

2021 NDKA Conference
Differentiating our Kindergarten Instruction

1 Semester Hour

ED 2000 - Valley City State University

September 25, 2021 - October 30, 2021

Amy Neal & Mistie Holland - Recorders of Credit

Course Description:

Early childhood educators constantly need ideas in their tool kit to be prepared for the variety of readiness skills and academic abilities in which students have in the classroom. Our speakers will be sharing differentiated activities that can be immediately implemented into our classrooms, developmental progressions of math in which differentiation is key, multiple activities that keep our environment engaging, and ways to manage our classrooms.

Participant Outcomes:

Through an on-line video format, participants will gather ideas, activities, and strategies to use in their classroom. Participants will post reflections for meeting student needs by differentiating instruction for all Kindergarten learners.

Course On-line Content Outline:

Mistie Holland, M.Ed (VCSU, Valley City), NDKA President

(1 hour) Topic 1: Welcome and Introduction to NDKA's virtual conference.

Topic 2: If participating in the conference for credit, the first assignment is to fill out a video disclaimer to ensure the videos posted for our conference are not recorded or shared.

Marsha McGuire, M.A - Early Childhood Education, Grand Valley State University .

“A Differentiated Kindergarten” : <https://differentiatedkindergarten.com/>

(2 hours) Topic 1: Morning Work & Fine Motor Activities - Morning work has kicked worksheets to the curb. Learn how to revamp your morning work routine with morning work bins that are hands-on and engaging while strengthening fine motor skills that are so important. You will gather ideas for starting your year out with morning work bins that focus on fine motor and basic first days of school skills and that grow as your students are introduced to and master more complex skills in Math and ELA.

(2 hours) Topic 2: Keeping Differentiation Developmentally Appropriate - Need developmentally appropriate activities to differentiate your instruction and meet the needs of all your learners? Join Marsha to deepen your understanding of what differentiated instruction is and is not. Gather activities and tips that focus on ways to

include sensory, gameplay, dramatic play, and other hands-on activities into your curriculum while addressing the standards. Forget the worksheets—there's a better way to differentiate your instruction!

(1.5 hours) Topic 3: Differentiating Literacy Stations - Organize, implement, and maintain differentiated literacy stations that fill your classroom with independence, engagement, meaningful activities, and success. Whether you use literacy stations or a Daily 5 model, learn classroom-tested tips and ideas for making DI a reality!

(1.5 hours) Topic 4: Differentiating Math Stations - Make math stations your students' favorite time of the day by introducing fun and engaging activities that address their interests, learning profiles, and readiness. Marsha introduces tips and techniques that will quickly take your math stations to the next level. Gather ideas for organizing materials and creating a classroom of independent and eager learners. Marsha also provides standards-based examples to illustrate counting, number recognition, counting on, decomposing, adding/subtracting, and geometry.

Shannon Samulski McCartney, M.Ed. Reading Specialist, Oakland University
“Strategic Intervention Solutions 4 Teachers”: <https://sis4teachers.org/>

(1.5 hours) Topic 1: Foundations of Number Sense - Wait, do Kindergartners develop number sense or are they too little? A large part of the Kindergarten year is building a numeracy foundation but yes they can start to develop number sense concepts throughout the year. Join Shannon for some non-stop fun with building a foundation with number bonds, addition, subtraction, missing addend and understanding ten and more. We will connect numeracy to number sense that will have your Kindergartners ready to take on 1st grade!

(1.5 hours) Topic 2: Numeracy Development with Number Talks - Once your students have memorized the 10 frame and can subitize like rockstars in one modality, what happens when you show 10 in a scatter or on the top row of a Rekenrek? If they go back to one-to-one counting, this workshop is for you! Join Shannon as she helps you change the way you think about numeracy development with young children. This foundational workshop will equip you to support your students as they learn to understand and explain their own thought processes, implement numeracy talks in the classroom, and discover fun activities that can be implemented tomorrow!

(1.5 hours) Topic 3: Kinder Math Games on the Go - Infuse your numeracy instruction with hands-on games on the go. Find out how to set up and manage developmentally appropriate, easily differentiable math centers that reinforce concepts

in numeracy. From activity cards to simple manipulatives, you'll make & take practical, use-em-tomorrow activities that develop the numeracy skills so crucial to ongoing math success.

Pete Harry - Mr. Harry's Kindergarten, (BS, Indiana University of Pennsylvania)

(1.5 hours) "Managing your Classroom with Excellence" - In this session, Pete Harry of "Mr. Harry's Kindergarten," will give you many examples of how he keeps his classroom engaged while managing his classroom. Students love ritual and routines but also novelty. Pete will share ideas he uses in the classroom.

Michelle Guthmiller Lytle (MS, CCC-SLP, MSU - Moorhead, RYT 200)

(1.5 hours) "Mindful Movement in the Classroom" - Children need to move! And PS -- so do all adults. There is growing research that movement in the classroom can increase participation and boost listening skills. In this session, we will learn mindful movement and breathing exercises to both calm students and to "wake up" their brains. We will also learn other mindfulness techniques that can help improve the overall atmosphere of the classroom.

Assessment:

- 1) Participants will be reflecting and commenting on each of the video presentations. They may reflect on content, comment on discussions, or share new ideas.
- 2) For a final assessment, participants will share an experience they have put into practice from our keynote speakers and reflect how it rolled-out or if they modified their experience for their classroom.