



Teaching With Me Is As Easy As 1-2-3.

1. Use the units as your main frame for your TABLE TOP SKILL SHEETS/WORKBOOKS

- Except for things like symmetry, (“finish the picture...”) where it didn’t fit with every theme, every unit has the SAME things.
- I designed them that way so that my students would have CONSISTENCY every day.
- This is so important because it builds confidence and self-esteem.
- Students feel smart because they know and understand what to do.
- It’s a win-win situation for teachers as well because they are not constantly wasting time repeating directions and going in-depth explaining things.
- The format becomes familiar to children and even though they can’t “read” the written directions at the top they KNOW what to do because of the consistent layout of the page, and they feel empowered and ready to work!
- If you’re using my Icon-Direction labels on your white board children will actually be reading those, and know what to do when they get back to their seats by just glancing at the board.
- Units have several blank fill-in pages so you can tweak them to fit your needs or make separate skill sheets for various groups who might be at different levels. i.e., you can challenge children who already know specific numbers and letters and keep things easy for little ones still struggling with the basic beginning sets of numbers and letters.
- I keep each month in a plastic file box and label it for that month.
- I keep my files and teacher “stuff” boxes in a rental storage unit.
- In the file box I have a master for each theme for that month.
- I also keep the finished art samples in individual manila file folders behind their specific units.
- I also keep a master copy of each unit in a binder at home. I put the pages back-to-back in CLEAR plastic sheet covers. I slip the cover page in the cover of the binder and type a title that I slip in the

binding of the binder. I keep all the binders in monthly chronological order on the top shelf of my office so I can refer to things at home.

- My students do Table Top for 15 minutes in the morning and then transition to Centers.
- I make their Table Top lesson in the form of a booklet to prepare them for Kindergarten and 1st grade workbook usage.
- Just learning how to manipulate a booklet, turn pages, fold them under, and self-check to make sure they have done all of the work and then transition to another activity are all skills they need to learn.
- I pick and choose which pages I want to use for a table top booklet, and then paper clip them together in a file folder so that I just take a folder to the copy room and stay late one night to copy off a week's worth of work.
- My booklets are anywhere from 5-12 pages long depending on the time of year and unit.
- It takes my students 5 to 60 seconds to complete a skill sheet depending on their ability.
- I usually put an "I spy" sheet on the cover of the booklet so that we can do that as a whole group 1st.
- I will often put a certificate at the end of a booklet. I sign & date it before I run it off.
- I have the booklets lying on my students' tables when they come in and we spend about 5 minutes explaining directions at the white board before they get down to business.

2. Use Bingo Dot Skill sheets, Stamping a group/set, Snip & Cut, Door Knobbers, Graphing, Small-Medium-Large, Completing A Pattern & Sorting Skill Sheets as your CENTER ACTIVITIES. This really alleviates the dilemma of constantly having to dream up centers & asking yourself "What am I going to do for a center today and will it nail a standard?"

- My students truly love and enjoy doing these centers. Again the consistency feels "safe". Empowers them, does away with wasted time. Every day is different because it's a brand new theme that they really like and the hands-on art projects are exciting for them. They can't wait to make them and take them home.
- I set these activities up on TV tray tables or larger tables with the materials needed in plastic tubs so they can collect the supplies and return to their seat to do it, or work at that station to complete

it like the stamping and bingo dot table. They take a Pinch & Poke paper & tack to the Circle Of Friends carpet and pierce the paper on their tummy. A Day Care friend has her children use Golf Tee's to poke with. ☺

- I will also set up a one-on-one art center for the students to do with me, like easel painting, or another art project from one of my art activity books.
- I often include a rip & tear activity or make a necklace or some sort of bead activity.
- I also add a paint stamping activity if I have a volunteer that comes in to help.
- As the year progresses I add 1 to 2 more hands-on art centers.
- We have an entire hour for Table Top & Centers. This allows ample time for everything. When children are done, they raise their hand and I come check their work to make sure they have completed all the activities, I'll star it, or put a sticker on it, write a comment to parents if they child needs help on something.
- I run off a class list that I date and jot down assessment notes to myself so that I have a daily log of who is having problems with what standards.
- The beauty of this program is that all of the skill sheets and center activities cover all of my report card standards so I am reviewing everything, everyday, all day and doing it verbally, visually, and hands-on with my students. ☺
- Children who get done quickly can opt to do an extra art project or do a tummy tubby time activity. I have tubs of manipulatives for children to play with. They think they are playing, but they are building upper body strength by being on their tummies. They are also strengthening finger muscles and getting more coordinated with fine motor skills by putting things together and they are doing all sorts of math extensions like sorting, patterning etc. Puzzles are also a tummy tubby time activity and that is also a report card standard.
- I'm freed up to help children who need assistance, and can work one-on-one.
- As the year progresses children catch on to the routine and have more free time for exploration. You can use this extra time to add another activity, "raise the bar" and introduce higher level material, do more time-consuming art activities, do assessments. ☺

3. Use the Easy Readers for your Reading & Writing block. The easy readers tie right in with your theme so everything flows from start to

finish. You've covered all of your subjects under one nice neat organized theme all day long. Now it's reading and writing time where I again reinforce & incorporate math skills as well.

- When my students come back from their Exploratory block, I have just 15 minutes before they go to lunch. That's plenty of time to do one or even 2 of the easy readers.
- I have my students sit on our *Circle Of Friends* carpet and I read them one or two of the little booklets.
- I model what I have done then we read it together, and then I have them find their booklet and complete it at their own pace if it's a tracing book: (10 Little Somethings, or Where have all the _____'s Gone?) I can fit both those booklets into a 15 minute section.
- They raise their hand when they are done, I star it and they take it to their lockers and get ready for lunch.
- If it's a spatial direction book where we are cutting and pasting it; we'll do it as a whole group and do one page at a time, as a monkey see - monkey do activity.
- Then we'll read it together as a whole group before we go to lunch.
- I make sticker labels that I put on the children's booklets so that they can write their name under the label. I do this in the beginning of the year when their names are still hard to read.
- I'll do another easy reader during story time as well as another art activity during my afternoon block.
- I fit in one of my Games On A Roll skill sheets during the story time block as well.
- And don't forget to toss in some MAGIC along the way! ☺
- Check out my syllabus for my complete day.

And this is how you Teach With Me---As easy as 1-2-3.