

Activities to support children to develop skills to prepare them for Kindergarten.

Creative Curriculum Kindergarten Mighty Minutes

Adapted from Healthy at Home: A Toolkit for Supporting Families Impacted by COVID-19

<https://healthyathome.readyrosie.com> Learning at Home Kindergarten Activities

Instructions – Read steps on each card and follow along with your child(ren).

These quick learning experiences are for Kindergarten age children. But great to prepare children who will be transitioning soon. Please be involved with completing activity and provide support by giving hints and assistance as needed. This will help children develop the behaviors, knowledge, and skills they will be expected to know within the Kindergarten school year.

Teachers currently use Creative Curriculum Preschool Mighty Minutes in Head Start/Preschool for All classrooms.

Finger Follies

Literacy

Identifies and names letters

Finger Follies

15

Objective 16

Demonstrates knowledge of the alphabet

a. Identifies and names letters

Related Objectives: 1b, 2b, 2c, 7a, 8b, 11e, 14a, 21b

What You Do

1. **Say**, "We are going to take turns writing letters on each other's backs with our fingers." **Ask students who wish to participate to find a partner.**
2. **Demonstrate by writing the first letter of a student's name on the student's back**, e.g., write a capital *T* on Teresa's back. **Ask the student to name the letter.**
3. **Invite the pairs to take turns writing letters on each other's backs and guessing the letters.**

- Encourage students to write upper- and lowercase letters.
- Invite students to name the letter being written and say the sound the letter makes.
- Support students to trace geometric shapes.

Parent Video for Activity

Modeled Moment: Daily Reading Routines <https://healthyathome.readyrosie.com/en/activity-lists/8/>

Vocabulary Replay

Language and Literacy

Use language to express thoughts and needs

Vocabulary Relay

32

Objective 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 1b, 2c, 3a, 4, 5, 8b, 9c, 15c, 16a, 16b, 18b, 21b

What You Do

1. Divide the students into teams of four to five children.

2. Say, "You are going to work in teams to compete in a special relay race. I am going to stand at the other side of the room. Team members will take turns [hopping] to me and answering a question about a word that I show you. When the [hopper] gets back to the start, it's the next person's turn."

3. Say, "Ready, set, go!" **to begin the race.**

4. When students reach you, show a vocabulary word and ask a question about it, e.g., what is it, what sound does it start with, how could you use it in a sentence.

- Use other words during the relay, such as high-frequency words or the students' names.
- Invite the students to move toward you in different ways, e.g., run, hop, walk forward or backward, skip.
- Instead of using a word, ask the students to identify a letter, letter sound, or shape.

Parent Video for Activity

Modeled Moment: Adding Ice <https://healthyathome.readyrosie.com/en/activity-lists/9/>

Fruit Stomp

Language and Social Emotional

Use language to express thoughts and needs

Fruit Stomp

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Objective 9

Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 2c, 4, 5, 7a, 8a, 13, 21b, 29, 36

What You Do

1. Invite the students to pretend to make juice.
2. Say, "I'm thirsty. Let's make some fruit juice! Let's put all of the fruits we like into our juice."
3. Recite the following chant. Encourage the students to use different movements to act out the process of juicing the fruit:

Squeeze, squeeze, squeeze the oranges.
Stomp, stomp, stomp the grapes.
Twist, twist, twist the lemon.
Squish, squish, squish the banana.
4. Encourage students to name different fruits and create new movements.

- Adapt the activity to make vegetable juice. Encourage students to name different vegetables and think of movements to go along with them, e.g., squeeze the tomato, grind the carrot.
- Ask questions about the fruits that students name, e.g., "What does a [lemon] look/taste/smell like?"
- Invite students to name fruits that are a certain size, color, or shape.
- Encourage students to take turns leading the chant.

Parent Video for Activity

Modeled Moment: Guess and Measure - <https://healthyathome.readyrosie.com/en/>

Good Choice, Bad Choice

Social Emotional and Comprehension

Regulates own emotions and behaviors

Good Choice, Bad Choice

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Objective 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 1a, 2b, 2c, 7a, 8b, 9a, 11a, 29

What You Do

- 1. Write choices onto index cards to read aloud to the students,** e.g., sharing with a friend, cleaning up, shouting in the classroom.
- 2. Say,** "For this activity, I am going to read to you some choices. After I read each choice, I want you to put your thumbs up if you think it's a good choice, and put your thumbs down if you think it's a bad choice."
- 3. Read each card aloud, encourage students to make their decisions, and discuss why each choice is a good choice or a bad choice.**

- Invite the students to come up with their own good and bad choices. Make a list on chart paper and discuss each one.
- Adapt hand gestures to include moving thumbs to one side if students are unsure whether a choice is good or bad.
- Ask the students to describe how they feel when they or someone else makes a good or bad choice.

Parent Video for Activity

Modeled Moment: Pair of Socks <https://healthyathome.readyrosie.com/en/activity-lists/2/> -

Rockin' Rhythm Band

Explores musical concepts and expression

Rockin' Rhythm Band

50

Objective 34

Explores musical concepts and expression

Related Objectives: 3a, 4, 7a, 8a, 8b, 14b, 20a, 20b

What You Do

1. Keep the beat by clapping or patting your lap as you sing the following to the tune of "Muffin Man":

Let's all be a rockin' band, a rockin' band,
a rockin' band.

Let's all be a rockin' band and play the [drums]
together: [boom, boom, boom, boom, boom!].

2. Repeat the song using different instruments and sounds, e.g., tambourine, shake; guitar, strum.

- Invite the students to be a marching band and "follow the leader" as they play their instruments.
- Encourage the students to count their steps as they march around the room.
- Ask the students to suggest different instruments to play.
- Encourage students to play their instruments in different ways, e.g., loudly, softly, fast, slowly, following a beat.
- Invite students to create a numerical marching band, e.g., one xylophone, two recorders, three drums, four tambourines.

Parent Video for Activity

<https://healthyathome.readyrosie.com/en/activity-lists/2/> - Modeled Moment: Sink or Swim

All Together Now

Regulates own emotions and behaviors

All Together Now

72

Objective 1 Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 2c, 8a, 8b, 11a, 14b, 15c, 25, 36

What You Do

1. Talk with students about how ants work together to build their homes and collect their food.

2. Ask, "Do you think we can pretend we are ants and clean up our classroom together?"

3. Sing the following to the tune of "Bingo":

Ants are helpers; ants are smart.
They always work together.
Let's clean up like ants,
Let's clean up like ants,
Let's clean up like ants,
We'll work so well together.

- Adapt the clean-up song using different insects, e.g., honeybees, termites, hornets.
- Invite students to move to different areas in the classroom, singing the song and helping other students clean up.
- Invite students to find a partner with whom to sing the song and clean up.
- Encourage students to clap along to the beat of the song, emphasizing the syllables.

Parent Video for Activity

<https://healthyathome.readyrosie.com/en/activity-lists/9/>