

“You may have tangible wealth untold
Caskets of jewels and coffers of gold
Richer than I you can never be
I had a mother who read to me.”
-Strickland Gillilan





Keys to Language and Literacy

- Reading
- Talking and listening
- Writing
- Singing

The Basics of Early Literacy

Reading

Look and read all day long -

- When children understand that written words represent things, they begin to understand how reading works.
- Reading different kinds of books and print material helps your child understand that reading can be for fun or for getting information
- Teach your child “print concepts” (top to bottom, left to right, front and back)
- Kindergarten readiness skills

**“A book is the most effective weapon
against intolerance and ignorance.”**

-Lyndon Johnson



The Basics of Early Literacy

Talking and Listening

- As children talk, they learn how to use words
- Children need to hear how sounds are different and similar so they can learn to read them
- Talking to children helps them learn new words
- Critical skills in language development when looking at Kindergarten readiness....



The Basics of Early Literacy

Writing

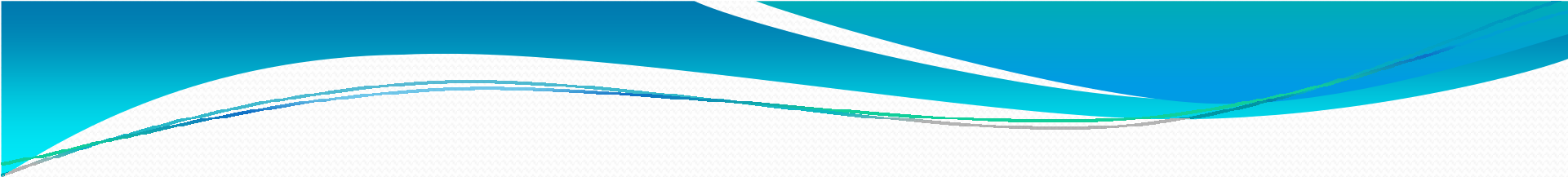
- Children learn to read and write together. They need to understand that writing is just talk written down
- Children must learn to handle pencils, pens, crayons and markers before they can begin to form letters.
- Kindergarten readiness benchmarks



The Basics of Early Literacy

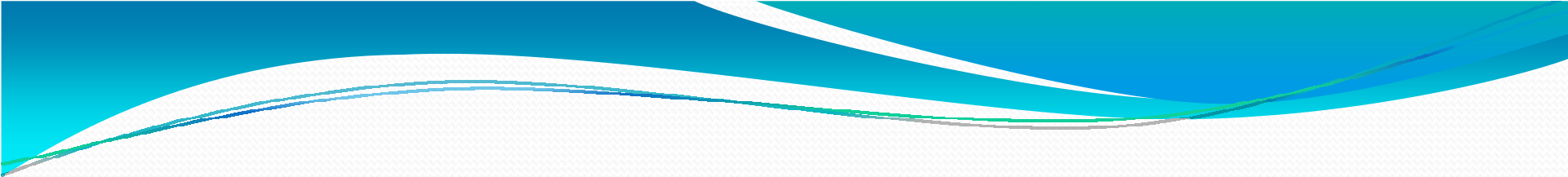
Singing

- Provide activities that help make your child aware of sounds in language and that provide opportunities for your child to manipulate sounds



**Many things we need can wait.
The child cannot.
Now is the time his bones are formed,
his mind developed.
To him we cannot say tomorrow,
his name is today.**

-Gabriella Mistral



*The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.*

-William Arthur Ward



Developmental Transition

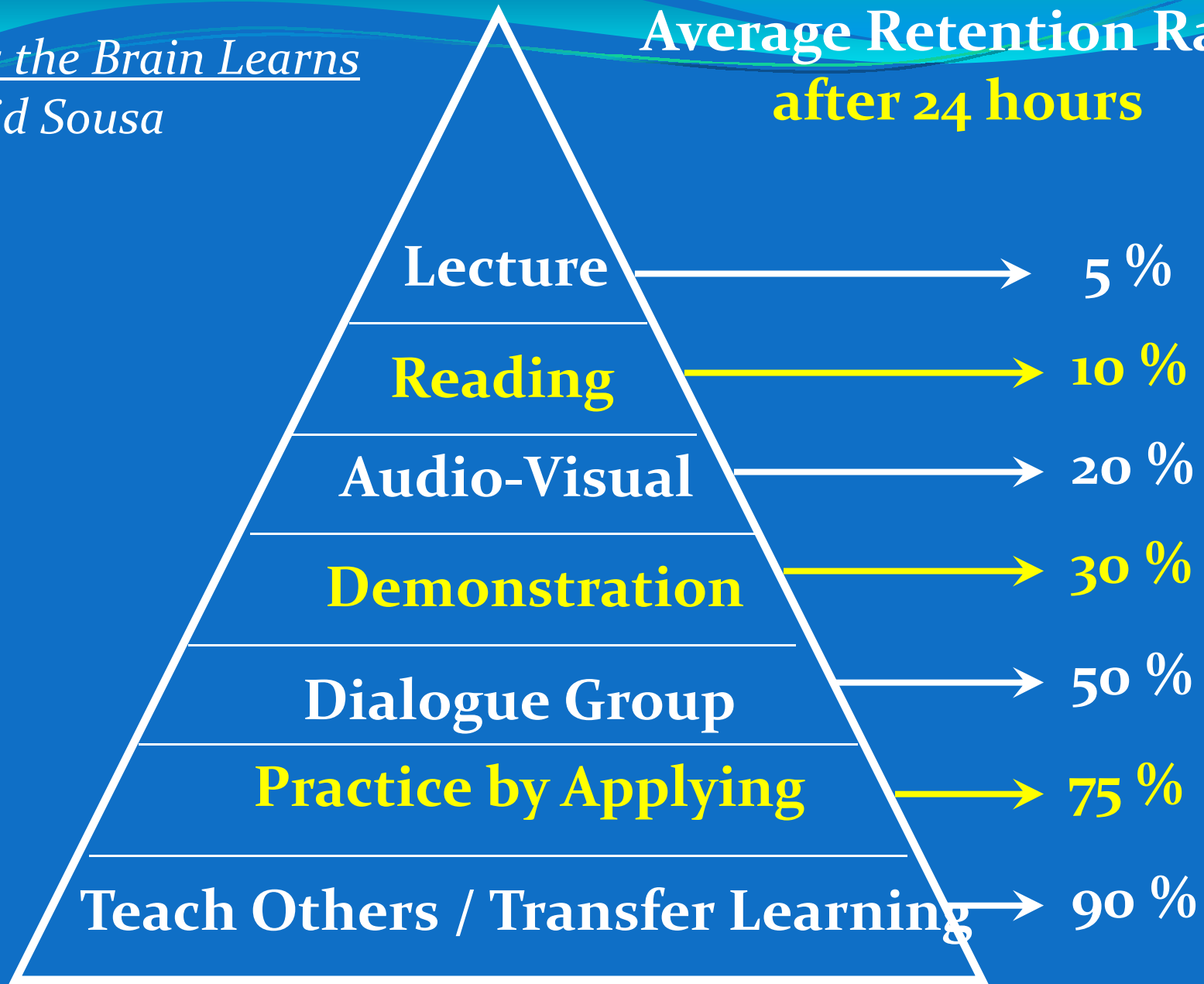
- Separation-adaptation
- Talk to your child positively about school, telling them that they will like it, learn lots of new things, have new friends to play with, etc. Set the tone.
- Visit playground.
- Be aware of your own feelings. Don't let your separation pangs rub off on your child.
- Be brave. Do not feel hurt if your child is happily occupied when you leave and barely notices. Pat yourself on the back, knowing that your child loves you and trusts that you will return.

Developmental Transition (cont)

- Deal with second day blues. Often a child will willingly go the first day but becomes upset on the following day since they now realize what is to occur.
- Reinforce independence.
- Many times if separation problems continue after a reasonable amount of time, it often helps if the parent the child is less dependent upon and is used to leaving, brings the child to school.
- Above all, give time...it is an adjustment.
- Read The Kissing Hand by Audrey Penn

How the Brain Learns
David Sousa

Average Retention Rate
after 24 hours

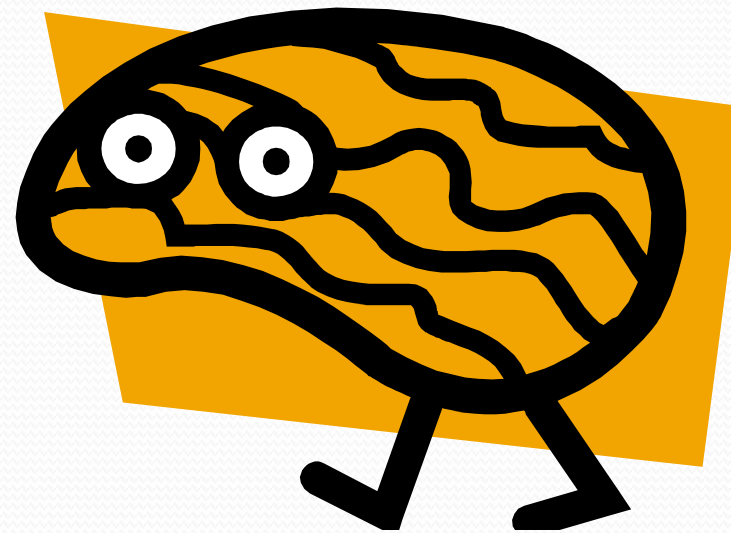




Top 10 Tips

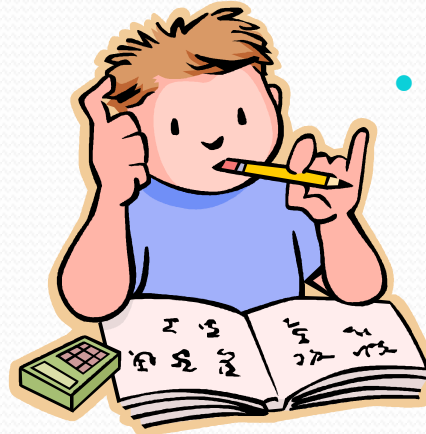
- Build a strong foundation.
- Understand how children learn.
- Play & exercise.
- Sing, dance, and move to music.
- Provide an area for writing, drawing, painting, constructing.
- Talk together.
- Visit neat places.
- Read together.
- Turn disappointment into learning opportunity.
- Learn everyday.

*It's not how smart you are,
but how you are smart.*



Reading: Choosing Books

- Is it meaningful to the child?
- Is it humorous?
- Are the illustrations visually pleasing?
- Does the book encourage the child to talk?
- Are there opportunities to create/expand the story?
- Is it “preachy”, “teachy” or “cutesy”. If so, you are better off without it.



- Dan Hodgins
MiEYC 2002



Resources

- Grosse Pointe Public Schools

www.gpschools.org

Welcome to Kindergarten Slide show

- Michigan Department of Education

www.michigan.gov

- Family FUNdamentals (activities for students moving from Pre-K to K)

<http://www.michigan.gov/mde/o,1607,7-140--69358--,00.html>

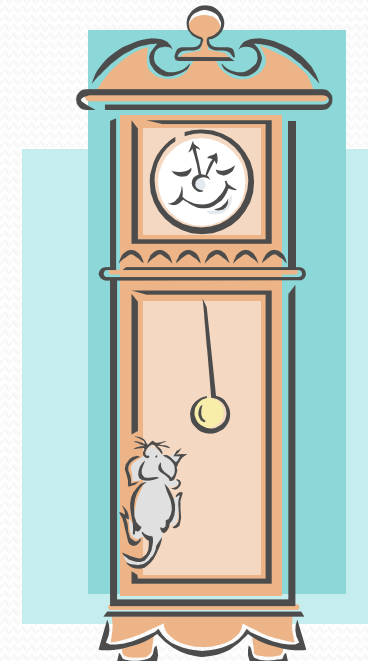


Grade Level Expectations

- Grade Level Content Expectations (GLCE)
- Kindergarten
 - Reading
 - Writing
 - Speaking
 - Listening
 - Viewing
- http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Language Arts Entry Skills

- Say and Sing Nursery Rhymes.
- Identify colors.
- Hold pencil or crayon using correct grip.
- Write name using correct form—Paul.
- Sing alphabet song and identify 50% of upper and lower letters.
- Express self. Have extensive vocabulary.
- Listen to and retell a story.
- Understand that words we speak can be written in a list, on a card, in a book.
- Express self in writing by drawing, coloring, or writing.
- Cut on a line with scissors.



- Deb Kraft & Dorothy Heitjan 2010



Language Arts

Michigan Kindergarten GLCEs

- Identify words that end the same and rhyme. Ex. do cat and fat rhyme; supply a rhyme.
- Understand Concepts of Print. Find the title, author, a word, a period, an exclamation mark...
- Know upper and lower case letters.
- Know all letter sounds.
- Read basic sight words. Ex. See, the, like
- Blend letters sounds together to read consonant-vowel-consonant words—c a t.
- Read emergent print stories, using phonetic skills and knowledge of basic sight words to read.
- Segment sounds apart to write/spell c-v-c words.
- Write a sentence or story using some conventions.

Math Entry Skills



- Identify numerals to 10.
- Count to 20.
- Count up to 10 objects with 1 to 1 correspondence.
- Recognize more, less, same.
- Know shapes: circle, square, triangle, rectangle, oval, and diamond.
- Compare 2 items.
- Compare measurements: size, weight
- Sort objects by 1 characteristic.

Mathematics

Michigan Kindergarten GLCEs

- Compare numbers using terms: more, less, fewer, same as, equal
- Extend and create patterns.
- Understand that two digit numbers have tens and ones.
- Count to 100 and identify numerals to 100.
- Count by 10s, 5s, 2s.
- Write numerals, no reversals.
- Identify solid shapes: sphere, cube, cylinder, cone, and rectangular prism.
- Tell a math story equation. Create by using objects or illustrations.

- Deb Kraft & Dorothy Heitjan 2010

Tell me and I'll forget,
show me and I'll remember,
involve me and I'll understand

Chinese Proverb

