



What Every Kindergartner Should Know

IDA-UMB Webinar – Feb. 20, 2013

Arlene W. Sonday



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

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.

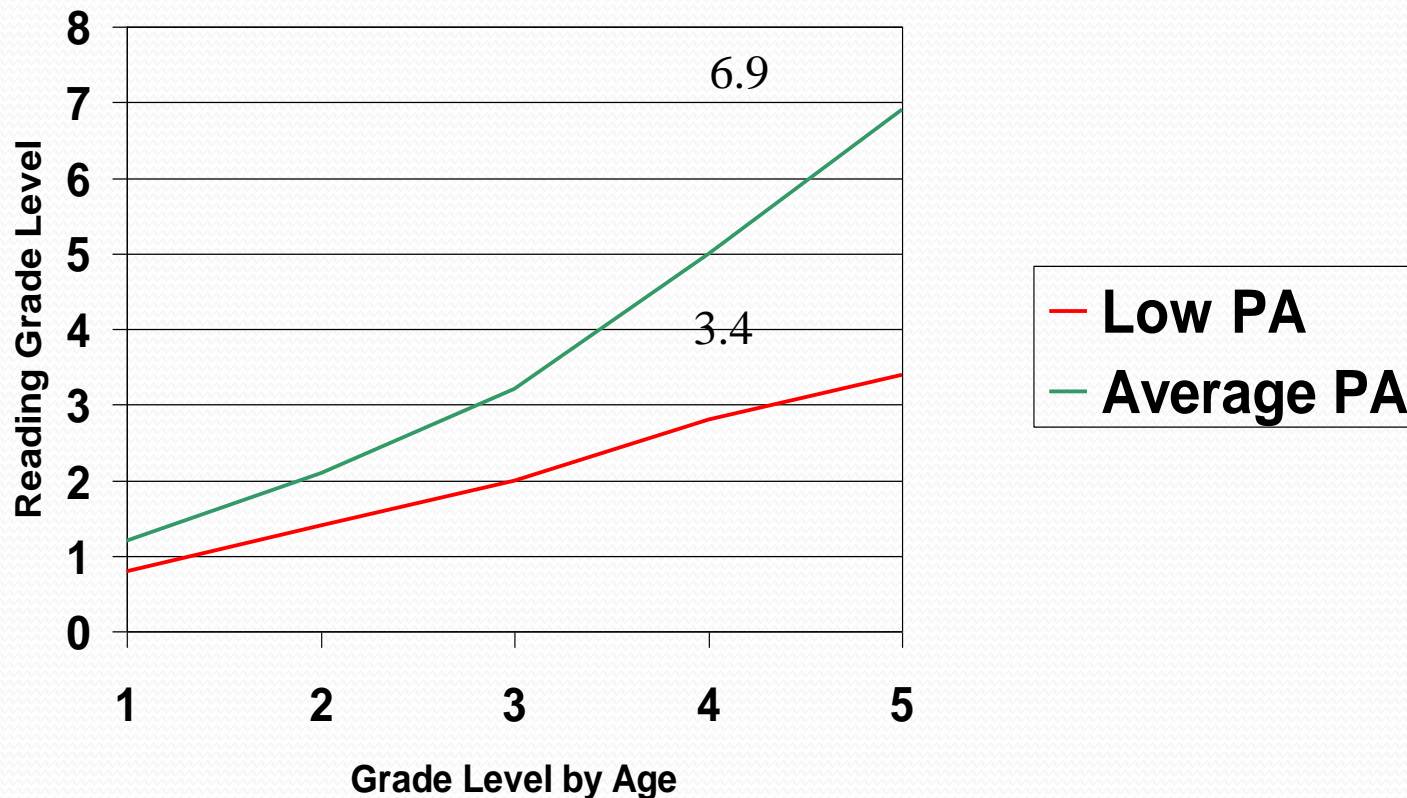
Stanovich, 1993-1994

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

Why Phonemic Awareness?

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





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



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.

ABC. DE? FGH! IJK. LM! NOP? QRS.
TU? WX! Y. Z?

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, snow mobile,
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

Five Essential Components of Reading Instruction

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

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

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Bibliography

- Adams, J.A., Foorman, B.R., Lundberg, I., Beeler, T. 1998. Phonemic Awareness in Young Children. Baltimore, MD: Paul H. Brookes Publishing Co.
- Hall, S.F., & Moats, L.C. 1999. Straight Talk About Reading. Chicago, IL: Contemporary Books.
- Moats, L. 2010. Speech to Print: Language Essentials for Teachers. Baltimore, MD: Brookes Publishing Co.

Bibliography

- Snow, C.E., Burns, M.S., Griffin, P. 1998. Preventing Reading Difficulties in Young Children. Washington, D.C.: National Academy Press.
- Sonday, A.W., 2004. Sonday System – Let's Play Learn. St. Paul, MN: Winsor Learning
- Torgesen, Joseph, Ph.D. 1999. Phonological Awareness: A Critical Factor in Dyslexia. Baltimore, MD: The International Dyslexia Assn.



Arlene W. Sunday

asonday@comcast.net

651-455-9361