

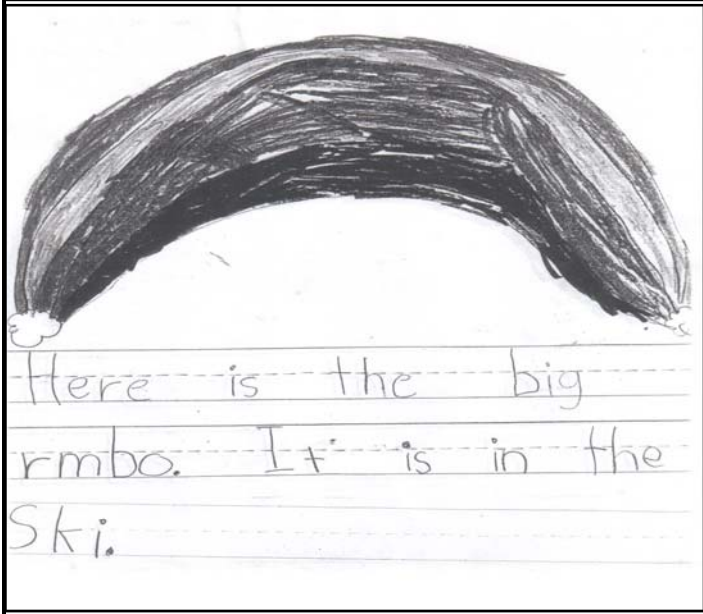
Kindergarten News

Long Beach Unified School District

Volume 1, Issue 2

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IT ALL BEGINS WITH US!



Did You Know.....?

* Children with poor phonemic awareness skills at the end of their Kindergarten year are more likely to become poor readers than those with well-developed phonemic awareness skills (Adams, 1990; Pressley, 1998; Stanovich, 1986).

* Fortunately, phonemic awareness can be developed through instruction with clear benefits to subsequent acquisition of reading skills (Pressley, 1998).

"The Wind" Unit Blows Through Sutter Kindergarten



Kindergartners at Sutter have been busy studying the effects of wind on the environment! After a few weeks of reading about the wind, observing its effects, asking questions, and performing blowing experiments on objects, the kindergartners put the power of wind to the test.

Kindergarten teacher Christine Boss, in collaboration with her husband Jason Boss (a science teacher himself), created a sailboat racing arena for the students to race specially-designed sailboats. All of the students rallied behind each racer as they used their own "wind" (their breath) to move the boats to the finish line! It was a kindergarten sailing regatta!

Developing Phonemic Awareness Levels of Development

Awareness of Words

Realizes that sentences are comprised of words.

Awareness of Syllables

Can correctly count the syllables in words.

Awareness of Rhyming

Can identify if words rhyme.

Awareness of Onsets & Rimes

Can rhyme with /at/ and begin with /f/, or /b/, etc.

Phoneme Isolation

Identifies beginning, middle, and ending sounds in words.

Phoneme Blending

Can blend phonemes heard auditorily into words.

Phoneme Segmentation

Can identify all the sounds heard in a word.

Phoneme Manipulation

Can omit or substitute phonemes to make new words.

Publication Authorized:

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Curriculum, Instruction and Professional Development

Kindergarten is Special!



After the reading specialist located a quiet place to test a student in the front office, she noticed the child was moving around fidgeting. This prompted her to ask, "Are you comfortable?" The child quickly replied, "NO! I'm Oscar!"

Independent Workshop Time! More Than Just A Goal At Lafayette!

One of Lafayette's schoolwide focuses this year is to effectively implement Independent Workshop Time. By sharing their expertise, the Kindergarten teachers are working towards refining Workshop activities.

In order for the planning and collaboration to begin, the Kindergarten teachers began Workshop planning and collaborating during a Buyback Day. During this time, the teachers looked at their assessment data to determine what differentiating needed to be in place for instruction during flexible grouping. After the groups were differentiated, they discussed how the instructional activities themselves can also be differentiated.

During monthly grade level release time, the Kindergarten teachers reflected, shared, and brainstormed Workshop activities. The coach and a grade level specialist attended these collaboration meetings to share Workshop activities that they had compiled. There were concrete examples of each activity, organized in a large plastic bin. A written description of how each activity was differentiated for each group of students was organized by data categories, in a grade level binder. Teachers were encouraged to check out these activities to use or to create their own class sets.

The underlying message from the grade level collaboration was that everyone needs to continue the sharing process by adding ideas to the binder and adding examples to the bin. The teachers now have several resources for differentiated Workshop activities.

The work the Kindergarten teachers have done is helping to turn the goal into a reality.

Successes Celebrated Daily At Muir



Each morning the students in Room 1 at Muir are greeted by their teacher with a warm and bright smile, making them feel welcome. Kindergarten teacher Magi Hemphill has set the expectations, and nurtures and embraces her students to celebrate their daily successes.

Ms. Hemphill volunteered to be the extended day Kindergarten teacher this year. When the incoming Kindergarten students were assessed in September, most students knew less than four letters of the alphabet. In January, students who started with 0 letter knowledge now know at least 55 letters and most of their sounds. Nine students also have passed their Mid K Benchmark Book "School." "I'm so proud of how much these kids have learned in such a short time," she says. This is due to the strategic planning and steps that she took early in the year.

Since her day was extended, she had extra time to work with small intervention groups to meet her students' needs. One way to address intervention was embedded in the way she scheduled her day. Ten students arrive early at 8:45, to begin their 5 hour day so she can meet with them in small groups.

An hour later, when the remaining 10 children arrive, all 20 students participate in morning message, and Interactive Writing. The remainder of the day is focused on the components of Open Court, math and ELD.

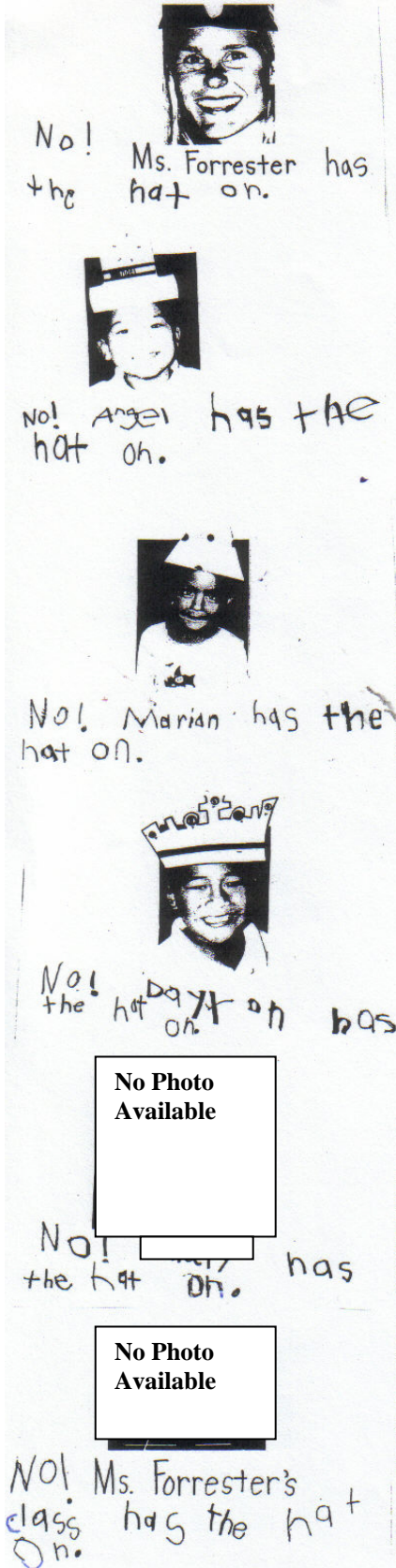
Workshop is also a time in their schedule when student needs are met. Children work on phonemic awareness, letter / sound knowledge and rhyming activities, as well as journal writing. Two parent volunteers assist during Workshop and journal time, while Ms. Hemphill works with a small group doing journals to discuss writing strategies. In the beginning of the school year, a major focus of Workshop in her classroom consisted of student activities that were centered on and around phonemic awareness.

Her first group of students is sent home at 1:45 and the rest of her students remain for their hour of small group instruction and to continue their 5 hour day until 2:45.

An additional back to school night, high expectations, flexibility, maintaining daily communication with parents, and hard work by parents, students, and their dynamic teacher have all contributed to the success of the students in this classroom.

McKinley Kindergarten Classroom Uses *Interactive Writing* To Reinforce Question & Answer Concepts

Kelly Forrester, kindergarten teacher at McKinley, does Interactive Writing daily. One week she chose to reinforce question and answer concepts during her Interactive Writing lesson. She had a six page book ready with one picture on each page. The pictures were various students with a hat on. She began each day's lesson by asking, "Does _____ (inserting a student's name) have the hat on?" The students made a guess and told a friend before the picture was revealed. The class then had to come up with their Interacting Writing sentence by answering the question with an answer that was in the form of a complete sentence. "No! _____ has the hat on." The finished book has been added to the collection of Interactive Writing Books for rereading during the year for maximum reading reinforcement.



February Support Training Focused On "Story Crafting"



Story Crafting was the focus topic for February's Open Court support training. Teachers viewed a video of a Story Crafting lesson, from a kindergarten ISE classroom in our district. Time was also taken to make Workshop activities. Materials for independent and/or small group Story Crafting reinforcement were available to laminate and organize for classroom implementation.

For the March training, teachers are bringing three independent writing samples. The writing samples will be assessed, using the district rubric, and posted to observe strengths and weaknesses in terms of students ability in connecting phonemic awareness and phonics. Since these writing samples are from several district schools, they serve as valuable anchor papers, to help teachers with classroom writing assessments.

You might like these Must Do/May Do Activities for Workshop...

- **Picture/Word Match** – In an envelope, place three pictures and three matching words (cut the words so that just the letters are in the bag). The task is to take out the pictures and try to make the word that matches the picture. Check decodable books for words that have been introduced and will match pictures as well as any other words/pictures that will challenge or reinforce lessons taught.
- **Story Crafting Reinforcement** – Laminate and cut out the story crafting sequencing activity sheets for each story, after stories have been introduced. The task is for the students to build oral vocabulary as they sequence and/or retell a story to a partner or group. All stories can be easily stored in separate zip lock bags and placed in a tub for easy access.

Pre-Decodable/Decodable High Frequency Word Practice – *Practicing high frequency words using a variety of strategies enables the students to embed the words to increase fluency when reading the words in text. The following is a list of activities for practicing words.*

- **Make Words** -Put together high frequency words from an alphabet container. This will help to reinforce the words that have been introduced in the pre-decodable and decodable books.
- **Beat The Teacher** – Ask the students to take out the letters, from an alphabet box or basket, for the specific word you want to focus on or have the letters in individual envelopes for each student. The task is for the student to make the word and say it before the teacher makes and says it. They should scramble the letters, teacher says go and they make the word and run their finger under it as they say it.
- **Newspaper Find** - Have newspaper cut uniformly in 8x8 sheets that can be used to highlight with markers or yellow crayon specific letters or high frequency words.
- **Flashcard Clap/Say** – Have 10 to 15 words written on flashcards. Make sure that the focus word is written 5 to 8 times. Make sure to use capital as well as lower case letters of the focus word (**The, the**) and some of the remainder of the words should begin with the same first letter as the focus word. The task is for the students to clap and say the focus word each time they recognize it during the activity.
- **High Frequency Word Match** - On a half sheet of lined tag board, randomly write six or seven words (five to seven times each). Laminate the chart so it can be used throughout the year. Select the focus word that was just introduced or focus on a previously introduced word. With highlighting tape or a dry erase marker, the students circle or highlight the focus word with a partner. They should say the word and spell it to their partner.
- **Highlight High Frequency Words** - Use Interactive Writing class books to highlight high frequency words previously introduced in the O.C. lessons. This supports the lessons in the Green section that introduce a pre-decodable or decodable book.
- **Finding Words** -After reading pre-decodable, decodable, leveled library books or additional reading materials, students should locate some specified high-frequency words in text. This can be done independently or with a partner.

Unit 5 “Stick To It”

***Concept connections are often made
in unexpected ways.....***

***One morning as the class was arriving, a
student told her teacher,
“When I brushed my teeth this morning,
the toothpaste was really HOT,
but I “Stuck To It” and finished
brushing my teeth!”***



Kindergarten Open Court Support Training Dates TRC Room 3

- March 15, 21, **16
- April 5, 18, **19
- May 17, 23, **18

Time

8:00-10:00 or 12:30-2:30

Or

**2:30-4:30