

Recommendations for **Grouping**; the **Time** needed to prepare and to complete the activity, plus a list of **Materials** is noted at the top.

The Activity **Objective**, and step-by step **Directions** are provided in an easy to use format.

An **Example** with clear and concise wording shows the teacher how to implement the activity.

## CELLA CONNECTIONS® Instructional Activities

Kindergarten • Speaking Vocabulary • Handprint Vocabulary!

### Grouping

- Individual
- Small group
- Large group
- Cooperative learning
- Independent

### Time

Preparation: 10 minutes  
Activity: 5-10 minutes

### Materials

- Handprint from student
- Notebook of pictures that depict scenes appropriate for Kindergarten language

**Objective:** Student views a picture and describes at least five things occurring in the picture. Student is prompted to use complete sentences including adjectives and action verbs.

### Directions:

1. Prior to this activity create a notebook with pictures from magazines, newspapers, or downloaded from the computer. The pictures should depict a scene that contains language typical for a Kindergarten student. Make sure that the content depicts content areas such as social studies and science as well as common everyday language. It is fairly easy to do an image search for a key word from something that you are studying, holidays, or time of year and get several different types of pictures that you can copy for free from the web. Print out these pictures and put them in a notebook so that you can use them again. You can also create a file of the pictures on your computer and use them live on the computer with the student.
2. Trace a handprint of student on a piece of paper. Cut out the handprint. If the student has sufficient cutting skills, have the student cut out the handprint.
3. Show the student the picture. Make sure that the picture is large enough to see. Use the following prompts to elicit responses:
  - a. What do you see?
  - b. How many \_\_\_\_\_?
  - c. Where is this?
  - d. What is this? (dog, cat, etc.)
4. Write each sentence on a separate piece of paper. Have the student read each sentence. Have the student have stated five projects. Trace the handprint on the paper.
5. This should be done over several days or weeks.
6. If you have more than one handprint to make, you can use the same picture for all of them.

### Example



1. The example picture was copied from a free clip art file online. Student's are learning about the different seasons.
2. Trace a handprint of student on a piece of paper. Cut out the handprint and use the handprints to make a Sunburst project. If you would like to cut out several handprints at the same time, stack several sheets of paper and use the tracing as a pattern to cut several handprints as once. In this case, the teacher has cut out five handprints.
3. [Show the student the picture.]
  - a. Teacher says: **What do you see?**
  - b. Student says: *A girl*
  - c. Teacher says: **What is the girl doing?**
  - d. Student says: *playing.*
  - e. Teacher says: **Say the whole thing about what the girl is doing.**
  - f. Student says: *The girl is playing.*
  - g. Teacher says: **Yes, the girl is playing. I am going to write that on one of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers; saying the words as she writes them on the finger. Although the student is not expected to read these sentences, it is a good idea to show how oral language is written.]