, the students looked through fiction and nonfiction texts to get inspired and learn about the different insects and items in a garden. Typically in the past, we would cut out 20+ of the same pattern and have the student make their own or keep them the same as the others. The result of this bulletin board was a cross-curricular assignment where they did art inspired by an author in writer's workshop and showed what they knew about living and nonliving things in the world.



Before



After



Mrs. Kuras

Block Building Area - Before



Block Building Area - After

Math Objective:

Objective 23a- Use number concepts and operations, understand and use place value & base ten
I have observed students and made different constructions for 100 and 10. They had to record the groups of 10s and 10s on a piece of paper I created to show their understanding.

ELA Objective:

Objective 12a- Demonstrate phonological awareness, phonics skills, and word recognition, apply phonics concepts and knowledge of word structure to decode text
During Busy Bee work time, I have students do a letter sound recognition so I can assess phonological hearing concept. I had to use letter cards for the words when the child had to read the words to see who could decode the word.

Social/Emotional Objective:

Objective 3a- Anticipate needs and rights of self and others
On 4/14/14, the students were presented to the students. They were off to work on their projects, but they were unable to work on their projects. In the morning, I had to go to the students and see what they were doing. I had to go to the students and see what they were doing. I had to go to the students and see what they were doing. I had to go to the students and see what they were doing.

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CLASSROOM CHANGES



Writing desk created with a wide variety of writing utensils and papers to use (e.g. notebooks, notecards, small blank books, banking slips), reference books and student names, etc.



Incorporated menus, recipe books, sets with food store advertisements in kitchen area to promote literacy.



Labeled drawers in construction and kitchen areas with words and pictures.



Incorporating "Loose Parts"



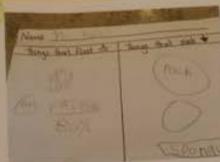
Cookie Cutter



v. Hands-on

TAKE AWAY

Provide more opportunities for students to draw what they do/observe in all subject areas (observational drawings).



Student observational drawings.

2016-2017 GOAL:

Provide students with opportunities to work on long-term projects and to focus on fostering more independence.

Madeline Kropoth
Franklin School
Rahway

Cohort 5, 6, & 7

at the same time as the heavy paper centers. The recent addition of our class pets, Sport and Elia, has made it the place to be.

Takeaway

TAKEAWAY

My takeaway from the seminar is the best classrooms allow the children to explore, experiment, and discover. As teachers, it is our responsibility to create an environment in which the children have a high level of ownership and independence in their learning. We may guide them at times, however, their greatest learning will occur when they have an active part. This type of classroom may not be the quietest and their creations will not always be the neatest. But, classrooms should not be still and uniform. This seminar is helping me to build a classroom where the children will often teach themselves and their peers.

GOAL FOR 2016-2017

My goal for the 2016-2017 school year is for my students to enter a classroom ready to meet the lofty expectations I have set for myself as an educator. From the first day of school I want them to be in a room ready to challenge them as learners, a room ready to meet their needs as 5 and 6 year olds, and a room in which they know they are special. A more concrete goal I have is to do more project based learning (going through this year has been challenging different grade level, different classroom, new curriculums and programs) and at times I was not able to implement everything I wanted to. The summer will allow me to plan better and to make short and long term projects a significant part of my class.

Goal

**N. Holmes
Davis Family School
Camden**

Date: March 18
TSO Objectives: 2a, 2b, 2d

Background: This happened during our morning centers time. I was just returning from class after being out for 5 days due to the death of my father. I joined the 2 students in the Play-doh center when the conversation occurred.

Octavia: "Mr. Holmes, your dad died?"
Mr. "Yes, last week. That's why I was absent for so long."
Alan: "Are you sad?"
Mr. "Yes, I am still sad, but I am happy to be back at school. I missed all of you so much."
Octavia: "My dad is dead too. He smoked too many cigarettes."
Alan: "Yeah, my dad is dead too."
Mr. "You two must miss your dads a lot."
Alan: "He died when I was a baby. My mom is getting married."
Mr. "That is so exciting!"
Octavia: "My mom's not getting married."
Alan: "Yeah, he is going to live with us."

The conversation then turned to what they were making with the Play-doh.

Spencer Hays

Monday	Tuesday	Wednesday	Thursday	Friday
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50
60	60	60	60	60
70	70	70	70	70
80	80	80	80	80
90	90	90	90	90
100	100	100	100	100



ALYSSA CAVAREZ

PLEASANTVILLE SCHOOL DISTRICT

COHORT 7



BEFORE & AFTER



CUSTOM CURRICULUM



TSG DOCUMENTATION

Literacy Objective 18A-E
Comprehends and responds to books and other texts
A: Interacts during reading experiences
B: Uses emergent reading skills
C: Retells stories and recounts details
D: Uses context clues to read and comprehend
E: Reads fluently



Math Objective 20 E-F
Uses number concepts and operations
E: Applies properties of math operations and relationships
F: Applies number combinations and mental number strategies in math operations



SEMINAR TAKE-AWAY

The most helpful piece of information I learned during this seminar was that "cute" does not cut it for kindergarten. Projects need to allow students to be creative in their own ways. Activities and projects also need to have deeper concepts and not have a goal of being cute and nice to hang on a wall.



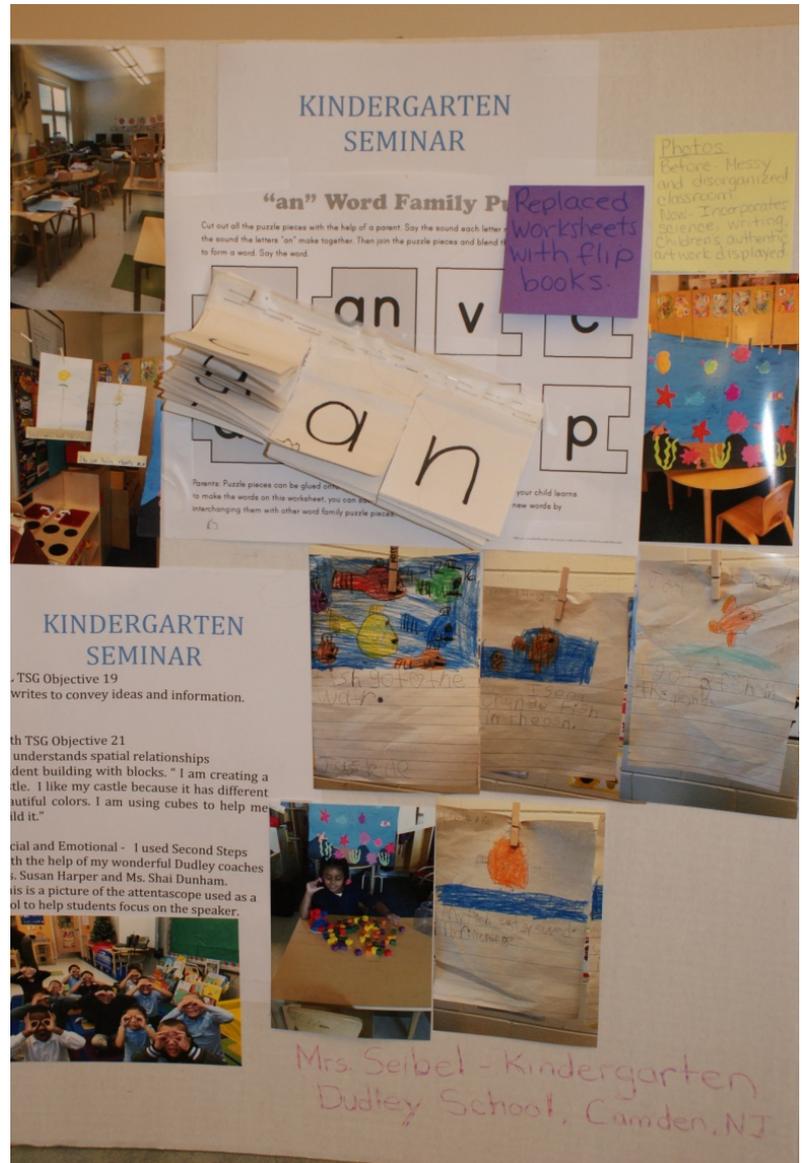
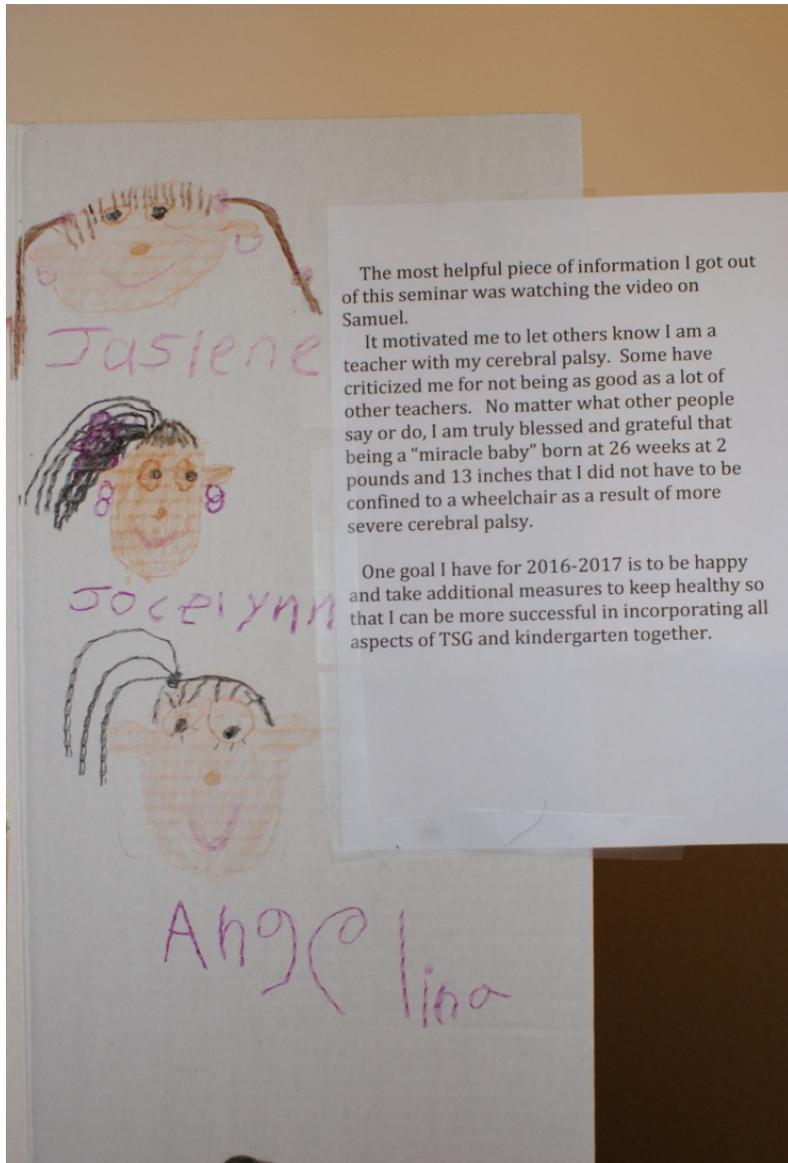
Social-Emotional Objective 2 C-D:
Initiates and sustains positive relationships



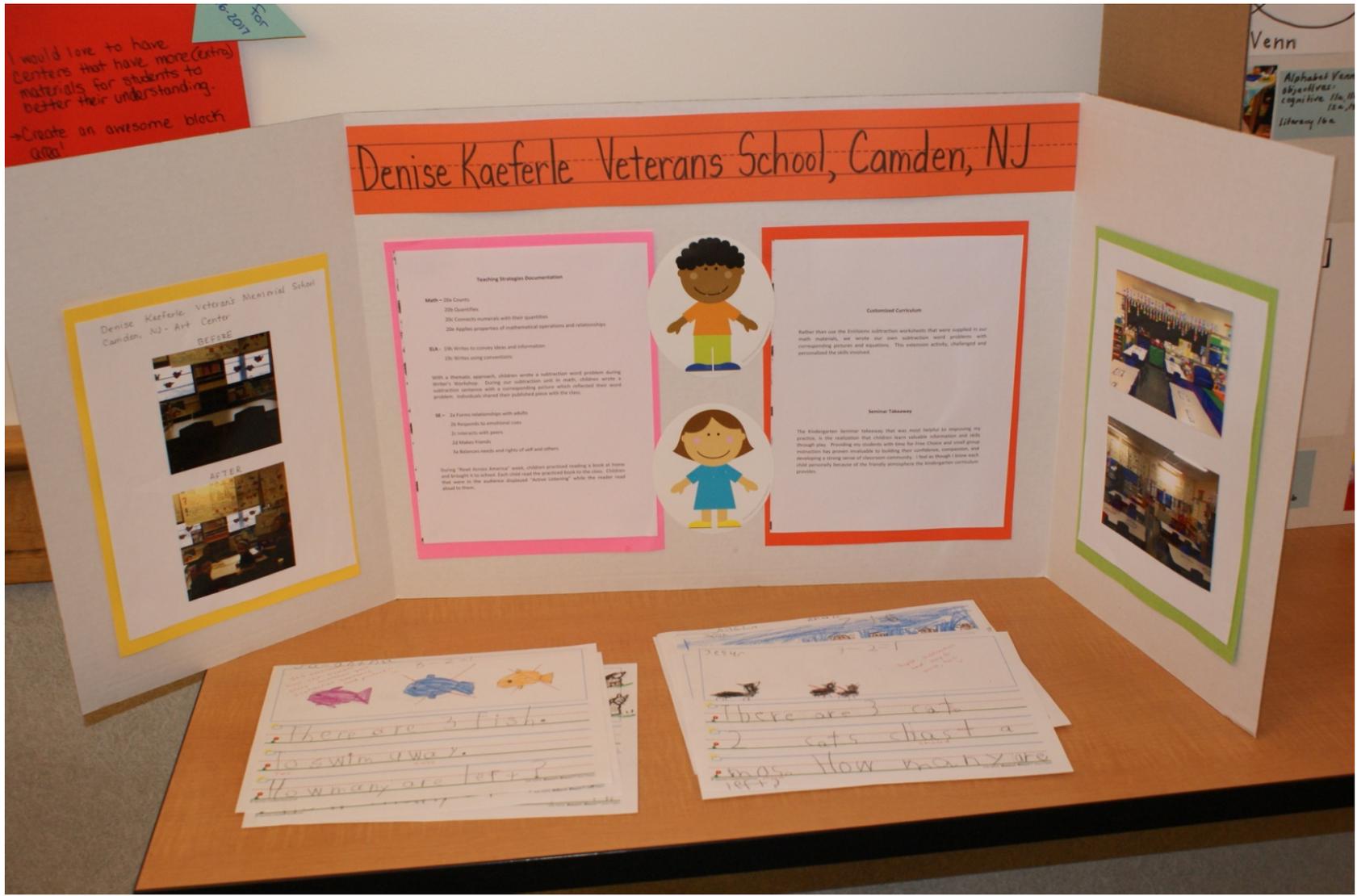
2016-2017 GOAL

One goal for the 2016-2017 school year would be to organize my classroom layout in a more open way. I think I need to create better "center" areas and provide more hands on materials for my students in each center.

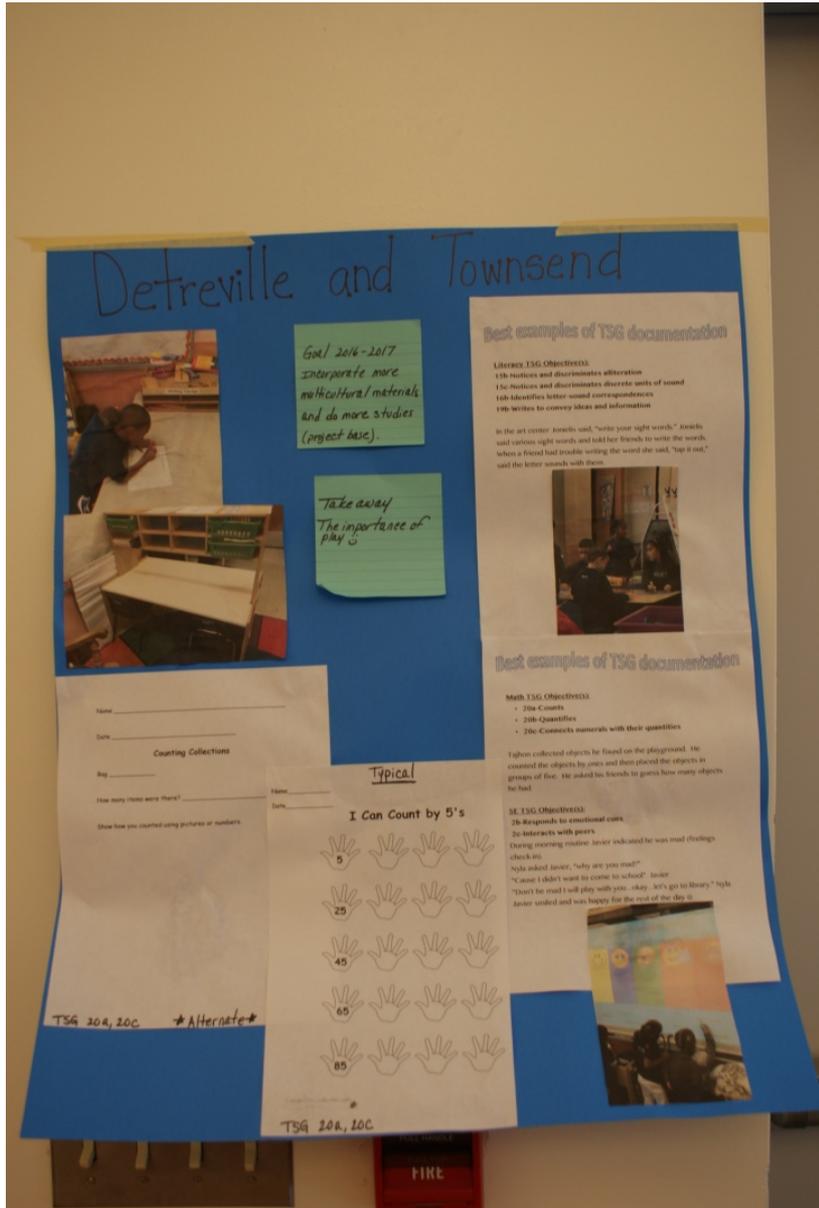




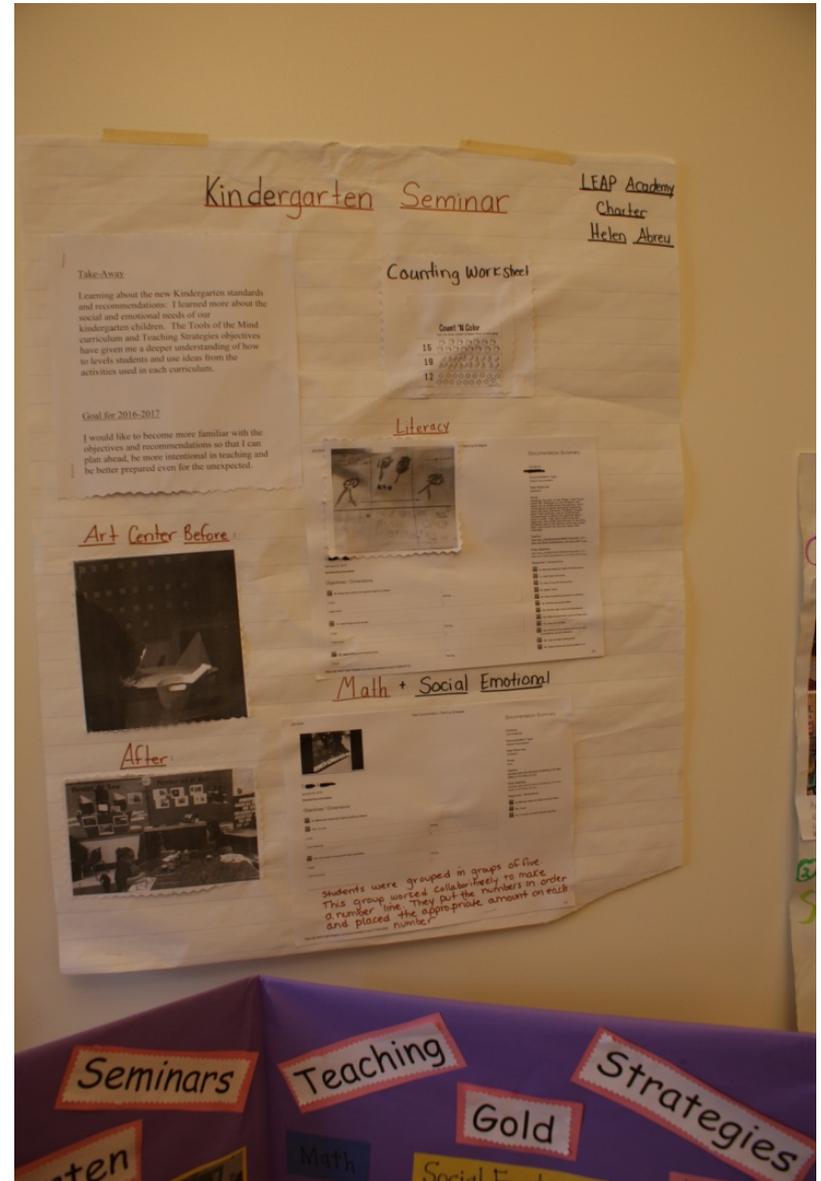
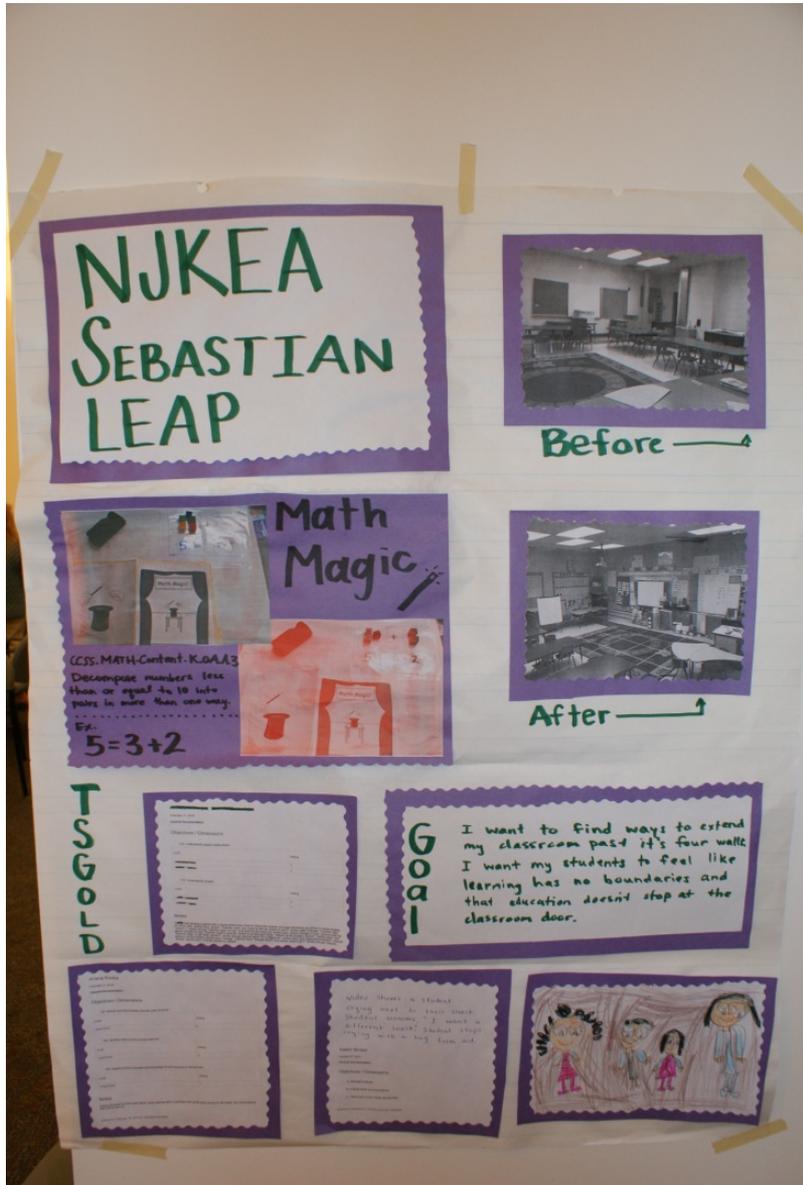






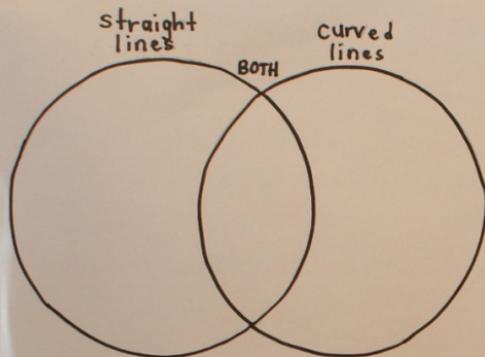












Alphabet Venn

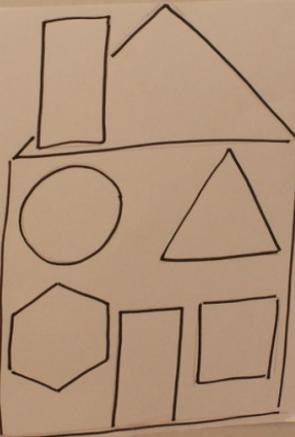


SAND TIMER
Used for taking turns
objectives: 1a, 1b, 3a
social Emotional

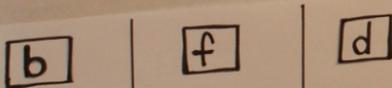
Laura Black
Sharp School - Camden



Alphabet Venn
objectives:
cognitive 11a, 11b, 11c
12a, 12b, 13
literacy 16a



Shape Matching
objectives:
cognitive 11a, 11b, 12
Math 21 b



Initial sound
sorting
objectives:
11a, 11b, 11c

Name: _____

Cheese, Please!

Trace
Cut
Glue to match.

me at

is can

at can am the is me



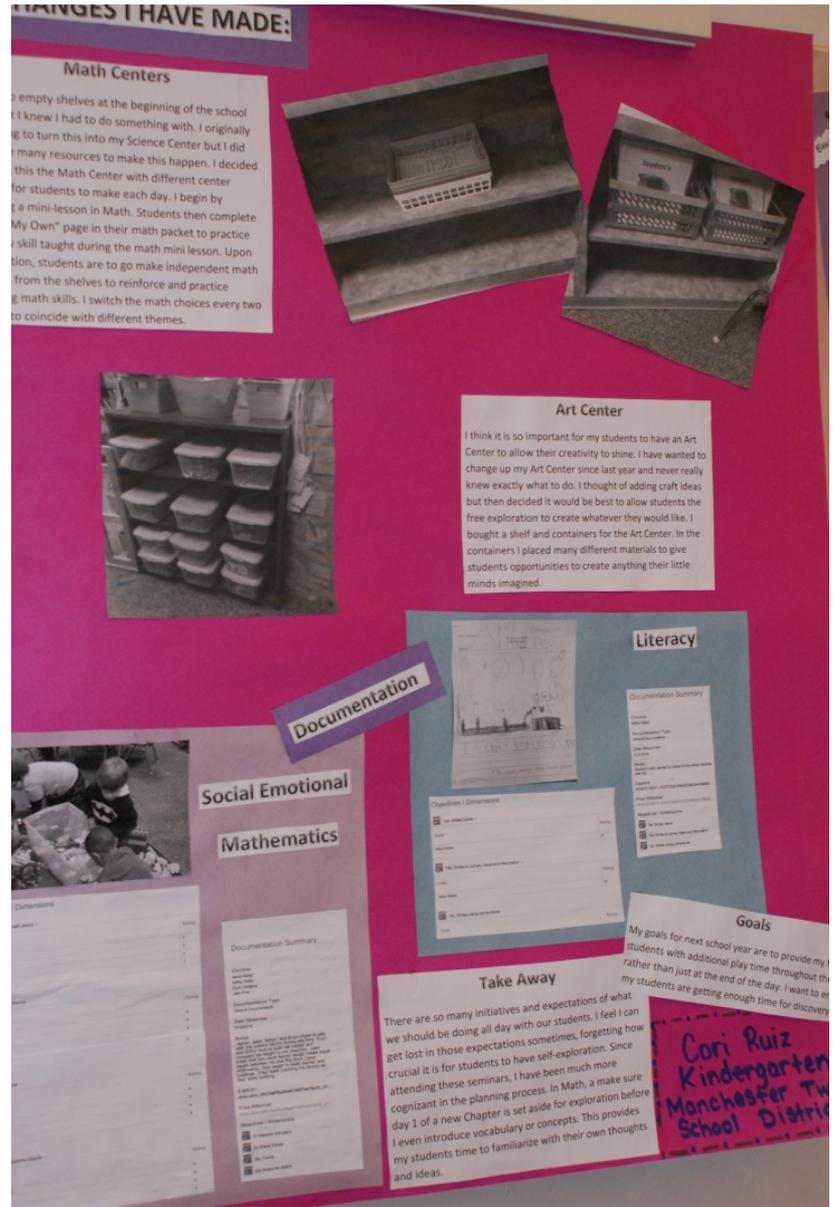
SIGHT WORD PRACTICE

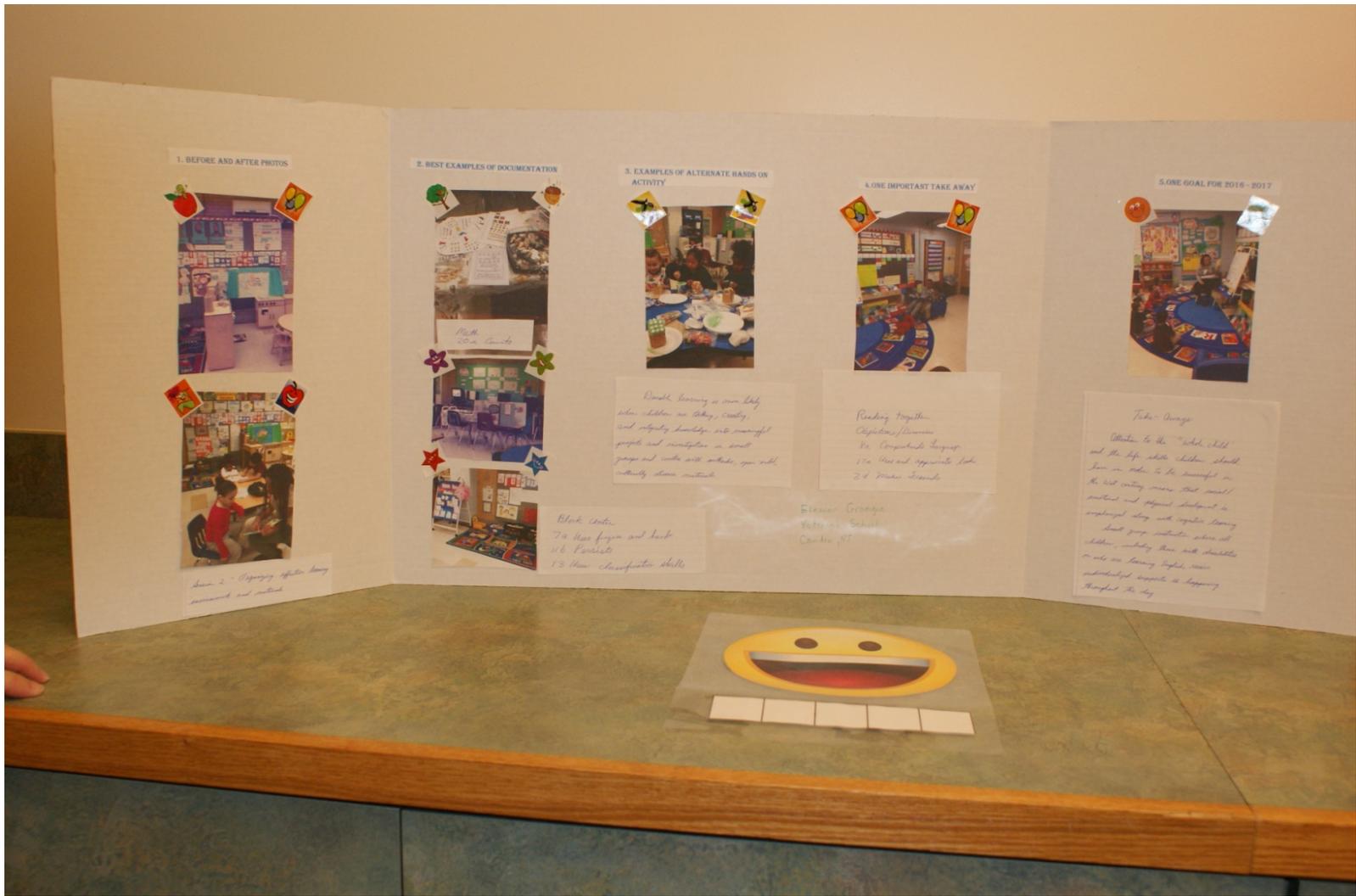
Take Away - PROJECT BASED
LEARNING
Students gain knowledge
and skills by working for
an extended period of time
to investigate and respond
to engaging and complex
questions

Goal - 2016-17
Meeting the Needs of all Children
- Children from diverse
families and cultures
- English Language
- Visual
- Bilingual









KJ

Cut and Paste Activity (Before)

Help Chatters the Squirrel find her pile of acorns!

Cut and Paste Activity (Before)

Name: _____

Animal Life Cycles

Cut and glue the pictures in order to complete each animal's life cycle.

1				
2				
3				

© K. Rosenblatt 2002

Mystery Naming Day

1. Explain your best high school or community. Ask them to name several important events. Tell them you need all their good ideas. This name means you have.
2. Have Photograph comments to use for both and then go home.
3. Ask your parents to name things like books, toys, and supplies, and signs and things.
4. Use a highlighter to "highlight" things that you might be able to use in the classroom.
5. Have your "Substitute" Student Parents find names other than books or your classroom.
6. Ask parents for classroom suggestions. Very often parents don't want to blame school events, but if they are assuming something for the school they had better get it right at first.
7. Explain "mystery naming" in the beginning of the school year. Teachers bring things that are in great condition, in a designated area in the school, that they thought that were in great condition, in a designated area in the school, that they thought that were in great condition. You can look for things that might work in your classroom.

"The more I look at another man's business"

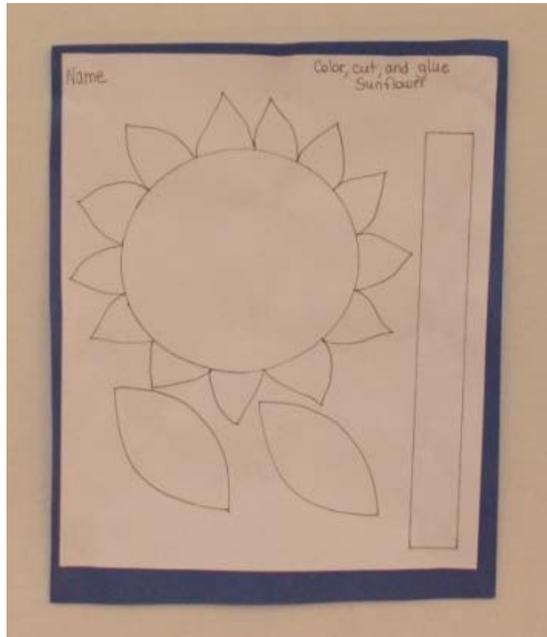
Proverb

Name: _____

Color, cut, and glue Sunflower

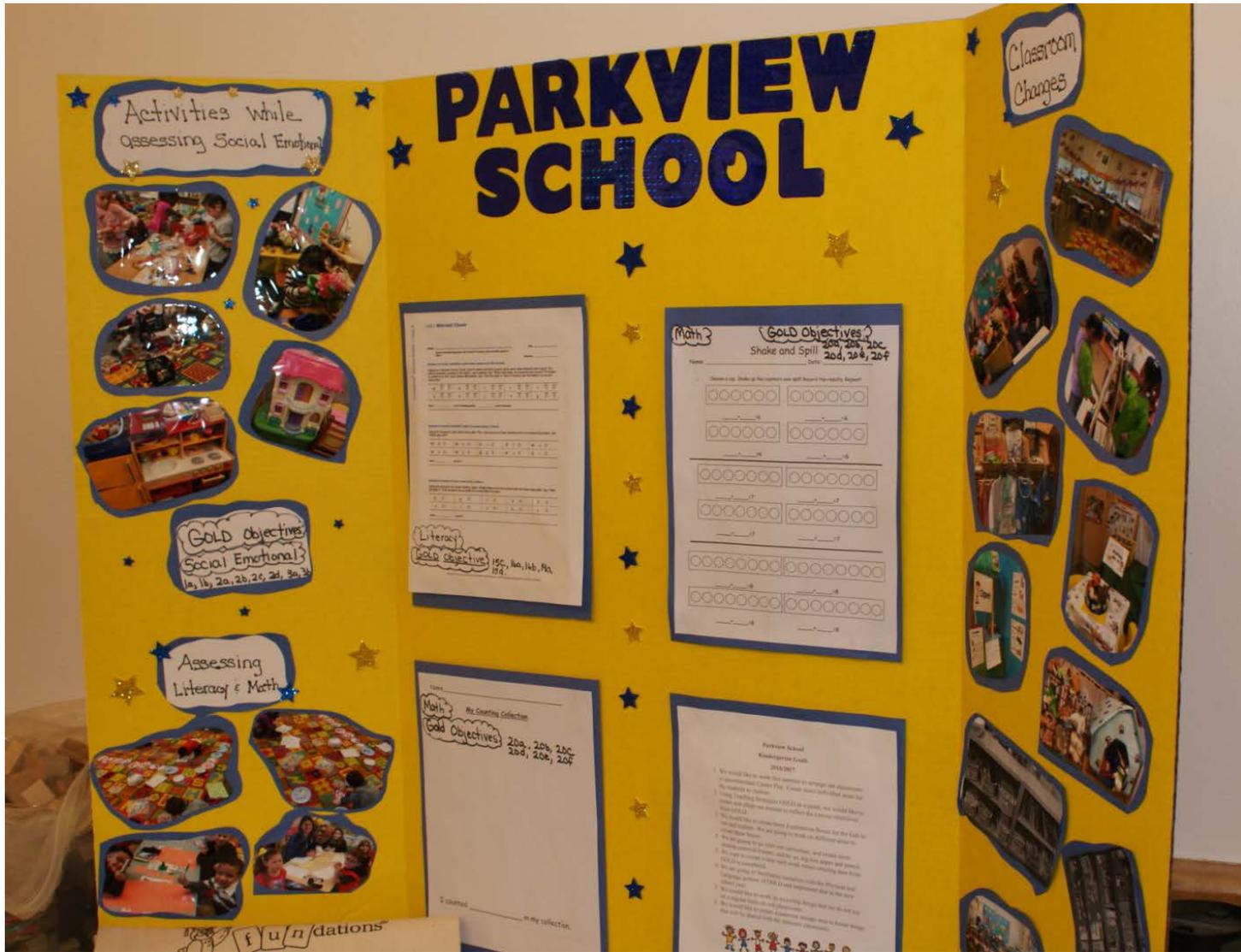


so
ma
is
me
lo
men
tion
after
ma



Replacing a cut and paste activity. No two look alike!





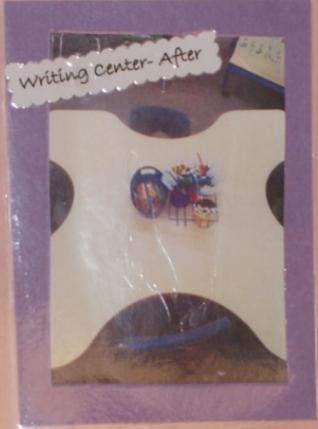


Empty

that I changed it I leave all the construction paper out, scissors, glue, markers, crayons, and pencils. The students love that they can use anything in that area. They have got really creative by making books and different crafts of interest.



Owl Café-After



Writing Center- After



The Owl Café made a huge impact in my classroom. The students are very engaged during kitchen play and want to choose to go into that play center. They established roles for that center such as chef, waiter, waitress, or guest. We created an Owl Café Menu in which they use to take and write orders. The menu is great for the non-readers as well because it has pictures next to the item on the menu. I added a center piece on the table and set the table each day. The students pretend that they are either in a real café or at home.



Top of Shelf- Before



Empty Corner



Word Work Selections- After



The students loved being able to choose which play center they wanted to play in. I leave about 20 choice play centers out for them to play. They can switch as many times as they want during the allotted time.

Back of a Bookshelf- Before



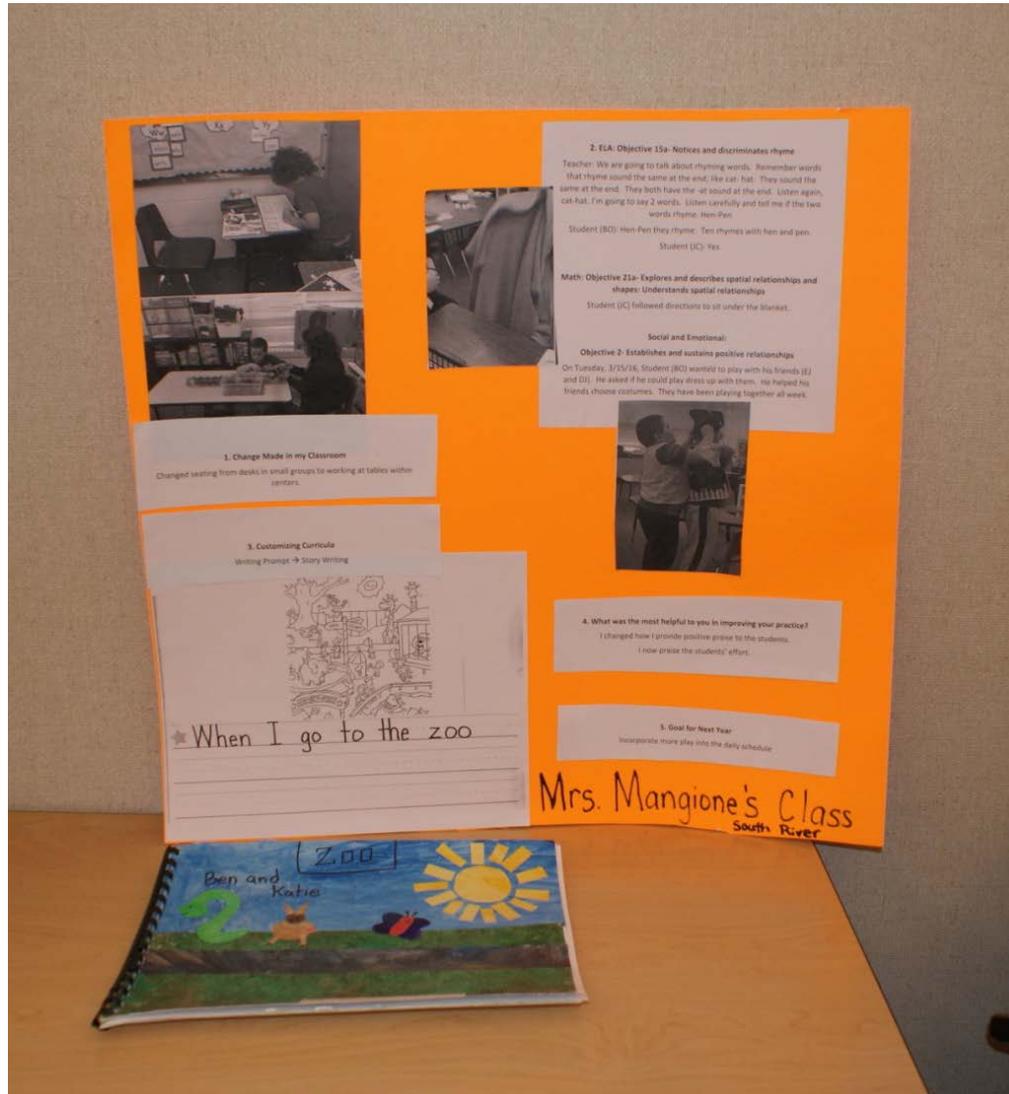
Daily 5 Check-In After



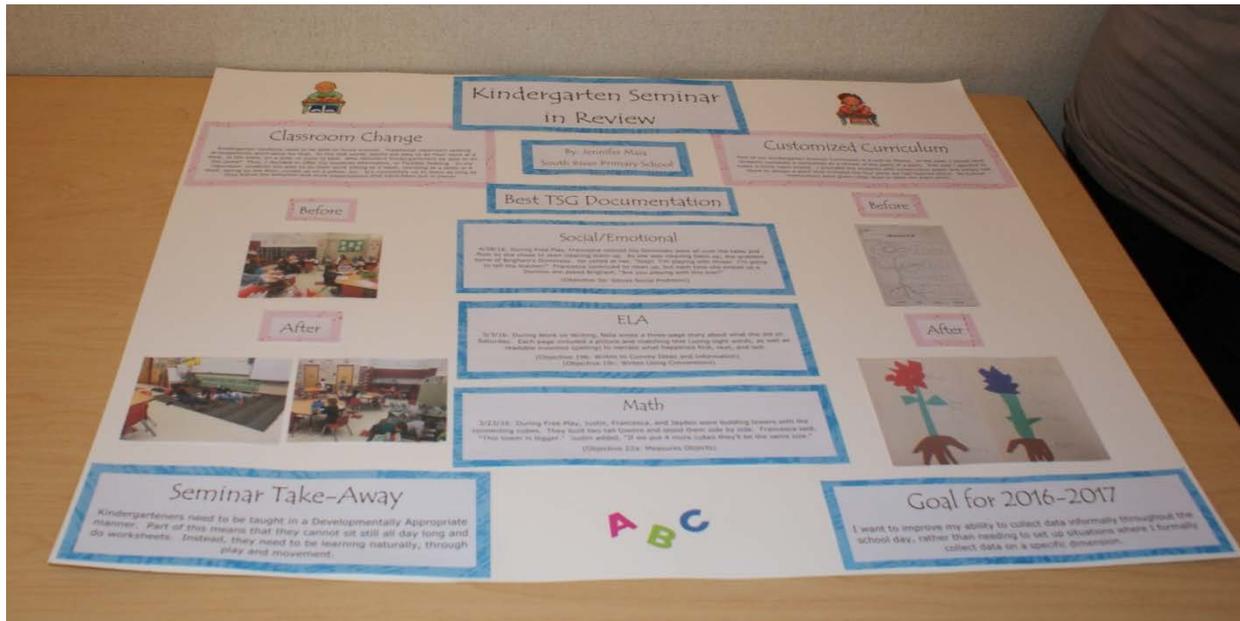
One of the choices during daily 5 is word work. The student have to manipulate letters to build words and manipulate words to build sentences. The students do this through fun, engaging, and hands on games. I set up the shelf with 5-7 word work choices. They have their choice on which center then would like to do and when they would like to do it. They love being able to have a choice and they love that it is easy for them to access those centers.

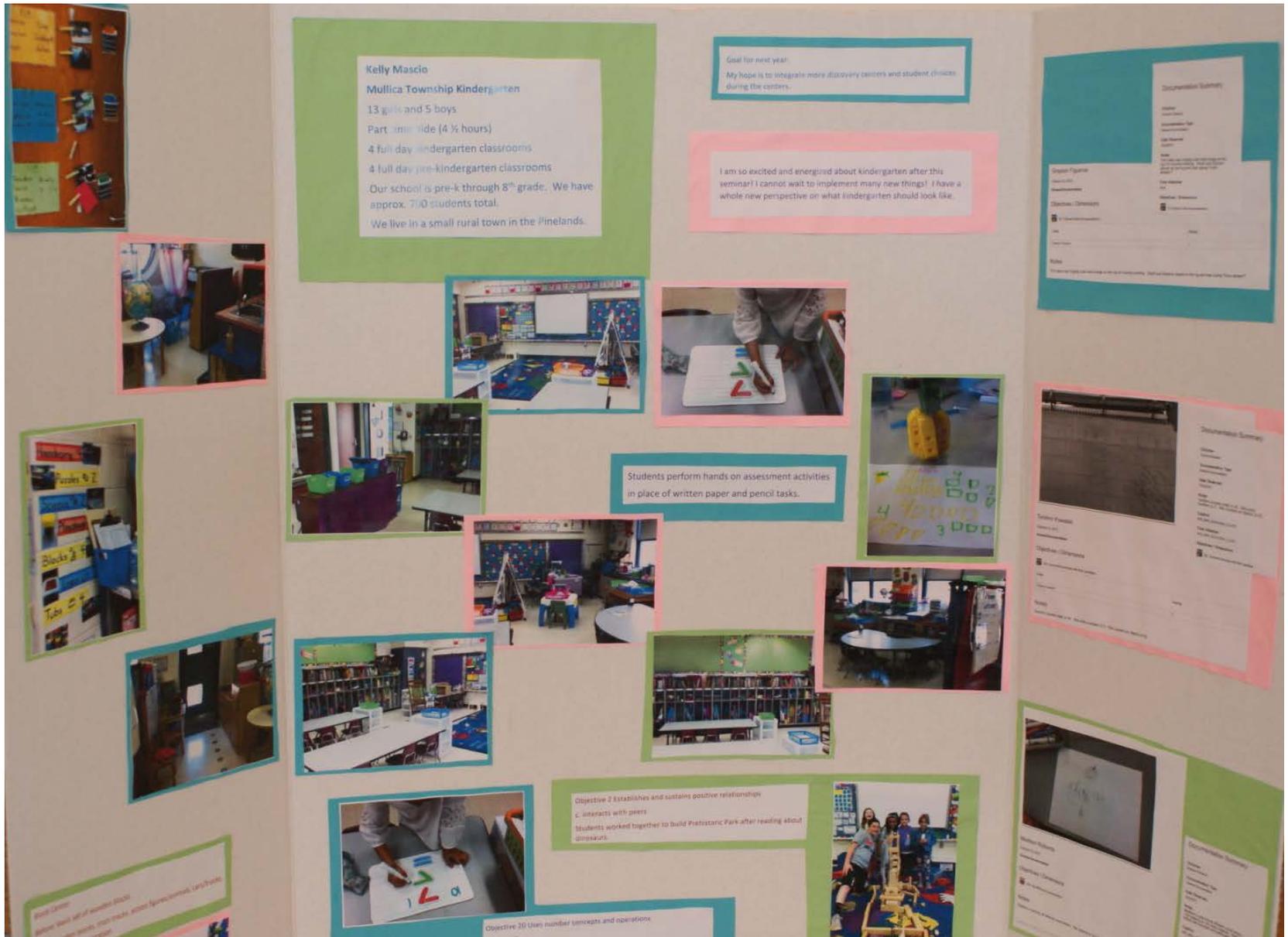
The Daily 5 check-in was a hit in my room. The students complete an activity of their choice and are able to put in a color coded pipe cleaner upon completion of the activity. This creates a sense of accomplishment for completing the assignment. It also instills a sense of responsibility and ownership when checking in. The students and I can easily and visually see the centers completed.











Kelly Mascio
Mullica Township Kindergarten
 13 girls and 5 boys
 Part time side (4 1/2 hours)
 4 full day kindergarten classrooms
 4 full day pre-kindergarten classrooms
 Our school is pre-k through 8th grade. We have approx. 700 students total.
 We live in a small rural town in the Pinelands.

Goal for next year
 My hope is to integrate more discovery centers and student choices during the centers.

I am so excited and energized about kindergarten after this seminar! I cannot wait to implement many new things! I have a whole new perspective on what kindergarten should look like.

Documentation Summary

Classroom: _____
 Date: _____
 Teacher: _____
 Student: _____
 Objective: _____
 Materials: _____
 Observations: _____
 Reflection: _____

Students perform hands on assessment activities in place of written paper and pencil tasks.

Objective 2 Establishes and sustains positive relationships
 L interacts with peers
 Students worked together to build Pretostatic Park after reading about dinosaurs.

Objective 20 Uses number strategies and operations

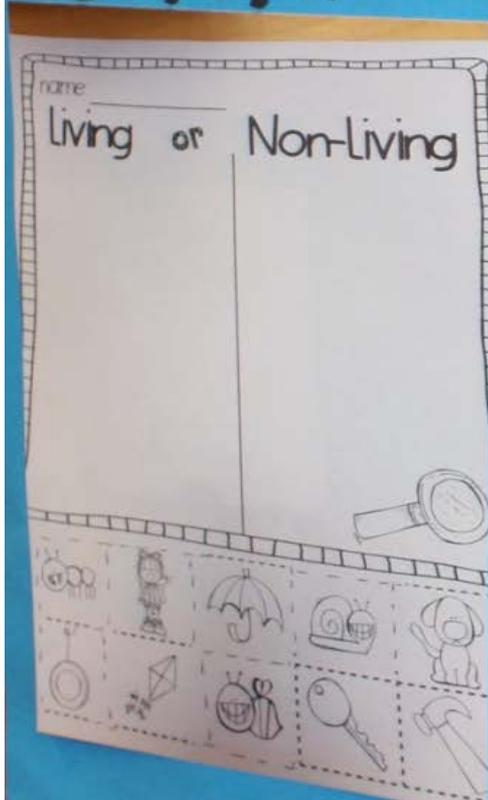
Documentation Summary

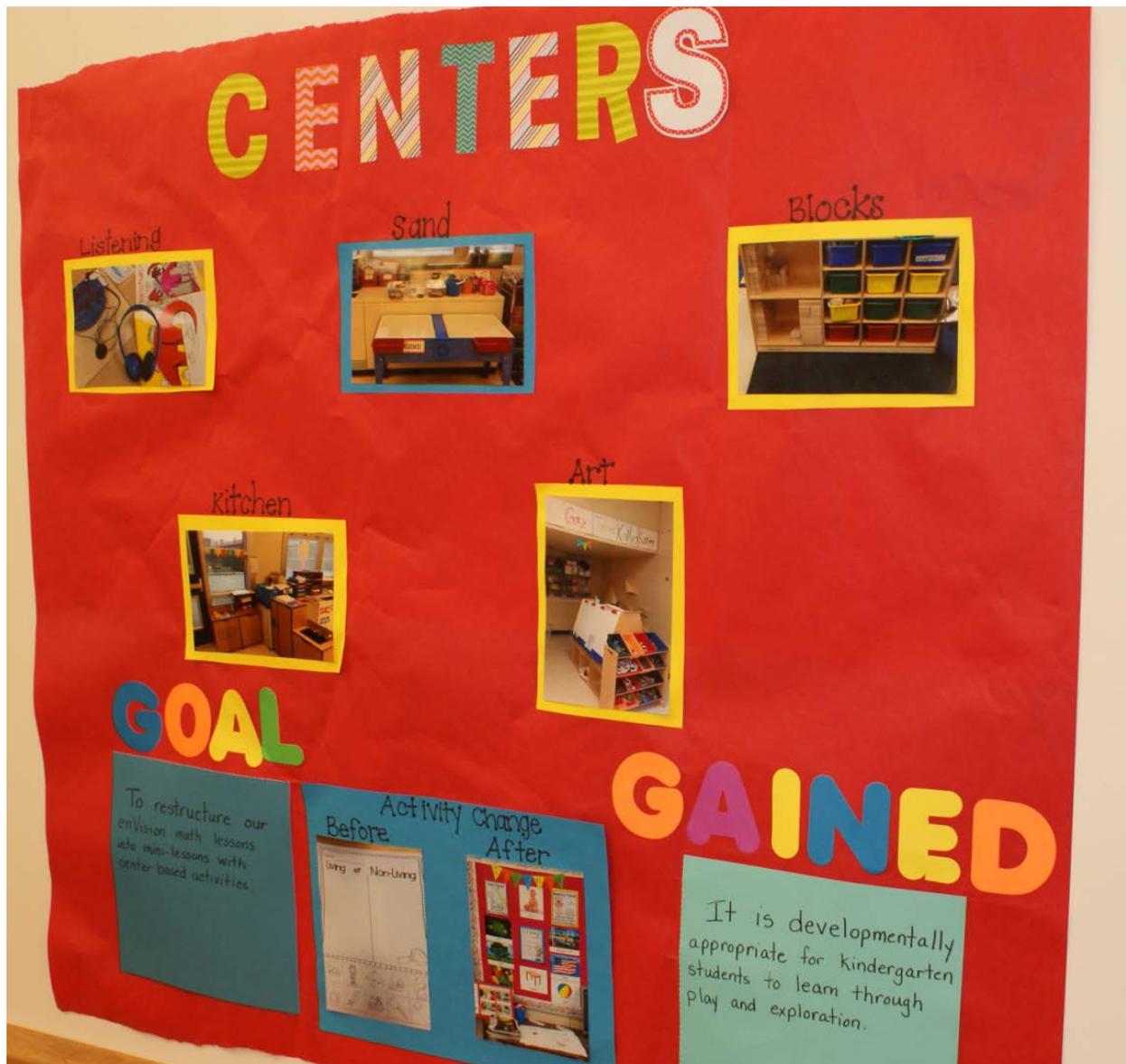
Classroom: _____
 Date: _____
 Teacher: _____
 Student: _____
 Objective: _____
 Materials: _____
 Observations: _____
 Reflection: _____

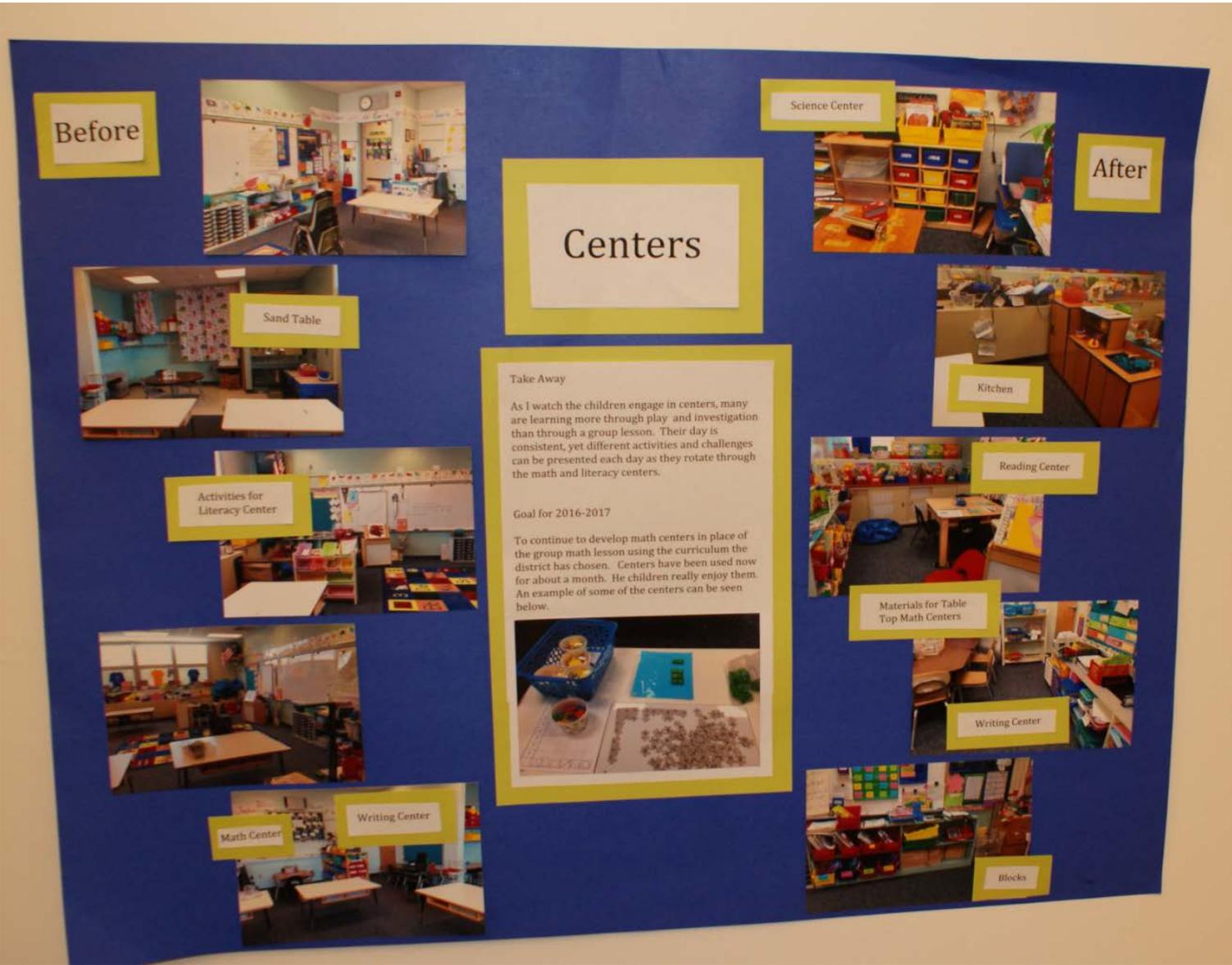
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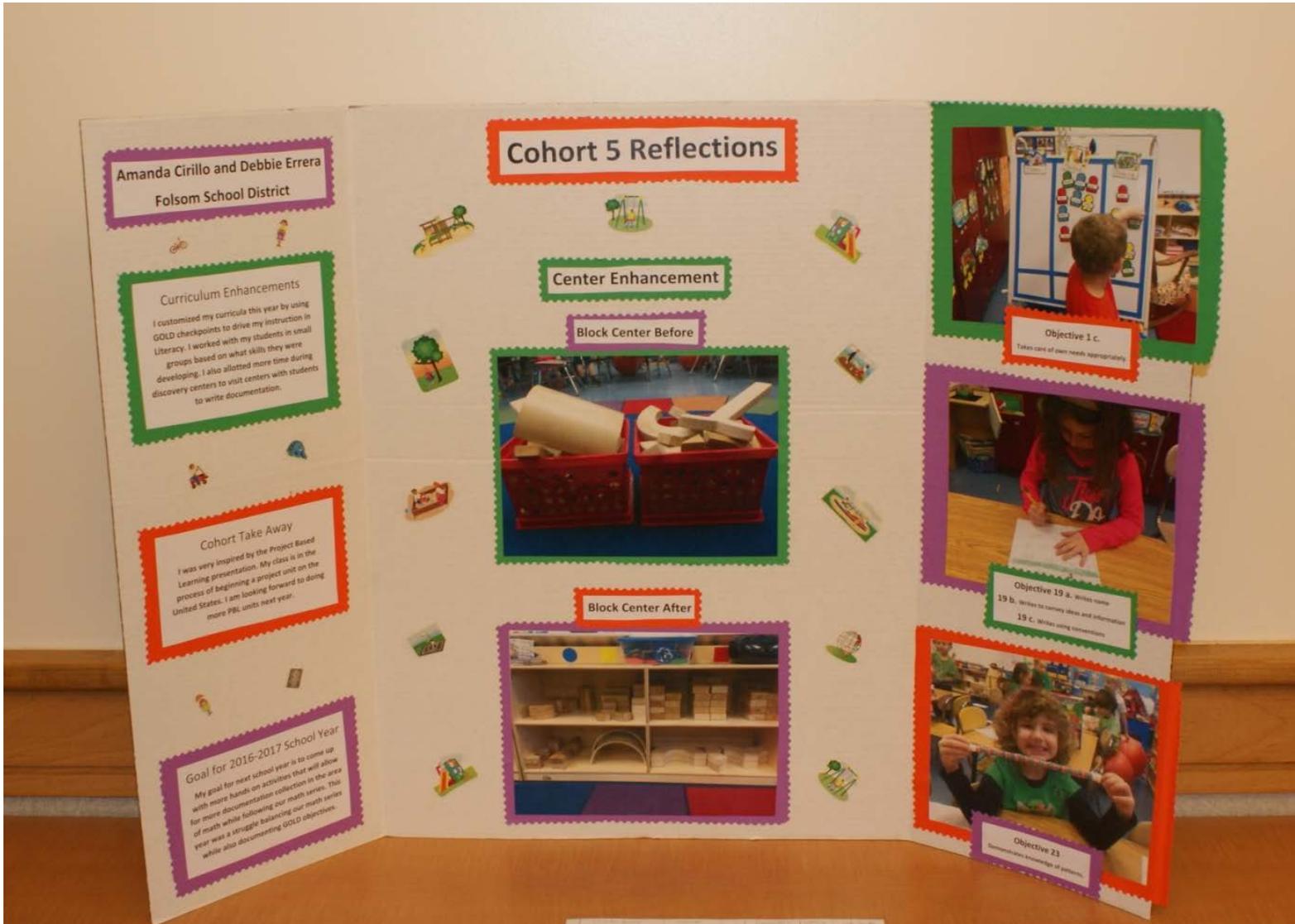
Activity Change Before After









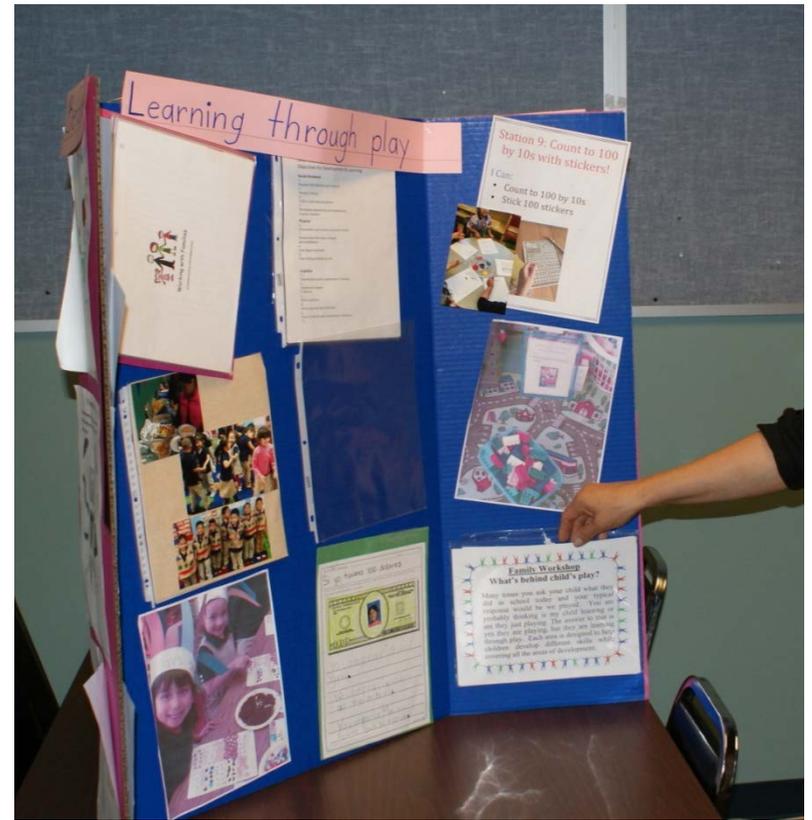
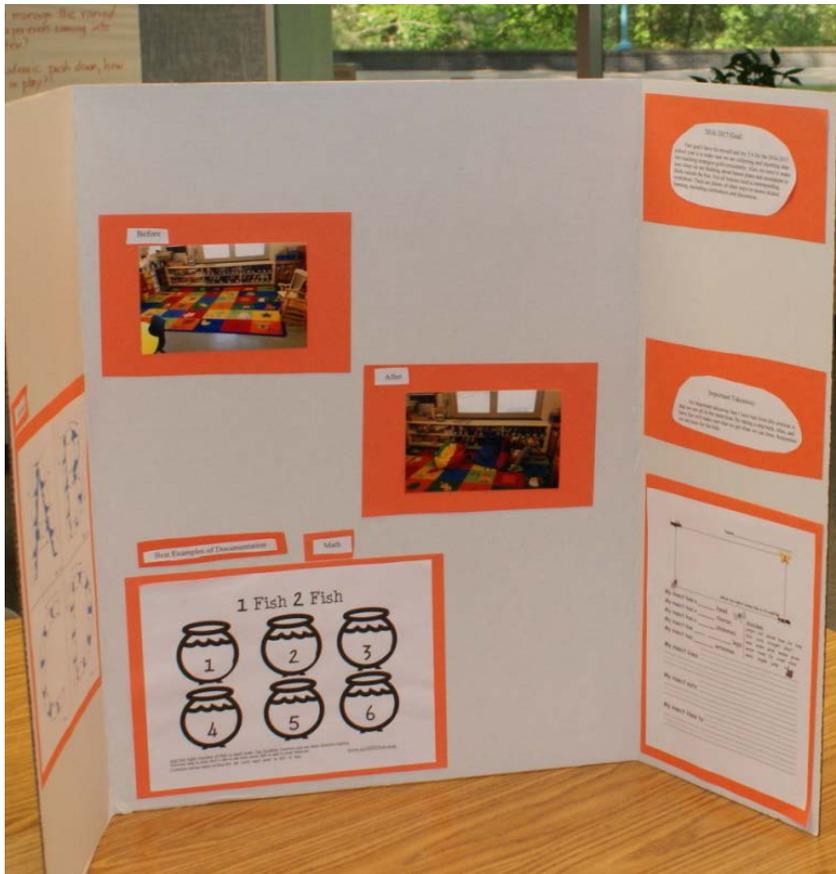


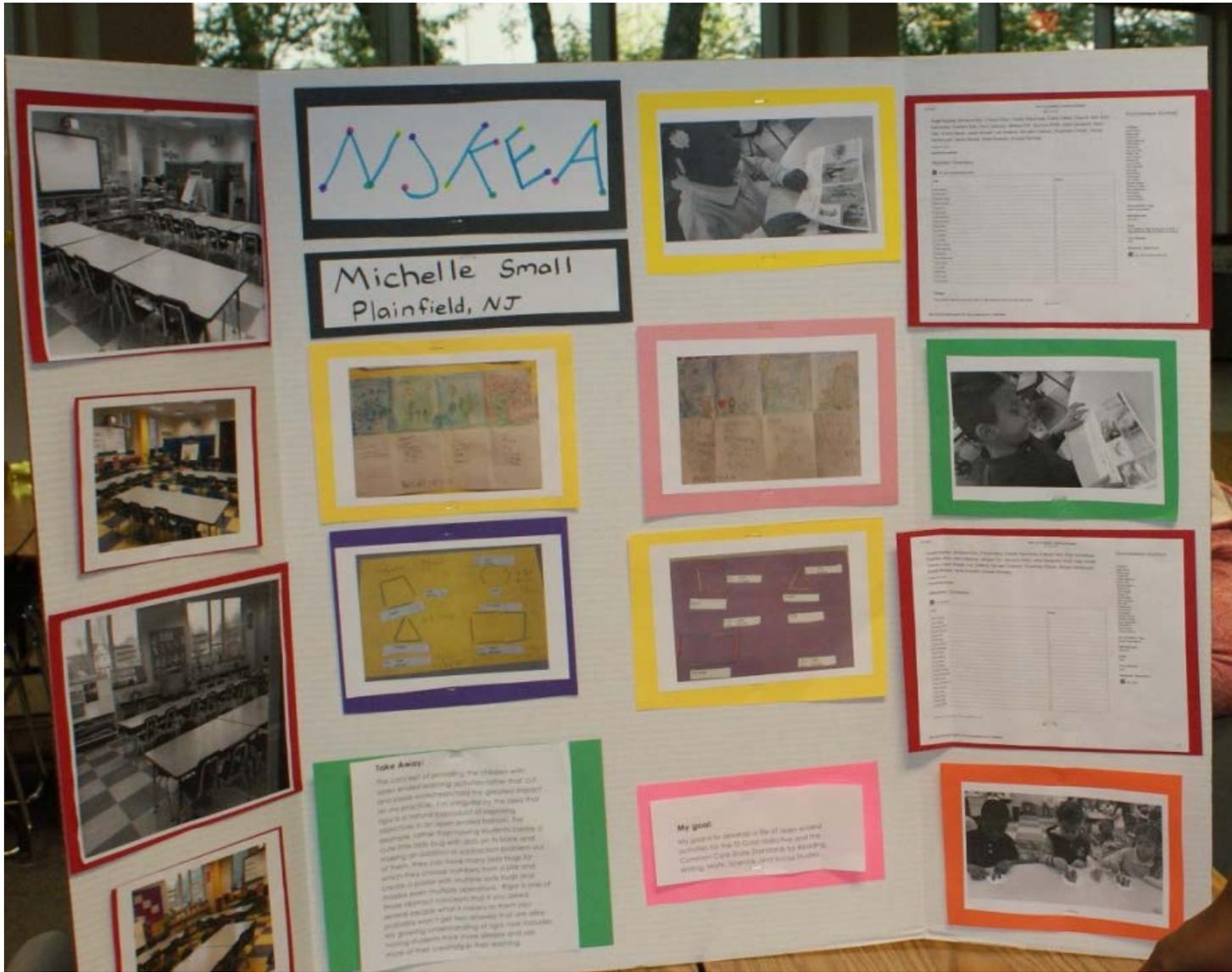




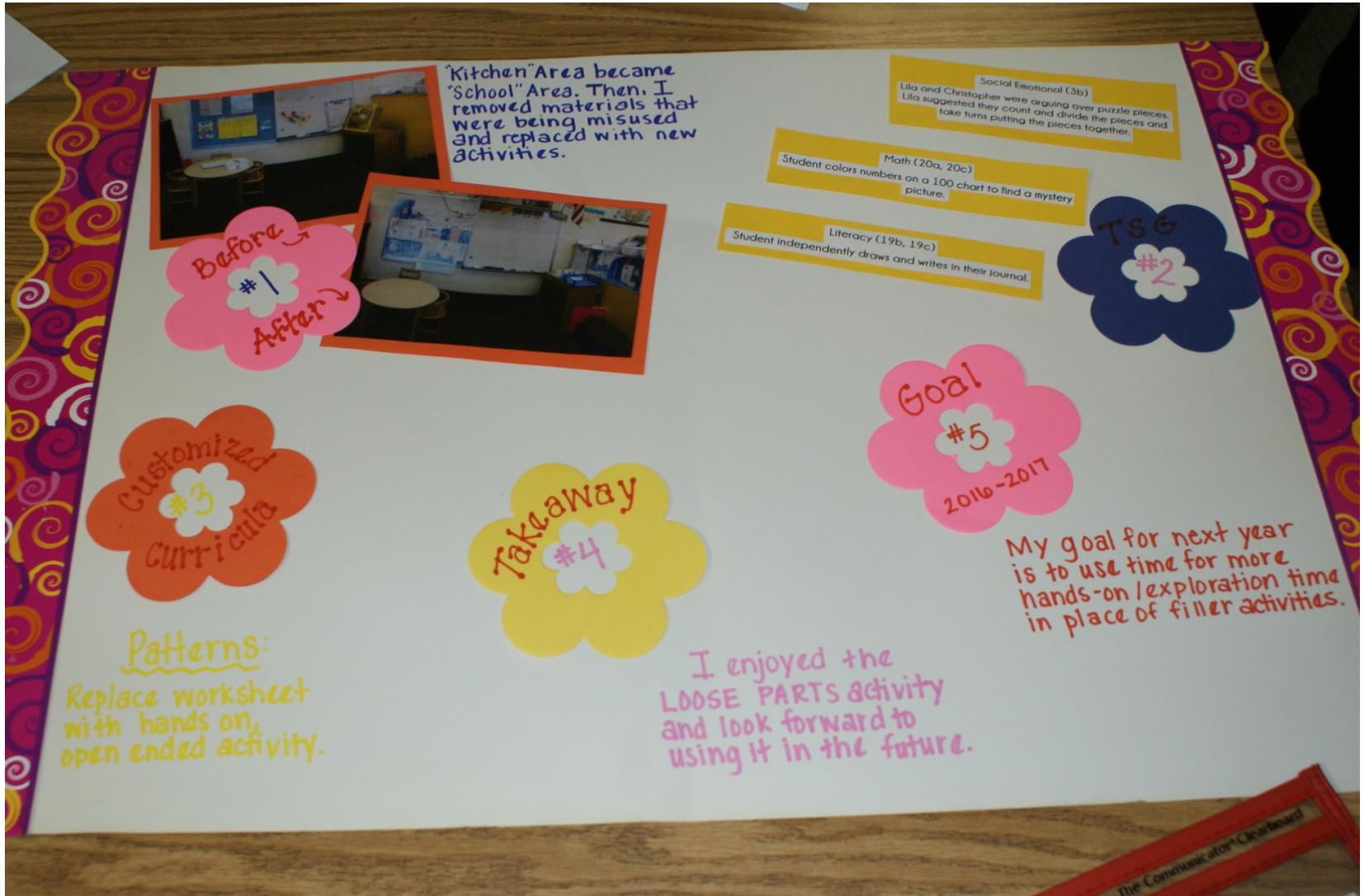
Cohort 3









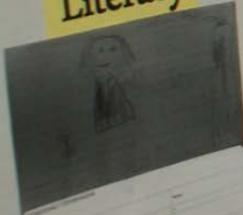




NJKEA KINDERGARTEN

Math

Literacy



Social/Emotional

SEMINAR 2016

Krista Wayne

Lopatcong Township

Before



In September, my work tables were spread out in center of the room. This floor plan lead to limited space for floor centers such as trains, dominos, blocks and legos.

After



In January, I moved the tables into a "U" shape. The new floor plan allows for a large space in the middle of the room for a floor center.

Hands-On Activity



To practice subtraction, the students play "Subtraction Smash". The teacher writes the subtraction sentence on the SmartBoard, and the students build the first number using play-doh balls. The students "smash" the subtrahend. The students solve the problem by identifying the play-doh balls that are left un-smashed. The students solve and read the subtraction sentence together.

Takeaway

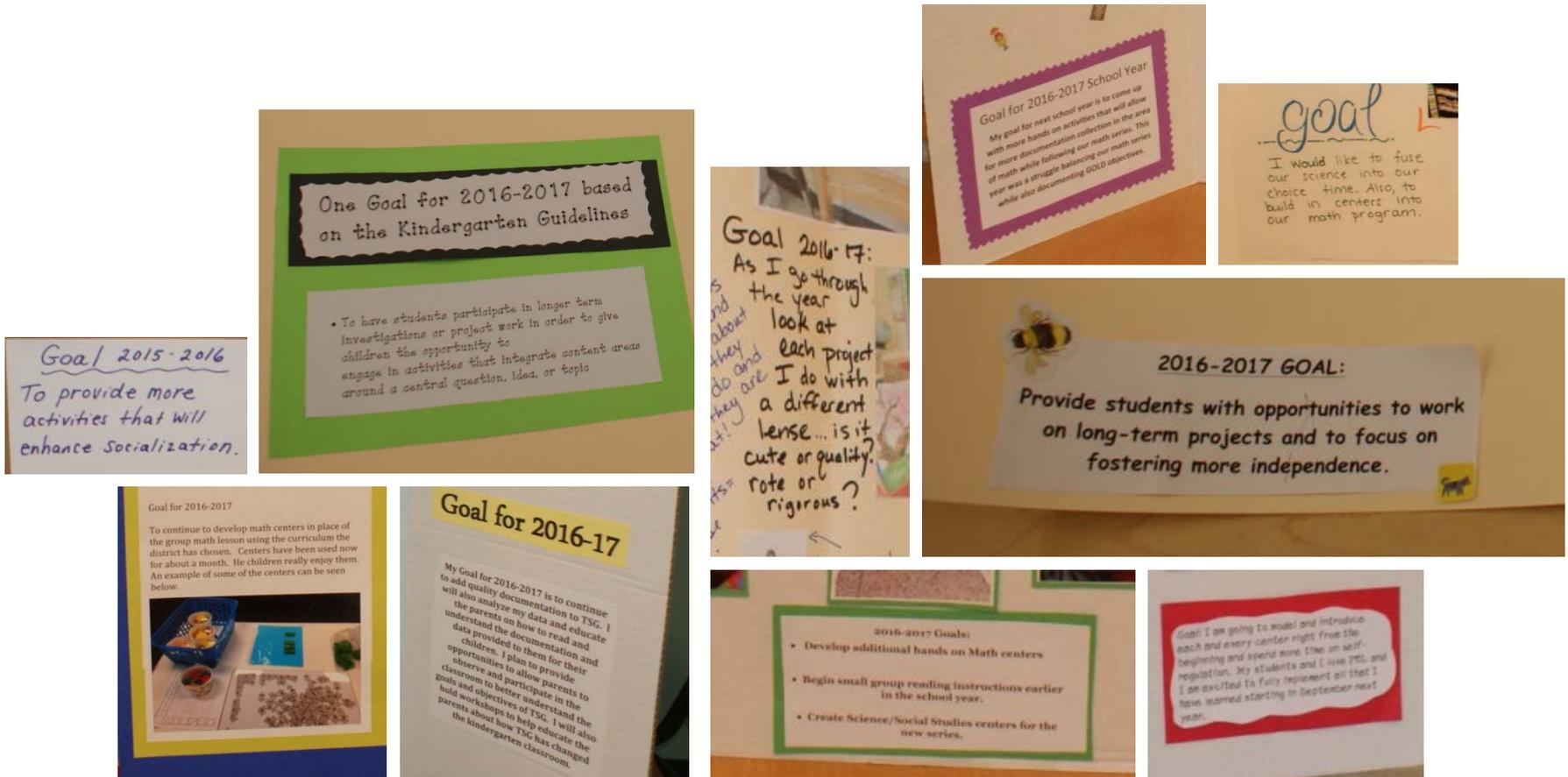
This seminar has helped me embrace best practice in the kindergarten classroom. I believe that educators need to always keep an open mind, since education is ever-changing and evolving, as technology and the world changes. I created a student-centered, play-based classroom that is appropriate for my students' emotional and intellectual development. I look forward to continuing to track the students' progress and growth in my classroom.

Goal for 2016-17

My Goal for 2016-2017 is to continue to add quality documentation to TSG. I will also analyze my data and educate the parents on how to read and understand the documentation and data provided to them for their children. I plan to provide opportunities to allow parents to observe and participate in their classroom to better understand the goals and objectives of TSG. I will also hold workshops to help educate the parents about how TSG has changed the kindergarten classroom.



Highlights of Goals for 2016-17



Don't forget to contact your partner on that promised date in fall and spring to ask "How are you progressing toward your goals?"

Noteable Takeaways

Take Away:

The concept of providing the children with open ended learning activities rather than cut and paste worksheets had the greatest impact on my practice. I'm intrigued by the idea that rigor is a natural byproduct of exploring objectives in an open ended fashion. For example, rather than having students create a cute little lady bug with dots on its back and making an addition or subtraction problem out of them, they can have many lady bugs for which they choose numbers from a pile and create a poster with multiple lady bugs and maybe even multiple operations. Rigor is one of those abstract concepts that if you asked several people what it means to them you probably won't get two answers that are alike. My growing understanding of rigor now includes having students think more deeply and use more of their creativity in their learning.

GOAL:
More hands-on activities and opportunities for creativity!

Takeaway:
Everything is an Assessment Opportunity!

TAKE AWAY

Provide more opportunities for students to draw what they do/observe in all subject areas (observational drawings).

Take away
Learning through play is essential for the young learner.

Take Away:
~~Cute
Cuteness
Projects~~

Take Away - PROJECT BASED LEARNING
Students gain knowledge and skills by working for an extended period of time to investigate and respond to engaging and complex questions

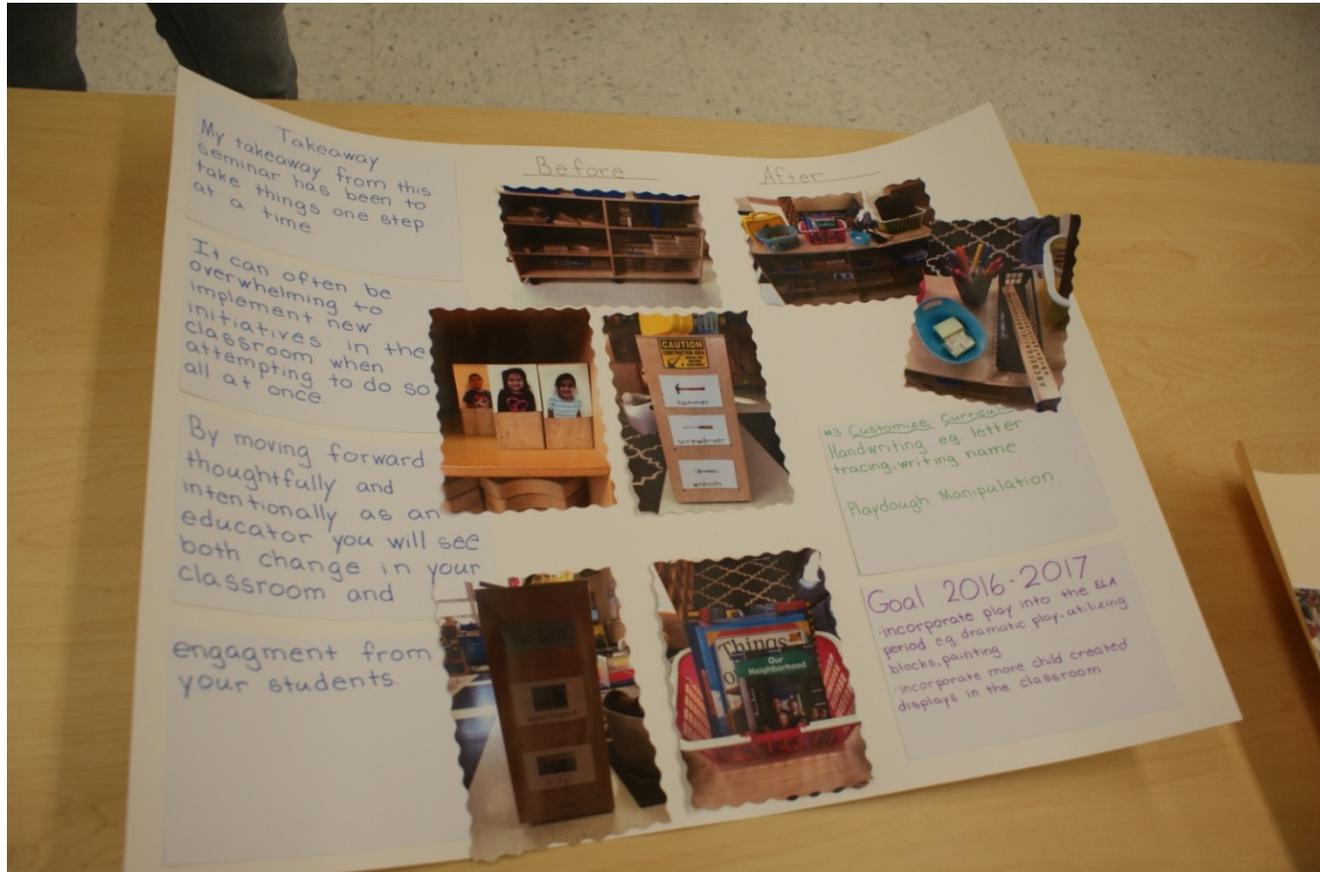
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This seminar has helped me embrace best practice in the kindergarten classroom. I believe that educators need to always keep an open mind, since education is ever-changing and evolving, as technology and the world changes. I created a student-centered, play-based classroom that is appropriate for my students' emotional and intellectual development. I look forward to continuing to track the students' progress and growth in my classroom.

SEMINAR TAKE-AWAY

The most helpful piece of information I learned during this seminar was that "cute" does not cut it for kindergarten. Projects need to allow students to be creative in their own ways. Activities and projects also need to have deeper concepts and not have a goal of being cute and nice to hang on a wall.

One Final Takeaway



Enjoy a well-deserved summer break!

Consider hosting a Kindergarten Seminar Reunion at your school in 2016-17.