

# Welcome to Kindergarten Literacy Night



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# A Balanced Literacy Approach

- Phonemic Awareness, phonics and alphabetic skills
- Interactive Writing
- Read Aloud and Shared Readings
- Guided Reading and Strategy Groups
- Writer's Workshop





## Word Study Strategy Group

Students are working on listening for initial and ending consonant sounds in Ms. Sacrider's classroom and writing them on their white boards.



## Read Aloud

Ms. Heitzke reads aloud Chicken Soup With Rice while students join in.



## Guided Reading Group

**Mrs. Charland meets with her students in a guided reading group. Students use their finger to point and match the words while reading.**



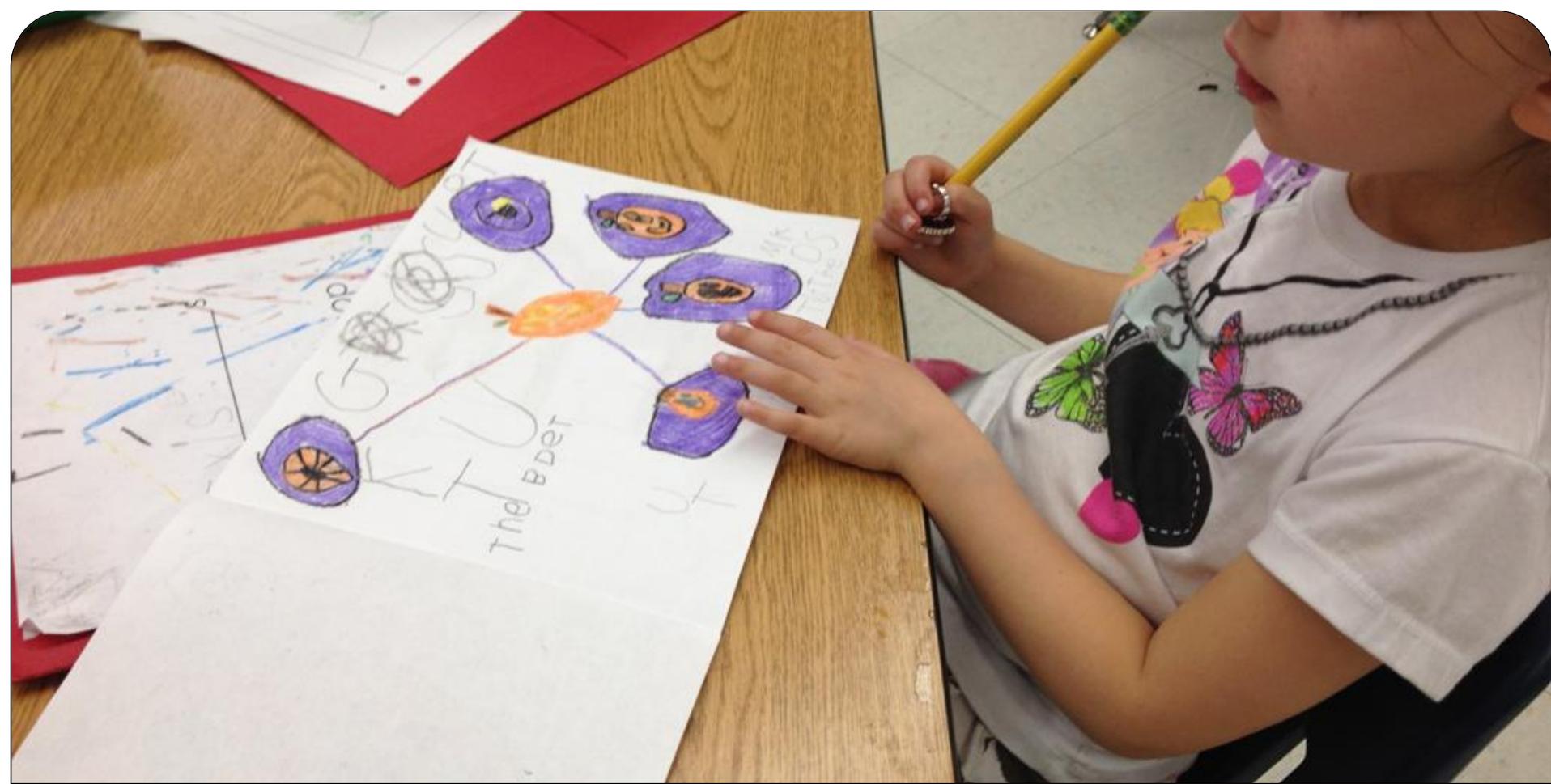
## Interactive Writing

Students in Mrs. Garrity's room compose a story together about the unexpected visit of work trucks at Stepney School. This writing activity focuses on composition, oral and written language, letter formation and sounds, as well as left to right, and spacing.



## Writer's Workshop

Ms. Heitzke conferences with a student to help her add words to her story.



## Writer's Workshop

**Students independently reread their "how to" stories to add more details.**

# Did You know?

- Children who know how to handle books and are familiar with stories learn how to read more quickly than those who have had little or no book experience.
- Children who learn to read early are the ones who are read to by parents, siblings or caregivers.
- Reading aloud to your child is the single most important thing you can do to make him a reader.
- A five year old child has a speaking vocabulary of approximately 2,000 words.
- Telling a story from pictures is an important step in the learning-to read process.
- When the brain makes connections between something new and something already known, it forms new pathways. The more connections made the more learning occurs!

# Gossie



# Reading Research

Daily reading aloud to children puts them almost **a year ahead** of children who do not receive daily read alouds, "regardless of parental income, educational level or cultural background."

Melbourne Institute of Applied Economic Society of Reading

May, 2013



# How Can Parents Help?



- Read to and with your child *every day!*
- Talk to your child; language development directly impacts reading.
- Be sure to complete the reading work that is being sent home.
- Encourage reading of environmental print. Play board games that encourage reading.
- Remember learning to read is a developmental process.....just like learning to walk.