

## Transitional Kindergarten - Pages 73–74

### Snapshot 3.3 Integrated ELA, Science, and Visual Arts in Transitional Kindergarten

It's spring and most of the transitional kindergarteners know many of the letters of the alphabet. Mrs. Heaton has been sharing a variety of animal informational alphabet books with the students in recent weeks, including Jerry Pallotta's *The Ocean Alphabet Book*, *The Sea Mammal Alphabet Book*, and *The Butterfly Alphabet Book*, to reinforce their letter knowledge and also expose them to informational text and life science concepts. The children are enraptured by the interesting information they are learning about animals and they enthusiastically ask and answer questions about the content. Mrs. Heaton leaves the books in a center so the children can explore and enjoy them on their own.

One morning, the children enter the classroom to find butcher paper stretched across one wall of the room. Spanning the length of the paper are the letters of the alphabet. Mrs. Heaton tells the children they are going to create a mural of many of the animals they have been reading about and any others they would like to learn about. Throughout the week, the children use the books and other materials, such as printed and digital images of the animals, to paint one or more animals of their choice. They ask Mrs. Heaton to read and reread sections of the alphabet books to help them remember interesting information and they dictate sentences about their animals to Mrs. Heaton who prints the name of the animal and the sentence on a large index card. Mrs. Heaton takes the opportunity to stretch children's language as they dictate their sentences by prompting them to provide more details about their animals (such as, it swims *in the ocean*) and to use precise vocabulary to describe them (such as, It uses its *enormous* mouth to get lots of *plankton*). She is mindful of how important this is for all children, especially for her EL children.

With support from Mrs. Heaton or a family volunteer, the children cut out their painted animals and identify where to position it on the alphabet mural. Daniel, for example, who drew a jellyfish finds the letter "J" on the mural and requests that his teacher tape his painting and sentence under it. While the mural is under construction and for weeks after, the students enjoy viewing the animals and listening to the teacher and other adults read the information dictated onto the cards.

**CA CCSS for ELA/Literacy:** RI.K.1; RF.K.1; RF.K.3a,b; W.K.2; L.K.6

**CA ELD Standards:** ELD.PI.K.2, 10, 12b; ELD.PII.K.4, 5

**Related Next Generation Science Standards:**

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-1: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**Related Visual and Performing Arts Content Standards:**

Visual Arts K.2.5: Use lines in drawings and paintings to express feelings.

**Related California Preschool Learning Foundations (60 months):**

Reading 3.2: Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.

Reading 3.3: Begin to recognize that letters have sounds.

Scientific Inquiry 2.1: Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults) . . .

Life Sciences 1.1: Identify characteristics of a greater variety of animals and plants . . .