

Countdown
to



Kindergarten!

Preschool to Kindergarten

Parent Information Session



Darien Public Schools



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Purpose of Presentation

- We hope to explain how children learn how to read, write, spell and do math.
- We hope to provide parents with an understanding of the stages of learning
- We hope to provide parents with many strategies to support their children at home



Cutting and Pasting Matter!

- Children need multiple opportunities to develop small motor skills. Their small motor skills affect their ability to write comfortably.
- Well developed small motor skills 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 like playing with clay and playdough.
- Have your child write with half a crayon, save larger and thicker writing materials for special occasions only.
- Buy a mouse for your computer.
- Let your child practice forming letters and numbers the proper way by using a handwriting app/program. (We suggest Handwriting Without Tears App called Wet Dry Try.)



How Does Writing Relate to Literacy?

- Development of pre-writing skills are critical to development of phonological awareness skills, which is 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). That is, working in one area supports another.



Stages of Writing

When learning to write, young children exhibit six different stages of development (Sulzby & Teale, 1985). This is a natural progression that occurs as children gain an understanding of what written language is and how it is used.

Sulzby, E., & Teale, W. "Writing Development in Early Childhood." *Educational Horizons*, Fall, 1985, 8-12.



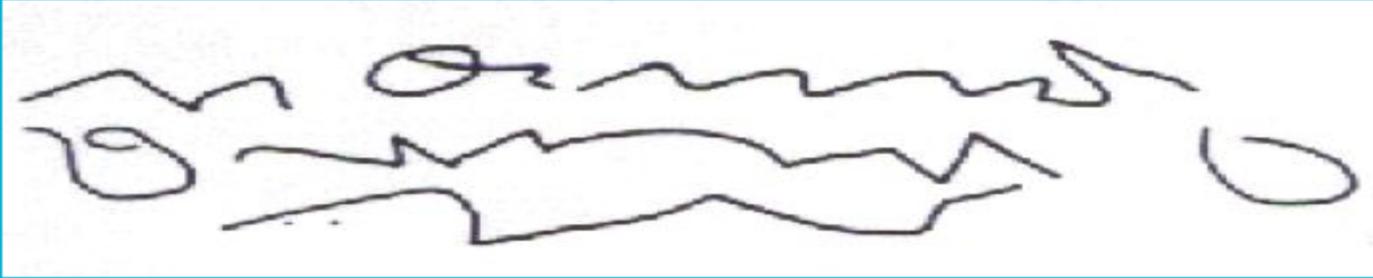
Stage 1 - Drawings



- 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



- Children make wave-like lines on paper. This is an attempt to copy handwriting. There are no letters or breaks to look like words. **The lines are on-going waves across the page.** Beginning to imitate adult writing
- Begin to hold and use writing tools like an adult
- Is aware that print carries a message



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.**
- Uses real letters in random strings
- Developing awareness of sound to symbol, this is call phonemic awareness. This has to happen before phonics instruction can begin.



Stage 5 - Patterned Letters/Strings



- **Children begin to include letter strings with recognizable patterns.**
Sometimes simple words or their names appear within the letter strings.
Some simple letter-sound knowledge may appear.
- 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.** Misspellings and backward letters common. The writing can be read by others.
- 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
- Talks with others to plan and revise oral writing
- Begin to use spacing and punctuation



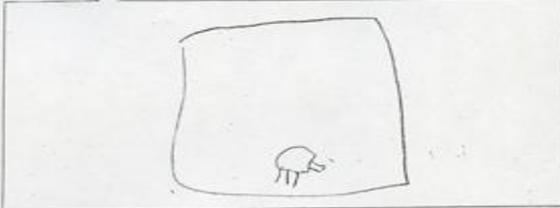
Stage 6 - Conventional Writing





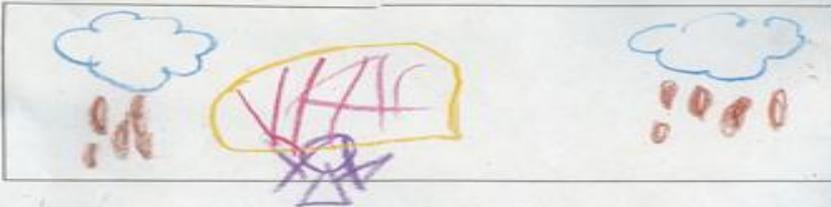
Stage 6 - Conventional Writing

Name _____ Date _____



Hermet khab
l'v n shels
sumf m's tra kv
on the b'che

dedicated to my neighbors



IT IS RAINING + SD.



Writing at Home

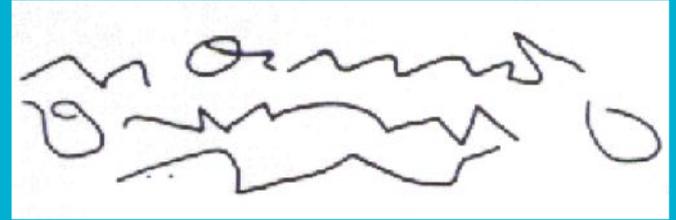
- Make writing fun!
- Use a variety of materials...
- Create a writing center (box, suitcase, special area, etc.)
- Model writing



The Stages of Spelling Development

- **Precommunicative Stage**

- The child uses symbols, but shows no knowledge of letter-sound correspondences, 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. They move from the first sound, and then to the first and last sound. The spelling is not often conventional, but shows an understanding of sound and are easily understood.

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

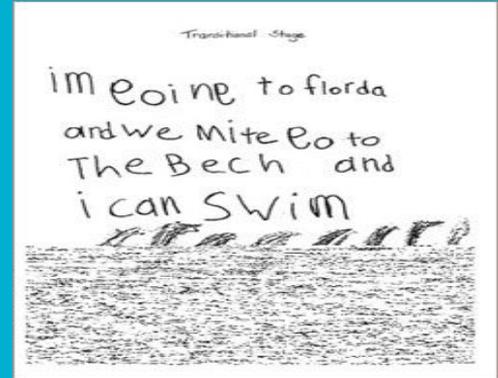




The Stages of Spelling Development

○ Transitional Stage

- You see the speller 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 speller demonstrate 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
- Provide explicit instruction in phonics/word study (Words Their Way as well as whole class and small group instruction)
- Coach students through the stages by emphasizing letter sound match first
- Provide structures for students to apply sight words they know into their writing (word walls/mini word lists that grow with the student)
- Emphasize hearing the sounds correctly over spelling correctly in during the early stages



Pre-Reading Work-

Just as Important as Conventional Reading

- Before children are ready to read they have to understand concepts of print: how you read from left to right, which direction to turn the pages, that words on a page have meaning
- As they begin to understand concepts of print, they can 'read' stories by either remembering the story and retelling it by using the pictures as a guide or begin to create the story from the pictures.
- They can look at a page and notice, who is there, what are they doing and how are they feeling.

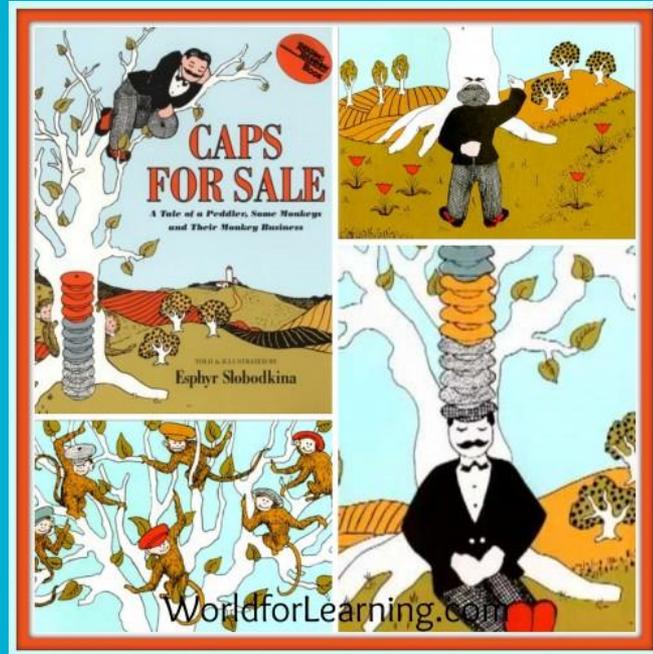


Pre-Reading

- 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 not only by what they do, but how they feel
 - practice in reading the pictures that they will need when they begin conventional reading



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

Sample A and B Books

[Sample Level A Book](#)

[Sample Level B Book](#)



Conventional Reading Tools

- **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
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 to model good fluency and phrasing
- Practice building your child's reading comprehension by engaging in conversations about books, not just what happened, but what you think about what happened



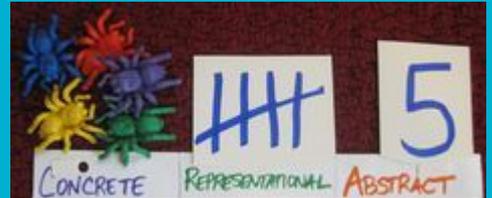
Early Numeracy~Foundational Math Concepts

Foundational skills in a variety of areas to develop number sense:

- number concept
- problem solving
- geometry, measurement
- patterns & relationships

Children learn important math skills through:

- play and routines
- meaningful learning experiences
 - concrete~pictorial~abstract representations

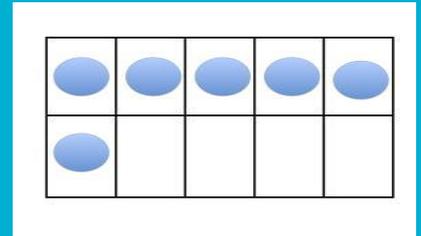
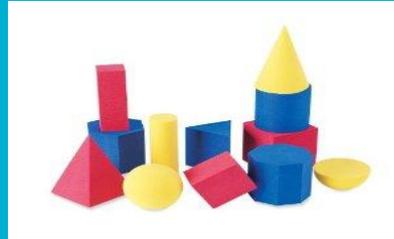




Math in Kindergarten

What it looks like:

- Math through play
- Daily Routines (Attendance, Calendar)
- Using Concrete Materials
 - - Ten Frame
 - - Math Rack
 - - Shapes and blocks
 - - Unifix cubes, links, counters
 - - Dice, Cards
- Technology (SmartBoard)
- Workshop model





Math at Home

- See Math in the world around you
 - Have children count coins, place settings, Dogs/swings in the park
 - Count
 - Compare who has more cookies/coins etc.
 - Building Blocks, LEGOs
 - Cards, Dice
 - Practice counting as high as they can go
 - Keep track
- Model your mathematical thinking
 - Counting
 - Comparing number of items
 - Shopping, Organizing



Other Ideas...

- 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





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



Important Dates

Registration

- In order to be eligible to attend Kindergarten in 2016-2017, children must be five years of age on or before January 1, 2017.
- See school websites for registration dates.

Kindergarten Orientation

- Kindergarten Orientations are held April 9th & 10th
- Please refer to the brochure for specific times

For more information:



Thank you!

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