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Sitka School District Kindergarten Literacy Curriculum Handbook

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SITKA SCHOOL DISTRICT KINDERGARTEN
LITERACY CURRICULUM HANDBOOK

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

Master Teacher

by

Jacqueline Elizabeth Hedrick

July 2009

ABSTRACT

SITKA SCHOOL DISTRICT KINDERGARTEN
LITERACY CURRICULUM HANDBOOK

by

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July 2009

The intent of this handbook is to provide support to a teacher and be used as a resource. This document is intended to guide a Baranof Elementary Kindergarten teacher, through the year, with the use of a theme document. However, the scope and sequence contains the skills and content that must be addressed by the end of the year.

The literacy curriculum handbook was developed based on Froebel's kindergarten philosophy and Bruner's educational philosophy that early childhood education should be hands-on and developmentally appropriate. The handbook includes programs available to kindergarten teachers in Sitka, Alaska while continuing to be content-based, science and social studies thematic units. The needs of each child will be met through a blend of whole group instruction, small group interaction, as well as differentiation of instruction.

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CHAPTER I

BACKGROUND OF THE PROJECT

Introduction

Froebel Web (2009) states:

The name Kindergarten signifies both a garden for children, a location where they can observe and interact with nature, and also a garden of children, where they themselves can grow and develop in freedom from arbitrary political and social imperatives. In 1837, having developed and tested a radically new educational method and philosophy based on structured, activity based learning, Froebel moved to Bad Blankenburg and established his Play and Activity Institute which he renamed in 1840 Kindergarten.

The base of kindergarten has been lost with the addition of standards and the need to incorporate more academics into the day. The idea of the growing garden is being replaced with the need to be able to read and write by the end of kindergarten.

According to Anderson (2002), "During the past half-century there has been a growing body of evidence supporting a fundamental educational truism: that *what* and *how much* students are taught is associated with, and likely influences *what* and *how much* they learn" (p. 255).

For more than 20 years kindergarten teachers in the Sitka, Alaska have been developing hands on science and social studies centered thematic units based on Friedrich Froebel's philosophy. All the units include rich literature, language development, hands on activities, and an alphabet letter to focus on. The problem with the current thematic

units is they do not meet current state standards. The units need to be updated to fit the current needs of the school and align with current state standards. In 2008, the Sitka School District adopted a language arts program, Rigby's *Literacy by Design* for kindergarten through fifth grade. *Literacy by Design* is Rigby's new curriculum and was developed to meet the need for an all-inclusive language arts program (Rigby, 2009).

The hope for the district was that the program would bridge the gaps in the current teaching practices by aligning the scope and sequence kindergarten through fifth grade. The program was designed by Rigby to meet all state and national standards. Some of the problems the district faces with the program for kindergarten include the content is implemented too fast, themes were not interesting to the children, many of the charts used in the fifth grade program were the same charts used in the kindergarten program, and it lacked a hands-on component. After several in-services put on by *Literacy by Design* representatives and many months of using the curriculum, the Sitka School District kindergarten teachers put the program back in the box. Because of the problems listed above the kindergarten group and school administration felt the curriculum was not in the best interest of the students.

It is the intent of this project to bridge the two systems by developing a curriculum handbook that meets all state and district standards while keeping the rich hands-on thematic units. The handbook will incorporate Froebel's kindergarten philosophy and Bruner's educational philosophy that early childhood education should be hands-on and developmentally appropriate.

Purpose of the Project

The purpose of this project is to produce a developmentally appropriate standards based kindergarten curriculum handbook for the Sitka School District that guides teachers through their year. The curriculum handbook incorporates the existing hands on science centered thematic units, as well as, phonics, phonemic awareness, reading, writing, handwriting, and Stimulating Maturity through Accelerated Readiness Training (S.M.A.R.T). The handbook includes a scope and sequence, theme document, and an assessment guide. The project will insure that all state and local standards are being addressed.

Limitations of Project

The project is limited to kindergarten in the Sitka School District. The handbook is developed based on the district's current programs and resources available within the community. The handbook has not been field tested and will continue to be a work in progress.

Definition of Terms

The following terms will be used in this project:

Curriculum: A curriculum refers to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education. In the case of this study, curriculum refers to the instruction in kindergarten.

Developmentally Appropriate: Willingham (2008) describes developmentally appropriate as activities that are neither too difficult nor too easy based on a child's present development. A developmentally appropriate program or practice is based on knowledge of the stages of child development, and an understanding that each child is unique and

that each child's experiences should match his or her development abilities. A kindergarten environment should include active exploration, self-directed hands-on learning, individual and group activities, as well as, interaction with teachers and peers.

Hands-On: is an approach that requires and allows students to become active participants instead of passive learners who listen to lectures or watch films, through dramatic play, field trips and replicating situations.

Standards: Standards are a description of what instruction should enable students to know and do following state regulations according to the California State Board of Education (2009), "Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level."

Thematic Unit: Funderstanding (2008) defines thematic units by, "Thematic instruction is the organization of a curriculum around macro "themes." Thematic instruction integrates basic disciplines like reading, math, and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on."

CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction

According to Garrett (1994):

The term “curriculum” carries with it a multiplicity of meanings. To some educators, the curriculum consists of conscious, often written, intentions commonly described in courses of study and other formal documents. To others, it is more aptly defined at the classroom level, by the intentions and actions of individual teachers with specific students. Some educators might contend that the curriculum is best described by what students actually learn in schools, as part of the intentional plan or not. (p. 1)

The intent of this chapter is to show the importance of the need for a developmentally appropriate Sitka School District kindergarten literacy curriculum handbook. There is an overwhelming amount of professional literature and research supporting the need for alignment between student achievement and content standards in order to promote student success. The ideas of how to do this vary widely from one study or person to the next. The following topics: (a) Friedrich Froebel’s kindergarten philosophy, (b) Jerome Bruner’s educational philosophy, (c) Slingerlands method, (d) kindergarten goals, (e) alignment between student achievement and content standards, (f) curriculum history and planning g) (programs address a few of the reviews of selected literature.

Friedrich Froebel's Kindergarten Philosophy

The development of kindergarten, whose translation means “children’s garden,” is largely credited to the German philosopher Friedrich Froebel. Froebel’s garden metaphor emphasized educating children to maturity like a gardener grows plants (Urban & Wagoner, 2004). With an understanding of young children and the understanding of how to develop their minds, Gutek (n.d.) describes Froebel’s educational philosophy:

Froebel shaped his educational philosophy during the high tide of German philosophical Idealism that was marked by the work of Johann Gottfried Herder (1744–1803), Immanuel Kant (1724–1804), and Georg Wilhelm Hegel (1770–1831). In the *Education of Man* (1826), Froebel articulated the following idealist themes: (1) all existence originates in and with God; (2) humans possess an inherent spiritual essence that is the vitalizing life force that causes development; and (3) all beings and ideas are interconnected parts of a grand, ordered, and systematic universe. Froebel based his work on these principles, asserting that each child at birth has an internal spiritual essence—a life force—that seeks to be externalized through self-activity. Further, child development follows the doctrine of perforation, the unfolding of that which was present latently in the individual. The kindergarten is a special educational environment in which this self-active development occurs. The kindergarten’s gifts, occupations, and social and cultural activities, especially play, promote this self-actualization.

It is based on this that kindergarten was developed, a place where young children could grow and learn.

According to Manning (2005), “The Kindergarten teacher was charged with finding the balance within this curriculum for the child to express himself freely and to develop at his own pace” (p. 372). Froebel was convinced that the main focus in kindergarten should be centered on play. Play should be looked at as part of the child’s development. With this in mind Froebel believed that a child’s play must be focused and guided by the teacher.

For Froebel, structured play helped children imitate adult language and develop social skills while gaining knowledge. He thus developed what he called gifts and occupations. The gifts are described as manipulatives for play while the occupations are the activities designed to guide the child’s learning (Manning 2005). Manning states, “His aim was to make the gifts familiar and comfortable for the young children to use, thus accelerating and enhancing their learning experience” (p. 373). It was Froebel’s intention that children be given specific manipulatives to correspond with well planned and sequenced activities to help meet the needs of the curriculum. Setting up an environment, Gutek (n.d.) states, “The kindergarten provided a milieu that encouraged children to interact with other children under the guidance of a loving teacher.”

Froebel’s philosophy shows that play is more than just play. As stated by Bultman (2001), “Play is not idle behavior. It is a biological imperative to discover how things work. It is happy work, but definitely purposeful.” It was his intention to guide a child’s play in order to help build meaning from the experience. He set up experiences for children to help lead them to specific discoveries and understandings. Froebel felt that kindergarten was to be a prepared environment, recognizing that the environment of

a young child needs to be controlled rather than the child. As stated by Bultman, “A prepared environment provides the teacher with the proper tools and gives children the experiences that the teacher feels are most beneficial, leading the child's mind to the subject at hand.” Through these set up experience, a child is more apt to feel they are in control without being forced, thus gaining knowledge from the experience that was facilitated by the teacher. Though Froebel’s philosophy is very important to the development of kindergarten one should also look at the educational philosophy of Jerome Bruner.

Jerome Bruner’s Educational Philosophy

Jerome Bruner is one of the most influential names behind the cognitive revolution. Bruner became well known for his belief that “. . . any subject could be taught to any child at any stage of development, if it is presented in the proper manner,” (Arndts et al., 2009). Bruner argued that schools were missing carefully structured and planned out learning (Urban & Wagoner, 2004).

According to Arndts et al. (2009), “A major theme observed through Jerome Bruner’s studies is that education is a process of personal discovery.” Learners must transition through three stages in order to gain full understanding. The three stages in which a learner must transition are enactive, ionic, and symbolic. Arndts et al. suggest “In the enactive stage, students begin to develop understanding through active manipulation.” At this stage, students need to be given the opportunity to play with materials in order to gain an understanding of how they work. Arndts et al. states, “In the second stage, iconic, students are capable of making mental images of the material and no

longer need to manipulate them directly.” Once a student has moved into this stage of learning, they are able to visualize concrete information based on their prior knowledge allowing the student to gain a deeper understanding. It is in this phase that they no longer need to physically manipulate the material. According to Arndts et al. “The symbolic is the final stage in which students can use abstract ideas to represent the world.” Once the symbolic phase has been reached, students begin to evaluate and think critically about the new knowledge. Students must successfully move through all three phases in order to fully generate understanding and be able to connect the new ideas and concepts to prior knowledge. It is at this point that students have reached a full understanding and are able to make further connections.

Bruner also makes the argument that making mistakes is a critical step in the learning process. As said by Arndts et al. (2009), “Bruner knows that learning occurs through problem solving. Through the active process of discovery and trial and error the student can uncover the interrelationships between concepts and ideas.” Mistakes should be looked at as a necessary process in ones learning. He felt mistakes allow students to become problem solvers and thus children should be encouraged to try new things without a fear of failing. “According to Bruner, children learn through a process of inquiry in which they discover relationships between concepts. As a learner is faced with problems he or she uses their prior knowledge, experiences, and self-motivation to uncover new truths” (Arndts et al.). Students should always be encouraged to ask questions while exploring concepts. Students need to be given the opportunities for

hands-on experiences, collaboration with others, and situations in which critical thinking skills are developed. New knowledge can then be imbedded into ones prior knowledge.

To elaborate, Bruner's logic means that one's educational experiences must be planned out so that children experience something and then have the opportunity to revisit the concept gaining a deeper understanding each time the idea is revisited. Bruner described this as a "spiral curriculum." According to Arndts et al. (2009), "In order for students to build on knowledge that is more complex they must first acquire a skill set that allows them to move into more complex topics." This can be achieved through careful planning. Howell (2009) states, "With a spiral curriculum, various threads or sequences of essential skills and information are interwoven so that many related areas of study are advanced together rather than teaching first one thread and then the next and so on" (p. 37). If new information is not connected to prior knowledge it becomes useless no matter how well the new information is taught. Howell also claims, "If students are to retain important concepts, ideas and experiences need to be presented more than once and built upon each time" (p. 37). Learning must be reinforced to be retained.

Slingerland Method

A method of teaching originally designed to reach the needs of dyslexic children the Slingerland Institute for Literacy (n.d.) states:

The Slingerland Approach starts with the smallest unit of sight, sound, and feel—a single letter. Expanding upon that single unit, students are taught through an approach that strengthens inter-sensory associations and enables the strong channel of learning to reinforce the weak.

This method has since been adapted to meet the needs of all children. The approach supports the idea that “dyslexic children could best learn to read if their instruction was provided through at least three channels: visual, auditory, and kinesthetic” (Lovitt & DeMier, 1984, p. 267). Beth Slingerland, the developer of the instructional approach, developed this style based on the influence of Orton and Gillingham. According to the Orton-Gillingham.com Institute for Multi-sensory Teaching (n.d.):

The Orton-Gillingham method is language-based and success-oriented. The student is directly taught reading, handwriting and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. This comprehensive approach to reading instruction benefits all students.

Both styles supported the idea that children with dyslexia would benefit most from teaching that was multisensory.

When this method of instruction was tested against other more traditional methods the results were mixed. One study showed the Slingerland group made significant gains during the 2-week study, but so did the children in the control group. The two groups received instruction that was quite different. It is stated by Lovitt & DeMier (1984), “In spite of these differences, about equal improvement was noted in both classes” (p. 271). In this study, the Slingerland Method made claims that when questioned and researched were found to have conflicting results. When the program was re-evaluated, the researchers discovered that it is a valuable and effective program, but

when compared to other instructional approaches was found to be on equal ground as far as effectiveness. This multisensory method of instruction fit the ideas behind the goals of kindergarten.

Kindergarten Goals

Froebel Web (2009) states, "The name Kindergarten signifies both a garden for children, a location where they can observe and interact with nature, and also a garden of children, where they themselves can grow and develop in freedom from arbitrary political and social imperatives." While interacting with nature and other children, Froebel's kindergarten originated as an environment in which young children could explore and grow. Today many believe the idea behind kindergarten is to "Get the child ready for first grade. Teach reading and mathematics readiness. Socialize the child" (Yawkey & Silvern, 1976, p. 25). The focus has been shifted to a more academic setting, with a stronger push to be able to read and write by the end of the year.

Should today's kindergarten be "academic" or "child-centered?" As stated by Egertson (1987), "The child-centered kindergarten does not base activities on the learning of discrete skills, but rather follows the mission of moving each child as far forward in his or her development as possible". Thus an "academic" kindergarten often leaves out the importance of play. She writes kindergarten should not be one or the other rather a blend of the two. According to Egertson, "Advocates of developmental kindergarten programs should emphasize the effectiveness of an active learning setting for advancing children's growth and development."

Yawkey and Silvern (1976), the authors of *Kindergarten Goals and Contemporary Education* claim there are a number of contemporary goals appropriate for kindergarten that will push students academically, as well as, produce well-rounded individuals. These goals all stress the importance of growth and development while focusing on content skills, process skills, building positive self-concepts, health and safety, along with group interactions. To help a child develop their process skills is to help cultivate their ability to think through and reflect upon activities, the how and why not just “wow” look what I did. Helping young children build positive self-concepts is critical in a child’s development. It is important to focus on a child’s strengths and process by providing them with experiences. Showing a child one has faith in their abilities and not always correcting their mistakes will help them grow and develop the ability to work and interact with others is a skill that will help them through school and life. Setting up an environment in which children can grow and develop in all of these goals will help children grow to be well rounded individuals.

Alignment Between Student Achievement and Content Standards

The No Child Left Behind (NCLB) Act requires states to have content standards; as well as, achievement tests that are aligned to the standards in order to receive Title I funds (Porter, Smithson, Blank, & Zeidner 2007). As a result of the NCLB Act, one needs to ask the questions of how and what to align. Roach, Niebling, and Kurz (2008) state, “Alignment has been defined as the extent to which curricular expectations and assessments are in agreement and work together to provide guidance for educators’ efforts to facilitate students’ progress toward desired academic outcomes” (p. 158).

Porter et al. (2007) claim, “Alignment is only good for education if the target of alignment is of sufficient quality” (p. 29). Alignment is not and should not be limited to achievement tests and content standards.

Porter et al. (2007) state, “With the recent focus on alignment between student achievement tests and content standards, several new and promising procedures for defining and measuring alignment have been developed and used” (p. 28). They set out to develop two tools to help assist in the research of alignment: content maps and a quantitative index. It was their goal to get these tools in the hands of educational researchers. What Porter et al. designed was:

The quantitative index was defined and detailed descriptions provided of the data on which the index is based. The quantitative measure of alignment is useful for judging alignment among and between individual teachers, groups of teachers, standards, student achievement tests, curriculum materials, and anything else that can be content analyzed. Content maps were also defined and illustrated; content maps provide “pictures” of teachers’ content emphasis. (p. 46)

Based on his findings he was able to draw the conclusion that his tools were effective, but there is still room for further research for measuring and describing alignment to content standards. Before one begins the task of aligning curriculum it is beneficial to look at what is a curriculum and its history.

Curriculum History and Planning

There are many different ways of defining curriculum. A curriculum refers to a defined and prescribed course of study, which students must fulfill in order to pass a

certain level of education. Over the years, curriculum has come to be known as a course of study. This however, leaves lots of room for how to interpret the term curriculum (Ellis, 2004). Garrett (1994) claims “As today’s educators attain understanding of past events, ideas, and personalities, as they begin to study curriculum history, they find themselves engaged in a continuous dialogue that has existed as long as have schools. The topic has remained the same throughout the years: What should schools teach?” (p. 5). Should a curriculum come from a box that claims to be field tested and standards based, requiring teachers to teach specific skills and ideas or should it be left up to a teacher to develop what to teach based on the needs and interests of their students as long as content standards are being met? This question has been left up to districts to decide, “schools were authorized (indeed required) to collectively develop ‘School Curriculum Projects’ which would flesh out the general guidelines and adapt them to their ‘particular circumstances’” (Farrell, 2000, p. 269). A purposeful school curriculum needs to be developed based on opportunity, as well as responsibility (Ellis).

Several problems have surfaced in the area of curriculum planning and development. Many individuals involved in curriculum design fail to ask themselves why are they developing the curriculum and what is it for (Garrett, 1994). Without asking such questions many curricula miss the mark of what they are trying to accomplish. A successful curriculum needs to be developed based on the goals and learner expectations. At the same time curriculum needs to have the openness that encourages creativity, exploration, and multiple ways to learn (Ellis, 2004). When

looking into implementing a new curriculum, one should check the compatibility of the new curriculum with the programs currently being used.

Programs

Using what was available to kindergarten teachers in the Sitka School District, the following resources and/or programs have been integrated into the curriculum handbook: *Phonics Lessons: Letters, Words, and How They Work* (Pinnell & Fountas, 2003), Zoo-phonics, Handwriting Without Tears, and S.M.A.R.T. The following is a review and description of the different programs.

Phonic Lessons by Pinnell and Fountas was chosen because it focuses on the five essential skills, identified by the National Reading Panel, that are necessary for successful reading instruction. These skills are phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction (Pinnell & Fountas, 2003). This resource provides several directed lessons in both phonemic and phonics awareness. Phonemic awareness is the manipulation of phonemes, the smallest unit of sound. Phonemic awareness deals with the hearing sounds but does not include written print (Southeast Educational Department Laboratory, 2009). It is a very important pre-reading skill for young children.

Phonics can often be difficult for young children to grasp and retain. Zoo-phonics, Inc. (2007) maintains:

Zoo-phonics is a method developed to make children strong readers and spellers using a “phono” (hearing), “oral” (speaking), “visual” (seeing), “kinesthetic” (moving), and tactile (touching)—whole brain approach. Students actually learn

the sounds of the alphabet and advanced phonemic concepts through an easily understood, concrete method of presentation.

One study compared a group of children who received Zoo-phonics instruction daily for 10 min to a control group that did not. The teachers worked together to align the rest of their instruction. The results of this study showed that the children in both groups made considerable growth in letter-sound recognition, letter-sound awareness, and initial sound awareness, however, the group receiving Zoo-phonics instruction showed significantly more growth than the control group who did not receive Zoo-phonics (Horne, n.d.).

Handwriting is a skill that is necessary for both children and adults; however, it is often a difficult skill for children. This is because many are not developmentally ready to put pencil to paper. Handwriting Without Tears (2008) claims:

Handwriting Without Tears aims to make legible and fluent handwriting an easy and automatic skill for all students. The unique and compelling curriculum design and teaching strategies facilitate this goal. Handwriting Without Tears (HWT) is based on developmental principles. Developed by Jan Olsen, occupational therapist, HWT teaches handwriting skills using developmentally appropriate practice and multisensory approaches. Teaching handwriting skills based on what children already know, how they learn best, and on their developmental abilities leads to success

The Handwriting Without Tears program takes this into account by breaking down skills and not asking children to write before they are developmentally ready. Handwriting is a

skill that is critical for success in school. Poor handwriting skills can often be linked to difficulties in other academic area (Handwriting Without Tears, 2008).

S.M.A.R.T stands for stimulating maturity through accelerated readiness training. The program centers around the idea that children need to receive multiple inputs before becoming ready for output (testing). According to Harvey (n.d.), in a letter written to administrators writes:

Ensuring that students are “ready” for first grade has been the nation’s number one educational goal for more than a decade. The purpose of the S.M.A.R.T./Boost Up program is to produce high proportions of kindergarteners exhibiting first grade success indicators in early literacy and school readiness measures. S.M.A.R.T./Boost Up is a research-based school readiness staff development program used in hundreds of classes in the USA at pre-K, kindergarten and primary grades to achieve this national goal. S.M.A.R.T./Boost Up integrates current neuro-developmental maturation techniques into the regular curriculum to produce a “booster” effect for acquisition, retention and production of basic skills.

S.M.A.R.T. activities incorporate inputs that are centered around visual, auditory, vestibular and kinesthetic throughout the year. S.M.A.R.T. activities can and should be interwoven into everyday activities so that it does not become one more thing to add into the day rather a new way of receiving information.

Summary

By asking the questions: Why is the curriculum needed? and Who is the curriculum for?, the researcher has been able to come up with the best definition for the Sitka School District literacy curriculum handbook. This definition is based on the reading from *Exemplars of Curriculum Theory* (Ellis, 2004). A curriculum needs to have an openness that fosters creativity, exploration, and multiple styles of learning while having a well planned out set of goals and learner expectations. Based on this, a program can be shaped with preplanning of instruction by the teacher along with student involvement (Ellis).

Using this definition of curriculum, a teacher is free to develop a program that is standards based, well planned out, and unique to the needs and interest of the children while keeping in line with the philosophies of Bruner and Froebel. Kindergarten is a place for play and exploration that is focused and directed to meet the goals and objectives of what the child is expected to learn.

CHAPTER III

DESIGN OF PROJECT

The purpose of this project was to provide the kindergarten teachers in the Sitka School District with a handbook to help guide them through teaching literacy using the different materials and programs available in the district. The handbook was designed to help align teaching so that kindergarten children are ready for first grade and to help ensure that all state and local standards have been taught by the end of the year.

The creator of this project noted that for years the kindergarten teachers worked closely together developing the kindergarten curriculum through weekly meeting and sharing of lessons. However, this core group of teachers has retired or is getting ready to retire and there is nothing to give to a new teacher in regards to an overall curriculum. Newly hired teachers are given a stack of materials with an overwhelming job of putting their kindergarten program together. As a result, all teachers are developing their own curriculum making it difficult for first grade transitions and standardizing student assessment.

As early childhood educators, the Sitka School District kindergarten teachers believe that instruction needs to be developmentally appropriate and that the environment fosters rich oral language and hands-on engagement. Therefore, the researcher felt strongly about keeping the project aligned with the current Sitka School District kindergarten philosophy. The needs of each child are often met through a blend of whole group instruction, small group, as well as differentiation of instruction.

This document is to provide support to a Baranof kindergarten teacher and be used as a resource. Each teacher will create a learning environment in their classroom that reflects the teacher's teaching style and the diversity and uniqueness of the children. The researcher acknowledges that every teaching style is unique; therefore teachers are invited to adapt the theme document. However, the scope and sequence contains the skills and content that must be addressed by the end of the year.

In order to put this project together a great amount of research was reviewed from journal articles obtained through an Educational Resource Informational Center and Education Full Text. This search was conducted at the Central Washington University library along with a review of materials available and currently being used in the Sitka School District. Descriptors such as curriculum, alignment, and standards were used in the search for research, theories, and practices that were reviewed in this project along with different philosophies and teaching methods. The researcher adapted components from the following programs: Handwriting Without Tears, S.M.A.R.T, *Phonics Lessons: Letters, Words, and How They Work*, Zoo-phonics, and Rigby's *Literacy by Design* in order to create the different components of the *Kindergarten Literacy Curriculum Handbook*. The above programs were incorporated into the handbook based on the fact that are currently being used as the Sitka School district kindergarten curriculum.

CHAPTER IV

THE PROJECT

Before starting the literacy curriculum handbook, the researcher asked the questions; who is the curriculum being designed for and why is it being created? The curriculum is to make sure kindergarten students in the Sitka School District are getting the most out of their kindergarten experience, state and local standards are being met and teachers have the flexibility to set up a developmentally appropriate hands-on environment that fits their unique style and the student's needs.

Teachers are encouraged to adapt the theme document to fit their personal style and the unique needs of their students. It includes themes, theme related books, suggested whole group readings, guided readings, high frequency words, phonemic awareness activities, phonics activities, early literacy concepts, handwriting, writing, technology, dramatic play, arts and crafts, sensory motor, S.M.A.R.T activities, special projects, and community resources. However, the scope and sequence along with the assessment guides are intended to be used as developed.

The Handwriting Without Tears font that was used on several of the handbook pages; the handbook cannot be reproduced unless the Handwriting Without Tears font is available. Because of this, a copy of the handbook has been made and put in appendix A. Please see appendix A for a complete copy of the Sitka School District *Literacy Curriculum Handbook*.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

While interacting with nature and other children, Froebel's kindergarten originated as an environment in which young children could explore and grow. Keeping this in mind, the purpose of this project was to provide the kindergarten teachers in the Sitka School District with a literacy curriculum handbook to help guide them through teaching literacy using the different materials and programs available, as well as, allowing the teacher to have the flexibility to create a developmentally appropriate environment for young children. The handbook was designed to help guide teachers instruction while aligning instruction so that kindergartners are ready for first grade and to ensure that all state and local standards have been taught by the end of the year.

Through the process of developing the handbook different philosophies and methods of teaching were examined, articles and studies that defined curricula were looked at, along with, a review of existing programs available to the kindergarten teachers in Sitka, Alaska. A curriculum handbook was developed to assist a kindergarten teacher using the many different programs available. The tool includes a scope and sequence, theme document, and assessment tool.

Recommendations

The development of the literacy curriculum handbook was the goal of the project. The literacy curriculum handbook has not been implemented at the present time. It is recommended that the handbook along with supportive research be taken to the school

administration and school board for review and approval in the fall of 2009. The author plans to implement this project at the start of the 2009 school year.

As the year progresses and kindergarten teachers have an opportunity to work through the curriculum handbook, it will be looked at and adjustments will be made. The kindergarten staff will be asked to give feedback on the handbook at the end of each trimester. The author will be looking for suggestions on when skills are introduced, the flow of the guide, the helpfulness of the assessment section, along with any other constructive suggestions the group may have. As a group adjustments and improvements will be made to help ensure student learning and success.

The next step will be to align the kindergarten curriculum handbook with first grade. This will help to make an easy transition from one grade to the next, as well as, align instruction to help ensure student success. The researcher will ask a group of kindergarten and first grade teachers to go through the scope and sequence looking for any areas that do not flow from one grade to the next. The researcher will be looking for suggestions to improve and modify the literacy curriculum.

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APPENDIX

Sitka School District Literacy Curriculum Handbook

Kindergarten Literacy Curriculum Handbook



Developed By:

Jacqueline Hedrick

Special Thanks To:

2008-2009 Kindergarten Teachers
& Literacy Support Staff

Kindergarten Literacy Curriculum

History

The culmination of the kindergarten scope and sequence and theme document evolved from a strong science-based, thematic teaching style that was used for years in kindergarten classrooms. With the adoption of the *Literacy by Design Curriculum (LBD)*, in grades one through five, came the need for kindergarten to bridge its curriculum to the Literacy by Design scope, and to realign its sequence. This project has taken two years to evolve.

Philosophy

As early childhood educators we believe that our instruction needs to be developmentally appropriate and that the environment we create fosters rich oral language and hands-on engagement. The needs of each child are often met through a blend of whole group instruction, small group interaction, as well as differentiation of instruction.

A curriculum developed strongly around content-based, science and social studies thematic units, serves to develop rich oral language, vocabulary and concept development and art exploration.

Purpose for Document

This document is intended to guide Baranof Elementary kindergarten teachers, through the year, with the use of a theme document. This document walks the teacher through the year month by month. It is categorized by specific literacy skills and includes suggested activities to teach during that specific time of year. The themes are primarily science or social studies based taken from the most current (2009) kindergarten curriculum. The scope and sequence document is aligned to the Alaska State Standards and is intended to inform the teacher of the specific skills to which a kindergarten student should be introduced and/or have mastered by the end of the year.

In following the scope and sequence, it is suggested that the teacher read the entire document, to envision the framework of skills to be addressed throughout the year. Next, the teacher will notice the scope is sequenced into fall, winter, and spring segments. This can be used as a tool to organize the school year. Although some skills are introduced early in

the year, the teacher will want to repeat the experiences several times throughout the year, increasing the difficulty as the year progresses. It should also be noted, that not all of the skills in the scope and sequence are reflected in the theme document (i.e. listening skills). Because of this, the teacher must use the scope and sequence to keep track of what is instructed throughout the year. The theme document supports the scope and sequence, but is not necessarily a comprehensive curriculum document.

The theme document has integrated many different programs and resources into this kindergarten curriculum. These include:

- Zoophonics (Phonemic - Phonics program)
- S.M.A.R.T. (Stimulating Maturity through Accelerated Readiness Training - Physical Education Program)
- Handwriting Without Tears (HWT - Handwriting Program)
- Phonics Lessons by Pinnell and Fountas

How to Use This Manual

The theme document is color-coded. The base curriculum is in black text. Within each month, there are sub-themes. Resources are color-coded to match a particular theme. (For example, orange=fall, under October/November. All fall-related resources and activities will be printed in orange.)

Once a skill is listed, it is assumed that skill will be taught and re-addressed, as necessary throughout the year, even though it is not listed again within the document.

Final Thoughts

The intent of this document is to provide support to a teacher and be used as a resource. Each teacher will create a learning environment in their classroom that reflects the teacher's teaching style and the diversity and uniqueness of the children. We acknowledge that every teaching style is unique therefore we invite teachers to adapt the theme document. However, the scope and sequence contains the skills and content that must be addressed by the end of the year.

Enjoy the journey with your children.

Kindergarten Scope and Sequence

Aligned with Literacy By Design's Scope and Sequence and Alaska State Standards 2008

Literacy Skills

Letter Identification	Fall	Winter	Spring
Produces most common letter sound for all letters			
Identify upper/capital and lowercase letters			

Phonemic Awareness	Fall	Winter	Spring
Phoneme Blending (concept of stretching words)			
Phoneme Isolation (Letter Sounds)			
Phoneme Matching (beginning Phoneme Matching)			
Word Awareness (Concept of word vs letter)			
Word Rhyming (oral)			
Phoneme Segmentation (b-a-t)			
Phoneme Segmentation/Blending (b-a-t= bat)			
Syllable Awareness			
Phoneme Addition/Subtraction			
Phoneme Blending: Onset and Rhyme (visual)			

Phonics	Fall	Winter	Spring
Use knowledge of letter-sound relationship to decode			
Develop and apply knowledge of consonant sounds			
Introduce and develop knowledge of short vowel sounds			
Introduce concept of word families			

Fluency	Fall	Winter	Spring
Model how to read words with special type			
Introduce the use of punctuation to inform meaning			
Participate in choral reading: poems, rhymes, songs, and stories with repeated patterns			

Vocabulary	Fall	Winter	Spring

NOTE Fall, Winter, Spring indicates when skill is introduced, skill continues throughout year

Build vocabulary through pictures, experiences, illustrations, themes...			
Reads high-frequency words (Kindergarten Adapted List)			
Understand theme vocabulary			
Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud			
Use words to describe location, size, color, shape (attributes)			
Use picture cues to help determine word meaning			

Concepts of Print (see Strategic Prompts for Early Behaviors)	Fall	Winter	Spring
Develop an understanding of letter versus word			
Demonstrate book-handling skills			
Demonstrate directionality: front to back, top to bottom, left to right, left page before right page			
1-1 correspondence			
Understand that words are separated by spaces			
Match spoken words to print			
Recognize parts of book			
Recognize name and environmental print			
Introduce concept of first/last and beginning/end in both words and sentences			
Introduce concept of author and illustrator			
Introduce concept of end punctuation			
Introduce characteristics of nonfiction			

Text Features

Non-Fiction	Fall	Winter	Spring
Introduce- Table of Content			
Introduce- Picture Glossary			
Introduce- Captions			
Introduce- Labels			
Introduce- Lists			

Fiction	Fall	Winter	Spring
Listens to determine if a story is fiction or non-fiction			
Introduce and discuss poetry			

NOTE Fall, Winter, Spring indicates when skill is introduced, skill continues throughout year

Comprehension

Make Connections	Fall	Winter	Spring
Make Connections: background knowledge			
Make Connections: compare/contrast information			
Make Connections: text to text, self, and world (Cultural and Traditional)			
Making Connections: compare/contrast genres			

Literature Response and Analysis	Fall	Winter	Spring
Distinguish Fiction and Non-Fiction			
Identify Repetition of Language			
Recognize Rhyme			
Identify Character			
Identify Setting			
Identify Story Structure (story sequence/ beginning, middle, end)			
Identify Plot (main ideas)			

Infer	Fall	Winter	Spring
Infer: Predictions			
Infer: Conclusions			

Synthesize	Fall	Winter	Spring
Synthesize: Classify/Categorize Information			

Create Images	Fall	Winter	Spring
Creates Images: Creates Mental Pictures			
Creates Images: Student Illustrates Idea/Concept			

Ask Questions	Fall	Winter	Spring
Ask Questions: Author's Purpose			
Ask Questions: Illustrator's Purpose			
Ask Questions: Meaning			

Determine Importance	Fall	Winter	Spring

Determine Importance: Purpose for Reading (pleasure, research, information...)			
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Monitor Understanding (see Strategic Prompts for Early Behaviors)	Fall	Winter	Spring
1-1 matching			
Directional Movement			
Monitor on known words and letters			
Picture/word match			
Monitor on unknown words			
Monitor on all sources of information (Meaning, Structure, Visual)			
Self correcting			
Cross checking (Use one source of information against another)			

Writing

Spelling/Grammar	Fall	Winter	Spring
Develops stories verbally			
Draws pictures to tell a story			
Labels pictures			
Dictates simple stories			
Participates in shared/interactive writing			
Adds end punctuation to writing			
Writes simple sentences- forming an idea			
Adds details (in writing and/or drawing)			
Uses conventional writing- capital at beginning only			

Handwriting	Fall	Winter	Spring
Writes first name (capital at beginning)			
Correct formation of uppercase and lowercase letters			
Uses correct pencil grip (two finger pinch)			

Purpose of Writing	Fall	Winter	Spring
Story			
Letters (Thank You, Notes, Cards...)			
Writes for a specific audience			

Reports (Introduced to the idea of simple science reports based on research)			
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Process	Fall	Winter	Spring
First Draft (no revising)			
Share and Celebrate Writing			
Conventions: Left to Right, Top to Bottom, Capital, Spaces, End Punctuation (?!), and the concept of letter/words/sentence)			
Basic Revising Skills: Teacher Directed (story details, spaces, punctuation...)			

Listening and Speaking

Listening Skills and Strategies	Fall	Winter	Spring
Follows simple two step oral directions			
Listens for understanding of thematic vocabulary			
Listen for comprehension			
Listens to determine fiction or non-fiction			
Listen for repetitive language or rhyming words			
Expresses own opinion about materials read/heard			
Listens for details			
Listens to and discusses stories representing various cultures and traditions			
Listen to understand characters			

Speaking Skills and Strategies	Fall	Winter	Spring
Speaks clearly and accurately, using appropriate delivery for a variety of audiences and purposes			
Speaks to ask and answer questions			
Speak to communicate needs, share ideas, experiences, and share sources of information			
Speaks to express an opinion			
Speaks to retell or explain information			
Participates in choral speaking: poems, songs, rhymes, and stories with repeating patterns			
Speaks to share a piece of writing			
Speaks to answer who, what, and where questions			
Predicts and confirms outcomes when listening to a story			

	August - September
Friendly Reminders	Meet Your Teacher- Open House before school begins
Themes Science, Social Studies, Math	<ul style="list-style-type: none"> • Introduction to School <ul style="list-style-type: none"> -Routines and Procedures -How to Ask For Things -Kelso's Choices • Shapes/Colors/Sorting Attributes • Bus Safety
Theme Related Books	<p><u>Introduction to School-Kindergarten</u></p> <p>It's Hard to be Five by Jamie Lee Curtis and Laura Cornell Mrs. Bindergarten Goes to Kindergarten by Joseph Slate Tom Goes to Kindergarten by Margaret Wild and David Legge Kindergarten Kids by Ellen B. Senisi Welcome to Kindergarten by Anne Rockwell Look Out Kindergarten, Here I Come by Nancy Carlson Annabelle Swift Kindergarten by Amy Schwartz The Night Before Kindergarten by Natasha Wing Mouse's First Day of School by Lauren Thompson Rachel Parker, Kindergarten Show-Off by Ann Martin The Kissing Hand by Audrey Penn Chrysanthemum by Kevin Henkes If You Take a Mouse to School by Laura Numeroff Where does it Go? by Margaret Miller</p> <p><u>Shapes and Colors</u></p> <p>"Red" (Frog Street Press- includes 10 color books) "Triangle" (Frog Street Press- Includes 10 shape books) My First Jumbo Book of Shapes by James Diaz, Melanie Gerth, and Francesca Diaz Mat Man Shapes by Jan Z. Olsen Shapes by Henry Pluckrose The Shape of Things by Dayle Ann Dodds What is a Triangle? by Rebecca Kia Dotlich What is a Square? by Rebecca Kia Dotlich My First Look at Shapes Random House Book The Color Red (Lakeshore color set- includes 10 color books) The Shape Circle (Lakeshore shape set- includes 5 shape books) My First Look at Colors Random House Book Of Colors and Things by Tana Hoban A Color of His Own by Leo Leni Mouse Paint by Ellen Stoll Walsh</p>

	<p>Little Blue and Little Yellow by Leo Leni I See Colors By Rozanne Lanczak Williams <u>Bus Safety</u> Check it Out! By Sydnie Meltzer Kleinhenz The Wheels on the Bus by Maryann Kovalski The Wheels on the Bus Illustrated by Sylvie Kantorovitz Wickstrom The Wheels on the Bus by Paul O. Zelinsky The Wheels on the Bus by Mary-Alice Moore The Wheels on the Truck! by Steve Metzger The Wheels on the Racecar by Alex Zane The Bus for Us by Suzanne Bloom The Little Bus by Carol Roth Gus the Bus by Olga Cassi</p>
<p>Whole Group Reading Suggested Titles</p>	<p>The Birthday Cake big book The Wheels on the Bus big book and other versions Jump Frog Jump! Big book Color Songs Books (Frog Street Press) big books ABC Chart ABC Rock Chart Zoophonics ABC Chart I See (student picture/name) Chart The Birthday Cake Chart & Pocket Chart A Bus Pocket Chart with Color Words</p>
<p>Guided Reading Suggested Titles for Small or Whole Group Shared Reading</p>	<p>The Birthday Cake A Party I See Colors (CTP Books) I See Shapes (CTP Books) Frogs Lakeshore Color & Shape Books Labeling Readers i.e. A chair (Sails and LBD Books)</p>
<p>High Frequency Words</p>	<p>Begin Word Wall A, a, I, color words, optional: kids names</p>
<p>Phonemic Awareness</p>	<p>Letter recognition (in name) Name- locating in a list (see name activities in Phonics Lessons) Sorting capital/lowercase letters Alphabetical names, create name chart Rhyming</p>

	<p>Crayon Color Word Song</p> <p>ABC Song</p> <p>The Donut Game</p> <p>Finding beginning letter</p> <p>Counting letters</p> <p>Finding capital/lowercase letters</p> <p>Finding names that start the same beginning letter</p> <p>Fountas & Pinnell Phonics Lessons</p> <p>PA 1 & 2- Hearing Rhymes</p> <p>LK 1- Exploring Letters</p> <p>LK 2- Recognizing Letters</p> <p>LK 3 & 4- Learning Letters</p> <p>WM 1 - Locating Color Words</p> <p>WM 2- Locating Color Words in Texts</p>
Phonics	<p>Songs: Animal Actions (Zoophonics CD)</p> <p>Learn animal sounds and actions using merged animal action cards</p>
Early Literacy Concepts	<p>Fountas & Pinnell Phonics Lessons</p> <p>ELC 1- Recognizing Names</p> <p>ELC 2- Learning Your Name</p> <p>Concept of letter</p>
Handwriting	<p>HWT Mat Man</p> <p>HWT Wood Pieces and Language</p> <p>HWT Songs</p> <p>HWT Chalkboards Students apply HWT in all areas</p> <p><u>Option 1</u></p> <p>Name Writing with 1st letter capital, all others lowercase</p> <p>Brainstorming words A-Z</p> <p>Songs & Wood Pieces</p> <p>Chalkboards A-Z about 4-5 letters per week</p> <p>Frog Jump- FEDPBRNM</p> <p>Starting Corner- HKLUVWXYZ</p> <p>Center Starters- COQGSAITJ</p> <p><u>Option 2</u></p> <p>Introduce Language with wood pieces (big line, little line, big curve, little curve);</p> <p>Grab bag w/wood pieces</p> <p>Songs - Tap Tap Tap, Hokey Pokey, Where Do You Start Your Letters?</p> <p>Mat Man</p>

	<p>Rainbow write name or name writing practice Teach pencil grip technique Build letters with wood pieces and/or create with play dough or corn meal etc... Write letter on slate chalk board (wet, dry, try)</p>
Writing	<p>Name work Comparing length and letters in name Looking at beginning letter The Birthday Cake (class book) Stop, A, a, I- playdough</p>
Technology	<p>Introduce how to use computer lab Millie's Math House Leap into Phonics</p>
Dramatic Play	<p>Birthday Center School Bus</p>
Arts and Crafts	<p>Make Bus with moving parts Frog Puppet Self Portrait</p>
Sensory Motor Skills	<p>Cutting skills Glue Bottle and Glue Stick Skills Shapes and letters with playdough cornmeal, raised glue, etc.</p>
SMART Activities	<p><u>SMART Screening</u> Self-Portrait Sight Words Handwriting Sentence Telebinocular Screening <u>Fine Motor</u> Tiny Tweezers: jewels, beads, pasta (CG p. 94) Block Stacking (CG p. 101) Lacing Cards/Lacing Beads Chip Flipping (CG p. 99) Rainbow Tracing Names/Letters (CG p. 88-89) Airplane Writing (CG p. 84) Nuts/Bolts/Jars (CG p. 95) <u>Vision</u> Eye Movements Wagon Wheels (CG p. 148-150)</p>

	<p>Visual Pursuits (CG p. 151) Sliding Bead (CG p. 158) <u>Focusing Activities</u> Basic Vision (CG p. 160-166) Near/Far Focus (CG p. 166-167) <u>Eye Teaming</u> Thumbkins ((CG p. 174-175) <u>Other Vision Activities</u> Black Light (CG p. 230-231) Visual Commands (CG p. 192-193) Jumping Thumbs <u>Auditory</u> Auditory Discrimination (CG p. 111-112) Auditory Closure (CG p. 113) Sound Blending (CG p. 114) Auditory Commands (CG p. 115-116) Crossover Simon Says (CG p. 200) Input: Letters and Sounds <u>Gross Motor</u> Helicopter Spins (CG p. 44-46) Hop Scotch (CG p. 61) <u>Academic</u> Input: numbers, letters, shapes, sight words</p>
Special Projects & Activities	<p>Class photo album Class books - I see, Bus Book, Shape book</p>
Community Resources & Field Trips	

October	
Friendly Reminders	Open House
Themes Science, Social Studies, Math	<ul style="list-style-type: none"> • Fire Safety • Environmental Print <ul style="list-style-type: none"> -Safety Signs • Alaska Day <ul style="list-style-type: none"> -Sitka Long Ago • Fall-Pumpkins <ul style="list-style-type: none"> -Seeds/Plants -Living/Nonliving -Sink/Float
Theme Related Books	<p><u>Fire Safety</u></p> Firefighters by Katie Daynes Firefighters A to Z by Chris L. Demarest Fire Fighters! By Angela Royston I'm Going to be a Firefighter by Edith Kunhardt A Day with Firefighters by Jan Kottke Fire! Fire! By Gail Gibbons Stop, Drop, and Roll by Lucia Raatma A Visit to the Fire Station by B.A. Hoena The Fire Station by Robert Munsch <p><u>Alaska Day</u></p> Sitka Long Ago by Linda Fredrickson Littlest Matryoshka by Corinne Demas Bliss Benny's Flag by Phillis Krasilovsky The Pledge of Allegiance (scholastic) Red, White and Blue by Susan Canizares <p><u>Living and Non Living</u></p> Living and Nonliving by Angela Royston <p><u>Plants and Seeds</u></p> Bean and Plant by Christine Back and Barrie Watts From Seed to Pumpkin by Jan Kottke Stems by Gail Saunders-Smith Seeds by Gail Saunders-Smith Flowers by Gail Saunders-Smith Leaves by Gail Saunders-Smith From Bud to Blossom by Gail Saunders-Smith From Seed to Plant by Gail Gibbons What is a Plant? By Bobbie Kalman

	Plant (Eye Wonder) By Fleur Star A Sunflower Grows Up (Now I Know) by Melvin and Gilda Berger
Whole Group Reading Suggested Titles	Autumn Leaves poem I see ___. (class names, variations) Five Little Pumpkins big book Jack-o-Lantern big book Round & Round the Seasons Go big book I see ___. I see a ___. A ___. (charts or pocket chart work) Little Old Lady Who Wasn't Afraid of Anything
Guided Reading Suggested Titles for Small or Whole Group Shared Reading	I See ___. (class book) A ___. (shape pop-up class book) A Party Building with Blocks I See Colors I See Shapes Dressing Up Jack-o-Lantern Easy Readers/Focus Word Books (Sails and LBD Books) Environmental Signs
High Frequency Words	<u>New</u> see, we, mom, dad, am <u>Review</u> I, A, a, color words
Phonemic Awareness	Name beats (syllables) ABC Song Alphardy Onset & Rime w/names -Faren/Karen Oral Rhyming Practice Fountas & Pinnell Phonics Lessons PA 3 - Hearing Rhymes PA 4 & 5 - Hearing Syllables PA 6 - Hearing, Saying & Clapping Syllables PA 7 - Saying Words Slowly to Hear Sounds LK 5 - Recognizing and Naming Letters LK 10 - Learning Letters in Names LK 11 - Letters in Names LK 12 - Learning to Write Your Name

	<p>LK 15 - Identifying Letters in Words LK 17 & 18 - Recognizing Uppercase and Lowercase Letters WSA 5 - Using Known Words in Simple Texts</p>
Phonics	<p>Animal cards- Merged lowercase action cards for sound and action ABC poster with animals Use both uppercase and lower case cards as visuals for brainstorming, words, and HWT program</p>
Early Literacy Concepts	<p>Name puzzle & self portrait Cut and Fix sentences (We made a cat face.) Concept of word Fountas & Pinnell Phonics Lessons ELC 3 - Hearing Words in Sentences</p>
Handwriting	<p>HWT Wood Pieces and Language HWT Songs HWT Chalkboards Students apply HWT in all areas <u>Option 1</u> Name Writing Brainstorming words A-Z Chalkboards A-Z about 4-5 letters per week Frog Jump - FEDPBRNM Starting Corner - HKLUVWXYZ Center Starters - COQGSAITJ <u>Option 2</u> Continue w/building letters and writing on slate chalk board (wet, dry, try) Rainbow write (letter of the week) Individual whiteboard letter practice w/upper and lower case with letter of week (nov) Continue to practice prior letters learned</p>
Writing	<p>Intro ABC Helper Cards Name writing Visualization - Model & practice Story Telling - Model& practice Drawing - Model & practice</p>

	Intro journal - Model & practice Model & incorporate <u>label</u> writing I see ___.
Technology	Carnival Countdown (pattern blocks, sorting) What Will We See at the Firehall (video) Little Birdie (Film Strip) I'll Never, Never (Film Strip) Pumpkin Circle Book (video) Magic School Bus Plants a Seed (video)
Dramatic Play	Fire Truck & Fire Hall
Arts and Crafts	Make fire trucks Firefighter puppets Mixing orange Pumpkins/jack-o-lanterns Fall leaves Flag making Make traffic, environmental, safety signs
Sensory Motor Skills	Shapes and letters with playdough Carve Jack-o-lantern
SMART Activities	See September
Special Projects & Activities	I See___. (class book) Dressing Up Take Home Book
Community Resources & Field Trips	Fire Hall Russian Bishop's House

	November
Friendly Reminders	Start and finish assessments by conference time
Themes Science, Social Studies, Math	<ul style="list-style-type: none"> • Plants/ Seeds <ul style="list-style-type: none"> -Living /Nonliving • Fall • Thanksgiving <ul style="list-style-type: none"> -Family Traditions -Thanksgiving Long Ago
Theme Related Books	<p><u>Plants/Seeds</u> See October Theme Related Books</p> <p><u>Fall</u> When Fall Comes by Robert Maass Fall Changes By Ellen B. Senisi Red Leaf, Yellow Leaf by Lois Ellert Leaves, Autumn by Gilda and Melvin Berger</p> <p><u>Thanksgiving</u> Oh What A Thanksgiving by Steven Kroll Thanksgiving Day by Gail Gibbons Feeling Thankful by Shelley Rotner This is the Turkey by Abby Levine A Turkey for Thanksgiving by Eve Bunting Samuel Eaton's Day by Kate Waters Sarah Morton's Day by Kate Waters</p>
Whole Group Reading Suggested Titles	<p>Seeds, Seeds, Seeds Big Book Little Red Hen National Geographic What is a Seed? Round and Round the Seasons Go big book Leaves Poem</p>
Guided Reading Suggested Titles for Small or Whole Group Shared Reading	<p>Easy Readers/Focus Word Books (Sails and LBD Books) I am a Scarecrow ABC song w/individual student reading ABC chart (1-to-1)</p>
High Frequency Words	<p><u>New</u> my, by, me <u>Review</u> see, we, mom, dad, am, I, A, a, color words</p>

Phonemic Awareness	<p>Rhyming, I Spy At the Farm p.67 SA, Rhyme Stories pgs.43,44 SA</p> <p>Onset & Rhyme w/names</p> <p>Hear & repeat beats: Alligator Chomp (song)</p> <p>Picture Sort (Beginning Sounds)</p> <p>Object Sort by Beginning Letter Sound</p> <p>Beginning Letter Worksheet</p> <p>Silly Letter Stories</p> <p>Fountas & Pinnell Phonics Lessons</p> <p>PA 8 & 9 - Hearing Beginning Sounds</p> <p>LK 6 - Making Letters</p> <p>LK 7 - Learning Letter Forms and Names</p> <p>LS 6 - Learning Letters and Beginning Sounds</p> <p>LS 7 - Learning Letter Names and Sounds</p> <p>WSA 1 -Making Connections between Names and Other Words</p> <p>WSA 2 - Using Letter/Sound Analysis</p>
Phonics	<p>Animal cards- Merged lowercase action cards for sound and action practice</p> <p>Intro ABC helper cards</p> <p>Act out simple words</p>
Early Literacy Concepts	<p>Left to right directionality</p> <p>Return sweep</p> <p>One-to-one correspondence</p>
Handwriting	<p>HWT Chalkboards</p> <p>HWT Wood Pieces and Language</p> <p>HWT Songs</p> <p>Rainbow writing</p> <p>Whiteboard practice</p> <p>Students apply HWT in all areas</p>

	<p><u>Option 1</u> Workbooks - All capitals about 4-5 letters per week Frog Jump - FEDPBRNM Starting Corner - HKLUVWXYZ Center Starters - COQGSAITJ</p> <p><u>Option 2</u> Continue w/building letters and writing on slate chalk board (wet, dry, try) Rainbow write (letter of the week) Individual whiteboard letter practice w/upper and lower case with letter of week Continue to practice prior letters learned</p>
Writing	Interactive writing activities Labeling (plant parts, scarecrow parts, turkey parts) Writing words using letter/sound analysis WSA2 Phonics Lessons Whiteboard practice
Technology	Carnival Countdown Seed Magic Film Strip Plant Parts Film Strip Magic School Bus Gets Planted Read Between the Lions videos (library)
Dramatic Play	Scale work Farm or Produce Stand
Arts and Crafts	Turkey Art Seed Mosaics Sunflower Pattern Block Turkeys Scarecrow Van Gogh Sunflower Art Project
Sensory Motor Skills	Tooty Tah (song) Letter formation in cornmeal

SMART Activities	<u>Fine Motor</u> Speed ABC's with Chips Rainbow Tracing Letters (CG p. 88-89) Clothespin Clipping (CG p. 93) <u>Vision</u> ZooPhonics Letters and Sight Word Input Cards (CG p. 228-229) Black Light with Letters and Words (CG p. 230-231) Scanning Game with Letters (CG p. 155-156) Number and Letter Ladders (CG p. 246-247) Letter Mazes (CG p. 148-150) <u>Academic</u> Number and Letter Ladders (CG p. 246-247)
Special Projects & Activities	Pumpkin Pie Pudding
Community Resources & Field Trips	

	December
Friendly Reminders	
Themes Science, Social Studies, Math	Family Traditions and Diversity -Holidays -Gingerbread Man
Theme Related Books	<u>Family Traditions and Diversity</u> Night Tree by Eve Bunting Christmas Memories by Alikei Counting to Christmas by Nancy Tafuri The Polar Express by Chris Van Allsburg The Chanukkah Guest by Eric Kimmel The Eight Nights of Hanukkah by Judy Nayer Latkes and Applesauce by Fran Manushkin The Magic Dreidels by Eric Kimmel Seven Days of Kwanza by Ella Grier
Whole Group Reading Suggested Titles	Gingerbread Man (variety) The Twelve days of Christmas (variety) Five Christmas Bells chart
Guided Reading Suggested Titles for Small or Whole Group Shared Reading	Easy Readers/Focus Word Books (Sails and LBD Books) I Am A Gingerbread Man
High Frequency Words	<u>New</u> the, like, and, to, from, look <u>Review</u> my, by, me, see, we, mom, dad, am, I, A, a, color words Fountas & Pinnell Phonics Lessons HF 1 - Building and Writing High Frequency Words
Phonemic Awareness	Fountas & Pinnell Phonics Lessons PA 10 & 11 - Hearing Ending Sounds LK 8 - Learning Letters LK 9 - Learning Letter Names LS 1 - Beginning Consonant Letters and Sounds LS 2 - Connecting Beginning Letters and Sounds

Phonics	Add uppercase merged letter action cards for sound practice along with lowercase merged action cards
Early Literacy Concepts	Fountas & Pinnell Phonics Lessons ELC 4 - Sorting and Connecting Names ELC 5 - Recognizing First and Last Letters ELC 6 - Locating First and Last Letters in Print ELC 7 - Matching Word by Word
Handwriting	HWT Workbook Students apply HWT in all areas <u>Option 1</u> Workbooks - All capitals about 4-5 letters per week Frog Jump - FEDPBRNM Starting Corner - HKLUVWXYZ Center Starters - COQGSAITJ <u>Option 2</u> Continue w/building letters and writing on slate chalk board (wet, dry, try) Rainbow write (letter of the week) Individual whiteboard letter practice w/upper and lower case with letter of week Continue to practice prior letters learned
Writing	Copying text Writing for a purpose <ul style="list-style-type: none"> • Cards - to: from: love
Technology	The Puzzle Place Holiday video Carnival Countdown Millies Mathhouse
Dramatic Play	Holiday House Santa's Workshop Gingerbread Man Kitchen
Arts and Crafts	Gingerbread man puppets Paper chains Ornaments Placemats for party

Sensory Motor Skills	Paper chains Gingerbread men with playdough
SMART Activities	<u>Fine Motor</u> Speed ABC's with Chips Rainbow Tracing Letters (CG p. 88-89) Clothespin Clipping (CG p. 93) <u>Vision</u> ZooPhonics Letters and Sight Word Input Cards (CG p. 228-229) Black Light with Letters and Words (CG p. 230-231) Scanning Game with Letters (CG p. 155-156) Number and Letter Ladders (CG p. 246-247) Letter Mazes (CG p. 148-150) <u>Academic</u> Number and Letter Ladders (CG p. 246-247)
Special Projects & Activities	Gingerbread Houses Cards Polar Express Matryoshka Doll & Book Parent Gift Ideas - Handprint Wreaths, Handprint Family Trees, Pattern Block Ornaments Night Trees
Community Resources & Field Trips	

	January
Friendly Reminders	
Themes Science, Social Studies, Math	<ul style="list-style-type: none"> • Mammals -Museum -Artifacts • Magnets • Winter
Theme Related Books	<p><u>Winter/Snow</u></p> <p>Winter Is by Ann Dixon I Am Snow by Jean Marzollo It's Winter by Jimmy Pickering The Mitten by Jan Brett When Winter Comes by Robert Maass Snip, Snap, Snow by Nancy Poyder Sadie and the Snowman by Allen Morgan Snow is Falling by Franklyn Branley The Snowflake by Neil Waldman Snow by Ann Herriges Snowflake Bentley by Jacqueline Briggs Martin</p> <p><u>Magnets</u></p> <p>Mickey's Magnet by Franklyn M. Branley and Eleanor K. Vaughan Amazing Magnets by Gloria Bancroft What Magnets Can Do by Allan Fowler What Makes a Magnet? by Franklyn Branley</p> <p><u>Mammals</u></p> <p>Simple Science Mammals by V. Franchino It Could Still Be a Mammal by Allan Fowler What is a Mammal? By Jennifer W. Day What is a Mammal? By Lola M. Schaefer Mammals at Your Fingertips by Judy Nayer Mammals by Melissa Stewart Amazing Mammals by Sandra Stotksy What is a Mammal? By Robert Snedden My First Book of Mammals by Ticktock Media Is a Camel a Mammal? By Tish Rabe Mammals by Dee Phillips About Mammals by Cathryn Sill What is a Marine Mammal? by Bobbie Kalman</p>

	<p>Ocean Mammals by Elaine Landau Eye Wonder Mammals by DK Publishing National Geographic Book of Mammals by National Geographic Eyewitness Mammal by Steve Parker Desert Mammals by Elaine Landau Mountain Mammals by Elaine Landau Temperate Forest Mammals by Elaine Landau</p>
<p>Whole Group Reading Suggested Titles</p>	<p>The Mitten (Mammals, Winter)</p> <ul style="list-style-type: none"> • Sequencing, vocabulary, compare versions, mammal/not a mammal <p>The Three Bears Silly Letter Stories Build A Snowman Chart What is a Magnet? Big Book LBD Mammal Big Book</p>
<p>Guided Reading Suggested Titles for Small or Whole Group Shared Reading</p>	<p>Who Likes the Cold? Who Lives in this Hole? Mom Dad We Go Out Going on Vacation Fun For All Seasons - LBD The Snowman - Sails Easy Readers/Focus Word Books (Sails and LBD Books)</p>
<p>High Frequency Words</p>	<p><u>New</u> is, -ing, said <u>Review</u> the, like, and, to, from, look, my, by, me, see, we, mom, dad, am, I, A, a, color words Alligator Alligator Game - sight words Fountas & Pinnell Phonics Lessons HF 2 - Building and Writing High Frequency Words HF 7 - Locating High Frequency Words in Text</p>

Phonemic Awareness	<p>Old McDonald Had Some Vowels (song/chart) The Mole is in the Mitten (mi-mo-the-merry-mo) How Many Vowels Are in Your Name? Gumball Song CD (Initial Sound Change) Letter Sound Discrimination Page with Multiple Letters Fountas & Pinnell Phonics Lessons PA 12 - Hearing Ending Sounds PA 13 - Making Rhymes PA 14 - Hearing and Producing Rhymes PA 15 - Hearing Long Vowel Sounds in the Middle of Words LS 3,4 & 5 - Beginning Consonant Letter and Sounds WSA 1 - Making New Words By Changing the First Letter</p>
Phonics	<p>Introduce diagraphs (th, ch, sh) Long and short vowel practice</p>
Early Literacy Concepts	<p>Word: Initial sounds and letters Fountas & Pinnell Phonics Lessons ELC 8 - Making Sentences</p>
Handwriting	<p>HWT Workbooks Students apply HWT in all areas <u>Option 1</u> Name Writing Review Workbooks - Lowercase and Numbers cosvw - looks like capitals t - almost like capital adg - magic C uie - vowels lkyj prnmhb - diving letters fqxz <u>Option 2</u> Continue introducing new letters (upper and lower case) Review Frog Jump capital letters by using HWT Workbook Introduce Double Lined Chalkboard and/or wipe board to begin working on size, placement and closeness of letters. Rainbow write sight words (with double lines)</p>

Writing	Begin writing simple sentence in journals 3 star page (Starts with capital, finger spaces, and punctuation) Sentences begins with a capital Punctuation - . ! Label mammal picture cards Museum Response Finger Spacing/Using Spaceman
Technology	Leap Into Phonics Nat. Geo. Mammals and How They Grow - Book and Tape
Dramatic Play	Clan House The Mitten
Arts and Crafts	Snowflakes 3D Snowmen The Mitten pop-up book, puppets (sequencing)
Sensory Motor Skills	Snowflakes
SMART Activities	<u>Fine Motor</u> Rainbow Tracing Words (CG p. 88-89) <u>Vision</u> Black Light: Building Sentences (CG p. 230-231) Scanning Game with Letters and Words (CG p. 155-156) Word and Letter Mazes (CG p. 148-150) Book Columns with Letters and Words (CG. P. 217-219) <u>Gross Motor</u> In and Out Hop Scotch <u>Academic</u> Concept Cards (CG p. 226) *Adapt activities as the year progresses via increased difficulty and thematic changes to add interest and growth *Spiral activities throughout the year

Special Projects & Activities	The Mitten Class Book (<u>We</u> see the hedgehog.) Snowstorm Winter Surprise Book I Spy Snowman Quilt Pelt Exploration The Snowman Student Book - Sails
Community Resources & Field Trips	Sheldon Jackson Museum Tlingit Elders, Pauline Duncan Fortress of the Bear

	February
Friendly Reminders	Assessments: Prepare for Conferences
Themes Science, Social Studies, Math	<ul style="list-style-type: none"> • Friendship <ul style="list-style-type: none"> -Letter Writing -Post Office • Hundreds • Bears
Theme Related Books	<p><u>Post Office/Friendship</u></p> <p>Where Does the Mail Go? By Daniel Shepard We Need Mail Carriers by Lola M. Schaefer The Post Office Book by Gail Gibbons What Happens When You Mail a Letter by Arthur Shay Here Comes the Mail by Gloria Skurzynski At the Post Office by Carol Greene Valentines Day by Anne Rockwell Will You Be My Valentine by Steven Kroll Valentines Day by Mari C Schuh Valentines Day Grump by Rose Greydauns A Zillion Valentines by Frank Modell Dinofours I'm Not Your Friend by Steven Matzger Ira Books by Bernard Waber Somebody Loves You, Mr. Hatch By Elieen Spinelli</p> <p><u>Hundreds Day</u></p> <p>100 Days of School by Trudy Harris Cheerios Count to 100 by Justine Fontes Fluffy's 100th Day at School by Kate McMullan The 100th Day by Grace Maccarone Kindergarten Count to 100 by Jacqueline Rogers 100th Day Worries by Margery Cuyler Miss Bindergarten Celebrates the 100th Day of Kindergarten by Joseph Slate</p> <p><u>Bears</u></p> <p>Bear Books by Carma Wilson Bears by Donna Bailey Please Don't Feed the Bears by Ellen Fowler Famous Bears by Diana Star Helmer Bears by Kevin J. Holmes Grizzly Bear by Jason and Jody Stone Bear by John Schoenberr</p>

<p>Whole Group Reading Suggested Titles</p>	<p>Counting Valentines Chart - Color Words 10 and 20 Counting Chart (100) I Love My Family Big Book Silly Letter Story</p>
<p>Guided Reading Suggested Titles for Small or Whole Group Shared Reading</p>	<p>I Love My Family Mr. Grump " " ,said Easy Readers/Focus Word Books (Sails and LBD Books)</p>
<p>High Frequency Words</p>	<p><u>New</u> love, you, yes, no <u>Review</u> is, -ing, said, the, like, and, to, from, look, my, by, me, see, we, mom, dad, am, I, A, a, color words Fountas & Pinnell Planning Guide HF 3 - Recognizing High Frequency Words HF 4 - Building and Writing High Frequency Words</p>
<p>Phonemic Awareness</p>	<p>Have a Heart - word count, word space Hearing and Writing beginning and ending of words Identify vowels, mouth is open, saying word slowly to hear all sounds, vowels make 2 sounds. Object sort by collection of learned letters Picture sort by collection of learned letters Writing beginning and ending sounds to pictures Fountas & Pinnell Planning Guide PA 16 - Blending Syllables PA 17 - Hearing First and Last Sounds PA 18 - Hearing and Saying Beginning Sounds LK 21 - Labeling Consonants and Vowels</p>
<p>Phonics</p>	<p>Continue work with letters and sounds and apply to everyday writing and reading</p>
<p>Early Literacy Concepts</p>	<p>Every sound has a letter (encoding) Punctuation - talking marks""</p>

Handwriting	<p>HWT Workbooks Students apply HWT in all areas <u>Option 1</u> Workbooks - Lowercase and Numbers cosvw - looks like capitals t - almost like capital adg - magic C uie - vowels lkyj prnmhb - diving letters fqxz</p>
	<p><u>Option 2</u> Continue introducing theme related letter Introduce Magic C letters Continue use of double line boards with letter and/or word writing Magic C letters in workbook and/or individual whiteboard</p>
Writing	<p>Writing messages for a purpose Writing peers names, copying Journal Writing continues with more independent writing Word space Concept of stretching out a word and writing the sounds heard</p>
Technology	<p>Reader Rabbit Reading Rainbow- Hail to the Mail Video Postal Service Video Franklin Valentines Video Bernstein Bears Video</p>
Dramatic Play	<p>Post Office - Reading and writing for a purpose</p>
Arts and Crafts	<p>Valentines Valentine Mail Bag Rainbow Heart 100's Headband</p>
Sensory Motor Skills	<p>100's Necklace Practice word writing in cornmeal, playdough, raised glue, etc.</p>

SMART Activities	*Adapt activities as the year progresses via increased difficulty and thematic changes to add interest and growth *Spiral activities throughout the year
Special Projects & Activities	100 th Day Celebration Teddy Bear Picnic
Community Resources & Field Trips	Post Office Totem Park Cultural Center - museum tour, carving, spinning & weaving

	March
Friendly Reminders	Parent-Teacher Conferences Spring Break
Themes Science, Social Studies, Math	<ul style="list-style-type: none"> • Human Body <ul style="list-style-type: none"> -Dental -Nutrition • Dr. Seuss
Theme Related Books	<p><u>Human Body</u> The Skeletal System by Helen Frost The Digestive System by Helen Frost The Circulatory System by Helen Frost The Respiratory System by Helen Frost Your Skeleton and Skin by Ray Broekel Broken Bones by Kenneth T. Burles Human Body by Dorling Kindersley What's Inside? My Body by Dorling Kindersley The Magic School Bus Has a Heart by Scholastic Books Your Body Feeding and Digestion by Dr. Gwynne Veveers A Drop of Blood by Paul Showers My Brain by Kathy Furgang What's Inside Me? My Lungs by Dana Meachen Rau What's Inside Me? My Bones and Muscles by Dana Meachen Rau Food for Healthy Teeth by Helen Frost When I See My Dentist... by Susan Kuklin</p> <p><u>Dr. Seuss Day</u> The Cat in the Hat Green Eggs and Ham If I Ran the Zoo The Foot Book Fox in Socks The Lorax Dr. Seuss ABC Horton Hears a Who! McElligot's Pool Yertle the Turtle Theres a Wocket in my Pocket! Marvin K. Mooney Will You Please Go Now How The Grinch Stole Christmas Mr. Brown Can Moo! Can You? Oh, The Things You Can Think</p>

<p>Whole Group Reading Suggested Titles</p>	<p>Word Families -at -an -am sentence strips / word play Animal Skeleton Book (This is a ...) Who's Skeleton Is This? - Big Book Our Skeleton - Big Book Broken Bones - Big Book Silly letter story Rhyme Time Chart - Dr. Jean Feldman</p>
<p>Guided Reading Suggested Titles for Small or Whole Group Shared Reading</p>	<p>In the Garden Yuck Soup Easy Readers/Focus Word Books (Sails and LBD Books)</p>
<p>High Frequency Words</p>	<p><u>New</u> go, can, at, he, this <u>Review</u> love, you, yes, no, is, -ing, said, the, like, and, to, from, look, my, by, me, see, we, mom, dad, am, I, A, a, color words Fountas & Pinnell Planning Guide SP 3, 4, & 5 - Making Words (Word Families) HF 5 - Building and Writing High Frequency Words</p>
<p>Phonemic Awareness</p>	<p>Flip books, Word Pulls, Word Wheels - changing initial letter Changing vowels (I like to eat apples and bananas) Building sentences (This is a ..., magnets, word cards, book making) Building word families using cat and look Building silly sentences: The cat sat on the mat. Write beginning, middle, and ending sounds of words to match pictures Fountas & Pinnell Phonics Lessons PA 19 - Hearing and Blending Onsets and Rimes PA 20 - Identifying and Blending Onsets and Rimes PA 21 - Hearing and Substituting Onsets and Rimes WSA 4 - Making New Words by Changing the First Letters</p>
<p>Phonics</p>	<p>Continue work with letters and sounds and apply to everyday writing and reading</p>
<p>Early Literacy Concepts</p>	<p>Monitoring on first letter of a word</p>

Handwriting	<p>HWT Workbooks Students apply HWT in all areas <u>Option 1</u> Workbooks - Lowercase and Numbers cosvw - looks like Capitals † - almost like capital adg - magic C uie - vowels lkyj prnmhb - diving letters fqxz <u>Option 2</u> Continue introducing remaining upper and lower case letters Continue working with double line boards for letter size, placement and closeness Continue working in workbook</p>
Writing	<p>Label parts of hospital, skeleton cat words, look words, can words Journal - rereading, meaningful sentences (writing matches the picture), sentence structure (does that sound right), left to right, word space, punctuation</p>
Technology	<p>Reader Rabbit I Cat in the Hat Video Everyone Has One - Film Strip National Geographic Our Skelton - Book & Tape Hospital Video Magic School Bus - Inside Raphie, For Lunch, Muscle & Skelton? Rhyme Time - Dr. Jean Feldman CD</p>
Dramatic Play	<p>Hospital Dental Office Acting Out Blood</p>
Arts and Crafts	<p>Leprechaun Making Human Body Report (Systems)</p>
Sensory Motor Skills	

SMART Activities	*Adapt activities as the year progresses via increased difficulty and thematic changes to add interest and growth *Spiral activities throughout the year
Special Projects & Activities	Thank you to hospital Macaroni or Q-tip Skeletons Healthy Meal Animal Bone Exploration Human Body Research with Models Healthy Teeth - Model Mouth and Brush Digestion Lesson Yum Soup Book
Community Resources & Field Trips	Sitka Community Hospital Dental Office

	April
Friendly Reminders	
Themes Science, Social Studies, Math	<ul style="list-style-type: none"> • Spring • Birds <ul style="list-style-type: none"> -Raptors -Eggs
Theme Related Books	<p><u>Spring</u></p> <p>Spring by Asun Balzola What Happens in the Spring? by Kathleen Costello Beer When Spring Comes by Robert Maass It's Spring by Linda Glaser</p> <p><u>Birds</u></p> <p>Bird Calls by Frank Gallo Inside An Egg by Sylvia A. Johnson It Could Still Be A Bird by Allan Fowler Bird Nests by Helen Frost Birds of Prey by Lynn M. Stone What Is A Bird? by Lola M. Schaefer Bald Eagles by Emilie U. Lepthien Owls by Timothy Levi Biel Baby Birds and How They Grow by Jane R. McCauley Facts About Birds by Donna Bailey About Birds by Cathryn Fill Watching Water Birds by Jim Arnosky How to Build a Home by Maria Fleming Where Do Birds Live? by Betsy Chessen The Things Birds Eat by Betsey Chessen Bird Nests by Judy Nayer Nests, Nests, Nests by Susan Canizares Incredible Owls by Justin McCory Martin</p>
Whole Group Reading Suggested Titles	A Bird Has... Pocket Chart, Sentences, and Word Match Old McDonald Had a Vowel

<p>Guided Reading Suggested Titles for Small or Whole Group Shared Reading</p>	<p>I Like... Look Birds (<u>All</u> birds have...) Look at the House The Pencil Easy Readers/Focus Word Books (Sails and LBD Books)</p>
<p>High Frequency Words</p>	<p><u>New</u> on, it <u>Review</u> go, can, at, he, this, love, you, yes, no, is, -ing, said, the, like, and, to, from, look, my, by, me, see, we, mom, dad, am, I, A, a, color words Fountas & Pinnell Phonics Lessons HF 6 - Building and Writing High Frequency Words</p>
<p>Phonemic Awareness</p>	<p>Continue vowel work Phoneme/elkonin eggs - stretching out words Manipulating initial letter in words Rhyming work - eggs with objects to rhyme Sentence structure Finding words within peer's names - highlight Magnetic word work Writing beginning, middle, and ending of words Fountas & Pinnell Phonics Lessons PA 22 - Hearing Middle Sounds PA 23 - Hearing Sounds in Sequence LS 8 - Recognizing Beginning and Ending Consonant Sounds WM 5 - Connecting Words That Go Together WS 1 - Learning Words - Simple Plurals WSA 6 - Using Parts of a Word to Solve New Words WSA 7 - Changing Last Letters to Make New Words WSA 8 - First and Last Letters to Make New Words</p>
<p>Phonics</p>	<p>Continue work with letters and sounds and apply to everyday writing, reading</p>
<p>Early Literacy Concepts</p>	<p>Learning and locating diagraphs (sh, ch) in words Anchoring on sights words in reading</p>

Handwriting	<p>HWT Workbooks Students apply HWT in all areas <u>Option 1</u> Workbooks - Lowercase and Numbers cosvw - looks like capitals t - almost like capital adg - magic C uie - vowels lkyj</p>
	<p>prnmhb - diving letters fqxz <u>Option 2</u> Continue introducing remaining upper and lower case letters Continue working with double line boards for letter size, placement and closeness Continue working in workbook</p>
Writing	<p>Bird stamp pictures with sentence Raptor center report Scientific report, science notebook, recording information Continue Journal Writing</p>
Technology	<p>Reader Rabbit I Thinkin' Things National Geographic Birds and How They Grow Book & Tape Spirit of the Eagle Video</p>
Dramatic Play	
Arts and Crafts	<p>Egg Projects Quackers the Duck</p>
Sensory Motor Skills	
SMART Activities	<p>*Adapt activities as the year progresses via increased difficulty and thematic changes to add interest and growth *Spiral activities throughout the year</p>

Special Projects & Activities	Bird beak exploration Bird nest exploration Feather exploration Preening Lesson Bird Watching Binoculars
Community Resources & Field Trips	Raptor Center Real Chicken and eggs hatching- Fortress of the Bear (farm)

	May
Friendly Reminders	Assessments DRA Report Cards Class Placement 1 st Grade Transition
Themes Science, Social Studies, Math	<ul style="list-style-type: none"> • Inter-tidal/Sea Week • Quilt - Symmetry
Theme Related Books	<p><u>Sea Week</u></p> <p>Tide Pools by Diana Barnhart In One Tide Pool by Anthony D. Fredericks Seashore Surprises by Rose Wyler Along a Rocky Shore by Judith E. Rinard Barnacles by Lola M. Schaefer Oceans Alive Crabs by Ann Herriges Sea Creatures by Pamela Chanko Animals of Sea and Shore by Illa Podendorf Whales by Martha E.H. Rustad What Comes in a Shell? by Susan Canizares Octopuses by Lola M. Schaefer Sea Urchins by Lola M. Schaefer Oceans Alive Sea Stars by Ann Herriges The Hungry Sea Star by Sherry Shahan</p> <p><u>Quilts</u></p> <p>The Quilt Story by Tommie DePaola The Log Cabin Quilt by Ellen Howard The Josefina Story Quilt by Eleanor Coerr The Keeping Quilt by Patricia Polacco Sweet Clara and the Freedom Quilt by Deborah Hopkinson The Patchwork Quilt by Valerie Flournoy</p>
Whole Group Reading Suggested Titles	<p>Oma's Quilt The Quilt Maker Sam Johnson's Quilt A House for Hermit Crab There Was an Old Lady Who Swallowed a... - books Down By the Bay There is a Sea in My Bedroom book with shell</p>

<p>Guided Reading Suggested Titles for Small or Whole Group Shared Reading</p>	<p>Going on Vacation (going, on, in, -ing) Easy Readers/Focus Word Books (Sails and LBD Books)</p>
<p>High Frequency Words</p>	<p><u>Review</u> on, it, go, can, at, he, this, love, you, yes, no, is, -ing, said, the, like, and, to, from, look, my, by, me, see, we, mom, dad, am, I, A, a, color words</p>
<p>Phonemic Awareness</p>	<p>Word Parts: beginning, middle, end Building new words using familiar word parts: peer's names, at, y, etc. Increase repertoire of high frequency words Every word has a vowel, every beat has a vowel Notice and use word parts to read or write new words Look at first part and last part of words to read a word Fountas & Pinnell Phonics Lessons PA 24 - Blending Sounds in Words PA 25 - Hearing, Saying and Deleting Beginning Sounds PA 26 - Hearing and Deleting Sounds LK 22 - Understanding Alphabetical Order LK 23 - Learning Alphabetical Order WS 2 - Adding -s to Change Word Meaning WSA 9 - Using Known Words to Solve New Words</p>
<p>Phonics</p>	<p>Continue work with letters and sounds and apply to everyday writing, reading</p>
<p>Early Literacy Concepts</p>	<p>Sequencing/Retelling nest story Rhyming - Down By the Bay</p>
<p>Handwriting</p>	<p>HWT Workbook Students apply HWT in all areas <u>Option 1</u> Finish Handwriting book <u>Option 2</u> Continue introducing remaining upper and lower case letters Continue working with double line boards for letter size, placement and closeness Continue working in workbook</p>

Writing	<p>Mother's Day Card - letter format, copying</p> <p>Simple Editing- finger spacing, punctuation, correct spelling of high frequency words, phonetic spelling, capitalization, using word wall, 3 star paper (starts with a capital, finger spaces, ends with punctuation)</p> <p>Thank you letters</p> <p>Bird stamp and/or sea creature stamps with story writing</p> <p>Recording information</p>
Technology	<p>Open-Ended Review of Computer games</p> <p>Millie's Math House</p> <p>Carnival Countdown</p> <p>Leap Into Phonics</p> <p>Reader Rabbit I</p> <p>Thinkin' Things</p> <p>Seashore Surprises Video</p> <p>Humphrey the Lost Whale Video</p>
Dramatic Play	<p>Water play</p> <p>Sea creature area</p> <p>Quiet reading area with quiet quilts</p>
Arts and Crafts	<p>Sea creature art</p> <p>Mothers Day Projects</p> <p>Symmetry projects</p> <p>Eric Carl style Mother's Day cards</p>
Sensory Motor Skills	<p>Sand and water play</p>
SMART Activities	<p>*Adapt activities as the year progresses via increased difficulty and thematic changes to add interest and growth</p> <p>*Spiral activities throughout the year</p>
Special Projects & Activities	<p>I Spy Quilt Page</p>

Community Resources & Field Trips	Coast Guard SJ Aquarium Sitka National Historical Park Russian Bishops Transplanting Aquarium/Touch tanks HPR Rec - Last day Picnic Quilt Show
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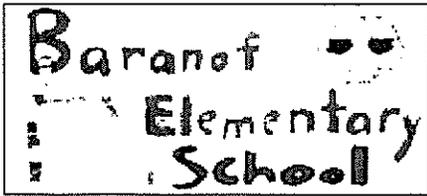
Assessment Recording Sheets

Report Card

- Report Card Computer Recording Sheets
- Assessment Checklist for 1st, 2nd, and 3rd Trimester
- Kindergarten Developmental Profile
- Kindergarten Writing Profile

Assessment Recording Sheets

- Capital Letter ID (1st, 2nd, 3rd trimesters)
- Lowercase Letter ID (1st, 2nd, 3rd trimesters)
- Letter Sound ID (1st, 2nd, 3rd trimesters)
- Beginning Sounds and Letters (2nd, 3rd trimesters)
- Ending Sounds and Letters (3rd trimester)
- Number ID (1st, 2nd, 3rd trimesters)
- Builds Sets (2nd, 3rd trimesters)
- Patterning and Sorting (1st, 2nd, 3rd trimesters)
- Colors and Shapes (1st, 2nd, 3rd trimesters)
- Counting, Self-Help Skills, Name, and Grip (1st, 2nd, 3rd trimesters)



Baranof Elementary School

Kindergarten Developmental Profile

School Year: _____

Student: _____ Teacher: _____

Seldom
 Some of the Time
 Most of the Time

Interaction with Peers	Does not play cooperatively	Plays alone or is involved in parallel play	Is developing cooperative play skills	Socially self confident and plays effectively with other children
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Problem Solving with Peers	Uses body and/or language inappropriately to resolve problems	Chooses to tattle or seeks adult help before attempting to resolve problems	Is developing problem solving skills	Resolves problems independently according to school rules
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

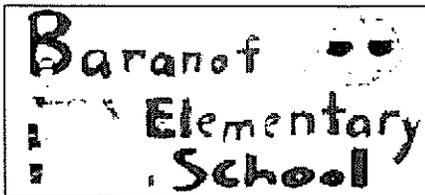
Listening Skills	Is off task or talks while others talk	Is developing good listening skills with adult cues	Listens attentively during discussions	Listens attentively and participates in discussions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follows Directions	Does not follow directions	Needs one-on-one directions or needs directions repeated	Follows 1-2 step directions, independently	Follows multi-step directions independently
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Problem Solving during Directed Activities	Frustrates easily	Waits for help or copies others	Completes tasks/keeps trying	Produces creative solutions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Draw a Person	Draws a face	Adds arms/legs to face	Adds body with arms/legs	Adds details (hair, hands, feet, ears, color, etc)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Color Identification	Identifies 11 basic colors			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Baranof Elementary School

Kindergarten Developmental Profile

School Year: _____

Student: _____ Teacher: _____

Seldom
 Some of the Time
 Most of the Time

1	2	3	Personal Development
			Keeps hands and feet to self
			Raises hand to speak
			Uses indoor voice
			Shares in work and play
			Uses materials correctly
			Completes daily routines independently
			Actively participates in group activities
			Stays focused during directed activities
			Shows effort in work
			Finishes work on time
			Works independently during Station Time
			Works independently during Choice Time
			Independently cleans own space
			Follows lunch rules
			Follows directions from all adults the first time given
			Comes to school prepared (backpack, homework, and mail)

Skill Observed

Personal Management	
	States first and last name
	Recognizes first name
	Writes first name independently
	Forms letters in name properly
	Uses pencil with control
	Uses correct pencil grasp
	Uses scissors with control
	Demonstrates self help skills independently (zips, snaps, ties)

Student _____

BARANOF ELEMENTARY SCHOOL

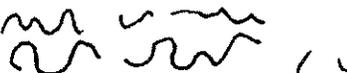
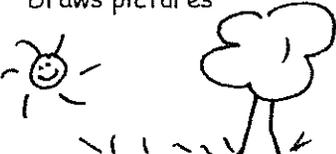
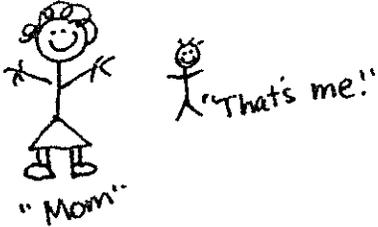
T 2 T 3

Teacher _____ Year _____

Kindergarten Writing Profile

Demonstrates ability independently

Demonstrates ability with assistance

Pre Writer	Emergent Writer	Developing Writer	Transitional Writer
Experiments with writing	Experiments with writing and meaning	Attempts to communicate meaning with words	Writes simple sentences
<p><input type="checkbox"/> Scribbles </p> <p><input type="checkbox"/> Draws pictures </p> <p><input type="checkbox"/> Writes letter-like symbols </p> <p><input type="checkbox"/> Draws pictures/symbols and tells what they are </p>	<p><input type="checkbox"/> Draws a picture and tells a story </p> <p><input type="checkbox"/> Write random letters FGBZ O A</p> <p><input type="checkbox"/> Writes letter strings ABC FGI</p> <p><input type="checkbox"/> Writes names/common words DAD MOM LOVE</p> <p><input type="checkbox"/> Copies environmental print STOP</p>	<p><input type="checkbox"/> Copies environmental print with understanding (example- find color words when needed) BROWN</p> <p><input type="checkbox"/> Words are represented by one letter (in isolation and in sentences) B PB (bear) (polar bear)</p> <p><input type="checkbox"/> Words are represented by initial and final sounds (in isolation) (bear) BR</p> <p><input type="checkbox"/> Write s left to right and top to bottom</p> <p><input type="checkbox"/> Writes more than one word to represent a sentence (bear walks) BW</p>	<p><input type="checkbox"/> Represents initial and final sounds using developmental spelling in sentences (My bear is brown) MIBRZBN</p> <p><input type="checkbox"/> Represents initial, medial, and final word sounds using developmental spelling in single words (bear) BAR</p> <p><input type="checkbox"/> Represents initial, medial, and final word sounds using developmental spelling in sentences (My bear is brown) MIBARZBRON</p> <p><input type="checkbox"/> Beginning to use spaces between words (My bear is brown) MI BAR Z BRON</p> <p><input type="checkbox"/> Beginning to use lowercase letters (My bear is brown) Ml bar z bron</p> <p><input type="checkbox"/> Spells some high frequency words correctly (eg. See, we, is)</p>

1st Trimester Assessments

REPORT CARD ASSESSMENTS

- Fluency and K sight word list
- Letter ID- capital and lowercase
- Letter Sounds
- Number ID
- Number Writing (optional)
- Builds Sets (optional)
- Counts to- by 1's and 10's
- Patterning
- Sorting
- Shapes
- Writing Conventions- draws a picture
- Writing sample with scored rubric (optional)

KINDERGARTEN DEVELOPMENTAL PROFILE

- Self-Portrait
- Color ID
- States first and last name
- Recognizes name
- Writes name independently
- Uses pencil and scissors with control
- Pencil grip- 2 finger pinch
- Self help skills

Sight Word Identification

Trimesters used: All

Approximate Time Needed for Assessment: 5-10 minutes per student

Materials:

- Kindergarten High Frequency Word List with students names
- Color coded highlighter or marker for given trimester (your choice, just be sure to change each trimester and be consistent w/ your color choice for each assessment tool each trimester)
- A cover sheet or colored piece of tag to place under the given row being looked at

Administration Options:

Option 1: Give each student his/her own kindergarten high frequency word list. As the student reads his/her words, mark the known words on his/her paper.

Option 2: Give each student a kindergarten high frequency word list without any student name. The teacher should have a copy of the word list for every student with his/her name written on it. As you do the assessment, have the student read their word list, marking the know words on the teacher's copy.

Protocol:

1. Invite student to a relatively quiet place for a one-on-one assessment.
2. Next, explain that you want to find out what words they know how to read, or which ones they have learned since the beginning of the school year.

3. Place cover sheet or tag under the first row being looked at.
4. Explain that you will point to the word and if they know it to tell you what it is, and if they don't, to just say "I don't know" and we will go on to the next one. If they sound out the word, mark an "s" next to the word to indicate that the word was sounded out.
5. When finished, total up the # of words the child read without sounding out.

Scoring Guide:

See Fluency Form

Fluency

Name _____

Date _____

1 st	2 nd	3 rd

Title: _____

Reads familiar patterns

Reads left to right

Looks at Pictures

1-1 matching

Looks at words

Counts words

Slides under words

Counts letters

Points to words

Points under beginning letters

Uses Beginning letters to predict new words

Uses Beginning, Middle, and Ending letters to predict new words

_____ Number of sight words

Comments: _____

1 Reads from memory using picture cues. Tracks left to right and top to bottom. Reads less than 5 high frequency words.

2 Tracks top to bottom and left to right. Points to each word while reading, uses a predictable pattern. Reads 5-14 high frequency words.

3 Points to each word while reading. Beginning to use initial letters to predict words. Reads at least 15 high frequency words. Must pass independent level 3 on the DRA.

4 Starting to use beginning, middle, and ending letters to predict new words. Reads at least 30 high frequency words.

me see is a
the to and no
go mom we love
like on can dad
am look yes my
I you by it
at

he has said from
in she be was
for are have this
here

Letter ID-Capital

Trimesters used: All

Approximate Time Needed for Assessment: 5 minutes per student

Materials:

- uppercase Letter ID form w/ students name on it
- color coded highlighter or marker for given trimester (your choice, just be sure to change each trimester and be consistent w/ your color choice for each assessment tool each trimester)
- a cover sheet or colored piece of tag to place under the given row being looked at

Protocol: (step by step)

1. Invite student to a relatively quiet place for a one-on one assessment
2. Invite the child to sing the ABC song to you and record how they did.
3. Next explain that you want to find out what uppercase /capital letters they know, or which ones they have learned since the beginning of the school year.
4. Place cover sheet or tag under the first row being looked at
5. Explain that you will point to the letter and if they know it to tell you it's name , and if they don't, to just say " I don't know" and we will go on to the next one.
6. When finished, total up the # of letters the child recognized with them and celebrate their learning if appropriate. (If the # is extremely low and this is inappropriate, skip this step.)

Scoring Guide:

- 1- Identifies less than 10
- 2- 10-23
- 3- 24-26
- 4- All with ease

Capital Letter ID

1= <10	2= 10-23	3= 24-26	4= All with ease	26	26	26
ABC Song <input type="checkbox"/>				T1	T2	T3

A

F

K

P

U

B

G

L

Q

V

C

H

M

R

W

D

I

N

S

X

E

J

O

T

Y

Z

Letter ID-Lowercase

Trimesters used: All

Approximate Time Needed for Assessment: 5 minutes per student

Materials:

- Lowercase Letter ID form w/ students name on it
- Color coded highlighter or marker for given trimester (your choice, just be sure to change each trimester and be consistent w/ your color choice for each assessment tool each trimester)
- a cover sheet or colored piece of tag to place under the given row being looked at

Protocol:

1. Invite student to a relatively quiet place for a one-on one assessment
2. Next explain that you want to find out what lowercase letters they know, or which ones they have learned since the beginning of the school year.
3. Place cover sheet or tag under the first row being looked at
4. Explain that you will point to the letter and if they know it to tell you it's name, and if they don't, to just say "I don't know" and we will go on to the next one.
6. When finished, total up the # of letters the child recognized with them and celebrate their learning if appropriate. (If the # is extremely low and this is inappropriate, skip this step.)

Scoring Guide:

- 1- Identifies less than 10
- 2- 10-23
- 3- 24-26
- 4- All with ease

Lowercase Letter ID

1= <10	2= 10-23	3= 24-26	4= All with ease	26	26	26
				T1	T2	T3

a

f

k

p

u

b

g

l

q

v

c

h

m

r

w

d

i

n

s

x

e

j

o

t

y

z

Letter Sound ID

Trimesters used:

All

Approximate Time Needed for Assessment:

5 minutes per student

Materials:

- Letter sound ID form w/ students name on it
- color coded highlighter or marker for given trimester (your choice, just be sure to change each trimester and be consistent w/ your color choice for each assessment tool each trimester)
- a cover sheet or colored piece of tag to place under the given row being looked at

Protocol:

1. Invite student to a relatively quiet place for a one-on one assessment
2. Explain that you want him/her to tell you what sounds the letters make, or which ones they have learned since the beginning of the school year.
4. Place cover sheet or tag under the first row being looked at.
5. Explain that you will point to the letter and if they know it to tell you the sound it makes , and if they don't, to just say " I don't know" and we will go on to the next one.
6. When finished, total up the # of letter sounds the child recognized with them and celebrate their learning if appropriate. (If the # is extremely low and this is inappropriate, skip this step.)

(Anecdotal notes of how the child figured out the sound is valuable information to collect on the recording form, i.e. did the child use the Zoophonic action, were they quick or slow? etc.)

Scoring Guide:

- 1- Identifies less than 10 consonant sounds
- 2- 10-17 consonant sounds
- 3- 18-21 consonant sounds
- 4- All consonant and some vowel sounds

Sounds

1= <10	2= 10-17	3= 18-21	4= All + vowels	26	26	26
				T 1	T 2	T 3

A a	F f	K k	P p	U u
B b	G g	L l	Q q	V v
C c	H h	M m	R r	W w
D d	I i	N n	S s	X x
E e	J j	O o	T t	Y y
Z z				

Sounds

1= <10	2= 10-17	3= 18-21	4= All + vowels	26	26	26
				T1	T2	T3

a f k p u

b g l q v

c h m r w

d i n s x

e j o t y

z

Counting, Shape and Number Identification Assessments

Trimesters used:

1st, 2nd, and 3rd Trimester

Approximate Time Needed for Assessment:

Given: Individually

10 minutes per student

Materials:

- Counting/Shape and Number Identification Assessment Recording Sheet
- Plastic Shapes or Pictures of Shapes (circle, square, rectangle, triangle,
- rhombus, hexagon, trapezoid, and oval)
- Piece of Construction Paper
- Color coded highlighter or marker for given trimester (your choice, just be sure to change each trimester and be consistent w/ your color choice for each assessment tool each trimester)

Protocol: (step by step)

Counting

1. Tell students to start with number 1 and count as high as they can.
2. Record the highest number that they counted to before making a mistake.
3. Ask students to count by 10's to 100. (Use during 1st Trimester if applicable)
4. Record the highest number that they counted to before making a mistake.
5. Ask students to count by 5's to 100. (2nd and 3rd Trimester)
6. Record the highest number that they counted to before making a mistake.

Scoring Guide:

- 1- Counts to 10
- 2- Counts to 29
- 3- Counts to 50, counts by 10's to 100
- 4- Counts to 100

Shape Identification

1. Show the students a shape and have them identify it by name.
2. Continue until you have gone through all 8 shapes.

Scoring Guide:

- 1- Identifies 2 out of 4 basic shapes (circle, square, triangle and rectangle)
- 2- Identifies 3 out of 4 basic shapes
- 3- Identifies 4 basic shapes
- 4- Identifies 3 or more complex shapes (e.g. hexagon, trapezoid, rhombus, oval)

Number Identification

1. Using the Number Identification Assessment Recording Sheet, have the students identify the numbers in each row. Use a piece of construction paper to isolate the top row. Move the paper down as the student continues the assessment.

Scoring Guide:

- 1- Identifies numbers 0-5
- 2- Identifies numbers 0-10
- 3- Identifies 18 out of 20 numbers
- 4- Identifies beyond 20 (at least up to 30)

Name _____

Counts to

By 10's

By 5's

Recognizes:



3 1 5 4 2 6 8 7 9 0 10

14 12 15 11 13 17 19 16 20 18

25 23 21 24 22 30 27 28 26 29

33 31 34 32 35 38 36 39 37 40

Writing Numbers Assessment

Trimesters used:

1st Trimester optional
2nd and 3rd Trimester

Approximate Time Needed for Assessment:

15 to 20 minutes in a number free environment

Materials:

Number writing assessment sheet
Pencil

Protocol: (step by step)

1. Tell students to start with number 0 and write the numbers in order as high as they can. Stress that each number needs to fit in a given square. In addition, they need to remember to write the numbers from left to right.
2. Record the highest number that they wrote before making a mistake.

Note: Reversals of numerals are accepted as long as it does not represent another number.

Scoring Guide:

- 1- Writes numbers with help
- 2- Independently writes some numbers 0-10
- 3- Independently writes numbers 0-10
- 4- Independently writes numbers beyond 10 (20 and beyond)

Builds Sets Assessment Protocol

Trimesters used:

- 1st Trimester: Numbers 0-10
- 2nd and 3rd Trimester: Numbers 0-20

Approximate Time Needed for Assessment:

- Given: in a small group
- 15 minutes for numbers 0-10
- 30 minutes for numbers 0-20

Materials:

- Student dividers
- Small counting objects
- Making sets number pages

Protocol: (step by step)

1. Give each student a Making Sets number page.
2. Tell the students that they need to look at the number that is written and put the same number of small counting objects in that row.
3. When they are finished, have them raise their hand.
4. After you check their small counting objects, have them continue to the next number.
5. Continue this for the rest of the numbers.

Notes:

- *If a child is off by one small counting object, I ask him/her to count them for me. Usually, the students will self-correct their mistake as they are recounting.
- *If a child gets stuck on a number, it is ok to tell the child the number, and note verbal prompt for scoring purposes.

Scoring Guide:

- 1- Build sets to match verbal numbers 0-10
- 2- Build sets to match written numbers 0-6
- 3- Build sets to match written numbers 0-10
- 4- Build sets to match written numbers beyond 10 (18 out of 20), beginning to use counting strategies during building sets assessment

2	
5	
3	
0	
4	
1	

6	
8	
10	
7	
9	



12	
15	
13	
10	
14	
11	

16	
19	
17	
18	
20	

Patterning Assessment Protocol

Trimesters used:

1st, 2nd and/or 3rd (if needed to meet the standard)

Approximate Time Needed for Assessment:

20 minutes

Materials:

- Patterning Assessment Worksheet
- Individual containers w/AB patterning materials (can use little hearts, stars, pumpkins or flowers from die cut machine)
- Dividers
- Glue
- Pencils

Protocol: (step by step)

1. Tell students that today they will be creating different types of AB Patterns.
2. Follow this protocol or have students build AB patterns with unifix cubes and show you.
3. Show AB Assessment worksheet and discuss (the first two rows students need to make AB patterns. The last two rows they can choose to make harder patterns.)
4. Show students the containers that have the AB patterning materials and explain that will need to think of an AB pattern, lay it out on their paper and then glue it down.
5. Have students sit where there is a divider (this means no talking and no helping others).
6. Pass out AB assessment worksheets, containers, glue and have students begin creating patterns.

7. As students are working, show 4 AB patterns, with one having a mistake to children individually. Ask students to identify which one is not a pattern and why.

Scoring Guide:

- 1- Reads and copies AB patterns
- 2- Extends AB patterns
- 3- Creates and explains own AB patterns, distinguishes between AB and non AB patterns
- 4- Creates patterns of increasing difficulty (e.g. AABB, ABC)



AB Patterning Assessment

AB	
AB	
?	
?	

Creates AB Pattern _____ Creates harder patterns _____ Reads AB Pattern _____ Extends AB Pattern _____ Tells if AB Pattern or not _____



Sorting Assessment Protocol

Trimesters used:

1st trimester

2nd and 3rd trimester (if needed to meet the standard)

Approximate Time Needed for Assessment:

Small Group or individual

10-15 Minutes per child

Materials:

Sorting trays

Objects that can be sorted by color, shape, and size (e.g. sorting animals, foam shapes, people, linking shapes)

Dividers

Recording sheet

Protocol: (step by step)

1. Tell students that they are going to be sorting objects. Once you have sorted all of the objects on your tub you then need to decide how you sorted the objects. After you sort the objects, PLEASE raise your hand to get checked.
2. Review the 3 ways we sort objects (color, shape, and size).
3. Give each child a sorting tray and a tub of sorting objects
4. When child has finished sorting one way- check sort and have child tell how they sorted (I sorted by color.)
5. Ask child to sort a different way. If needed please say- you sorted by color how else can you sort?

Scoring Guide:

- 1- Sorts objects into like groups
- 2- Sorts objects into like groups when told and attribute.
- 3- Sorts objects at least 3 different ways and states the attribute
- 4- Sorts objects by more complex attributes and states the attribute.

Self Portrait Protocol

Trimesters used:

1st, 2nd and 3rd

Approximate Time Needed for Assessment:

15-20 minutes

Materials:

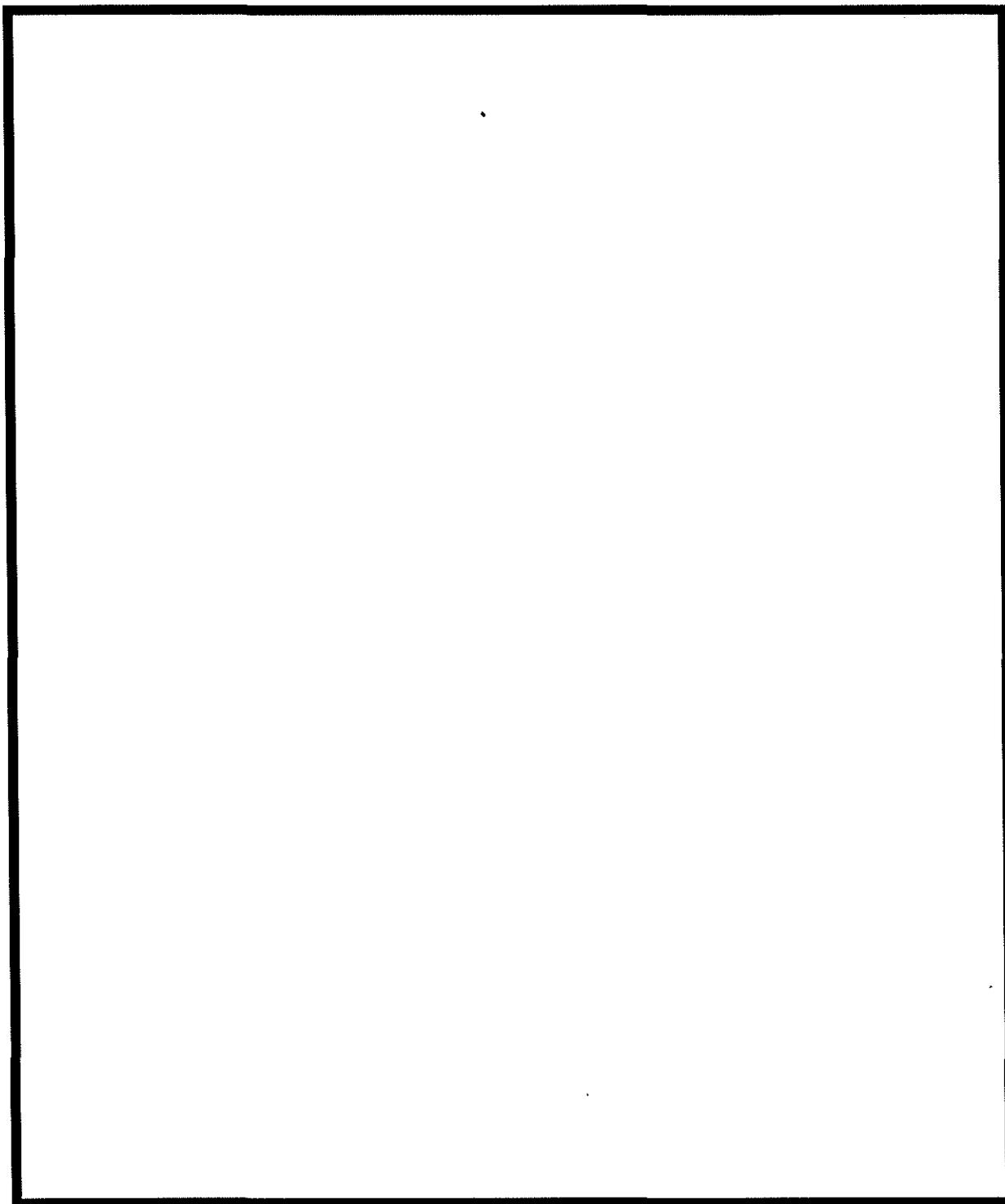
Self portrait paper, pencil, colored pencils

Protocol: (step by step)

1. Today we are going to draw a self portrait. A portrait is a picture, so what do you think a self portrait is? (Right, it's a picture of you). Now if you were to draw a picture of yourself what would you want to remember? Let's close our eyes and think about what our picture should include. Okay open your eyes and tell me what you thought of (...a head, eyes, nose, mouth, arms, legs...etc.) Great.
2. Now let's just look at the paper we're going to draw on for just a quick minute. When you draw a picture of yourself, I want it to include your whole body, not just your head. Do you think if you draw your head really, really big your body will fit on this paper? (No, so be careful to think about that as you get started.) And if you draw yourself really, really tiny do you think that will work? (No, so just remember to try and fill up this space with you, not too big and not too small!)
3. You are going to draw your self portrait in pencil and then you may color it. When you are finished I will ask you if you have all the parts you wanted to add and then you will hand it in to me. I will not remind you to add any detail like hair or arms, etc. that will be up to you to remember. I want to see what you know about drawing a picture of yourself all by yourself. Okay artists get drawing!

Kindergarten Self-Portrait

Date



Name _____

Name: _____

Date: _____

Writes name independently

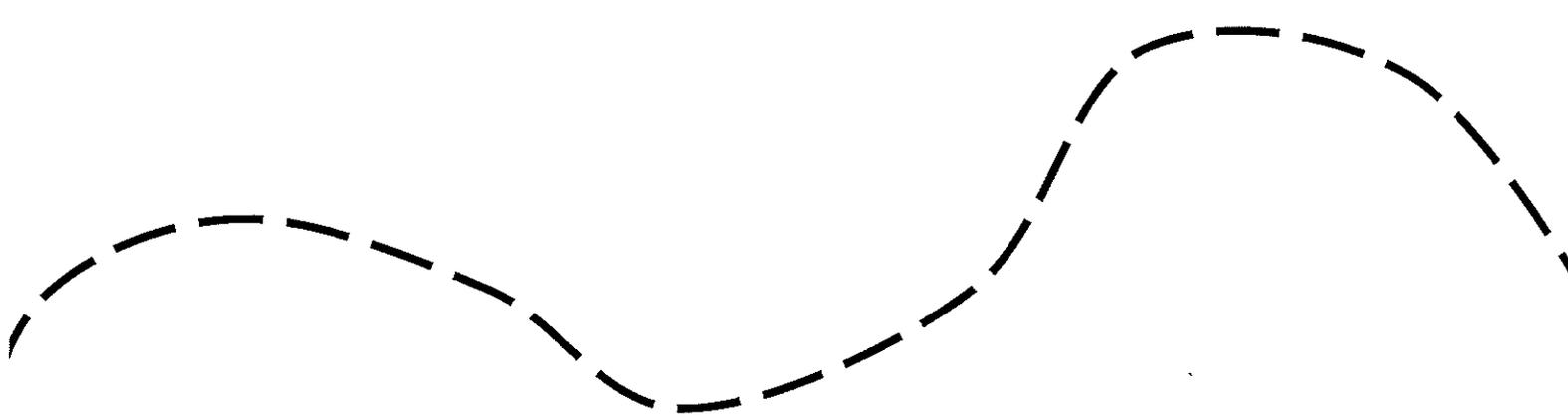
Forms letters properly

Uses pencil with control

Uses correct grip

Uses scissors with control

Demonstrates self help skills (zips, snaps, ties)



2nd Trimester Assessments

REPORT CARD ASSESSMENTS

- Fluency and K sight word list
- Letter ID- capital and lowercase
- Letter Sounds
- Hearing Sounds in Words- picture paper
- Beginning Sound- write the sound you hear
- Beginning Letter/Sound ID- verbal
- Ending Letter/Sounds ID- verbal (optional)
- Number ID
- Number Writing
- Builds Sets
- Counts to- by 1's, 5's, and 10's
- Patterning
- Sorting
- Shapes
- Writing sample with scored rubric

KINDERGARTEN DEVELOPMENTAL PROFILE

- Self-Portrait
- Color ID
- States first and last name
- Recognizes name
- Writes name independently
- Uses pencil and scissors with control
- Pencil grip- 2 finger pinch
- Self help skills

Hearing and Recording Sounds in Words Assessment Protocol

Trimesters used:

2nd Trimester and 3rd Trimester

Approximate Time Needed for Assessment:

20-30 Minutes (small group)

Materials:

- Hearing and Recording Sounds in Words Assessment Worksheet
- Dividers
- Pencils

Protocol: (step by step)

1. Tell students that they will be looking at pictures and writing the sounds they hear in those pictures.
2. Show Assessment worksheet and go over the picture names.
3. Have students repeat pictures names back to you.
4. Show back side and tell students that this side is for writing as many words they know how to write (one word in each box).
5. Have students sit in a spot that has a divider (this means no talking and no helping others).
6. Pass out worksheet, pencils and begin working.

***If a student can't remember the picture name, you can tell him/her again. Otherwise, no helping.

Scoring Guide:

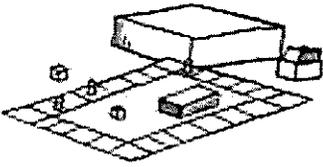
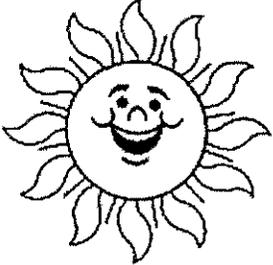
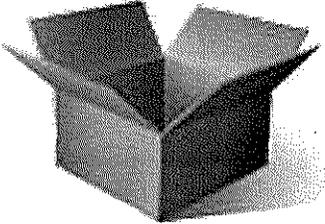
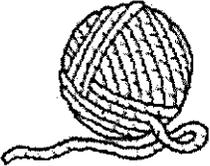
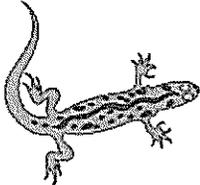
- 1- Writes random letters
- 2- Writes 1 letter to represent a word
- 3- Writes 9/12 initial and 9/12 final letters
- 4- Writes 9/12 initial, 9/12 final, and 9/12 medial vowel letters using developmental spelling

Hearing Sounds in Words Writing Assessment Tool

Name _____

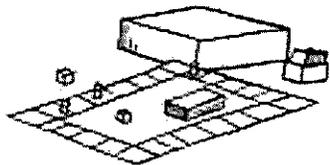
- 1- Writes random letters
- 2- Writes 1 letter
- 3- Writes initial and final letters
- 4- Writes initial, final, and medial vowel letters using developmental spelling

Initial	Medial	Final
/12	/12	/12

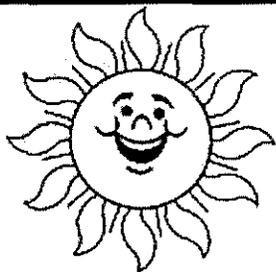
			
		<p style="font-size: 48pt; text-align: center;">5</p>	
			

Words You Know





game



sun



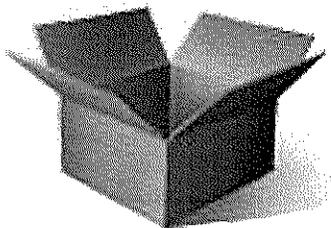
mop



hose



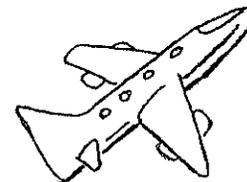
pin



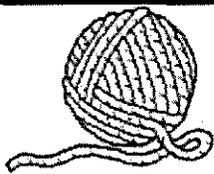
box



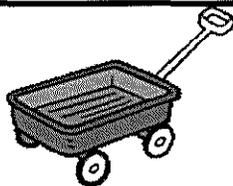
five



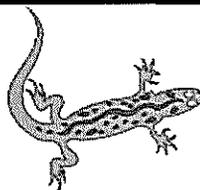
jet



yarn



wagon



lizard



beaver

Beginning Sound- Write the Sound You Hear Assessment Protocol

Trimesters used:

2nd and 3rd

Approximate Time Needed for Assessment:

20 Minutes or 30 Minutes if using number writing piece

Can be done whole or $\frac{1}{2}$ group

Materials:

Pencils

Writing Beginning Sound Sheet and Key

Protocol: (step by step)

1. Have students sit in a spot that has a divider (this means no talking and no helping others).
2. Each child should have a pencil and Writing Beginning Sounds Sheet.
3. Have children write their name at the top and put their hands on their head when done.
4. Tell children you will be saying a word. When you say the word children need to write the sound they hear at the beginning (start, first). If they have time they can write other sounds they hear. Give example "Log, you would write the letter l"
5. When they have written the letter, have them put their hands on their head.
6. Ask children to put their finger on the square and begin. Ask children to move their finger to a new shape every time you give them a new word.

Add these steps to make it 30 minutes

7. When finished, turn paper over and write a sentence at the top.
8. Have children write numbers starting with 0, as far as they can write.

Scoring Guide:

- 1- Writes 8 or less beginning letters
- 2- Writes 9-15 beginning letters
- 3- Writes 16-18 beginning letters
- 4- Writes all beginning letters

Writes Beginning Letter Sound When a Word is Dictated
Writing Assessment Tool

Name _____

Score
/ 19

- 1- Writes 8 or less beginning sounds
- 2- Writes 9-15 beginning sounds
- 3- Writes 16-18 beginning sounds
- 4- Writes all beginning sounds

<input type="checkbox"/>	○	△	😊	<input type="checkbox"/>
_____	_____	_____	_____	_____

○	△	😊	<input type="checkbox"/>	○
_____	_____	_____	_____	_____

△	😊	<input type="checkbox"/>	○	△
_____	_____	_____	_____	_____

😊	<input type="checkbox"/>	○	△	😊
_____	_____	_____	_____	_____

Write a sentence.

Number Writing

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--



Write a sentence.



Writes Beginning Letter Sound When a Word is Dictated
Writing Assessment Tool

Name _____

Score
19

- 1- Writes 8 or less beginning sounds
- 2- Writes 9-15 beginning sounds
- 3- Writes 16-18 beginning sounds
- 4- Writes all beginning sounds

<input type="checkbox"/> top _____	<input type="circle"/> ball _____	<input type="triangle"/> mop _____	<input type="smiley"/> pot _____	<input type="checkbox"/> vase _____
--	---	--	--	---

<input type="circle"/> hose _____	<input type="triangle"/> wish _____	<input type="smiley"/> dig _____	<input type="checkbox"/> gold _____	<input type="circle"/> sack _____
---	---	--	---	---

<input type="triangle"/> jump _____	<input type="smiley"/> rat _____	<input type="checkbox"/> lake _____	<input type="circle"/> four _____	<input type="triangle"/> zoo _____
---	--	---	---	--

<input type="smiley"/> news _____	<input type="checkbox"/> coat (c/k) _____	<input type="circle"/> quick _____	<input type="triangle"/> yak _____	<input type="smiley"/> think (not counted in total) _____
---	---	--	--	--

Beginning Letter/Sound ID- Verbal Assessment Protocol

Trimesters used:

2nd and 3rd trimester

Approximate Time Needed for Assessment:

1-1 Assessment

3-5 Minutes per child

Materials:

Word List

Protocol: (step by step)

1. Tell students that you are going to tell them a word and their job is to tell you the first sound they hear in the word and what letter makes that sound.
2. Give an example- If I said dog, you would say /d/ D
3. Now you try- LOG (feel free to help them with this one since it is an example)
4. Let get started- read the words at the top of the paper. You will notice that each box is split in half. Please put a line, check, or x in the top of the box if they say the correct sound and the same mark if they can tell you the correct letter (car can be a C or K)

Scoring Guide:

- 1- When a word is spoken...produces 8 or less beginning sounds
- 2- When a word is spoken...produces 9-15 beginning sounds. States the letter name for 8 of those sounds.
- 3- When a word is spoken...produces 16-18 beginning sounds and states 16-18 letter names
- 4- When a word is spoken...produces all beginning sounds and states the letter name with ease

Ending Letter/Sound ID- Verbal Assessment Protocol

Trimesters used:

2nd and 3rd trimester

Approximate Time Needed for Assessment:

1-1 Assessment

3-5 Minutes per child

Materials:

Word List

Protocol: (step by step)

1. Tell students that you are going to tell them a word and their job is to tell you the last sound they hear in the word and what letter makes that sound.
2. Give an example- If I said dog, you would say /g/ G
3. Now you try- school (feel free to help them with this one since it is an example)
4. Let get started- read the words at the top of the paper. You will notice that each box is split in half. Please put a line, check, or x in the top of the box if they say the correct sound and the same mark if they can tell you the correct letter

Scoring Guide:

- 1- When a word is spoken...produces 8 or less ending sounds
- 2- When a word is spoken...produces 9-11 ending sounds.
- 3- When a word is spoken...produces 12-14 ending sounds and states 12-14 letter names
- 4- When a word is spoken...produces all ending sounds and states the letter name with ease

Writing Numbers Assessment

Trimesters used:

1st Trimester optional
2nd and 3rd Trimester

Approximate Time Needed for Assessment:

15 to 20 minutes in a number free environment

Materials:

Number writing assessment sheet
Pencil

Protocol: (step by step)

1. Tell students to start with number 0 and write the numbers in order as high as they can. Stress that each number needs to fit in a given square. In addition, they need to remember to write the numbers from left to right.
2. Record the highest number that they wrote before making a mistake.

Note: Reversals of numerals are accepted as long as it does not represent another number.

Scoring Guide:

- 1- Writes numbers with help
- 2- Independently writes some numbers 0-10
- 3- Independently writes numbers 0-10
- 4- Independently writes numbers beyond 10 (20 and beyond)

Builds Sets Assessment Protocol

Trimesters used:

- 1st Trimester: Numbers 0-10
- 2nd and 3rd Trimester: Numbers 0-20

Approximate Time Needed for Assessment:

- Given: in a small group
- 15 minutes for numbers 0-10
- 30 minutes for numbers 0-20

Materials:

- Student dividers
- Small counting objects
- Making sets number pages

Protocol: (step by step)

1. Give each student a Making Sets number page.
2. Tell the students that they need to look at the number that is written and put the same number of small counting objects in that row.
3. When they are finished, have them raise their hand.
4. After you check their small counting objects, have them continue to the next number.
5. Continue this for the rest of the numbers.

Notes:

- *If a child is off by one small counting object, I ask him/her to count them for me. Usually, the students will self-correct their mistake as they are recounting.
- *If a child gets stuck on a number, it is ok to tell the child the number, and note verbal prompt for scoring purposes.

Scoring Guide:

- 1- Build sets to match verbal numbers 0-10
- 2- Build sets to match written numbers 0-6
- 3- Build sets to match written numbers 0-10
- 4- Build sets to match written numbers beyond 10 (18 out of 20), beginning to use counting strategies during building sets assessment

2	
5	
3	
0	
4	
1	

6	
8	
10	
7	
9	



12	
15	
13	
10	
14	
11	

16	
19	
17	
18	
20	



3rd Trimester Assessments and End of the Year Checklist

SMART

- Self portrait page to SMART Teacher ASAP so they can graded
- Handwriting page- The big is dog.
- Read Brigance sight word list
- Data sheet with pre and post scores to SMART teacher by_____

REPORT CARD ASSESSMENTS (Reassess if standard has not been met)

- Fluency and K sight word list
- Letter ID- capital and lowercase
- Letter Sounds
- Hearing Sounds in Words- picture paper
- Beginning Sound- write the sound you hear
- Beginning Letter/Sound ID- verbal
- Ending Letter/Sounds ID- verbal
- Number ID
- Number Writing
- Builds Sets
- Counts to- by 1's, 5's, and 10's
- Patterning
- Sorting
- Shapes

KINDERGARTEN DEVELOPMENTAL PROFILE

- Self-Portrait
- Color ID
- States first and last name
- Recognizes name
- Writes name independently
- Uses pencil and scissors with control
- Pencil grip- 2 finger pinch
- Self help skills

ASSESSMENTS TO USE IN DUPLICATE PLACES

- Self portrait - SMART and portfolio
- Writing sample with scored rubric- report card and portfolio
- K Sight Word List- report card and portfolio

PORTFOLIO (can use copies)

- 1st & last self portrait
- Writing sample to prompt w/ Writing Rubric
- Report Card + Life Skills
(directions for life skills - google/software/BES/Lifeskills)
- K sight word list they can read
- Last name, first on blue folder
- ABC order with post-it of teacher's name on top, put on back counter in office

CUM FOLDER

- Copy of report card
- Date and teacher on back of folder

DRA FOLDER

- Folder graded, assessments included
- Purple marker last name, first on front and tab
- E-mail completed DRA spreadsheet to DO
- Enter DRA scores in Pinnacle
- ABC order with post-it of teacher's name on top, put on back counter in office

***You will need 1 report card for parent (2 if split family), 1 copy for Portfolio, and 1 copy Cum Folder

SMART

Brigance: 37 Wordlist

Name _____ Pretest Date _____

Teacher _____ School Baranof

School District SSD City/State Sitka, AK

Post test Date _____

a	to	jump
and	will	little
can	with	me
go	you	my
he	at	on
I	are	play
in	big	run
is	but	said
it	do	see
like	down	we
look	for	what
not	get	
the	help	

Pretest Total _____
Post Test Total _____

SMART

Human Figure Drawing

Name _____

Teacher _____

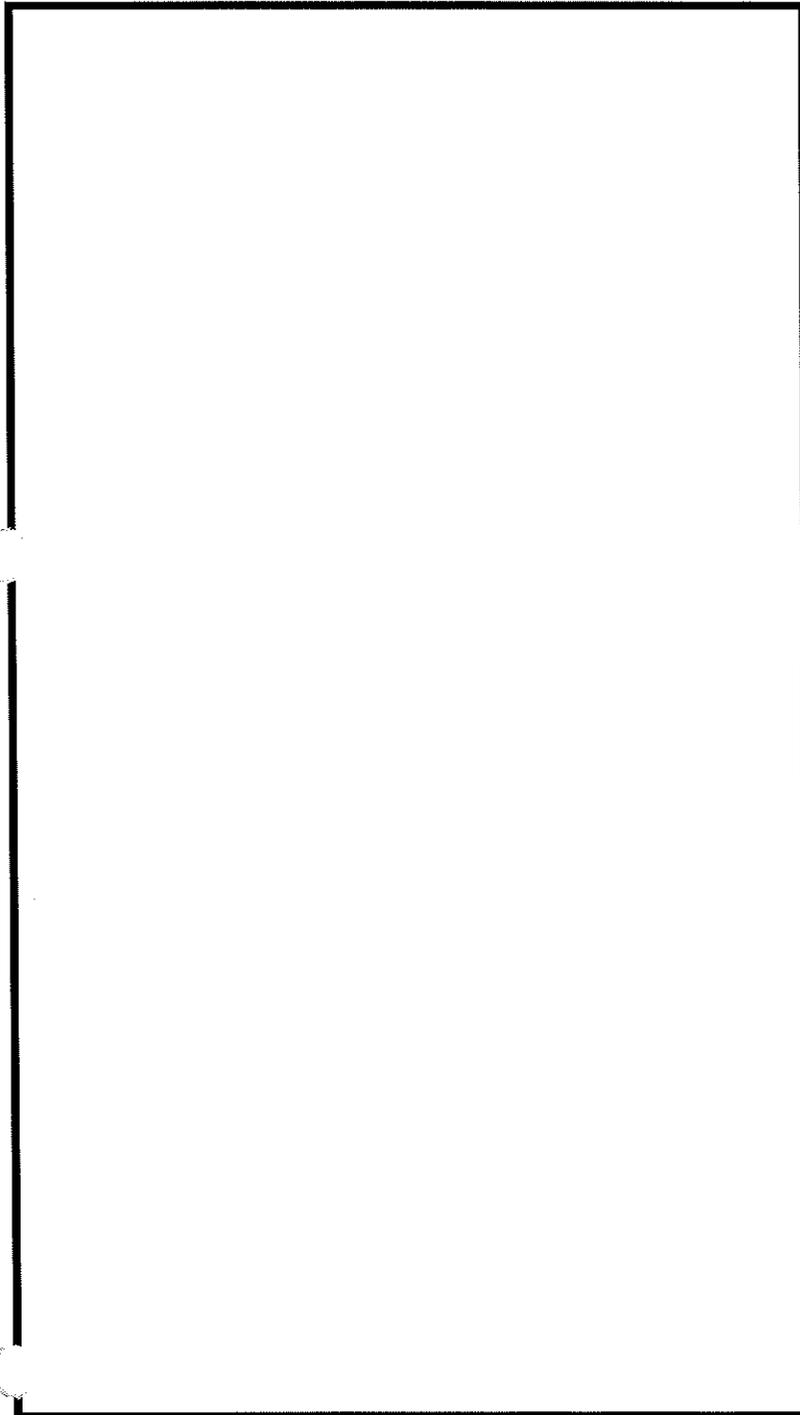
School District SSD

Pretest Date _____

School Baranof

City/State Sitka, AK

Post test Date _____



One point for each of the following

1. _____ Head present
2. _____ Legs present
3. _____ Arms present
4. _____ Trunk present
5. _____ Length of trunk greater than width
6. _____ Arms and legs attached to trunk
7. _____ Arms and legs connected at correct point
8. _____ Neck present
9. _____ Eyes present
10. _____ Nose present
11. _____ Mouth present
12. _____ Nose and mouth in 2 dimension
13. _____ Nostrils shown
14. _____ Hair shown
15. _____ Hair on more than circumference of head
16. _____ Clothing present
17. _____ Entire drawing free of transparencies (cannot see limbs through clothing)
18. _____ Two articles of clothing
19. _____ Four articles of clothing
20. _____ a definite type of costume
21. _____ Fingers on both hands
22. _____ Correct number of fingers on both hands
23. _____ Head proportion not more than $\frac{1}{2}$ or less than $\frac{1}{10}$ of trunk length
24. _____ All lines firmly drawn, meeting at points of junction
25. _____ Eye details, pupils shown in both eyes
26. _____ Ears present

Total _____

SMART

Printing/Copying Text

Name _____

Pretest Date _____

Teacher _____

School Baranof

School District SSD

City/State Sitka, AK

Post test Date _____



The dog is big.

Ending Letter/Sound ID- Verbal Assessment Protocol

Trimesters used:

2nd and 3rd trimester

Approximate Time Needed for Assessment:

1-1 Assessment

3-5 Minutes per child

Materials:

Word List

Protocol: (step by step)

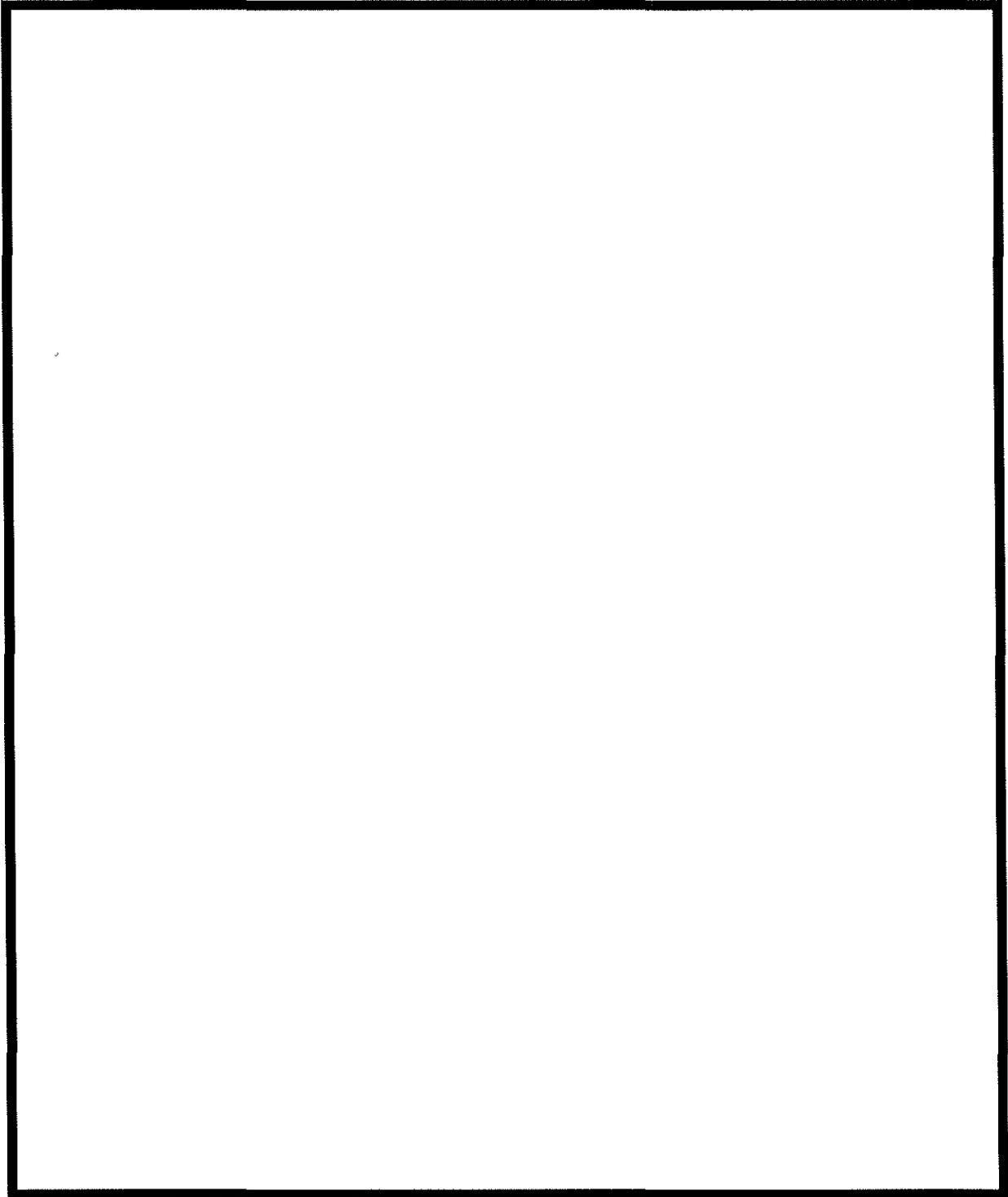
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3. Now you try- school (feel free to help them with this one since it is an example)
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- 3- When a word is spoken...produces 12-14 ending sounds and states 12-14 letter names
- 4- When a word is spoken...produces all ending sounds and states the letter name with ease

Kindergarten Self-Portrait

Date



Name _____

Writing Sample

Prompt - What Do You Like To Do At Recess?

Trimesters used:

3rd Trimester (to be put in student portfolio for 1st grade teacher)

Approximate Time Needed for Assessment:

30 minutes

Materials:

White Paper - any paper your students are use to using

Crayons

Pencils

Protocol:

1. Brainstorming: Have students share ideas of things they like to do at recess.
2. Tell students they need to draw a picture about their favorite thing to do at recess and write a sentence or two about it.
3. Explain to students that today they will need to write their sentence independently. They can use the word wall if needed. However, please do not help them with any of the spelling; this is an assessment of their writing ability.
4. When students are finished, have them read their sentence to you. Then please write the correct spelling under their writing if needed.