What Every Kindergartner Should Know

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Weave all learning activities into the fabric of play.

Play is the work of children.
Model language

- read stories/poems
- sing songs
- conversation
- combine talk/play
Book Handling

- 6 months - grasp the book; taste it
- 1 year - point with 1 finger
- 11-15 months – hold book right side up
- 18 months - turn page
- 2 years – understand upside down pictures
Verbal Link

- 13-14 months – book babble
- 15-18 months – fills in a word in the text
- 17-25 months – reads to dolls or animals
- 25-27 months – protest wrong word is read
- 30-36 months – reads familiar books to self
- 3 ½ years – knows that print represents words
- 30,000,000 words by age 3
Five Essential Components of Reading Instruction

- Phonemic awareness
  (Phonological awareness)
- Explicit phonics
- Fluency
- Vocabulary
- Comprehension

National Reading Panel, 2000
Phonological awareness

The ability to play with language by
• Identifying environmental sounds
  First I heard a _____, then I heard a _____, and the last thing I heard was a _____.
• Cloze
  Mary had a little ---
• Rhyming

Print is not involved
Phonological awareness

- Combining compound words *(Reading)*
  - pop...corn
  - cow...boy

- Combining word parts, Blending *(Reading)*
  - fla...sh, slee...p
  - f...ish, s...and
  - m...e, b...y

- Segmenting compound words *(Spelling)*
  - pancake
  - subway

Print is not involved
Shapes, Colors, Numbers

- Shapes - circles, squares, triangles, rectangles, hearts, diamonds
- Colors
- Counting 1-10, 1-20
Phonemic awareness

Understanding that words and syllables are made up of speech sounds, which are represented by alphabetic symbols or letters.
Phonemic awareness

- Alphabet
  - sequencing and recognition, alphabet strip

- Segmenting sentences, syllables and sounds of words
  - I see a dog.
  - Ja...cob, Jen...ni...fer, Juan
  - c...a...t, s...l...ee...p

- Isolating onset, ending, medial sounds
Phonemic awareness

- Deletion
  - Say “cowboy”.
  - Say it again, but don’t say “cow”.
  - Say “sand”.
  - Say it again, but don’t say “s”.

- Substitution
  - Say “sand”.
  - Say it again, but say “b” instead of “s”.
Phonemic Awareness

Research indicates that Phonemic Awareness is the best predictor of the ease of early reading acquisition, better even than IQ, vocabulary, and listening comprehension.

Stanovich, 1993-1994

Correlational studies have identified phonological awareness and letter knowledge as the two best predictors of how well children will learn to read during the first 2 years of instruction.

National Reading Panel, 2000
Growth in Reading Comprehension of Children Who Begin Grade 1 in the bottom 20% in PA.

Wagner, Torgesen, Rashotte, et al., 1997
Systematic, explicit phonics

Direct instruction in the sound-symbol correspondences, with practice reading and spelling sounds in isolation, in the context of words, and in sentences.
Systematic, explicit phonics

Sound-symbol connection

- Consonants:
  s t b m l d n p k j v z f
c g r h qu w x y

- Vowels:
  a i o u e

Alphabet strip
Fluency

Rapid Automatic Naming

• Shapes

△ ♦ ○ □ △ □ ♦ □ ○ △ ♦ ○ □ △ □

• Colors

红 蓝 黄 绿 黄 红 蓝
Fluency

Rapid Automatic Naming

- Letter names and sounds

S M T L A M T A L S T

p o d e n d o p n e o e
Fluency - Phrasing

AB CDE F GHI JKLM N

OPQ. RSTU. VW. X. YZ.

Vocabulary

- Speaking/conversing
- Listening
- Reading
## Vocabulary - Categorizing

- Animals
- Vegetables
- Fruit
- Flowers
- Birds
- Clothing

- Footwear
- Things that spin
- Games
- Vehicles
- Furniture
Vocabulary - Categorizing

- Containers
  cup, can, mug, glass, jar, tumbler, bucket, pail, barrel, pouch, bag, backpack, sack, vase, purse

- Vehicles
  car, truck, sedan, van, coupe, snowmobile, pickup, snowplow, mini van, bus, train, SUV, Ford, Volvo, Toyota, Honda,
Vocabulary - Categorizing

- **Opposites**
  - hot/cold
  - high/low
  - big/little
  - tall/short
  - sharp/dull
  - wet/dry
  - hard/soft
  - up/down
  - dark/light

- **Multiple Meanings**
  - fly
  - bat
  - sharp
  - hard
  - light
  - stick
Comprehension

- Picture comprehension
- Listening comprehension
- Reading comprehension
Comprehension

Questions to ask:

- Factual- Where did she find the lost puppy?
  When did the boy get to school?

- Predictive- What do you think he saw?
  How long will it take to build the wall?

- Open-ended- How would you have solved that problem?
  What was your favorite part of the story?

- Retell
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National Reading Panel, 2000
Multisensory reinforcement

Practice using three pathways of learning through eyes, ears, and sense of touch. Students simultaneously see the letter(s), hear the sound, feel how it is formed with their lips, tongue and throat, and feel the form as the sound is traced or written.
Multisensory reinforcement

- Seeing
- Speaking, listening
- Tracing, writing
- Manipulation
Pre-Writing

- Feeling, identifying, sorting, organizing, sequencing
- Shapes, sizes, colors
- Cutting out pictures/shapes, puzzles, clay, assembling toys
Pre-Writing

- Activities that require pinching – games with pegs, tongs, tweezers
- Coloring books
- Forming letters
  - Upper and lower case
  - Top down and counter-clockwise
Numbers and Counting

- Count by one’s, ten’s, five’s, two’s
- Count forward and backward
- Read and write symbols for numbers
- Number strip
- Games and manipulatives
## Number Grid

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Bibliography


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