

## **Differentiated Instruction in Kindergarten**

Ideas for Parents:

These strategies are used daily in Kindergarten

### **To Engage Visual Learners**

Use highlighting tape in text.

Make reference to posters and visuals around the room/house.(ongoing)

Point on the map when referencing different provinces or countries.(ongoing)

Show videos.(ongoing)video of penguin in artic

Diagram a story through a story web.

Use expressive body language and gestures. always :)

Point out details in photos and illustrations.(ongoing)

Display word walls for themes, sight words, names.

Make boxes around letters or words.

Looking tubes.

Color-coded number trace: The formation of the numbers are color coded, green for the first stroke, blue for the second stroke, and red for the third stroke.

### **To Engage Auditory Learners**

Read aloud often.

Offer a listening center.

Teach rhymes for making numbers and letters.

Sing to learn skills.

Vary pitch and tone of voice.

Encourage retellings in Readers Theater.

Provide puppets.

Demonstrate use of phonics phones.

Whole group name raps: The students create rap patterns to represent the sizes of letters in each name. For example, Adam would be "Adam, Adam, A-d-a-m: Tall-tall-short-short".

Clap out the syllables in words or names.

Whisper phones.

### **To Engage Kinesthetic and Tactile Learners**

Model role-playing and acting out.

Use gross-motor activities to reinforce concepts.

Allow active participation in experiments and demonstrations.

Provide props for story retelling.

Encourage standing when answering questions.

Practice writing in cornmeal, sand, or salt.

Make music, rhythm, and keeping the beat an integral part of lessons.

Supply clay, acetate sheets, and whiteboards for writing practice.

Whole group names-exercise: The students make movements to show the size of the letters in a word.

- tall letters, everyone puts their hands over their heads
- short letters, arms bend at elbows, touching shoulders
- letters below the line, arms extend straight down by hips

Air writing.

Sidewalk chalk: print the letters of the alphabet on the sidewalk.

Painting: Students can paint on the pavement with paintbrushes and water.

Fidget toys.

### **To Encourage Self-Assessment**

Circle a word on your paper that would be easy for anyone to read.

Show your drawing to a friend and tell them what you like best about your work.

Is there one spot in your sentence that you could change to make better?

Put the face beside your name that matches how you think the name is written.

Do you see anything you got better at?

Look at how you wrote your name. Any differences?

Is there anything you think you know now that you didn't know before?

Is there anything that seems easy to you now but used to be hard to do?

Find the best and circle it.

Find the worst and X it out (only one), rewrite it.

How do I feel about how I did? 1. I feel proud I did my best (happy face) 2. I feel okay. I did all right (neutral face) 3. I feel disappointed. I could do better (sad face). This works very well as a self-assessment poster.

### **To Encourage Fine Motore Skills**

Pom-Pom Power: The students use tweezers to sort a set of pom-poms into containers.

Estimation: The students fill a jar with macaroni using a pair of tweezers.

Happy Hole Punching (to strengthen grip): The students punch out holes to match a digit.

Transporting With Tongs: The children use salad tongs to move eggs from a basket to the egg carton. There could be numbers on the egg carton and dots on the eggs the students need to match up.

Printing With Pushpins: The students make letter formations using pushpins to make holes.

Clothespin Names: The teacher provides clothespins with letters written on them. The children can spell words or find specific sounds, etc. The students must print their word on paper once they have spelled it out in clothespins.

### **When Working on Sight Words**

Playing bingo.

Writing words with magnetic letters.

Using chants and cheers.

Highlighting sight words in print.

### **When Printing**

The students should be allowed to choose with which type of pencil they prefer to print; fat pencil, standard pencil, slide on grips, etc.

### **When Reading Stories**

Acting out the story.

Retell the story using the picture cues.

### **For Assessment**

Pre-Test of basic Kindergarten skills.