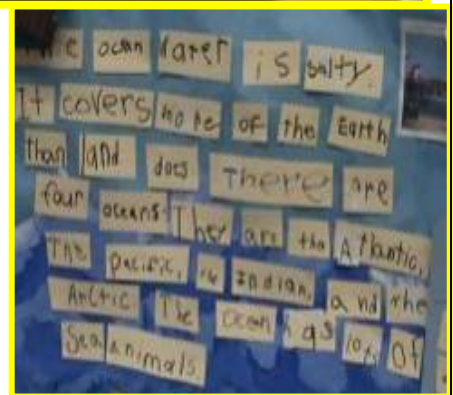
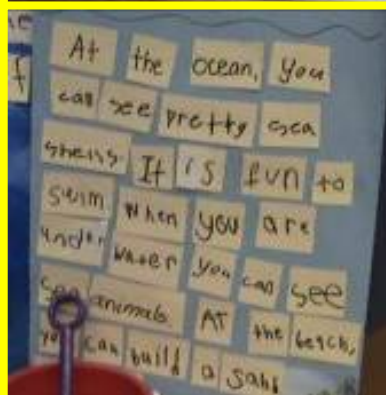
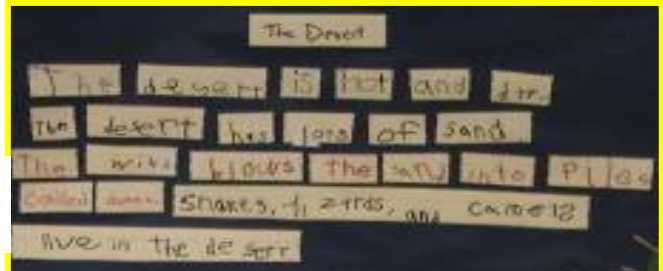
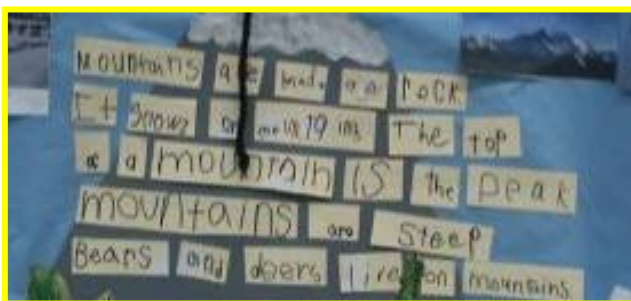


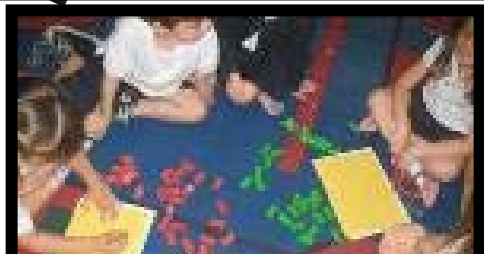


### Science Blooms Bright in MacArthur Kindergarten Classroom

Reading and science are intertwined as Claire Robertson, kindergarten teacher from MacArthur, teaches her students Earth Science. "As our class learned about local landforms in Earth science, we built models to tap into alternative modes of learning, and spark students' interest, and solidify learning. The class was split into three groups. Each group was responsible for constructing and decorating their landforms. We tied in Academic Vocabulary and Interactive Writing throughout the process. Through Interactive Writing, the class described the features of each landform while plugging in vocabulary. Then, we used persuasive writing to create a travel brochure convincing others to visit their landform. Students then received their own published copy of the Interactive Writing to have for their collection of home reading books. Students continue to bring in articles from home to add to each landform display."



MacArthur Kindergarten students independently practice and review their math facts and ordering numbers.



Kindergarten students from Lorena Wohlgezogen's class at Lowell are playing "Domino Math Facts". Students pair up and put all of the dominos faced down. They take turns turning one over and make a math fact by counting the dots on each side of the domino. The student with the highest fact gets a tally mark. The student with the most tally marks wins. They also have the option of throwing a minus/plus sign die to determine if the highest or lowest wins. My students love it because they can win a prize. This game is the new hit of my workshop.

## Math Workshop Must Practice & Review May Practice & Review



Students from Cindy Matsumoto's Kindergarten class at Signal Hill Elementary, practice math facts in a variety of ways during Math Workshop.

\* "Spring Addition" - students matched the pictures of eggs and rabbits to the corresponding addition sentence.

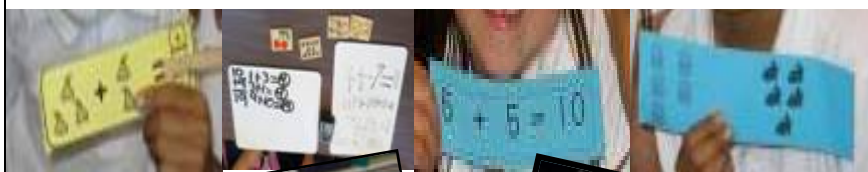
\* "Tally Marks" - students selected a number card. They used popsicle sticks to show tally marks for that number.

\* "Hershey Kisses Addition" - students answered each addition problem by clipping a clothes pin on the correct sum.

\* "Domino Addition" - students counted each side of a domino and wrote an addition sentence on white boards.

\* "Picture Addition" - students chose two picture tiles, counted the objects on each tile, and wrote addition sentences.

\* "Jewels Addition" - students chose two strings of jewel manipulatives, counted the jewels on each string, and used those numbers to write addition sentences.



# Did You Know.....?

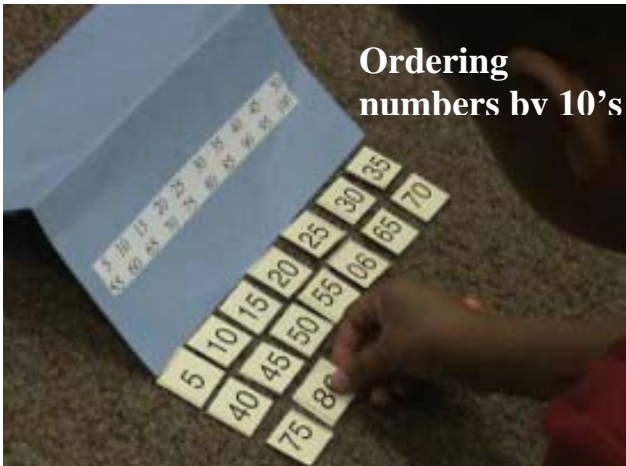
- The extent to which we develop a student's vocabulary in kindergarten is an effective predictor of reading comprehension in the middle elementary years (Scarborough, 1998).
- Orally-tested vocabulary at the end of first grade is a significant predictor of reading comprehension ten years later (Cunningham & Stanovich, 1997).



Pictures throughout the district show examples of some classroom strategies used to help develop students' vocabulary in Kindergarten.



KINDERGARTEN STUDENTS ACROSS THE DISTRICT ARE WORKING ON LEARNING NUMBERS TO 100



Ordering numbers by 10's



Days In School

Coin Chart



Place Value

Number Words and Tally Marks

