



	<a href="#">Kindergarten RG/Play Folders (by unit)</a>						
	<b>Date:11/27/18</b>						
	<b>Target of focus:</b>	Lit K.2-Retell					
Center	Play facilitation questions	Additional materials or focus	Vocabulary words or language needs	Formative data collection opportunity			
Constructive play	<ul style="list-style-type: none"> <li>-Build on top of butcher paper, draw the setting/environment around blocks</li> <li>-Use the dollhouse people</li> <li>-Tell them they have to build a castle and tell a story or house, etc.</li> <li>-Make a flow map to plan out story</li> <li>-Have one student be the teacher to make sure all story elements are included</li> <li>Questions: What's the setting? What's happening at the beginning, middle, end? Who are the characters in your story? What are the characters feeling?</li> <li>-Talk about order of events when you build something (a how to) (use different toys - magnetiles, interlock gear things, blocks, lincoln logs, etc.)</li> <li>-Ask kids how they built something</li> </ul>	<ul style="list-style-type: none"> <li>-Butcher paper</li> <li>-Dollhouse people</li> <li>-Blocks, connectors, duplos, etc.</li> <li>-Visual of vocabulary to post in construction area</li> </ul>	<ul style="list-style-type: none"> <li>-first, next, last</li> <li>-problem/solution</li> <li>-character/setting/events</li> </ul>	<ul style="list-style-type: none"> <li>-SeeSaw</li> <li>-Observational checklist</li> <li>-Flow map</li> </ul>			
Dramatic play	<ul style="list-style-type: none"> <li>-Make flow map to plan out story (story of taking your dog to the vet)</li> <li>Questions: What's the setting? What's happening at the beginning, middle, end? Who are the characters in your story? What are the characters feeling?</li> <li>-Restaurant: What do you need to build your restaurant? What are you going to do first (build menu, make a reservation)? Who is there? What was the restaurant? What did you eat? What did you ask for first, next, last (drinks, meal, dessert)?</li> <li>-Safari: They go on a safari, then go to writing center and tell what they did on their safari?</li> <li>-Act out any of our texts that we read for RG; act out a story or movie they've seen -- decide who the characters are, where they are</li> <li>-Include tools that kids can use to remember all parts of retell (visuals, flow maps, color coding, pictures and a big tree map/flow map)</li> </ul>	<ul style="list-style-type: none"> <li>-Vet</li> <li>-Safari</li> <li>-Camping</li> <li>-Restaurant</li> <li>-Ice cream shop</li> <li>-All dramatic play sets in library</li> </ul>	<ul style="list-style-type: none"> <li>-first, next, then, last</li> <li>-problem/solution</li> <li>-character/setting/events</li> <li>-teaching the children the different vocabulary in the bins(safari animals, etc)</li> <li>-Feelings (feelings chart)</li> <li>-Flow map, tree map, other thinking maps</li> </ul>	<ul style="list-style-type: none"> <li>-SeeSaw</li> <li>-Observational checklist</li> <li>-Flow map</li> <li>-Video tape (someone be the director)</li> <li>-Mixing up flow map that they have to put in order</li> <li>-Line up (retell story in order)</li> </ul>			
Classroom library	<ul style="list-style-type: none"> <li>-Retell Story on Felt Board</li> <li>-Retell Story to a Stuffed Animals</li> <li>-Sequencing Cards (How to's)</li> <li>Questions: Who are the characters? what is the setting? what happened in the beginning, middle, end? How did the character feel? What is a question you have about the story? What happens next? How could you change the ending of the story?</li> <li>-Puppet pals app (retell story)</li> <li>-Retell/sequencing cards (Nikki has a bunch and Carly does too)</li> </ul>	<ul style="list-style-type: none"> <li>-Felt Board, felt Pieces, making their own felt pieces--&gt; Felt can go in the diecut machine (boom!)</li> <li>-Students can record on their iPads and upload to SeeSaw</li> </ul>	<ul style="list-style-type: none"> <li>-first, next, last</li> <li>-problem/solution</li> <li>-character/setting/events</li> <li>-Feelings/reaction (emphasize how feelings can change)</li> <li>-How can you change the ending?</li> <li>-What might happen next?</li> <li>-Beginning, ending</li> <li>-First, next, then, last</li> </ul>	<ul style="list-style-type: none"> <li>-Asking children prediction questions or asking if they have any questions and seeing their response</li> <li>-SeeSaw</li> <li>-Questions and prompting</li> <li>-Draw it in a flow map</li> </ul>			

Writing center	<ul style="list-style-type: none"> <li>-Use flow maps</li> <li>-Make books that they can write in</li> <li>-Sticker story</li> <li>-Wordless books</li> <li>-Write letter to a friend telling them what you did today</li> <li>Questions: Who are the characters? what is the setting? what happened in the beginning, middle, end? How did the character feel? What is a question you have about the story? What happens next? How could you change the ending of the story?</li> <li>-Make a flipbook</li> </ul>	<ul style="list-style-type: none"> <li>-Paper books</li> <li>-Wordless books</li> <li>-Stickers</li> <li>-Stamps</li> <li>-Stapler so kids can make books</li> <li>-Blank flow maps</li> <li>-Writing paper (variety)</li> <li>-Special markers/art things</li> <li>-Letter paper (write to a friend)</li> </ul>	<ul style="list-style-type: none"> <li>-first, next, last</li> <li>-problem/solution</li> <li>-character/setting/events</li> <li>-reaction</li> </ul>	<ul style="list-style-type: none"> <li>-Observational checklist</li> <li>-Books/writing they create</li> <li>-Flow maps</li> </ul>			
Creative art	<ul style="list-style-type: none"> <li>-Make puppets (felt)</li> <li>-Design a setting</li> <li>-Makerspace</li> <li>-Make characters from books we've been reading in whole group (keep them and students can make a story with multiple characters from different stories)</li> <li>Questions: Who are the characters? what is the setting? what happened in the beginning, middle, end? How did the character feel? What is a question you have about the story? What happens next? How could you change the ending of the story?</li> </ul>	<ul style="list-style-type: none"> <li>-Felt</li> <li>-Makerspace stuff</li> <li>-Popsicle sticks</li> </ul>	<ul style="list-style-type: none"> <li>-first, next, last</li> <li>-problem/solution</li> <li>-character/setting/events</li> <li>-reaction</li> </ul>	<ul style="list-style-type: none"> <li>-SeeSaw</li> <li>-Video tape selves retelling story</li> <li>-Observational checklist</li> </ul>			
Sensory/STEM	<ul style="list-style-type: none"> <li>-Kinetic sand, floof, water to create setting and use with animals and people for characters</li> <li>-Playdoh</li> <li>Questions: Who are the characters? what is the setting? what happened in the beginning, middle, end? How did the character feel? What is a question you have about the story? What happens next? How could you change the ending of the story?</li> </ul>	<ul style="list-style-type: none"> <li>-Kinetic sand</li> <li>-Floof</li> <li>-Water</li> <li>-Plastic animals or people</li> <li>-Playdoh</li> </ul>	<ul style="list-style-type: none"> <li>-first, next, last</li> <li>-problem/solution</li> <li>-character/setting/events</li> <li>-reaction</li> </ul>	<ul style="list-style-type: none"> <li>-SeeSaw</li> <li>-Video tape selves retelling story</li> <li>-Observational checklist</li> </ul>			
Additional center: I.e. science/math connection, felt board	<ul style="list-style-type: none"> <li>-Incorporate weather into centers</li> <li>-Weather reporting (use first, next, last)</li> </ul>	-Unit 3 bin	first, next, last -problem/solution - character/setting/events -reaction	-SeeSaw -Video tape selves retelling story -Observational checklist			
Date: 3/12/19							
Target of focus:	ITK9/K.O.A.2						
<b>Center</b>	<b>Play facilitation questions</b>	<b>Additional materials or focus</b>	<b>Vocabulary words or language needs</b>	<b>Formative data collection opportunity</b>			
Constructive play	-Construct habitat of main topic animal						
Dramatic play	<ul style="list-style-type: none"> <li>-Newsreporter</li> <li>-Weatherman</li> <li>-Scientist</li> </ul>	<ul style="list-style-type: none"> <li>-Weather center from ReadyGen play bin</li> <li>-iPads to video tape</li> <li>-Sentence stems</li> <li>-Put pictures of the job they have on a lanyard (waiter, customer, video taper, reporter, weatherman, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-Compare</li> <li>-Contrast</li> <li>-Same</li> <li>-Different</li> <li>-Topic</li> <li>-Supporting</li> <li>-Details</li> <li>-Informational text</li> <li>-Facts</li> <li>-Newsreporter</li> <li>-Weatherman</li> <li>-Scientist</li> </ul>				

Classroom library	-Listen to stories that are similar - then kids fill out double bubble	-Books/texts -QR codes -Double-bubble maps/double-bubble maps in plastic sheets -SeeSaw -- draw the double bubble	-Compare -Constrast -Same -Different -Topic -Supporting -Details -Informational text -Facts	-Double-bubble -SeeSaw			
Writing center	-Books - create story problems in books -Books Mel has shared with us before	-Stamps -Stickers -Crayons, markers, etc. -Books made already -Paper	-Add -Subtract -How many more? -Equals -Take Away -Author -Focus: sounding out CVC words	-Use SeeSaw! -Observational -Book they made			
Creative art	-Create picture and give problem using illustration -Sticker stories -Dotter ten frames	-Stamps -Stickers -Crayons, markers, etc. -Paper -Paint -Dotters	-Add -Subtract -How many more? -Equals -Take Away	-Use SeeSaw! -Observational -Sheet they created			
Sensory/STEM/MakerSpace	-Use physical items that kids could create a story problem to a friend or on SeeSaw -PlayDoh - create animals, characters, etc. -PomPom addition -Sensory bin - tweezers to add and subtract items on a number bond mat then write/read number sentence -Adding machine for MakerSpace	-Pompoms -Number tree mats -Tweezers/clothespins -Shells, rocks, beads, etc. -PlayDoh -Paper -Cups, tubes, boxes, etc. -Tape	-Add -Subtract -How many more? -Equals -Take Away -Content specific: ramp, speed, building, force, machine, pull, push	-Use SeeSaw! -Observational -Creation			
Additional center: I.e. science/math connection, felt board	-Feltboard story problems - use felt pieces to create a story problem; can create an equation using felt numbers; record it for SeeSaw and show adding pieces or taking away -Create story problems using cookie sheets and magnetic pieces	-Feltboard pieces (characters, numbers, letters, pictures, feltboard ten frame) -Feltboard -Magnetic items/pieces -Cookie sheets	-Add -Subtract -How many more? -Equals -Take Away	-Use SeeSaw! -Observational			
<b>Date: 4/23/19</b>							
<b>Target of focus: K.G.1.3, K.G.1.2, K.CC.3</b>							
<b>Center</b>	<b>Play facilitation questions</b>	<b>Additional materials or focus</b>	<b>Vocabulary words or language needs</b>	<b>Formative data collection opportunity</b>			
Constructive play	-Build your room		-Above, below, inside, outside, beside, in front of, behind, next to	-Observational			
Dramatic play			-Above, below, inside, outside, beside, in front of, behind, next to	-Observational			
Classroom library	-Match Mine	-Felt board pieces -Kagan materials-Farm Fun, Barnyard Animals, School Supplies, Community Helpers (All in Kagan Match Mine--> Staci has)	-Above, below, inside, outside, beside, in front of, behind, next to	-Observational			
Writing center	-Big poster with bears in different locations; the kids have to move sticky notes to match the positional word to the picture (ex on pinterest) - then they could write a sentence -Where is Manny? (Sheet Staci found) - kids have to match word with the picture - could write a story about Manny	-Poster with pictures -Sticky notes or vocab cards of positional words -Manny sheet (maybe laminate and make a few copies) -Writing paper	-Above, below, inside, outside, beside, in front of, behind, next to	-Observational			
Creative art	-Create a QR reader with directions that the student can complete-ex. draw a flower next to the house. Draw a sun above the house, etc	-QR Reader-Ask Mel -Create a story Mat	-Above, below, inside, outside, beside, in front of, behind, next to	-Observational			

Sensory/STEM	-Use the QR Reader and use play-doh, wiki sticks, paint, popsicle sticks		-Above, below, inside, outside, beside, in front of, behind, next to	-Observational			
Additional center: I.e. science/math connection, felt board	-Positional Word Box-Lakeshore		-Above, below, inside, outside, beside, in front of, behind, next to	-Observational	<a href="#">Build a bedroom</a>	<a href="#">Positional Words boards</a>	<a href="#">Where is Manny</a>