



Countdown to Kindergarten!

Darien Public Schools

Preschool to Kindergarten

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

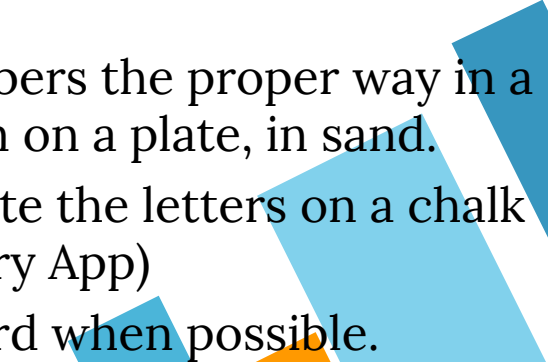
Cutting and Pasting Matter!

- 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.

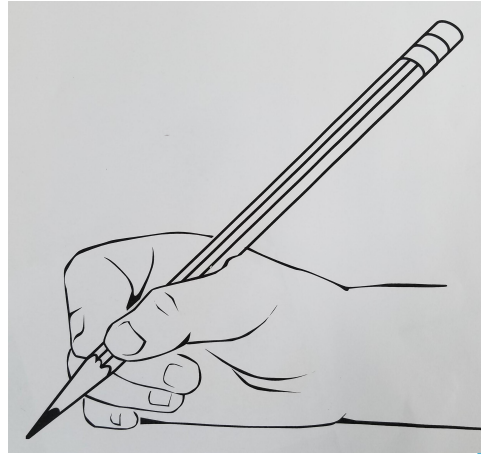




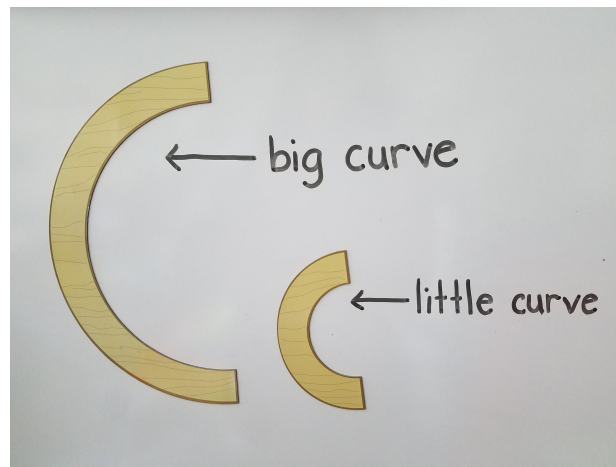
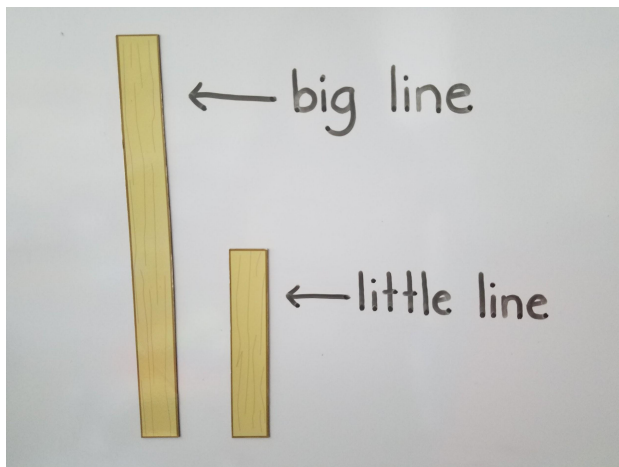
How Parents Can Support This at Home

- 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.
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Proper pencil grip needs to be taught and practiced.

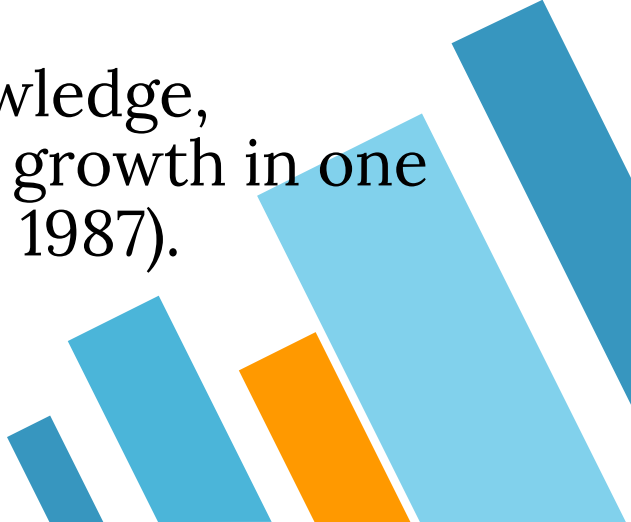


Handwriting Without Tears





How Does Writing Relate to Literacy?

- Development of pre-writing skills are critical to the understanding of letter sound relationships (Stahl & McKenna, 2001).
 - Phonological awareness, alphabet knowledge, vocabulary, and writing skill stimulate growth in one another (Perfetti, Beck, Bell, & Hughes, 1987).
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Stages of Writing



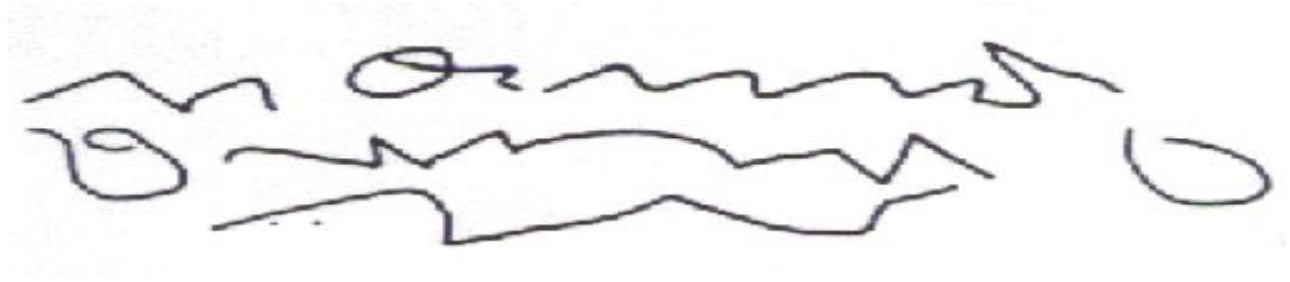
When learning to write, young children exhibit six different stages of development (Sulzby & Teale, 1985). Sulzby, E., & Teale, W. "Writing Development in Early Childhood." *Educational Horizons*, Fall, 1985, 8-12.

Stage 1 - Drawings



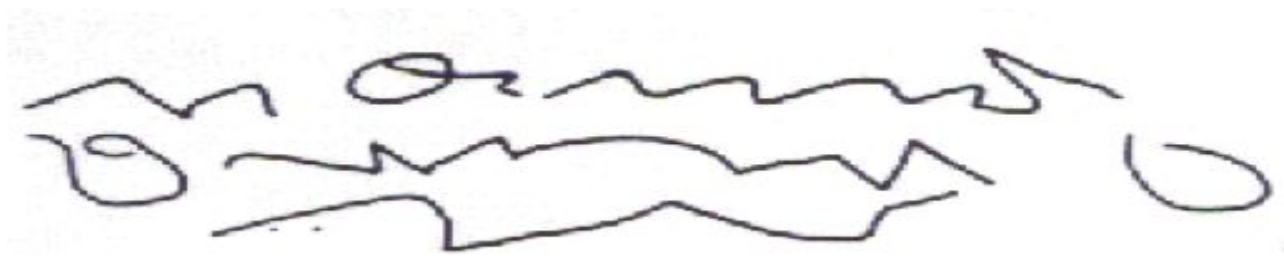
- Children begin written literacy by telling their stories through **pictures they have drawn.**
- Use drawing to stand for message
- Reads drawings as if there was writing on them

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



iLFCUDDbDEI

- 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.**
- Developing awareness of sound to symbol is evident, this is called phonemic awareness.

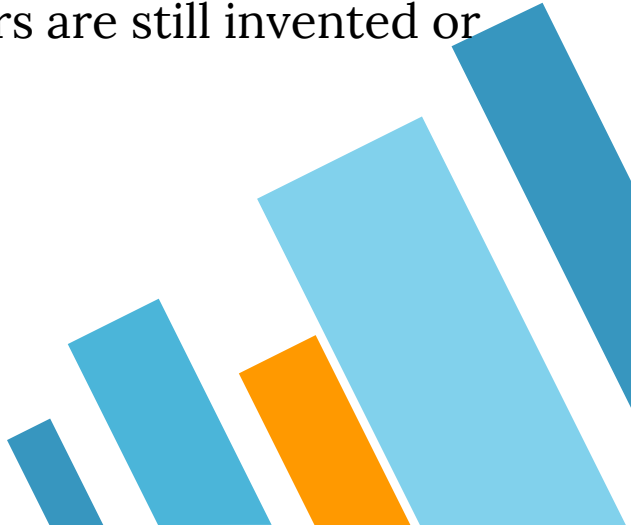
Stage 5 - Patterned Letters/Strings



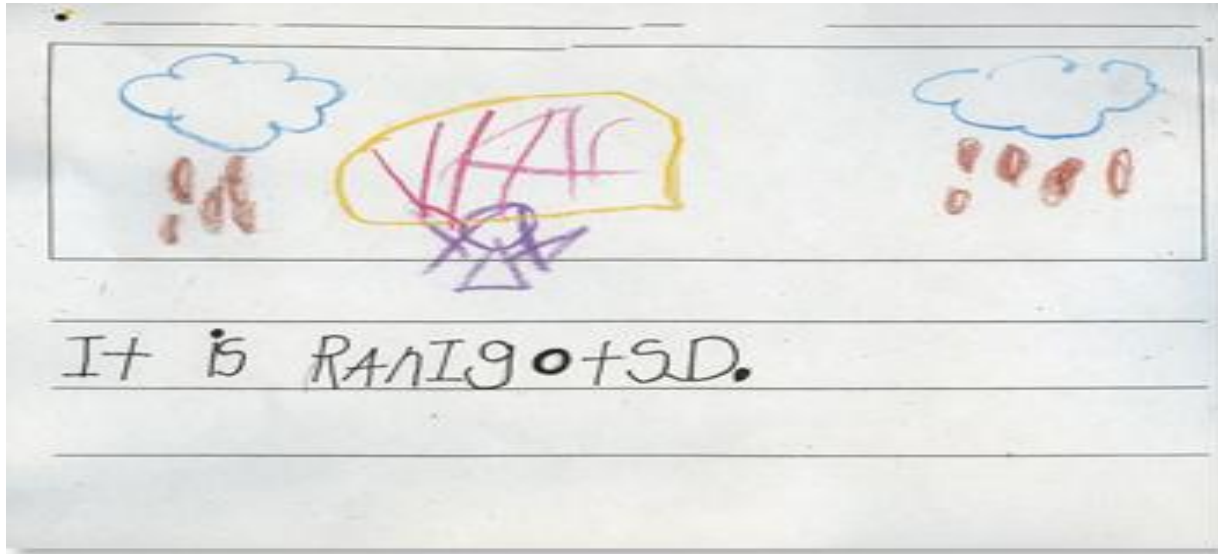
- **Children begin to include letter strings with recognizable patterns.**
Uses letter sequences including those in his/her name
- Includes some simple high frequency words
- Writes the same letters in many ways



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
 - Begin to use 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

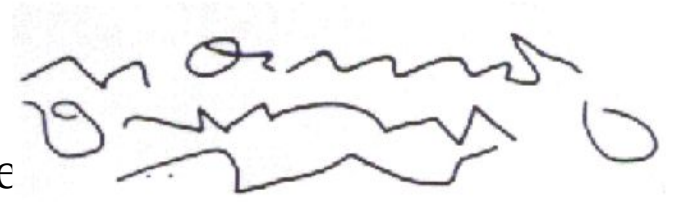


The Stages of Spelling Development

- **Precommunicative Stage**

- The child uses symbols, but shows no knowledge of letter-sound correspondence the entire lower and upper case alphabet and or left-to-right direction

Ex. Strings of symbols



- **Semiphonetic Stage**

- You see the beginning of letter sound correspondence, often one letter represents a word, sound and syllables

-Ex. C for cat

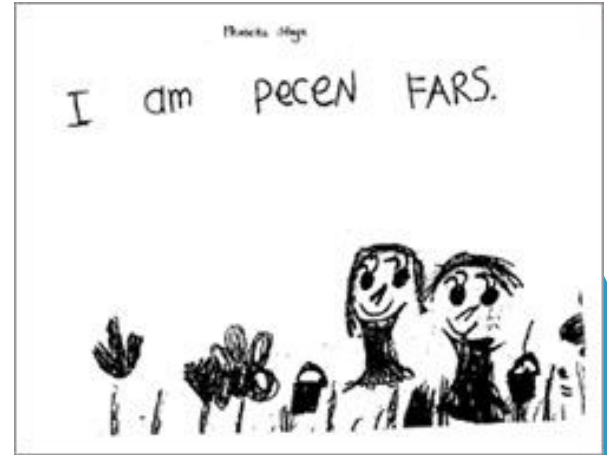


The Stages of Spelling Development

- Phonetic Stage

- The child uses a letter or group of letters to represent every sound they hear in a word.

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



The Stages of Spelling Development

○ Transitional Stage

- You see the child begins to start using conventional choices for representing sounds.
- Demonstrate an approximation of letter sound combinations.
- Ex. EGUL for eagle and HIGHEKED for hiked



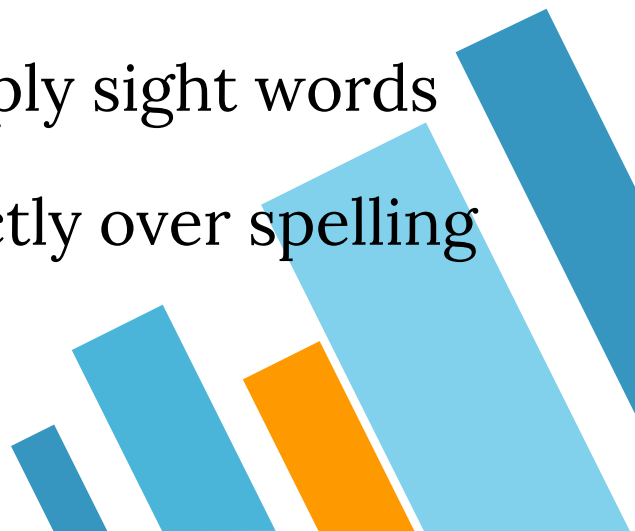
○ Correct Stage

- The child demonstrates an understanding of word sound combination, basic rules and can recognize incorrect forms.





Supporting Spellers Through the Stages



























- Provide authentic opportunities for the student to write, practice
 - Explicit instruction in phonics is done in school
 - Coach students through the stages by emphasizing letter sound match first
 - Provide structures for students to apply sight words they know into their writing
 - Emphasize hearing the sounds correctly over spelling correctly in during the early stages
- 

Fundations by Wilson is used to teach phonics



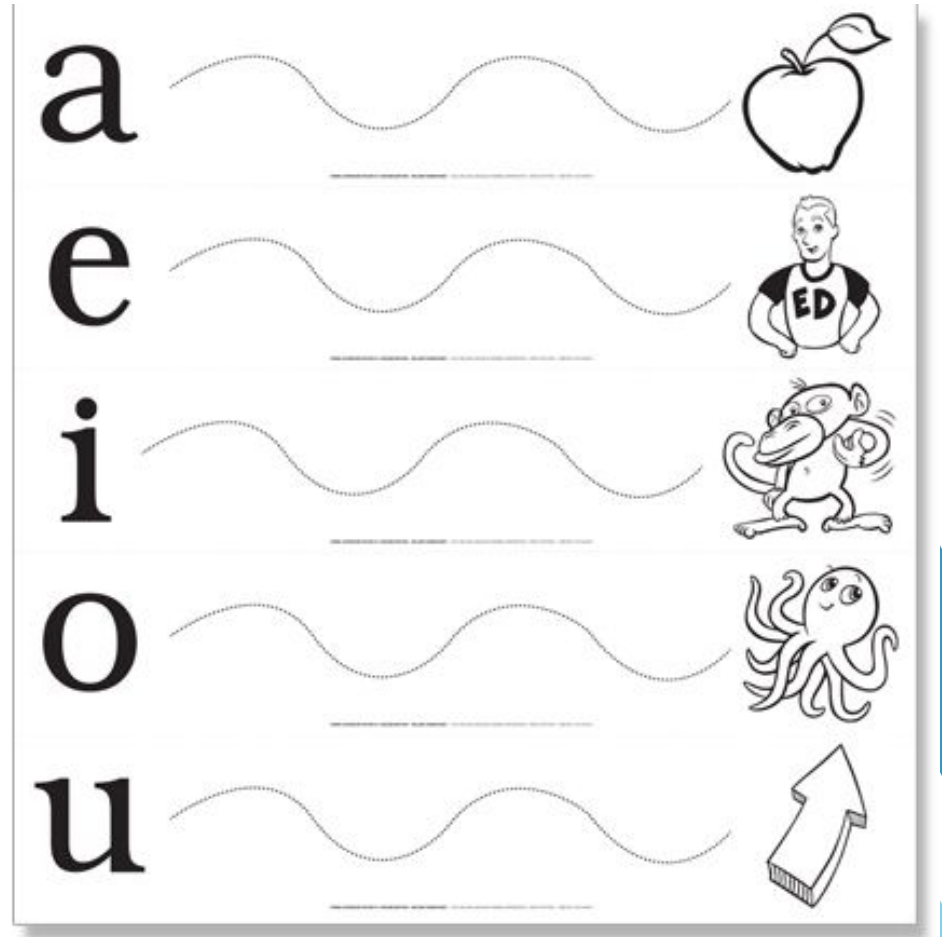
Learning Letter Sounds

Students need to learn precise letters sounds so that when they are working to read or spell a word, they have the correct sound for each letter.

Aa 	Bb 	Cc 	Dd 	Ee 
Ff 	Gg 	Hh 	Ii 	Jj 
Kk 	Ll 	Mm 	Nn 	Oo 
Pp 	Qu 	Rr 	Ss 	Tt 
Uu 	Vv 	Ww 	Xx 	Yy 
Zz 	my alphabet chart			

Vowels are special

Special attention is given to the vowels in the vowel extension chart, which is also used daily.



Magnetic Letter Tiles and Boards



These are used to work on letter identification, rhyming, alphabetical order and hearing beginning/ending sounds.

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

Students segment sounds and blend them to create words. They say each sound as they tap a finger to their thumb, then blend the sounds as they drag their thumb across the sounds. Let's try it!



Kindergarteners practice their letter sound correspondence everyday when they write

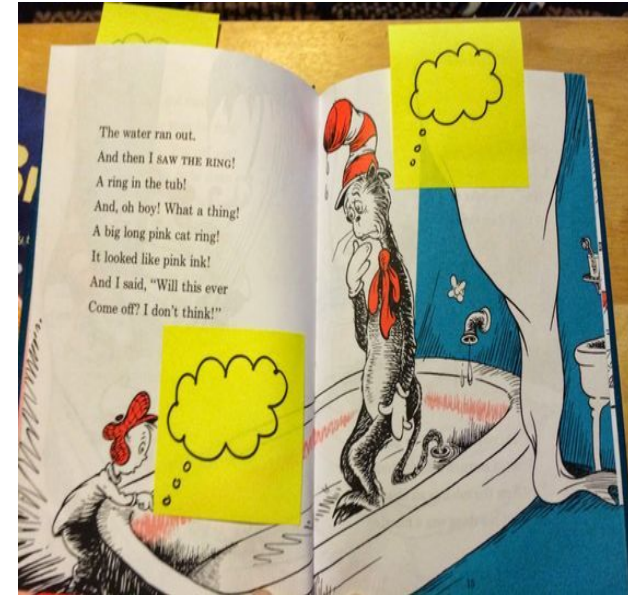
See sample [here](#)



Pre-Reading Work-


Just as Important as Conventional Reading

- Before children are ready to read they have to understand 'how books go'
- Then they can 'read' stories by either remembering the story and retelling it by using the pictures as a guide or beginning to create the story from the pictures.
- Children can look at a page and notice who is there, what are they doing, and how are they feeling.

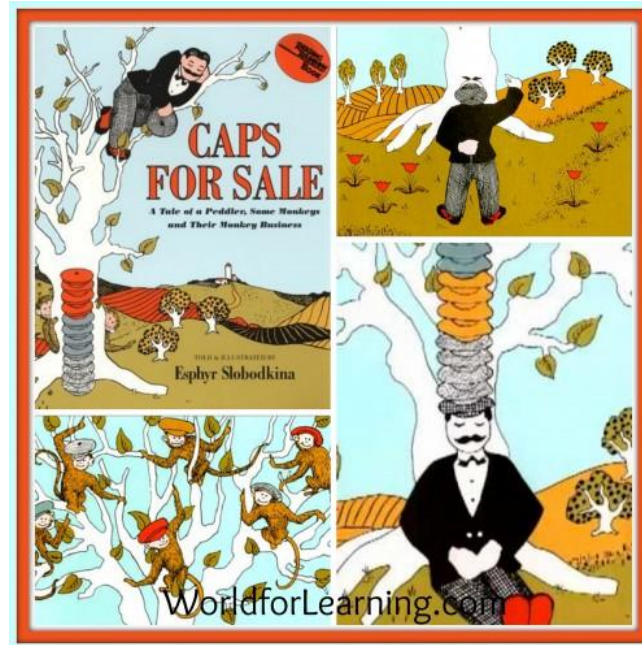




Pre-Reading

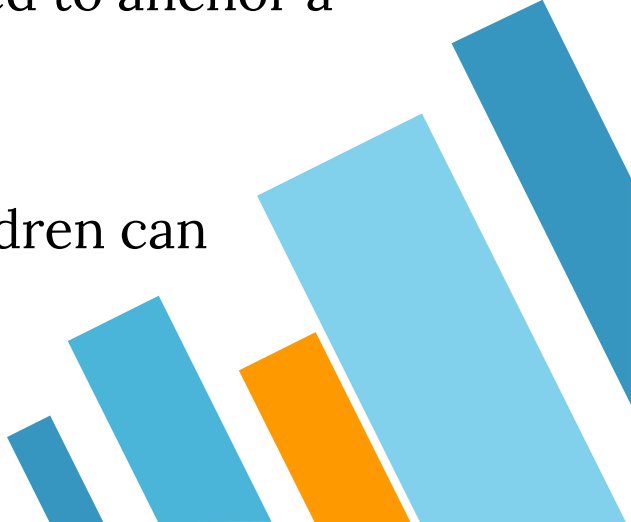
- This repeated practice gives students
 - a sense of how stories go and practice in the skill of retelling a story, focusing on sequence
 - practice in learning about characters in their books
 - practice in reading the pictures
- 

Demonstration of an Emergent Storybook





Early Reading (Level A/B books)

- 1-2 lines of text
 - Simple sentence structure/story line
 - A repeating pattern that may change at the end of the book
 - Many high frequency words are included to anchor a child's reading
 - Pictures that heavily support the text
 - Consistent text placement
 - 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.)



Decoding does not mean Comprehension

- Children can often decode books at a higher level than they can comprehend them.
- Comprehension entails:
 - Retelling a book in sequence
 - Retelling a book using character names and language from the text
 - Making a higher level connection to a book
 - Reflecting on a book (ex: choosing a favorite part and saying why)





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
- Storytelling




Early Numeracy~Foundational Math Concepts

Highlights of Major Work

- » number sense
- » counting
- » number relationships
- » problem solving


Children learn important math skills through:

- » play and routines
 - » meaningful learning experiences
- 



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).

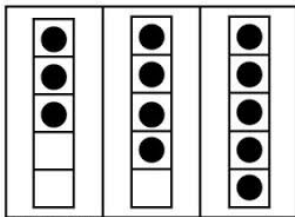


The Meaning of Numbers

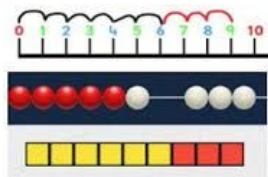
Concrete



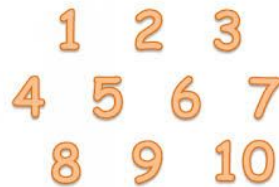
Pictorial



Visual Models Make the Math!



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
- 

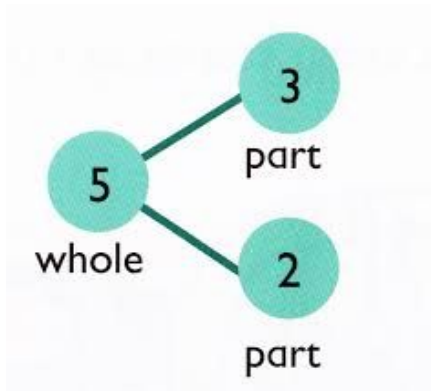
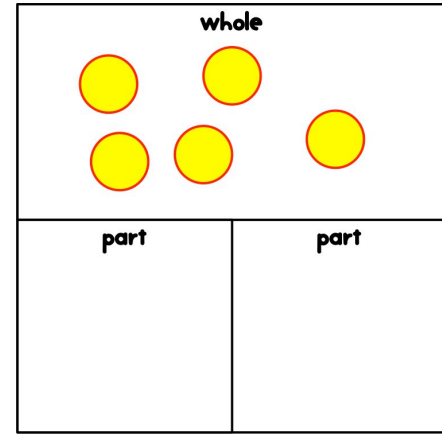
One to One Correspondence

- » Count the number of objects
- » The last number named gives the number of objects



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.



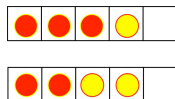
Strategies (progression C-P-A)

manipulative model



diagram

five/ten frame



number line



tally chart



Toy Trucks

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.

DIAGRAM



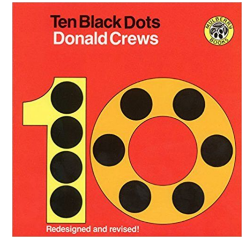
Math in Kindergarten

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
- Notice Patterns- Building Blocks, LEGOs
- Games- Cards, Dice
- Read books about numbers and counting
- Sing songs and fingerplays that include numbers
- Use numbers as you talk with children about what they are doing
- Play board games or card games



Other Ideas...

Model your mathematical thinking

- Counting
- Comparing number of items
- Shopping, Organizing
- Setting the table
- Recipes





Practice vs. Pressure

- Practice reading and writing at home is always beneficial, but help make the practice of reading/writing fun and exciting
- Kids need lots of encouragement - be positive and complimentary (even for the littlest things). 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



Thank you!

First Day of School 2017

August 31st

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

