

The background of the slide is a soft-focus photograph of several open books. The books are arranged on a surface, with their pages fanned out, creating a sense of depth and abundance of knowledge. The lighting is warm and even, highlighting the texture of the paper and the binding of the books. The overall aesthetic is clean, professional, and educational.

Welcome

Kindergarten

Erin Sloan, Kindergarten Teacher

Schedule

6-6:30 Kindergarten/1st Grade

Keynote

6:35 -6:55 Rotation 1

6:55-7:15 Rotation 2

7:15-7:30 Rotation 3

Reading Progression

	Beginning of Year (Aug. – Sept.)	1 st Quarter (Sept. - Nov.)	2 nd Quarter (Nov. – Jan.)	3 rd Quarter (Feb. – April)	4 th Quarter (April – June)
K	EMERGENT	→ A	A → B	B → C	→ C
1	EARLY 1 C/D	D → E	EARLY 2 E → F	G → H	→ I
2	EARLY 3 I/J	J → K	FLUENT K → L	L → M	→ M

Emergent Level Reading Behaviors

Print Concepts

Understand the purpose of print

Use 1:1 correspondence, left to right, top to bottom

Recognize all upper and lowercase letters

Emergent Level Reading Behaviors

Phonemic Awareness

Mrs. Carr's presentation (Mrs. Ruygrok's room)

Beginning/Ending Sounds

Segmenting/Blending

Manipulating phonemes

Syllables

Rhyming Words

Emergent Level Reading Behaviors

Phonics and Sight Words

Sight Words, Ms. Kasda's presentation

Consonants / Vowels, sounds of each

Word Families, CVC Words

20 - 25 Sight Words

Strategies to decode words



Emergent Level Reading Behaviors

Fluency

Reading like a teacher, not a robot
Impacts comprehension

Emergent Level Reading Behaviors

Comprehension

Mrs. Jeffery's presentation, Read Aloud

Within the Text: Who? Where? What?

Beyond the Text: Why? How do you know?

Emergent Level Reading Behaviors

Vocabulary

Increase vocabulary (e.g., important words, useful words, challenging words)

Apples: orchard, stem, peel

Skills build from Emergent to Early 1 and Early 2

Phonics

Recognize all common consonant sounds (EM)

Recognize and use all short vowel sounds (E1)

Recognize and use some long vowel sounds (E2)

Sight Words

Identify and use 20-25 (EM)

Identify and use 50 (E1)

Identify and use 100 (E2)

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Reading Goals for Kindergarten

Master all goals on the Emergent Checklist

Students are not considered above/on/below

Homework

Reading Group books, at least 1x week

Books may be repeated

Return daily

Memorizing is not bad!

Use the pictures!

Handwriting, 1x week in the Reading Folder

Poetry Journal, return Tuesday

What is the Poetry Journal?

It's fun and fast paced!

Improves fluency, sight word recognition,
and confidence.

It works because...

Repeated reading of text improves reading.

Short passages promotes fluency.

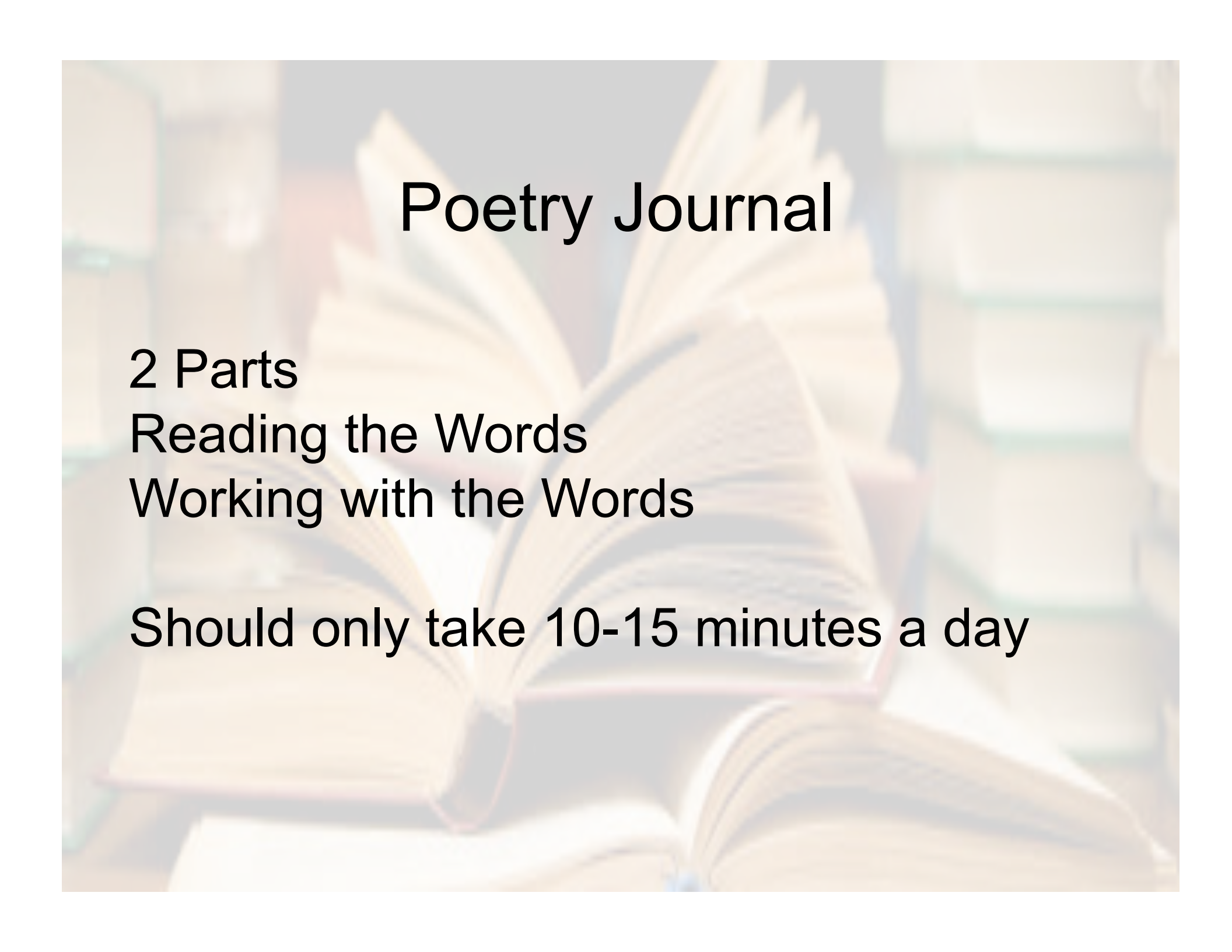
Children experience words in 4 ways...

Visually – see the words.

Auditorally – hear the adult say the words

Orally - they say the words.

Kinesthetically – glide their finger under the words

The background of the slide is a soft-focus photograph of several open books. The books are arranged on a surface, likely a desk, with their pages fanned out. The lighting is warm and natural, creating a cozy and intellectual atmosphere. The text is overlaid on this background in a clean, black, sans-serif font.

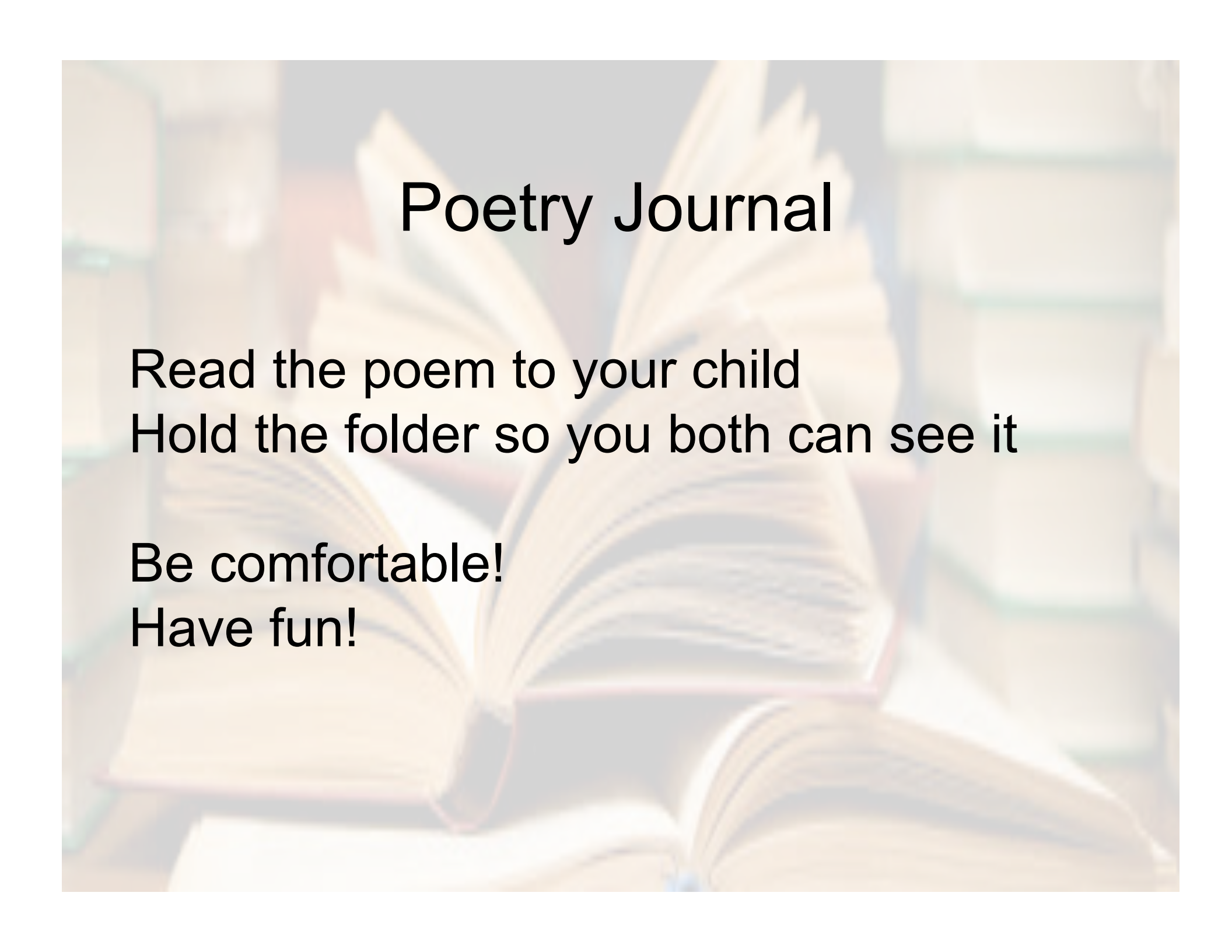
Poetry Journal

2 Parts

Reading the Words

Working with the Words

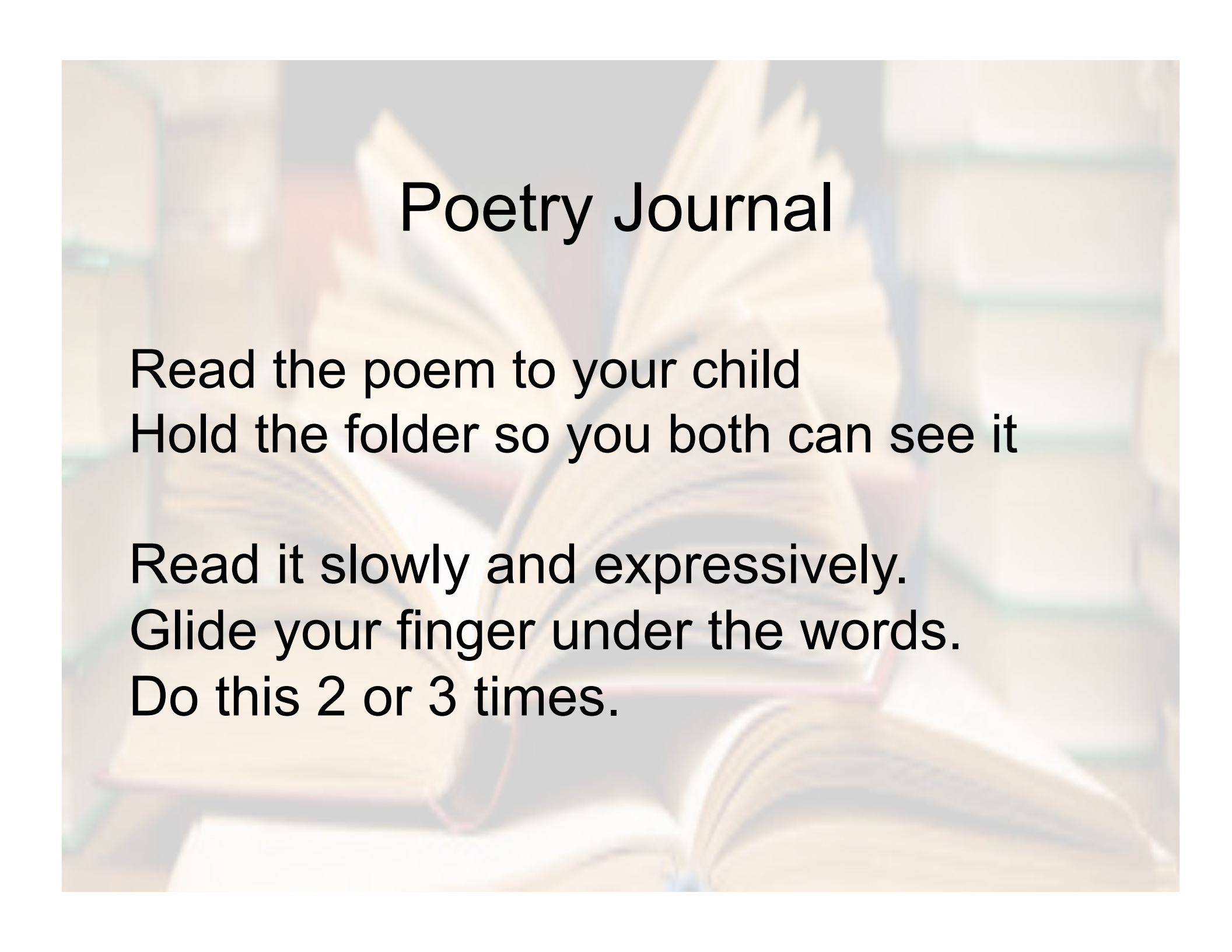
Should only take 10-15 minutes a day

The background of the slide is a soft-focus photograph. It shows several open books with yellowed pages, suggesting an old library or a study. A hand is visible in the center, holding a light-colored folder or book. The overall lighting is warm and gentle, creating a cozy and educational atmosphere.

Poetry Journal

Read the poem to your child
Hold the folder so you both can see it

Be comfortable!
Have fun!

The background of the slide is a soft-focus photograph of a person's hand holding an open book. The hand is positioned on the left side, with the index finger pointing towards the text on the right page. The book's pages are yellowed with age, and the lighting is warm and natural, creating a cozy and educational atmosphere.

Poetry Journal

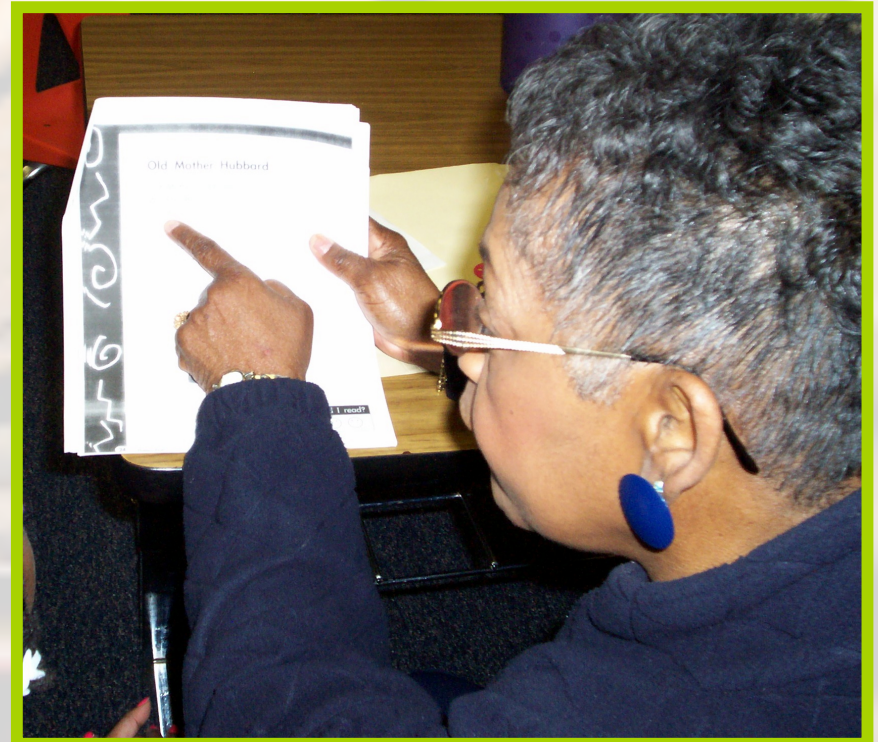
Read the poem to your child
Hold the folder so you both can see it

Read it slowly and expressively.
Glide your finger under the words.
Do this 2 or 3 times.

Poetry Journal

Read the poem
Hold the folder so you
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Read it slowly and
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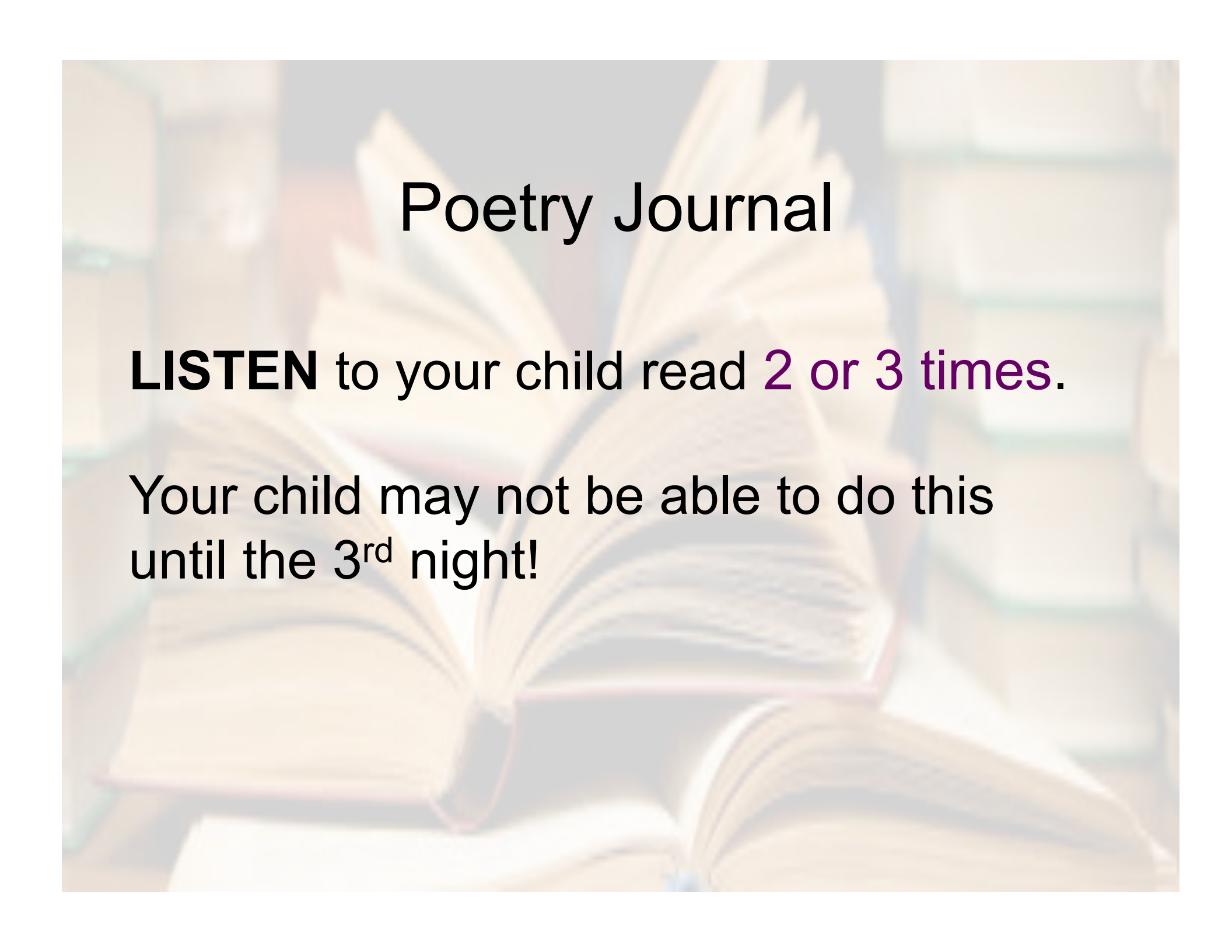
Poetry Journal

Read **WITH** your child **2 or 3 times**.

Again, read it slowly and expressively.

Glide your finger under the words or let your child do it.

****Remember – You have 5 nights to do this!**

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Poetry Journal

LISTEN to your child read **2 or 3 times**.

Your child may not be able to do this
until the 3rd night!

The background of the slide is a soft-focus photograph of an open book. A hand is visible in the center, turning a page. The pages are yellowed with age, and the overall lighting is warm and gentle. The text is overlaid on this background.

Poetry Journal

PRAISE your reader!

REMEMBER:

READ TO.....

READ WITH.....

LISTEN TO YOUR CHILD READ.

Poetry Journal: Activity Pages

Itsy Bitsy Spider * 2 *

★ Looking at Words and Letters

- 1. Ask your child to find the shortest line in the poem and then count the words in that line.
- 2. Ask your child to find and underline each "s" in the poem.
- 3. Ask, *What is this poem about?*

★ Playing With Sounds

- 1. Say, *Let's change the word rain. What if we added "f" to the beginning? What word would that be?* (rain) *What if the word started with "p"?* (pain) *What if it started with "spr"?* (sprain)
- 2. Say, *I will stretch out some words. You tell me what they are:*
rr...aaay...nnn (rain)
c...aaay...mmm (came)
- 3. Say, *Now you try it. Stretch these words out: sun, spider.*

★ Beginning to Read

- 1. Ask your child to name some words that rhyme with sun. Write them as your child says them. To start off, offer some beginning sounds: "b," "f."
- 2. Say, *Do these words end with the same sound?*
itsy, bitsy down, came and, rain spout, out
- 3. Ask your child to draw a picture of the poem, then tell you what it is about.
- 4. Write spout on a sheet of paper. Point out the letters -out. Brainstorm, write, and read other words that rhyme and explain that all these words belong to the -out word family.
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child's word bank (a collection of words on cards, one word per card).

Looking at Words and Letters
These activities, most appropriate for children who are just learning about reading, focus on concepts about print and letter recognition.

Playing With Sounds
These activities, for emergent readers, focus on phonemic awareness and word families, and are most appropriate for children who are just developing phonemic awareness and phonics skills.

Beginning to Read
These activities are the most developmentally challenging and focus on decoding words and sight vocabulary. They are designed for children who have begun formal reading and phonics instruction in school.

Poetry Journal: What if...?

Your child gets stuck on a word?

If your child struggles and gets the word right, show you are pleased. Don't let your child struggle for more than 5 seconds.

If your child says the wrong word, just say the right word and make sure your child says the word right as well.

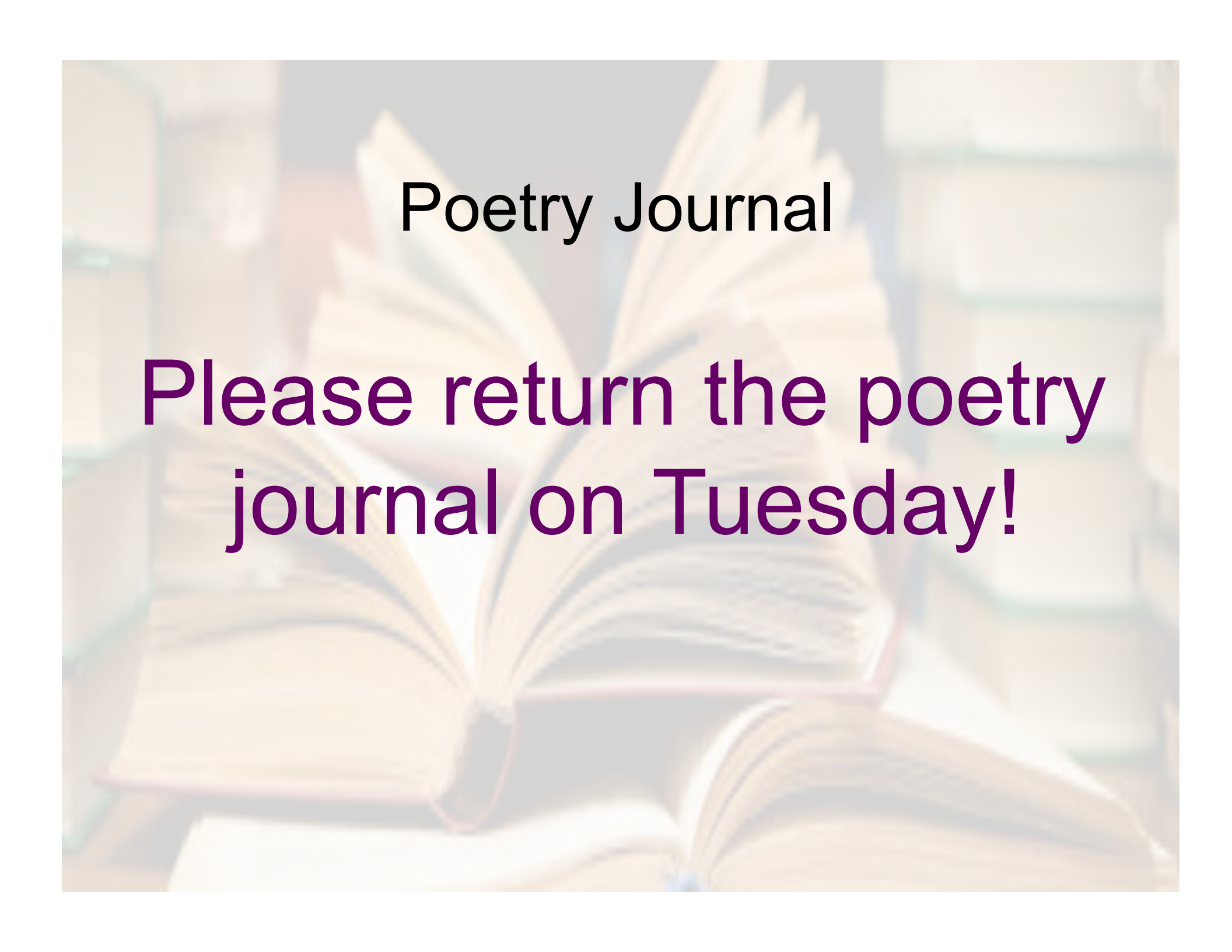
Poetry Journal: What if...?

Your child wants to do an activity from another word play set?

That is okay. As long as the child is engaged in learning, any word play activity will do.

The poem is too long?

If the poem is too long, you can read parts of the poem.

The background of the slide is a photograph of several open books on a desk. The books are arranged in a way that they appear to be part of a collection or a study. The lighting is soft, and the colors are muted, giving the image a calm and scholarly feel. The text is overlaid on this image.

Poetry Journal

Please return the poetry
journal on Tuesday!