

Activities Plus
Jumbo Resource
Guide

Activities Plus

Kindergarten

Contents

A Note to the Teacher	i
Language Arts	1-49
Social Studies	50-86
Science	87-119
Math	120-172
Index	173-174

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A NOTE TO THE TEACHER

ACTIVITIES PLUS is a teacher's resource guide containing a multitude of classroom-tested activities and reproducibles which will enable you to provide review, reinforcement, and enrichment of the basic skills taught at the kindergarten level. Whether you are an experienced teacher or just entering the profession, the wealth of materials found in this guide is certain to enhance your classroom instruction.

Language arts, social studies, science, and mathematics activities are presented in individual sections for your convenience. Each activity includes a stated purpose and a list of necessary materials, many of which are readily available in the classroom or can be easily obtained.

Complete step-by-step procedures are provided for each activity, and when applicable, suggestions are included for adapting an activity to another discipline or for use with less advanced or more accelerated students. In addition, a follow-up section accompanies many of the activities in this guide, allowing you to expand upon the concepts being taught in the lesson.

Each of the four main sections also contains a variety of creative reproducibles. These reproducibles are designed to supplement specific activities found in this guide, thus providing your students with additional "hands-on" learning opportunities. Please note that the majority of the activities and reproducibles in this book can be easily adapted for classroom use at other grade levels as well.

Milliken Publishing Company is always interested in how to best serve your professional needs, and we appreciate any comments or suggestions regarding the activities presented in our instructional guides.

LANGUAGE ARTS

INTRODUCTION

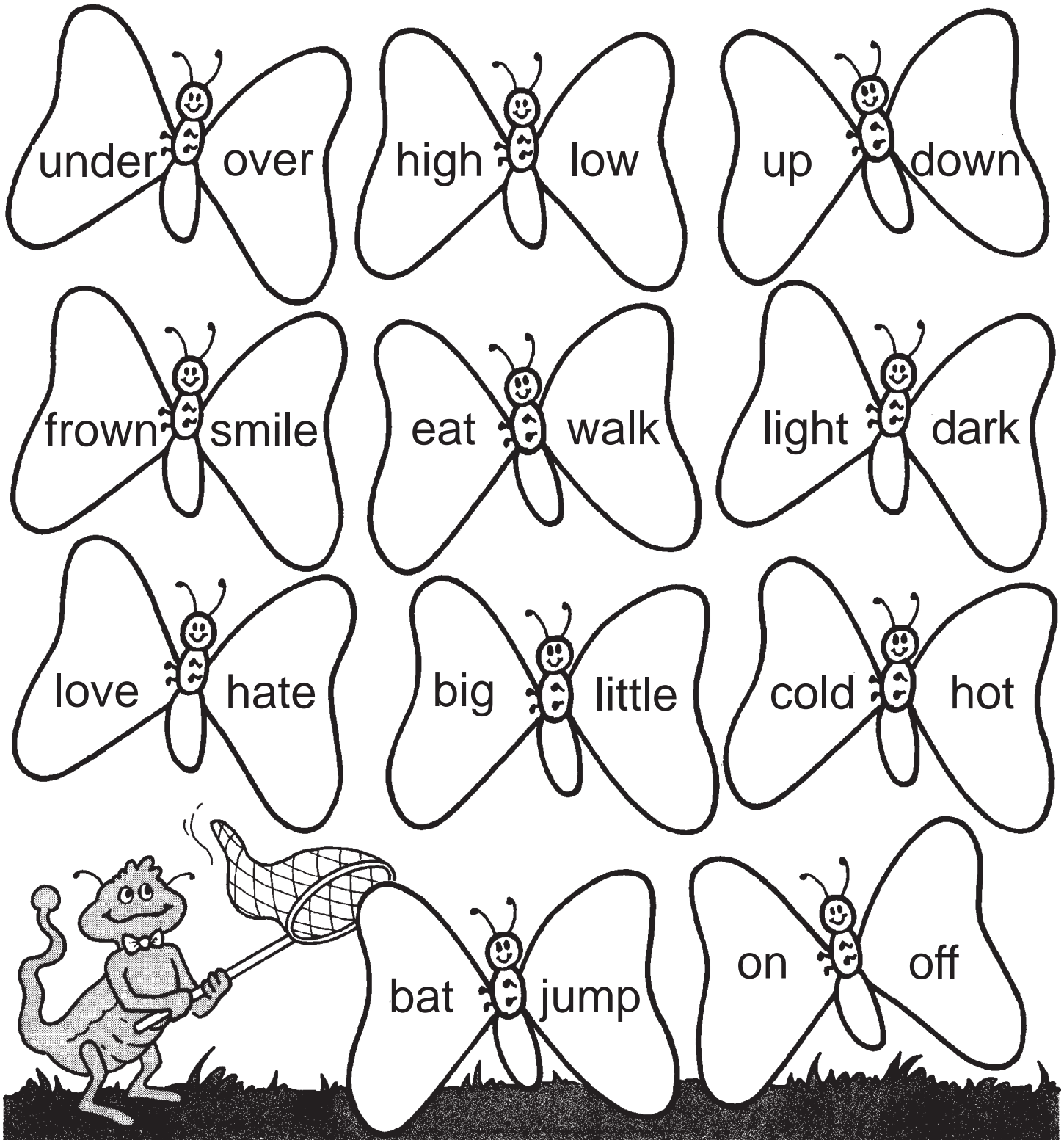
The activities in the LANGUAGE ARTS section are designed to supplement preschool and kindergarten curriculum. These exercises will help children to:

- enhance their sense of self-worth;
- understand the concepts of opposite and same, and of larger and smaller;
- increase their ability to recall information accurately;
- strengthen their classification skills;
- improve their ability to follow directions;
- increase their visual memory;
- practice speaking in complete sentences;
- practice sequential thinking, and to understand the concepts of first, second, and third, or first, next, middle, and last;
- utilize rhyming words in a variety of creative outlets;
- gain practice in consonant recognition;
- reinforce their ability to name shapes and colors;
- engage in a variety of small muscle and eye-hand coordination activities;
- develop skill in making judgments.

The materials suggested are readily available in most classrooms and, in many instances, commercial form. Many of these activities emphasize the use of concrete examples and active physical involvement. Many lessons also involve the representation of a concrete object through pictures or other models before abstract ideas are introduced. The reproducible contained in this section can be utilized on an individual basis or within a small group context.

As you consider the academic level of the group and the individual sensitivities within the group, you may find it necessary to adapt certain activities in order to better accommodate the needs of your students.

Read the two words in each butterfly. Color the butterflies **blue** if the words are opposites or **yellow** if the words are not opposites.



SUGAR IS SWEET; LEMON IS SOUR

Purpose: To extend vocabulary through the use of analogies and pictures.

Materials:

magazines
5" x 7" (13 cm x 18 cm) cards
glue
scissors

Procedure:

Step 1: Distribute the magazines, cards, scissors, and glue to the children.

Step 2: Ask children to cut out some pictures of things they like. Have them glue each picture on a separate card. Encourage the children to cut out large, colorful objects.

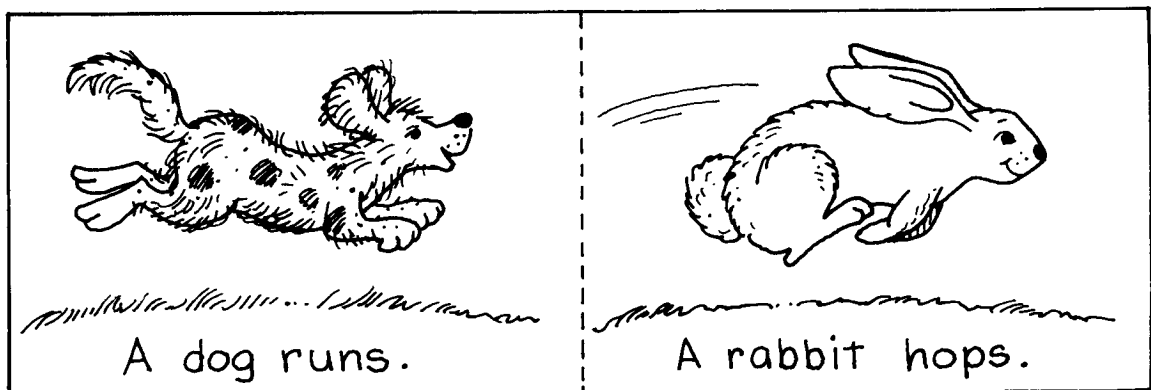
Step 3: Name and discuss each picture with the entire class. Then place each one on the tray of the chalkboard.

Step 4: Make an analogy about one of the pictures, and ask the children to try to finish it. For example, if a picture of a rabbit is on the chalk tray, say, "A dog runs. A rabbit _____."

Step 5: If a child knows the answer, he or she picks up the picture of the rabbit, completes the analogy, and repeats the whole analogy.

Follow-up:

You may want to have the children draw their own picture analogies. Have them each fold a piece of paper in half. Then tell them to unfold their paper and draw an object or animal on each side of the creased paper. You can then ask them to hold up their drawings to the group and provide an analogy. Encourage the others to assist or come up with additional analogies.



SOCIAL STUDIES

INTRODUCTION

The classroom-tested activities in the SOCIAL STUDIES section are meant to supplement activities in which the class is currently involved. These exercises are designed to foster the basic concepts that:

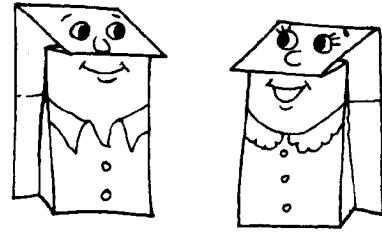
- every person is special;
- all children have their own unique abilities;
- all people have responsibilities toward themselves, their families, and to others around them;
- people convey feelings through their gestures, words, and appearances;
- actions and words may affect the feelings of others;
- people relate in many different ways to one another and to the environment;
- communication occurs through all five senses;
- it is important to gain a greater understanding of family, friends, community, city, and country.

The activities in this section are meant to encourage active participation and discussion of the concepts listed above. The reproducibles contained in this section can be used along with specific activities or as a means of introducing a particular topic or concluding a unit.

POLITE PUPPETS

Purpose: To emphasize the importance of manners.

Materials:
two small brown paper bags per child
crayons and a ball
pencils and books
a drawing of a drinking fountain



Procedure:

- Step 1:** Distribute the paper bags, and show the children how to make a puppet from a bag by drawing on a face and a body. Put one hand up in the bag, and open and close the hand to make the puppet look as though it's talking.
- Step 2:** Let them start coloring a happy face on the outside bottom of one bag and a sad face on the outside bottom of the other bag. The sides of the bag represent the body of the puppet and should be colored appropriately.
- Step 3:** Discuss the reasons why manners are necessary to get along with others. Tell the children that they will be putting on puppet shows to demonstrate good manners and unacceptable manners.
- Step 4:** To make a stage, turn a table on its side and have two or more children with puppets kneel behind it. The other children can sit on the floor in front of the stage.
- Step 5:** The manners suggested in this lesson are sharing with others, respecting the property of others, and waiting in line.

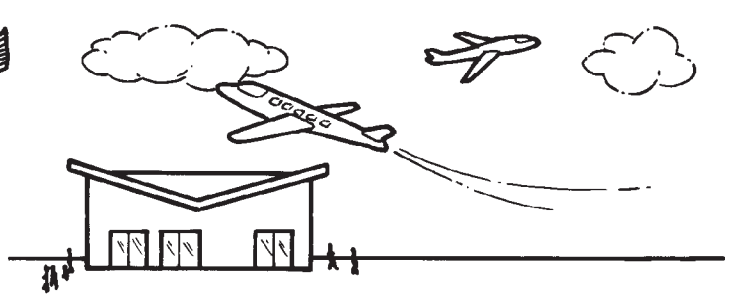
Sharing with others—Place a box of crayons on the stage, and let two children come up with their happy puppets. Ask them to pretend that the puppets are drawing pictures and sharing the crayons. Next, ask them to put on their sad puppets and pretend that they don't want to share the crayons. Tell them to make their puppets argue about which one of them will use the crayons alone. Follow the play with a discussion about the two scenarios. Have two other children follow the same procedure with a ball. Discuss.

Respecting the property of others—Put some books and pencils on the stage. Have several children come up and put on their happy puppets. Have each happy puppet look at one of the books. Have another child come up with a sad puppet. Tell that child to pretend to have his or her puppet make pencil marks in some of the books and pretend to tear others. As each book is defaced, the child looking at that book should change to a sad puppet. Discuss.

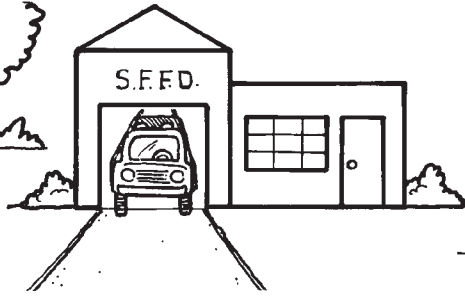
Waiting in line—Have three or four children come up with their puppets. Put the picture of a drinking fountain on the stage, and have the happy puppets wait their turns to drink from the fountain. Have another child come up with a sad puppet that pushes in front of those waiting in line. The children holding these puppets should switch to their sad puppets. Discuss.

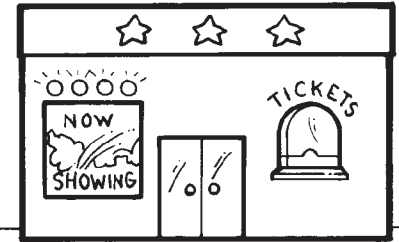
Write the name of each place in your town under the correct picture. Color each picture the correct color.

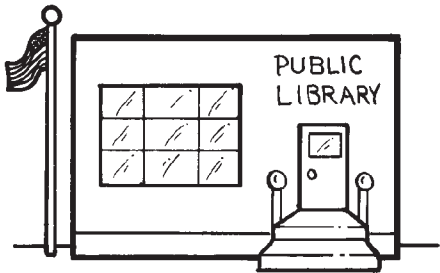


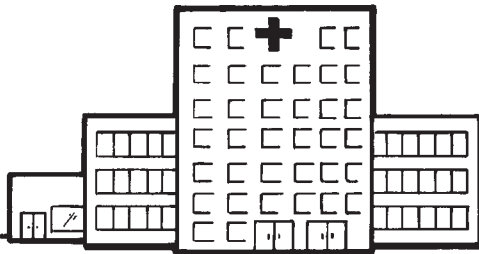














- park – green store – red school – orange
 fire station – blue hospital – black
 airport – yellow
 movies – purple library – brown

SCIENCE

INTRODUCTION

Included in the SCIENCE section are activities that represent concepts basic to the preschool and kindergarten curriculum. Your class will find the projects contained in this section to be most enjoyable, as they allow children to become directly involved in the scientific principles being taught. These activities will help children to:

- explore the possibilities of both physical and natural phenomena;
- better understand the interdependence between living things and their environment;
- increase their awareness of the effect humans have on the environment and on other living things;
- practice observation skills and gain experience making predictions based upon observations;
- appreciate the ability of living things to adapt to an environment;
- recognize that the environment is subject to constant change;
- gain experience using and manipulating a variety of natural and synthetic materials.

The classroom-tested activities and reproducibles in this section are designed to promote a greater appreciation of the environment and will also help you to reinforce and expand upon the children's science vocabulary. As you develop and implement each of your science units, it may be necessary to emphasize key terms to help the children understand the process taking place. If the children's interest leads them to expand upon some of the activities, encourage them to formulate questions and seek answers.

BACKBONE DISCOVERY

Purpose: To discover how the human backbone operates, and to learn how its design allows people to perform a variety of motions.

Materials:

at least four empty thread spools with wide holes in them per child
one plastic straw per child
paper
scissors
crayons or markers
tape
pipe cleaners

Procedure:

Step 1: Ask children to feel their backbones. Have them all stand and perform some simple exercises, such as bending over and touching their toes, or lowering to a crouching position. Do they know why they can perform these feats?

Step 2: Explain to the children that they are each going to make a model of the human backbone.

Step 3: Have the children stack the four spools one on top of the other. Then ask them to press down on the top spool while they are holding the bottom spool in place. Tell them to very carefully try to bend the top spool over to one side. What did they observe? They should notice that unless the spools are held one atop the other, they will fall.

Step 4: Ask the children to place the straw through the center of the spools. Again, ask them to hold the bottom spool in place while gently bending the top spool over to one side. Then straighten it. What did they observe this time?

Explain that the spools with the straws down the middle are very much like their own backbones. The spools represent the vertebrae, which are individual discs in the human backbone. The top vertebra moves slightly when a child begins to bend, and the spaces between the vertebrae allow each disc to bend in the same direction.

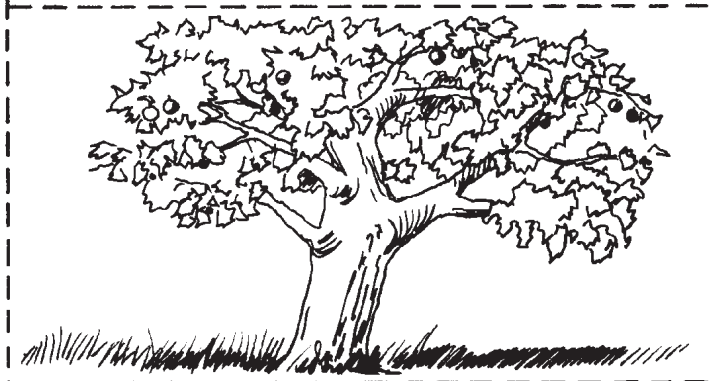
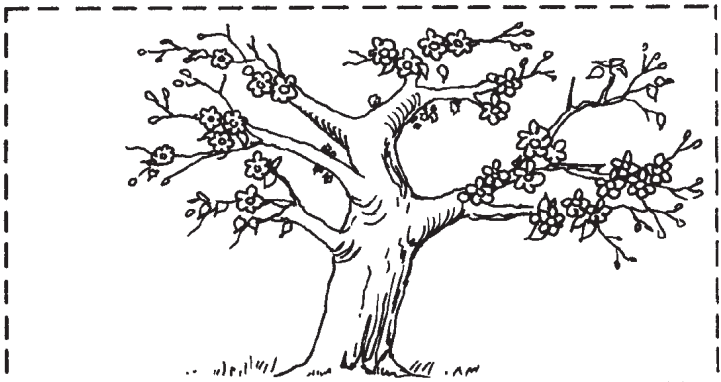
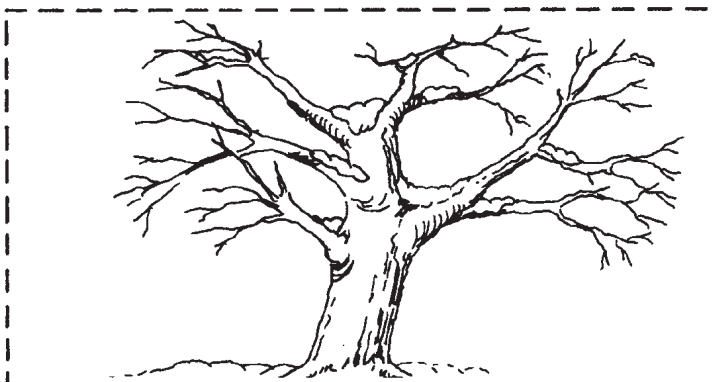
Step 5: Ask children to draw pictures of just their faces. The pictures should be no more than three inches (eight centimeters) in height. Tell them to cut their self-portraits out and tape them to the top of the straws. Help them to very carefully turn the spools on their sides and tape the bottom hole shut. This will enable them to pick up their spool people.

Step 6: Tell them to wrap the pipe cleaners around the top of the spools to make arms, and to loop the ends to make hands. They can do the same at the bottom of the spools for legs and feet. Let them play with their spool figures, allowing them to perform various feats which involve typical backbone movement. Have them observe how the spool backbone operates.

Name _____

An apple tree looks different each season.
Color the pictures below.
Then cut them out.
Paste them in the right boxes.

Spring	Summer
Fall	Winter



MATHEMATICS

INTRODUCTION

The concepts presented in the MATHEMATICS section are basic to the preschool and kindergarten curriculum, and are designed to lay a foundation for children to work with numbers. The exercises are intended to introduce and reinforce basic number skills, and to provide children with enjoyable experiences. The activities in this portion of the guide will enable children to:

- acquire some knowledge of mathematical terminology and symbols;
- gain an understanding of relationships between abstract numerals and what they represent in concrete terms;
- learn some of the tools and concepts used in linear measurement;
- understand measurement of time, temperature, volume, and weight;
- acquire an understanding of sets and how to account for additions to or subtractions from a given number of items;
- recognize how objects can be represented by an abstract, written symbol with a specific value;
- recognize geometric shapes that appear either alone or as part of a larger picture.

Some of the activities in this section require that you duplicate copies of an exercise in order to implement the activity successfully. In these instances, the necessary reproducibles are provided for your convenience. Depending upon the proficiency level of your group, you can easily adapt the lessons to suit individual or group needs.

Count the dots on each ladybug. Color the ladybugs:

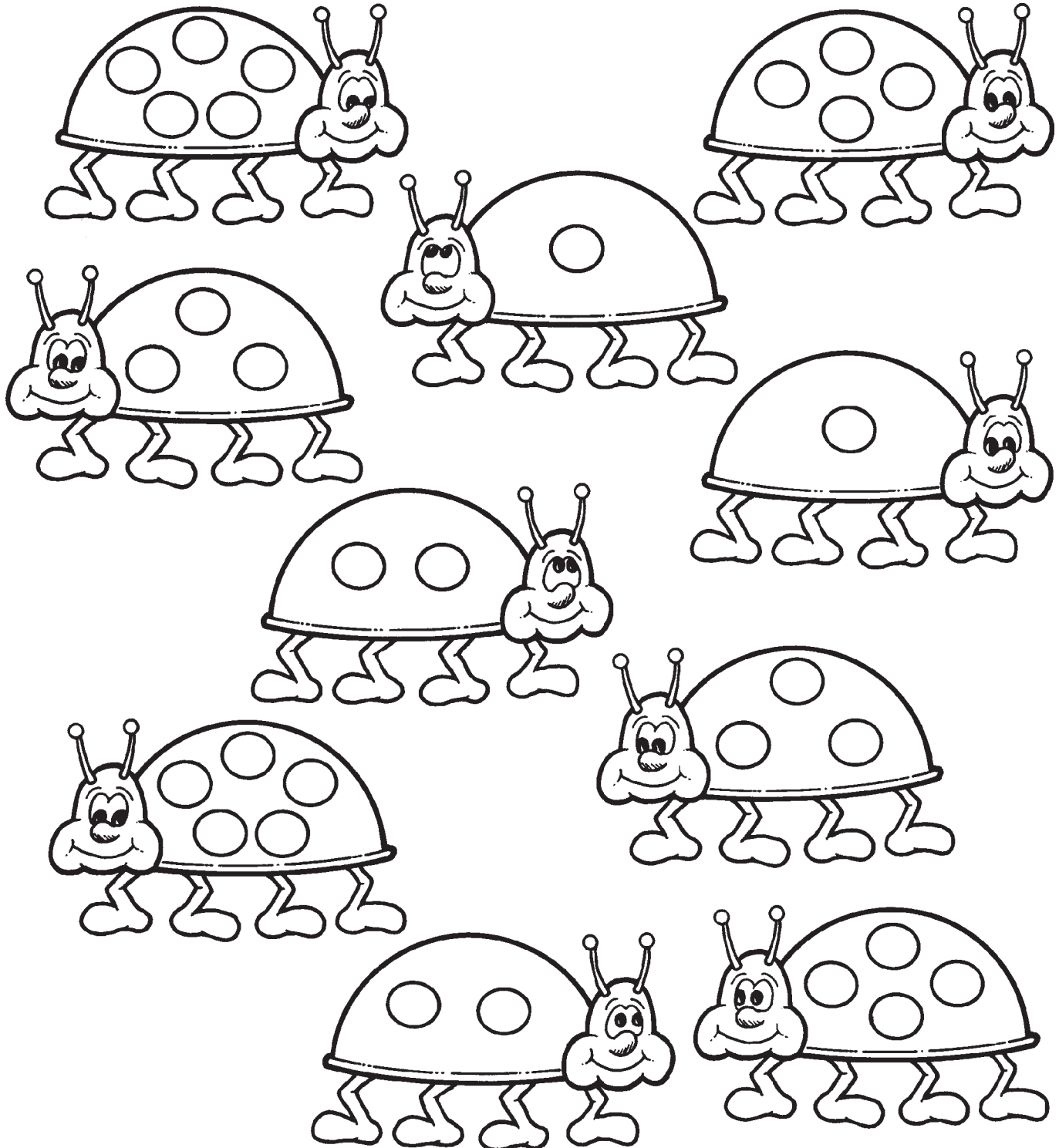
1 – red

2 – green

3 – yellow

4 – blue

5 – purple



FIND THE MISSING NUMERAL

Purpose: To practice placing numerals in a series.

Materials:
numerals zero through twenty, each written on a piece of paper
masking tape

Procedure:

Step 1: Tape each numeral page on a child, and have the children form a line in numerical order at the front of the room. You may wish to begin with the numerals from zero to ten and then repeat the activity with the numerals from ten to twenty. Have the children without numerals remain seated.

Step 2: After the children have formed a line in the correct numerical sequence, ask several children to step out of the line and move to one side of the room.

Step 3: The children who remain in the line should move together to fill in the gaps left by the missing children and their numerals.

Step 4: Ask one of the children who is seated to place one of the children with the missing numerals back into the line in his or her proper position.

Step 5: Call on another child, and repeat Step 4 until all of the children with the missing numerals are standing in correct order in the line again.

Follow-up:

Distribute copies of the reproducible on page 145. Have the children fill in each of the missing numerals.