

Sisters In Stitches

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FREE SHIPPING FOR ORDERS JULY THRU SEPTEMBER

July/Aug/Sept 2006



When I was teaching, September through June was a blur. Kindergarten requires so much prep that I pretty much lived at school. When I was not at school I was working at home, my mind always thinking of how to improve or “jazz” up a particular lesson. Don’t get me wrong, I’m not complaining, I loved it. It was not until July and August that I had time to slow down and reflect on what really went on during the previous year. I would think about the children in my class, wonder if I had done everything I could for them. I look back now and think maybe I was often so focused on finishing the project or lesson that I missed and consequently the children missed the joy of the process. I was always thinking about the next lesson and what needed to be accomplished and there was so little time. In today’s classroom even more is being required of the teacher and the children. We are continually challenged to meet the academic demands while at the same time realizing where they are developmentally. The disparity between the children in any class can be great. You may have a child reading on a 2nd grade level while another child has just moved from another country and does not speak or understand English. The question for every teacher is how do we meet the individual needs of these children. How do we find the perfect balance between getting it all done and having that sweet relationship with each child. A colleague and good friend of mine talks of this dilemma often. She is going back into the classroom after a two year sabbatical. She has always made a practice of taking a few moments at the end of the day to let the children share what they learned. Sort of a combination debriefing and connection time with the children before they all go their separate ways. I would love to hear your

ideas on how this delicate balance can be achieved. Please e-mail me with your thoughts and suggestions and we will pass them on in our next newsletter.



We’ve written the following poem based on some popular fall themes:

Fall is Fun

1 yellow school bus shiny and bright.
2 red apples, a tasty delight.
3 brown acorns hanging from a tree.
4 colored leaves flutter to the ground singing
“Look at me!”
5 orange pumpkins growing in the sun.
The season of Fall is full of fun!

This poem can be used as a springboard for learning in many areas. Here are a few ideas: Enlarge and cut out one of each of the items mentioned in the poem, ie: school bus, apple, acorn, leaf and pumpkin. Laminate the shapes and brainstorm with the children words to describe each item. This poem lends itself to making individual books for each child. On each page, the

children would write the appropriate numeral and either illustrate the item or use pre-cut shapes. The text to the poem would be pre-printed on each page. This would make a great book for the children to read with their parents at home. Shape books could also be done for each item. An example of this would be, a book consisting of yellow rectangles for the cover and the back with one white rectangle in between. Staple the book at the side. Have the children round all four corners, attach black circles for the wheels and draw windows on their "bus" book. Inside, children can either write or illustrate words that describe the bus. This same idea can be used for the apple, acorn, leaf and pumpkin. You can also write out the poem on sentence strips, allowing the children to match picture cards with words, example: place the picture of a bus over the word bus. Pointers can also be

used to show specific words or letters in the poem. For science extensions, the life cycle of an apple and/or pumpkin can be taught. You can also discuss why leaves fall from the trees in Autumn and explain what an acorn is. Math extensions could include basic counting, numeral recognition (1 – 5), and one to one correspondence. Some basic addition and subtraction skills can be introduced, an example is: I have five pumpkins, I give two to Sammy, how many do I have left? The poem would also make a great bar graph. Write the numbers 1 – 5 at the bottom of a piece of butcher paper. Have cut outs of the five items, the children can take turns gluing them to the graph, one bus above the numeral 1, two apples above the numeral 2, etc. (Scale is important in this type of graph so children can see the increase, so shapes should be similar in size.)

Featured Items

- **Fall Counting Felt Set**
- **'Fall Is Fun' Themed Class Book Kit (Includes die cut shapes for 10 individual books and reproducible pages)**
- **Five Little Pumpkins Felt Set**
- **Way Up High In the Apple Tree Felt Set**
- **Apple Barrel Felt Set**

View our complete product line including these featured items at:

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We will be at the following conferences:

July 12 – 13, 2006	BER Special Education	Seattle, WA
July 19 - 20, 2006	BER Kindergarten	Portland, OR
August 2, 2006	SDE Math and Science Centers	Bellevue, WA
August 5, 2006	Autism Conference	Lynnwood, WA

We want to hear from you!

Last quarter we asked for your felt storage ideas. Shelley D. said that she stores her felt in her monthly storage boxes. Felt sets that she uses for October are stored in her October box. Shelley also has a box by her felt board that she uses to store felt sets used frequently.

SISTERS IN STITCHES

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