

Welcome
to
Kindergarten!

**Welcome to the Darien Public School
Family!**

Parent Information Session



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Purpose of Presentation

- Explain how children learn how to read, write, spell and develop early numeracy skills.
- Develop understanding of the stages of learning
- Provide strategies to support children at home

Cutting and Pasting Matter!

- Children need multiple opportunities to develop small motor skills.
- This allows students to properly grip a pencil.
- Proper pencil grip leads to increased fluency and ease when writing.



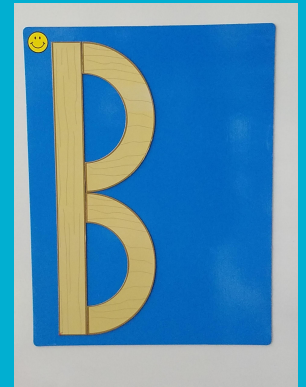
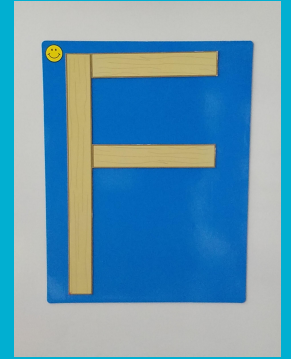
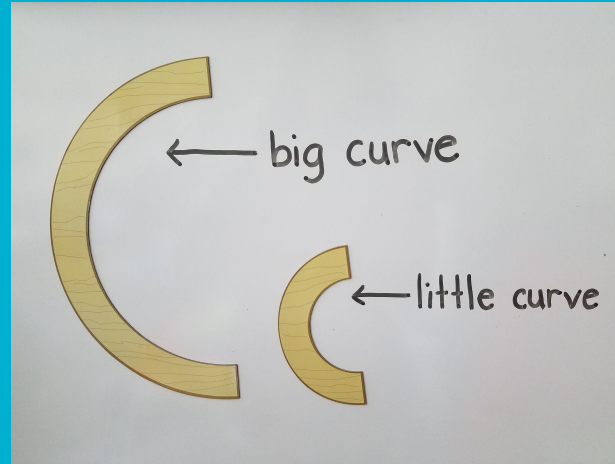
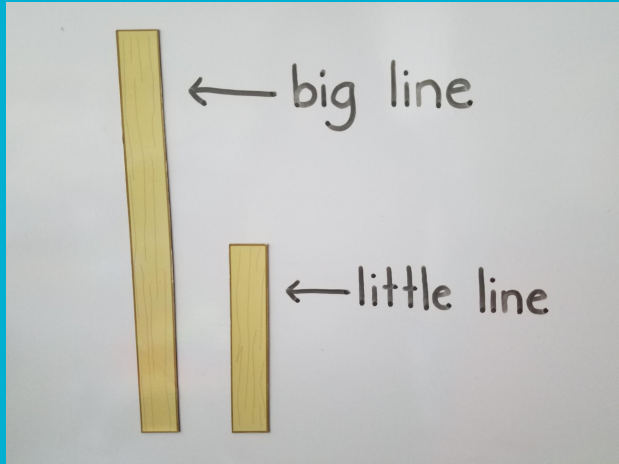
How Parents Can Support This at Home

- Encourage fun small motor activities (playing with clay and playdough, using tweezers to move beads from plate to plate, etc.)
- Have your child write with half a crayon, short pencils, and skinny markers.
- Buy a mouse for your computer.
- Let your child practice forming letters and numbers the proper way in a variety of mediums: a tray of rice, shaving cream on a plate, in sand.
- Have your child use a small piece of chalk to write the letters on a chalk board. (Handwriting Without Tears Wet-Dry-Try App)
- Have your child write at an easel or upright board when possible.

Proper pencil grip needs to be taught and practiced.



Handwriting Without Tears



Stages of Writing



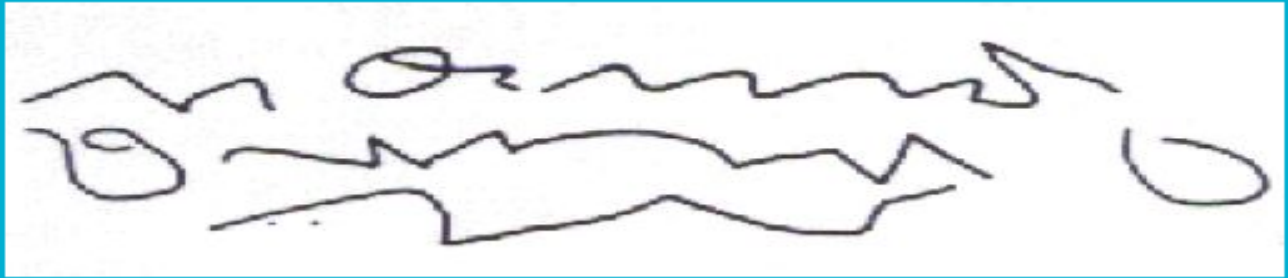
When learning to write, young children exhibit six different stages of development (Sulzby & Teale, 1985). Sulzby, E., & Teale, W. “Writing Development in Early Childhood.” *Educational Horizons*, Fall, 1985, 8-12.

Stage 1 - Drawings



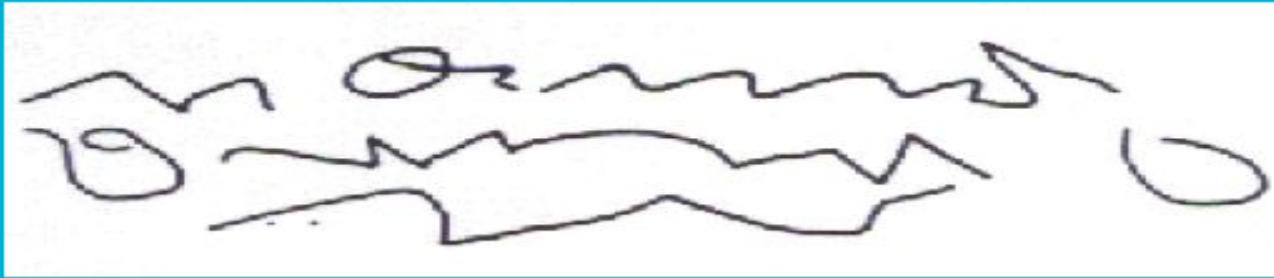
- Children begin written literacy by telling their stories through **pictures they have drawn.**
- Use drawing to stand for message
- Reads drawings as if there was writing on them

Stage 2 - Wavy Scribbles



- Use drawing to stand for message
- Reads drawings as if there was writing on them

Stage 3 - Letter-Like Scribbles



- Children make forms that look like made-up letters or numbers. Familiar letters may appear. **The “letters” are not grouped in word forms but scattered on the page.**
- Child uses letter like forms
- Shapes in writing actually resemble letters
- Children tell about their own drawings/writings

Stage 4 - Random Letters in a Line



- As children begin to recognize letters, they begin to write them. Letter forms are often backwards or upside-down. **Letters lack space between them (not in word form), but are often written in lines or letter strings.**
- Children are developing awareness of sound to symbol is evident, this is called phonemic awareness.

Stage 5 - Patterned Letters/Strings

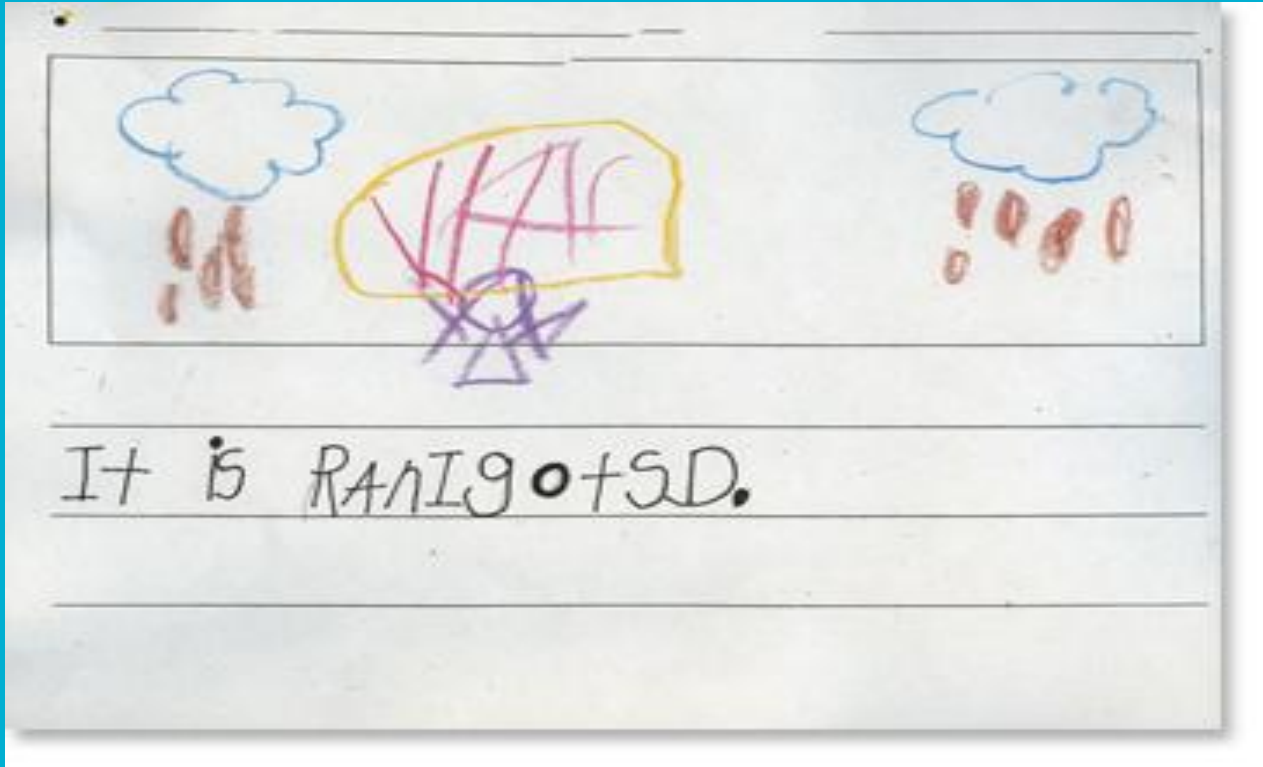


- **Children begin to include letter strings with recognizable patterns.**
- You see letter sequences including those in his/her name.
- Writing includes some simple high frequency words.

Stage 6 - Conventional Writing

- **There is a connection between the letters on the page and the sounds in the words children are trying to write.** The writer has a reason for writing.
- Words and syllables often represented by single initial consonant
- Adds final consonant sounds
- Adds additional sounds they hear, but some letters are still invented or omitted
- Begins to write high frequency words, spacing and punctuation.

Stage 6 - Conventional Writing





Writing at Home

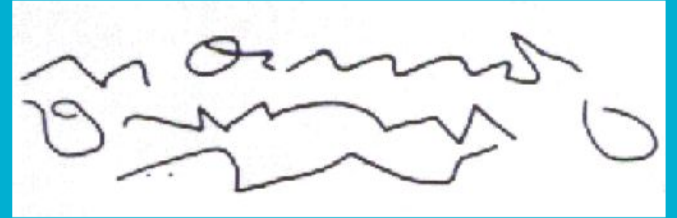
- Make writing fun!
- Use a variety of materials...
- Create a writing center (box, suitcase, special area, etc.)
- Model writing



The Stages of Spelling Development

1) Precommunicative Stage

- Symbols
- No knowledge of letter/sound correspondence
- Directionality not clear



2) Semiphonetic Stage

- Beginning of letter/sound correspondence
 - One letter can represent a word
- Ex. C for cat P for playing



The Stages of Spelling Development

3) Phonetic Stage

- A letter or group of letters to represents every sound heard

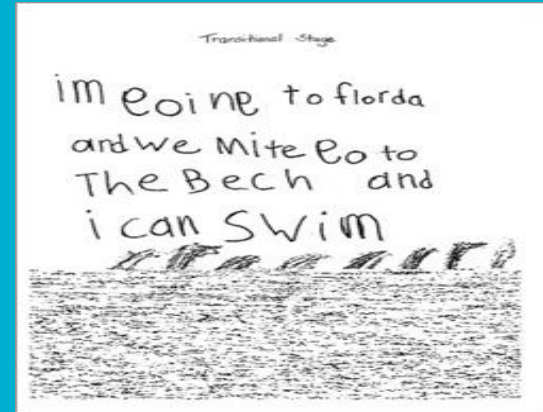
Ex. 'KM' for come or 'EN' for in



4) Transitional Stage

- Some letter/sound correspondence and some approximations

Ex. EGUL for eagle and HIHEKED for hiked



The Stages of Spelling Development

5) Correct Stage

- Whole word understanding (Spacing)
- Letter/sound combination
- Left to right

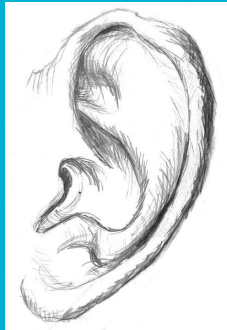


Supporting Spellers at Home

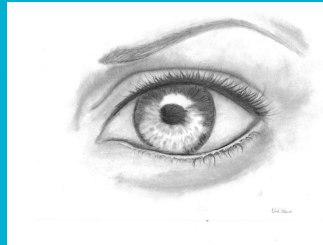
- Practice “writing”
- Coach into hearing sounds
- Listen and sing rhymes
- Take words apart and put them back together
- Explicit instruction in phonics is done in school

Fundations by Wilson is used to teach phonics

Emphasis is on :



hearing the sound



seeing the pictures



**relating pictures
to the precise
letters and
sounds**

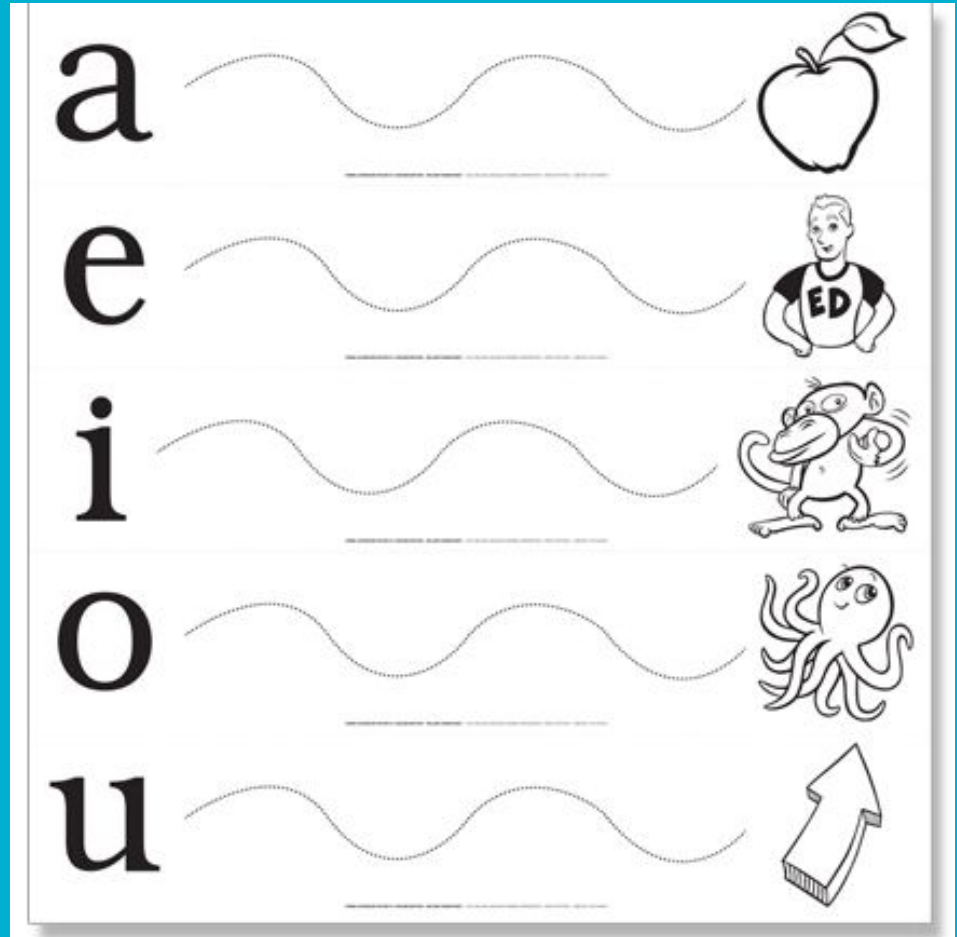
Learning Letter Sounds



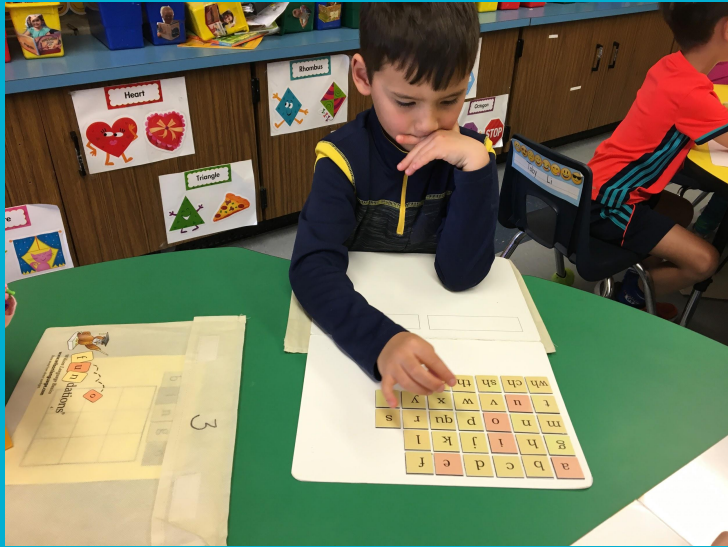
- ABC chart to learn precise letter sounds
- chart is used to match letters to sounds when reading and writing

Vowels are special

- Special attention is given to vowels
- Vowel extension chart is used daily to help stretch out the vowel sounds



Magnetic Letters and Boards



These are used to work on:

- letter ID
- letter sounds
- ABC order

a	i	o	e	u	
t	b	f	n	m	
c	r	g	d	s	
l	h	k	p	j	
v	w	z	qu	y	x
f	l	s			
wh	ch	sh	th	ck	

Tapping out Words

- Helps students to isolate and segment sounds in a word, then blends them together.



Kindergarteners practice their letter sound correspondence everyday when they write

See sample [here](#)



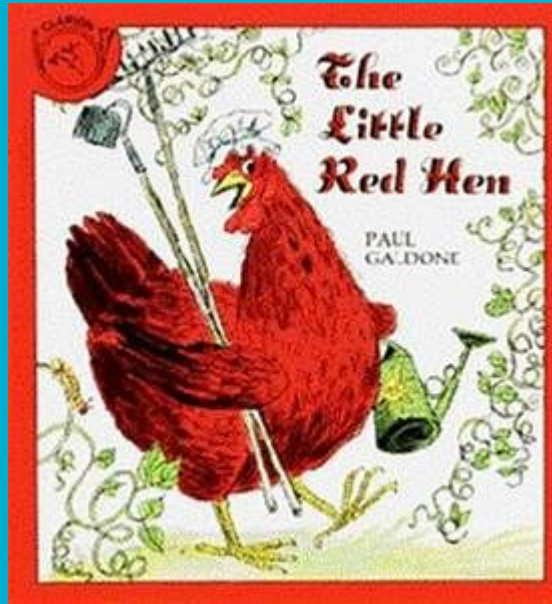
Pre-Reading Work-

Just as Important as Conventional Reading

- Learning ‘how books go’
- ‘Reading’ stories
- Looking at a page and noticing who is there, what are they doing, and how are they feeling.



Demonstration of an Emergent Storybook



Early Reading (Level A/B books)

- 1-2 lines of text
- Simple sentence structure/storyline
- A repeating pattern with high frequency words
- Pictures that heavily support the text
- Generous space between words so children can point to words as they read

Conventional Reading Strategies

- **Pointer Power**
(Point to each word while we read.)
- **Picture Power**
(Use the pictures to help us figure out words.)
- **Picture and First Letter Power**
(Use the picture and first letter and think about what the word could be.)
- **Snap Word Power**
(Recognize and use snap words while we read. Look for words we know.)
- **Sound It Out Power**
(Say each sound in the word to figure out what the word is.)



Learning to Decode and Comprehend:

Children can often decode books at a higher level than they can comprehend them.

- Comprehension entails:
 - Retelling a book in sequence including character names, problem, and solution
 - Making a higher level connection
 - Determining the most important part
 - Reflecting: sharing your thoughts and feelings about the book



Reading at Home



- Recognize the value of the early reading books and repetitive reading
- Read aloud books to your child every night
- Build comprehension by engaging in conversations about books, not just what happened, but what you **think** about what happened
- Engage in storytelling

Early Numeracy~Foundational Math Concepts

Highlights of Major Work:

- number sense
- counting
- number relationships
- problem solving

Children learn important math skills through:

- purposeful learning experiences
- play and routines



Number Sense

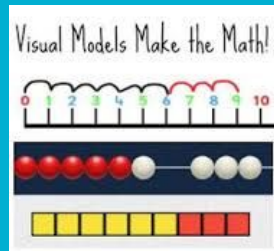
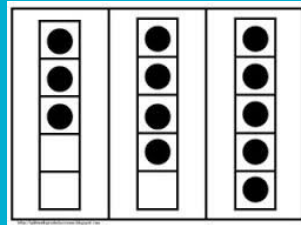
A “good intuition about numbers and their relationships. It develops gradually as a result of exploring numbers, visualizing them in a variety of contexts, and relating them in ways that are not limited by traditional algorithms” (NCTM).

The Meaning of Numbers

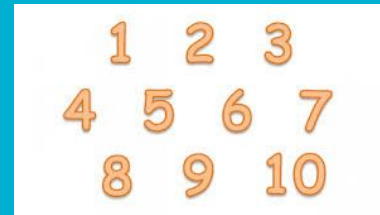
Concrete



Pictorial



Abstract



Counting



- Count sequence
- Count to tell the number of objects
- Classify and count the number of objects in categories

Counting Strategies

- Counting On
- Counting Back
- Skip Counting

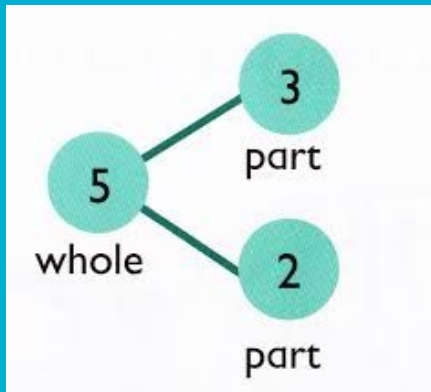
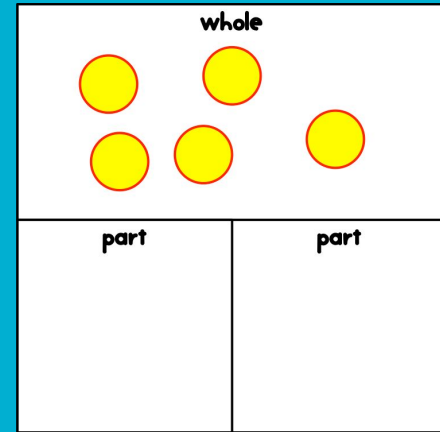
One to One Correspondence

- Count the number of objects
- The last number named tells how many objects in all



Number Relationships

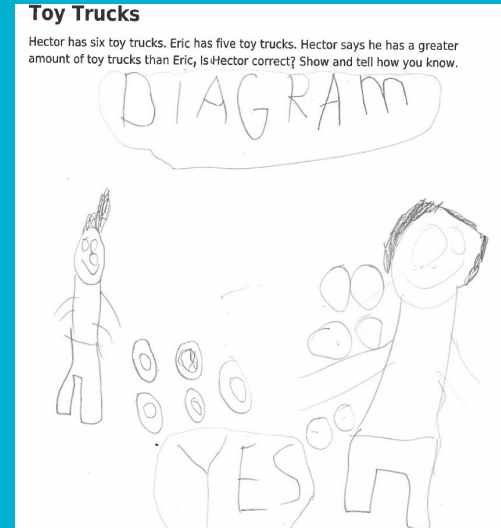
- Number Benchmark, 10 is our friend
- More Than, Less Than
- Part-Part-Whole Relationships



Problem Solving

Toy Trucks

Hector has six toy trucks. Eric has five toy trucks. Hector says he has a greater amount of toy trucks than Eric. Is Hector correct? Show and tell how you know.



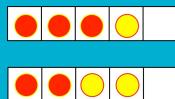
Strategies (progression C-P-A)

manipulative model



diagram

five/ten frame



number line



tally chart



Problem Solving

— Beads in a Bowl

The first friend takes 2 beads out of the bowl. The next friend takes 2 beads out of the bowl. The last friend takes 2 beads out of the bowl. There are no more beads in the bowl. How many beads were in the bowl? Show and tell how you know.

Beads in a Bowl

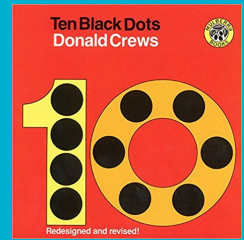
Math in Kindergarten

What it looks like in the classroom:

- Daily routines (attendance, calendar)
- Daily lessons
- Math through play



Math at Home



See Math in the world around you:

- Count... Count... Count...cheerios, swings in the park, when driving...
- Compare who has more cookies, balls etc
- Games- Cards, Board games
- Read books about numbers and counting
- Use numbers as you talk with children about what they are doing



- Rejoice in the stages!

- Make practice fun

- Kids need lots of encouragement - be positive and complimentary . We want them to be ok trying and not getting everything the first time.

- Be careful not to pressure your child - don't ask him/her to do more than they are capable of doing

- We don't want kids to feel frustrated - frustration can lead to a negative attitude about learning

Practice vs. Pressure



Thank you!

See you on The First Day of School 2018!

August 30th

For more information, additional resources and copies of all handouts visit www.darienps.org

To learn more about your specific school, visit your school website on the Darienps.org site