

Closing the Gap in Kindergarten

What skills predict reading outcomes?

What K activities teach these skills?

Observing and Assessing Kindergarten Students

We Can Run – (RR level 3)

“We can run,” said the children, “and horses can run, too.”

“We can swing,” said the children, “and monkeys can swing, too.”

“We can crawl,” said the children, “and crabs can crawl, too.”

“We can jump,” said the children, “and kangaroos can jump, too.”

“We can climb,” said the children, “and cats can climb, too.”

Dictation

	The	bus	is	coming	it	will	stop	here	to	let	me	get	on	# h.f. Words
S1	The	Boos	is	cuu	ti	well	itp	H	to	let	me	gilt	on	9
S2	The	B	s	k		will	s		to	l	me			5
S3	Tsi	B	si	k		wll	s		to	l	me	k		3
S4	The	Bus	is	kumin	it	will	sop	Hir	to	let	me	git	on	10
S5	The	Bes	is	comg	it	will	sop	Hr	to	lt	me	gt	on	12
S6	The	Bos	is	come	it	will	stop	Hir	to	lat	me	gat	on	12

Planning Sheet for Emergent Guided Reading

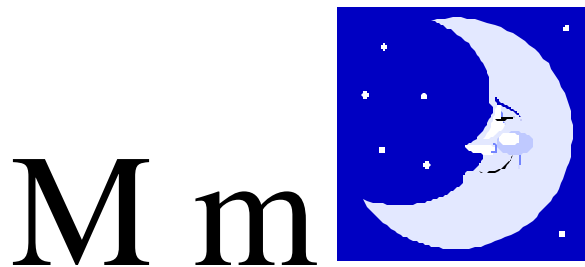
Name	Level	Known	Known	Sounds	MSV	Strategies	
		Letters	Words	+ 0 -		1:1	X0
S1							
S2							
S3							
S4							
S5							
S6							

Effect of Tracing an Alphabet Book in Kindergarten (18 tracing sessions)

Letter ID October	Letter ID November	LID Gain
0	0	0
0	7	7
0	3	3
0	35	35
0	15	15
0	8	8
0	20	20
0	6	6
0	9	9
0	10	10
0	11	11
1	5	4
1	8	7
1	4	3
1	14	13
2	26	20
2	10	8
2	22	20
2	10	8
2	2	0
2	37	35
3	8	5
3	14	11
3	14	11
4	30	26
5	50	45
5	27	22
6	14	8
7	30	23
7	22	15
7	48	41
8	38	30
10	40	30
10	39	28
11	52	41
13	50	37
13	40	27
14	32	18
19	52	33
28	52	24
30	50	20
32	51	19
36	50	14
40	54	14
42	54	22

Procedures for Tracing an Alphabet Book

- Make a simple ABC book with large letters and common pictures.



- Select students who would benefit from this tutoring.
- Pair each student with a tutor.
- The tutor helps the student read the entire alphabet book once each day.
- The student traces the letter with his/her finger, says the name of the letter, and points to the picture and names it. (ex. A a apple)
- If the student does not know the letter name, the tutor says it and has the student repeat the letter name while tracing.
- If the student needs help with letter formation, the tutor guides the student in tracing the letter correctly.

Pre-A Lesson Options and Objectives

Focus Area	Options for Activities	Process
Working with Letters and Names	<p><u>Letter sorts</u>: shape, color, feature, links with names, words & sounds.</p> <p><u>Letter formation</u>: teach simple verbal directions with letter formation - In the air, on the table, on the white board.</p> <p><u>ABC books/charts</u>: Choral reading saying letter name and picture. Connect to letters in students' names.</p> <p><u>Name activities</u>: puzzles, magnetic letters, rainbow writing.</p>	<p>Visual discrimination</p> <p>Letter naming fluency</p> <p>Visual memory</p> <p>Letter-sound links</p>
Working with Sounds	<p><u>Syllables</u>: Clap syllables in names and pictures</p> <p><u>Picture sorts</u>: Choose two consonants, beginning with the letters whose name mimics their sound and link to students' names. Distribute 3-4 pictures to each student that begin with those two letters. If necessary, support students in saying the picture, saying the beginning sound, and saying the name of the letter that matches that sound.</p> <p><u>Phoneme segmentation</u>: Help students segment simple words (orally) - 2 or 3 phonemes.</p> <p><u>Work with rhymes</u>: sort pictures that rhyme, play with rhyming words.</p>	<p>Phonological awareness:</p> <ul style="list-style-type: none"> - hearing syllables - hearing rhymes - phoneme segmentation and discrimination <p>Sound-letter links</p>
Working with Books	<p><u>Shared reading</u>: Use either a very simple lap book or level A guided reading book. Have students discuss the pictures while you encourage and model complete sentences. Students read the book chorally while pointing to the words with a pointer. Focus on teaching print concepts.</p>	<p>Oral language development</p> <p>Book language</p> <p>Oral retell</p> <p>Print concepts:</p> <ul style="list-style-type: none"> Left to right directionality 1:1 matching Concept of letter & word Concept of first & last Print contains the message Punctuation: period
Interactive Writing	<p>Negotiate a <u>simple</u> sentence.</p> <p>Distribute markers to each student.</p> <p>Use a name chart and letter chart to teach sound-letter links. Students help the teacher write the message. Students should - say each word slowly and isolate beginning sounds or other dominant sounds, reread the sentence while the teacher or student points to each word, learn to use a letter chart to make links and get help with letter formation.</p>	<p>Sound/letter links</p> <p>Print concepts:</p> <p>Letter formation</p>

Pre-A Lesson Plan # _____

Students: _____ Date: _____

Activity Options *	Observations/Notes
<p>Working with Letters Read an alphabet book or chart Title: _____ Letter sorts: Sort by _____ Letter formation: _____</p>	
<p>Working with Names Name puzzles. Make names out of magnetic letters. Rainbow writing with names.</p>	
<p>Working with Sounds Clapping syllables Picture Sorts: _____ Phoneme segmentation (orally) Rhyming words _____</p>	
<p>Working with Books Do shared reading with a big book or level A book. Focus on concepts of print and oral language. - Have students take turns talking about the pictures. - Have students retell the story if you use a big book. - Discuss and model print concepts.</p>	
<p>Writing- Interactive or guided Sentence: _____ _____</p>	

* Select activities that teach needed skills. Limit lesson to 10-15 minutes.

Emergent Lesson Plan – Levels A-C Lesson #__

Date: _____ Title: _____ Level: _____

(optional) <u>Reread familiar texts</u> (1-2 min.)	<u>Observations & Comments</u>
Assessment student: _____	
<u>Sight word review</u> (few seconds):	
<u>Text Reading:</u> Intro: New vocabulary:	
<u>Teaching Point:</u> <ul style="list-style-type: none"><input type="checkbox"/> One-to-one matching<input type="checkbox"/> Using picture clues (Meaning)<input type="checkbox"/> Learning & using sight words<input type="checkbox"/> Rereading at difficulty<input type="checkbox"/> Getting mouth ready<input type="checkbox"/> Crosschecking picture & 1st letter	
<u>Discussion prompts:</u>	
<u>Word Study:</u> <ul style="list-style-type: none"><input type="checkbox"/> Letter work: _____<input type="checkbox"/> Sight words: _____<input type="checkbox"/> Sound sorts: _____<input type="checkbox"/> Making words: _____<input type="checkbox"/> Elkonin boxes: _____	
<u>Guided Writing:</u> Dictated or open-ended sentence	