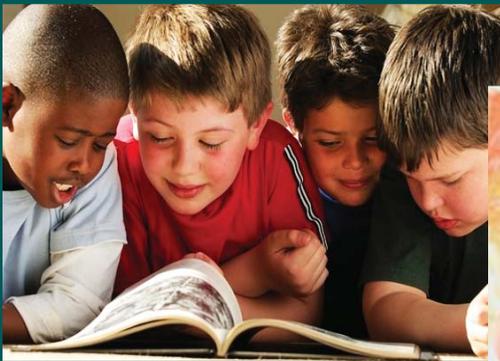


Nebraska Early Learning Guidelines



KINDERGARTEN
Language and Literacy

The Kindergarten Early Learning Guidelines were created for Nebraska's kindergarten teachers and school administrators to help enrich the work that takes place in classrooms every day. These guidelines incorporate the Nebraska Standards in language arts and mathematics within each domain, and provide examples of how the state standards can be intentionally taught and informally integrated throughout a range of daily experiences to support optimal learning outcomes for young children. They are a practical resource to support the teacher; they also provide examples of authentic activities and assessments which can be incorporated into the existing curriculum to aid the child's academic and social growth. Within the guidelines, examples of what the learning environment should include, what children should be doing in the classroom, and the role of adults within the school and home community are provided so the reader is able to see how adults, materials, and environments can work together to achieve optimal learning and positive lifetime outcomes for young children.

Knowledge about child development and learning and evidence-based practices in kindergarten guided the writing of this document:

- Teaching and learning environments should encompass the holistic developmental needs of the child including academic concepts and skills along with social and emotional development.
- The kindergarten teacher has a complex and complicated role in the kindergarten classroom which includes providing opportunities and experiences that allow children to come together as a community of learners.
- Learning experiences should be integrated and connected throughout the day. Literacy and other academic activities can occur throughout the day across all content areas and should not be segregated into separate time frames and experiences.
- Opportunities to express new information in a variety of ways (e.g., pictorially, through storytelling, emergent writing), are an essential element of the kindergarten classroom, both for the child to show an understanding of concepts, and as a way for the teacher to assess the child's understanding.
- Academic learning and social and emotional development occur through a variety of daily experiences including teacher directed experiences, child initiated experiences, play experiences, and frequent interactions with adults and peers.
- Observation and documentation, as well as other forms of formative and summative assessment, are essential for effective curriculum planning and instruction.
- Daily opportunities for play provide children with practice of newly acquired skills taught in the classroom, along with supporting the child's development of self-regulation, creativity, and problem solving.

Most of what I really need to know about how to live, what to do, and how to be, I learned in kindergarten. Wisdom did not lie at the top of the graduate school mountain, but there in a kindergarten classroom.

~Robert Fulghum

These guidelines are dedicated to all kindergarten teachers in Nebraska. Thank you for your passion and dedication to education through your work with our youngest students.

Kindergarten Early Learning Guidelines

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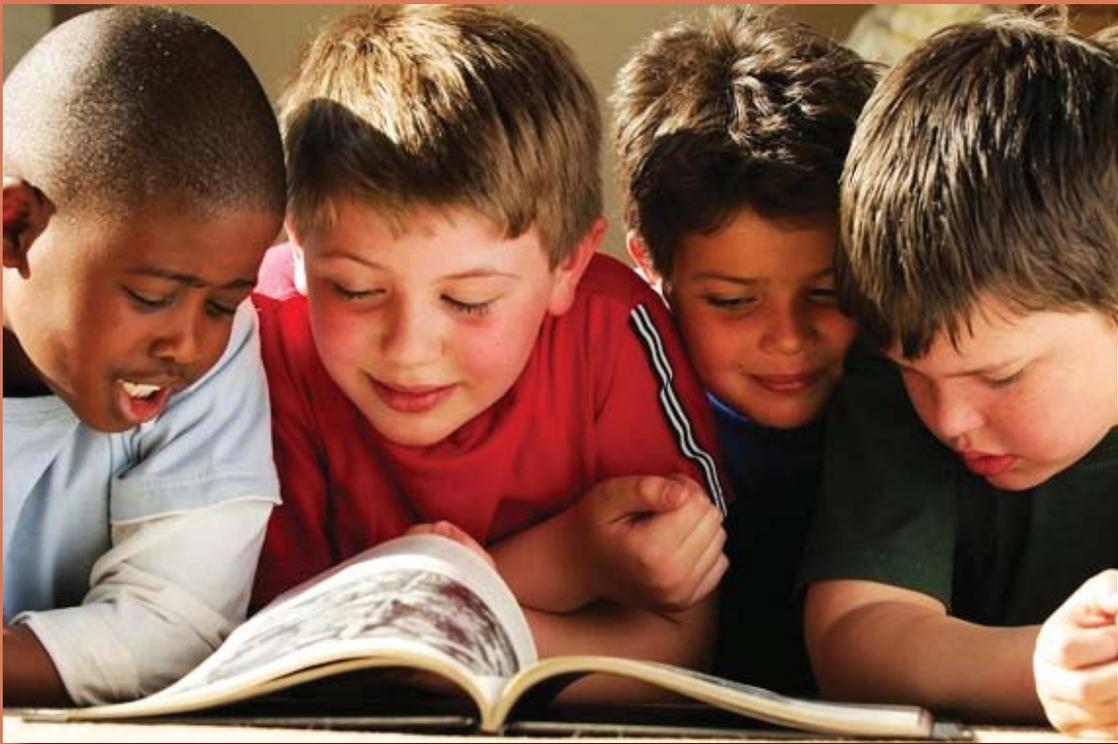
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Kindergarten Standards

Language Arts



Language Arts

Reading Standards

- Knowledge of Print
- Phonological Awareness
- Word Analysis
- Fluency
- Vocabulary
- Comprehension

L.A. 0.1 Students will learn and apply reading skills and strategies to comprehend text.

Language and literacy skills develop through speaking, listening, writing, reading, playing, and communicating.

Children develop the basis for all communication beginning at birth and gradually benefit from modeling and more directed teaching as they enter the kindergarten classroom. Along that continuum between birth and 5 years of age, children begin to understand nonverbal language and cues, along with how oral and written languages are connected. They understand that they can communicate through spoken and written language to express themselves and have their needs met, and that the words they see and hear are also part of the language that they use themselves.

Language and literacy are promoted and supported through experiences with language and print, modeling by adults in the child's life, intentional teaching, peer interaction, play, and also through music, rhythm, and rhyme.

A solid foundation in oral language development in the early years, along with purposeful teaching and modeling of specific skills in the areas of phonological awareness, word analysis, fluency, vocabulary and comprehension, helps to create a strong literacy foundation for children to continue to build upon in later years.



Strategies to support inclusive learning environments:

- ❖ Engage children using their interests (favorite activity, materials, person) to encourage language while also providing a representation of that interest in picture or print form.
- ❖ Use books made from real life photographs of children and their families, books that are pictures only, or use children's communication symbols to provide familiarity and connection to each child's mode of communication.
- ❖ Enhance print/text with visuals or props to help children understand language.
- ❖ Use assistive devices to record communicative intent and predictable phrases that children can access during everyday activities in the classroom, particularly with books.

Knowledge of Print

Scenario

As Tia reads "Brown Bear, Brown Bear," she repeats the phrase "What do you see?" as she points to each word. Tia reads the entire book front to back using left to right, top to bottom progression. When she finishes, she looks at Natalie and asks, "Do you want me to read to you?"

The Learning Environment

The classroom environment should consist of bulletin boards created with environmental print, or created by the children so they are meaningful to them and can be developed throughout the year. There should be a message center or mailboxes for the children to be able to write notes and letters to one another, and labeling of materials in the classroom should be done by the teacher and students together.

"Children need to understand that print has many functions and is meaningful in their lives. Through books and other print, children can learn that we get information from print. Children need to learn that the basic conventions of print, such as spaces between the words and periods at the end of sentences, are there to help us read the words and gain meaning from the text." (Arlin 1981, Clay 2000)

Classroom materials:

- Variety of print materials including pictures, posters, labels, signs, multiple copies of books, listening books, clip boards
- Comfortable, inviting book area and listening center with adequate lighting including soft places to sit and enjoy a variety of books
- Real-life materials such as phone books, catalogs, recipe books, greeting cards and magazines distributed throughout the room
- Student mail boxes, message center, stationary, envelopes, writing tools

Knowledge of Print - Standards

LA 0.1.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1.a Identify variations in print

LA 0.1.1.b Explain that the purpose of print is to carry information

LA 0.1.1.c Demonstrate voice to print match

LA 0.1.1.d Demonstrate understanding that words are made up of letters

LA 0.1.1.e Identify parts of a book

LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom

LA 0.1.1.g Identify punctuation

Literacy throughout the day

Creative Arts:

Have the children create their own name posters by cutting a variety of letters in different fonts out of magazines, newspapers, and catalogs.



Creative Arts:

Use action songs for matching voice to printed word: Who Stole the Cookie from the Cookie Jar? Itsy Bitsy Spider, Johnny Works with One Hammer.



Language Arts:

Take a word walk outside to look for and record environmental print.

Knowledge of Print

Learning in Action

The Child

- Asks people to read stories, signs or notes
- Pretends to read book titles/simple stories
- Reads several words or a few simple phrases
- Points to words using left to right, top to bottom progression when "reading" picture books

Adults in the School Community

- Write children's explanations or labels on projects, artwork, block constructions
- Look for opportunities throughout the day to model concepts of print (morning message, story time, shared writing, shared reading)
- Encourage children to read familiar print (job charts, word walls, center labels, name lists, familiar books)
- Provide access to high-quality books and materials that promote reading and writing such as alphabet blocks, puzzles, and stencils
- Provide direct instruction of knowledge of print concepts (reading right to left, letter sound correspondences, difference of letter, word, and sentence)
- Provide opportunities for children to develop knowledge about how print works
- Model reading with expression by the teacher
- Provide print materials in multiple learning centers: art, math, science

Adults in the Home

- Provide multiple opportunities to listen to stories and observe print in their environment (read story books, point out favorite business and traffic signs)
- Point out print while reading books to your children
- Write lists, notes and letters with child by your side, pointing out letters and direction of print
- Provide books and reading materials for children — visit the library and help children obtain their own library cards to give them ownership of the process of selecting and obtaining books from the library
- In the daily routine, point out and read print in the environment, such as a restaurant menu, labels on food containers, posters, and signs in the street

Approaches to Assessment

- Observe children in a natural setting as they interact with books
- Conduct student/teacher dialogue to assess child's knowledge of cover pages, pictures, familiar words
- Use shared writing experiences for informal assessment of children's knowledge of letters, words, punctuation
- Record child reading

Phonological Awareness

Scenario

Lindsey says her name and claps two times, once for each syllable. Edward says his name and claps two times. He excitedly tells the class that he has two syllables in his name, too. Then Todd claps his name and tells the group that his name has only one syllable.

The Learning Environment

The teacher provides multiple experiences for children to hear oral language and sounds. Opportunities to clap out syllables in words that are familiar to them, such as their name and environmental print, should occur on a daily basis. Nursery rhymes and rhyming games can also be incorporated into transition times throughout the day.

Classroom materials:

- Picture word cards, magnetic letters and boards, rhyming games (bingo, matching games), letter blocks, animals or other objects to sort
- Rhyming books, ABC books, alliterative texts, class-made books, nursery rhymes, poems, and songs that reinforce phonological awareness
- Puppets and other props to encourage children to use oral language and explore sounds
- Cookbooks, dictionaries, instruction books, reference books are incorporated throughout the room

Phonological Awareness - Standards

LAO.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LAO.1.2.a Segment spoken sentences into words

LAO.1.2.b Identify and produce oral rhymes

LAO.1.2.c Blend and segment syllable sounds in spoken words

(cupcake, birthday)

LAO.1.2.d Blend spoken onsets and rhymes to form simple words (v-an, gr-ab)

LAO.1.2.e Segment onsets and rhymes orally (v-an, gr-ab)

LAO.1.2.f Blend phonemes in spoken words (beginning, middle, and ending sounds; recognize same sounds in different words)

LAO.1.2.g Segment phonemes in spoken words (beginning, middle, and end sounds; recognize same sounds in different words)

Literacy
throughout
the day

Language Arts:
Children use musical instruments to tap the syllables in their name or other words.



Science:
Create a science poem with rhyming words.



Math:
Sort names by the number of syllables and create a class graph with this information.

Phonological Awareness

Learning in Action

The Child

- Listens to a sentence and then taps rhythm sticks one time for each word heard in that sentence
- Matches rhyming pictures
- Identifies rhyming words in familiar stories and nursery rhymes
- Claps and sorts names by the number of syllables in each name
- Sorts picture cards by beginning sounds or blends
- Plays "I Spy" around the room by blending together onsets and rhymes provided by the teacher
- Repeats segmented words aloud (d-o-g), touching one bingo chip for each sound (phoneme)

Adults in the School Community

- Recite nursery rhymes and sing songs with rhyming words
- Create and post lists of word families
- Provide numerous opportunities to play rhyming, segmenting, and blending games
- Read books or tell stories that include sounds such as shish, grr, brr, splish
- Incorporate finger plays, nursery rhymes, rhyming games and songs during transition times throughout the day

Adults in the Home

- Read a variety of books, including picture books, poems, and nursery rhymes
- Play quick games to practice rhyming words in the car or at home
- Clap out the syllables in family names and other words

Approaches to Assessment

- Observe children matching picture cards as they say the words aloud, and record your observations
- Observe a child clapping three friends' names and record your observation
- Segmenting a short list of words and asks the child to blend the sounds together

Word Analysis

Scenario

During journal time, Whitney writes, "Mi mom so a lt ov betfl flrs." As she points to each word, she reads, "My mom saw a lot of beautiful flowers."

The Learning Environment

The classroom is a print-rich environment where purposeful writing by and for the children is posted throughout. Writing materials in each interest area are available so that the children can draw or write as part of their center activities. The teacher incorporates modeling of writing to help support young children's emergent literacy skills.

"Teachers should be reading aloud and writing with the children while pointing out punctuation, left to right progression, and matching printed word to spoken word." (Justice & Ezell 2004)

Classroom materials:

- Variety of books, variety of writing tools including pens pencils, markers, and papers throughout the classroom
- Alphabet puzzles, games, cards, tactile letters such as sand paper letters
- Clip boards, notepads
- Reading and writing materials in every area of the room

Word Analysis - Standards

LA 0.1.3 - Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.

LA 0.1.3a Identify upper and lower case letters

LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (matching letters to sounds while writing)

LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list

LA 0.1.3.d Use phonetic knowledge to write (approximated spelling).

LA 0.1.3.e Recognize known words in connected text (big book, environmental print, class list, labels)

LA 0.1.3.f Identify similarities and differences in words (word endings, onset and rime) when spoken or written

Literacy throughout the day

Creative Arts:
Have the children create their own rhyming songs and have the teacher document it.



Science:
Write about science projects and activities such as planting seeds, where they make predictions about the plant, and document the changes they see while the plant is growing.



Literacy:
Have the children take clipboards and pencils/crayons outside to draw and write about what they see.

Word Analysis

Learning in Action

The Child

- Experiences upper and lowercase letters through a variety of means such as puzzles, games, books
- Writes sentences, simple stories, and notes using approximated spelling
- Reads familiar words from around the classroom
- Becomes familiar with high frequency words through repeated readings and word games
- Contributes to family word lists for rhyming words, beginning or ending sounds
- Plays with sounds and letters through songs, games and activities

Adults in the School Community

- Read a variety of alphabet and rhyming books and songs daily
- Encourage formal and informal daily writing experiences throughout the day that allow for approximated spelling
- Provide a variety of active, hands-on alphabet experiences
- Provide a high frequency word wall or word book for children to use throughout the day
- Read familiar books using the cloze method that allows children to fill in a word (The teacher reads "I see a ____ ____ looking at me" then lets children say missing words)
- Provide multisensory activities and then write down children's reactions (What We Saw at the Park, How to Cook Porridge)

Adults in the Home

- Read a variety of books including alphabet and rhyming books
- Provide an opportunity to experiment with writing tools
- Model writing of lists, letters and notes
- Encourage the children to talk about experiences

Approaches to Assessment

- Observe children writing in journals to see what connections are being made between letters and sounds. Use observations to provide additional support for mini lessons
- Observe children reading familiar texts and make note of words that are recognized
- Watch child sort word cards into different categories such as three or four letter words or picture cards into beginning sound or ending sound categories

Fluency

Scenario

As Maria explores the drama center, she uncovers a familiar character from Beatrix Potter's *The Tales of Peter Rabbit*. She asks, "Who is this?" The teacher responds, "Why this is Peter Rabbit. You remember the story of Peter Rabbit, don't you?" Maria responds with "Yes." The teacher utilizes the opportunity to re-read the Tale of Peter Rabbit using creative voices to stimulate interest and encourage student responses. Soon the children were seen acting out the story in the drama center and repeating many of the phrases as they referred to the book for the story line.

"Shared reading boosts children's confidence to read with their peers and join in as they are able. Reading familiar big books with predictable text increases children's fluency, which is one of the skills research has found to be essential to becoming a successful reader." (Jacobs and Crowley, 2010)

The Learning Environment

"An important goal for the kindergarten teacher is to reinforce the knowledge of letter names and to increase the recognition of letters in increasing ease and fluency." (Snow, Burns, and Griffin, 1998)

The teacher incorporates finger plays and rhyming songs during transition times throughout the day. Opportunities are provided for children to be able to hear sounds or see visual representations of syllables in words that are familiar to them, such as their names and environmental print.

Classroom materials:

- Meaningful print environment including pictures, posters, and child created labels and signs
 - Big books in book center for repeated readings
 - Books with CDs or audio tapes in the listening center
 - Poetry and song notebooks with audio tapes or CDs
 - Tape recorder and video camera to record children during drama, singing and reading books to recognize expression and development of voice
 - Books for partner reading
 - Picture book photos for retelling of stories
- Books and books on tape or CD in areas such as the puppet and housekeeping centers, so children can re-create the stories

Literacy throughout the day

Creative Arts:
Children create their own scripts and scenarios using a favorite and well read book.



Physical:
Incorporate finger plays and songs with props or felt board pieces for *Five Little Speckled Frogs, Down by the Bay*.



Science:
Incorporate science vocabulary words into the daily classroom routine.

Fluency

Learning in Action

Fluency - Standards

LA 0.1.4 Students will develop accuracy, phrasing, and expressions during grade level reading experiences.

LA 0.1.4.a Imitate adult's expression, reflecting meaning with voice (pause, stress, phrasing)

LA 0.1.4.b Imitate repeating language patterns during reading (modeling reading, choral reading)

LA 0.1.4. c Read familiar text with others, maintaining an appropriate pace

The Child

- Repeats nursery rhymes and fairy tales orally to peers, teachers, and guests
- Listens to nursery rhymes, fairy tales, and pattern books
- "Reads" familiar texts with others using an appropriate pace
- Re-creates a familiar text using the book as a resource

Adults in the School Community

- Build on children's interests to experiment with language patterns for a variety of purposes (role playing, rhyming, using props, conversing)
- Provide opportunities to experiment with language patterns (nursery rhymes, fairy tales and pattern books)
- Provide opportunities for children to engage in turn taking and dialogue in conversation
- Incorporate real-life experiences to enhance children's experiential play to bolster student's cultural backgrounds
- Allow more time for some students to learn a concept and re-teach until those students are developmentally ready to understand

Adults in the Home

- Provide multiple opportunities for children to listen to stories
- Point out print while reading books to your children to model phrasing
- Provide books and reading materials for children; visit the library at story time
- Sing songs and nursery rhymes

Approaches to Assessment

- Observe children in natural settings as they interact with books
- Document student/teacher dialogue (conferencing, anecdotal records)
- Document children's extension of a book through art, building, or puppet show
- Observe children daily to guide instruction
- Administer an oral phonological awareness assessment that gives information on the emergent reader

Vocabulary

Scenario

As part of a nature study, the children are exploring rocks in the science center. The teacher comments, "You are examining the rocks." "John your rock is rough because it is bumpy." "Who else has a rough rock?" "What else do you feel on your rock?"

The Learning Environment

"As children are developing their reading and writing competence, we need to take advantage of their listening and speaking competencies to enhance their vocabulary." Isabel Beck, Bringing Words to Life

The classroom environment supports the development of both oral and written vocabulary. The teacher intentionally introduces and incorporates vocabulary both orally and visually throughout the day. Student interaction is encouraged so that opportunities to use new vocabulary words are available. Using the new words in meaningful context allows the children to move the vocabulary terms from their receptive language to their expressive.

Classroom materials:

- Word walls of various types (centers or where easily displayed)
- Create experiences where vocabulary words are used in each center
- Books relating to the concepts being explored

Vocabulary - Standards

LA 0.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 0.1.5a Examine word structure elements and word patterns to determine meaning

LA 0.1.5b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 0.1.5c Develop awareness of context clues that may be used to infer the meaning of unknown words

LA 0.1.5d Identify and sort pictures of objects into conceptual categories

LA 0.1.5e Determine word meaning using reference materials and classroom resources

Literacy throughout the day

Physical:

Have the children physically represent a new vocabulary word with their bodies or through actions.



Art:

Have children create a visual representation of a vocabulary word.



Language Arts:

Create word walls that are unique and relevant to each center area in your classroom.

Vocabulary

Learning in Action

The Child

- Sorts objects or pictures of objects into categories based on the properties of the objects: shiny, round, bumpy
- Asks others for clarification when he/she does not understand the meaning of a word
- Refers to reference materials such as pictures on the "Wow" word wall to aid in understanding the meaning of words
- Develops an awareness of endings that show meaning such as -ing, -s, -ed.
- Makes connections between new words learned and words in his/her prior knowledge ("Glad means happy")
- Re-reads, retells and acts out stories using flannel board figures from familiar texts and student-created books

Adults in the School Community

- Help students develop "word consciousness" and a love of words by drawing their attention to new and unusual words in books
- Select unfamiliar (tier 2) words from classroom literature and themes as well as academic words to teach directly
- Provide opportunities to use and review words that have been learned. For example: writing them in the morning message, selecting other books to read and put at the listening station that have similar vocabulary, playing games with vocabulary words
- Make connections between words students know and new words
- Provide opportunities for children to brainstorm words that relate to a theme, or have the same meaning. Another word for giant (enormous, huge)
- Provide opportunities to draw pictures (or provide a picture) that depict the new words taught
- Use new words in conversation with students

Adults in the Home

- Have conversations with their children
- Encourage children to ask when they don't know what a word means
- Read a variety of books (poetry, fiction, informational texts) to students and explains words their child may not be familiar with
- Encourage children to talk about the illustrations in books and retell their version of the story by looking back at the pictures

Approaches to Assessment

- Observe students sorting pictures by category
- Observe and document if and when students use recently taught and more sophisticated vocabulary in their conversations
- Observe and document when students use new and interesting vocabulary in their writing

Comprehension

Scenario

Simon sits on the floor with the kindergartners, listening to the teacher read a picture book. Mrs. Brown stops and questions the children about what they are seeing in their heads as she read the previous pages. She asks a few of the children to describe "their pictures" to the class. The children then find a place in the classroom to illustrate what they were seeing in their minds.

The Learning Environment

The children must know that the expression of ideas, drawings, questions, are always acknowledged and accepted in the classroom. If we want thinkers, we need to provide a safe environment that will nurture and appreciate the communication of thoughts. Voices need to be heard and hearts expressed in an environment that encourages inquiry and decision making from the child. The kindergarten classroom provides opportunities for the children to interact with books as an expression of their thinking. The picture books will become an impetus for group conversations, one-to-one sharing, writing, drawing, and moving. The responses will provide the children with a variety of options to explore a range of comprehension strategies: asking questions, making inferences, synthesizing ideas, visualizing information, and making connections between texts, the world, and their lives. The children will begin to see reading as a thinking process.

Classroom materials:

- A variety of genres including picture books, informational text, and trade books
- Flannel board stories
- Retelling cards or child-illustrated pictures
- Props for telling a story
- Class-created anchor charts for helping to understand a story
- CDs or tapes of stories
- Drawing supplies
- Charts and posters that represent children's thinking
- Objects to explore, sort, put into patterns and experiment with

Literacy throughout the day

Creative Arts:
Have the children re-create a story through pretend play or retelling with cutouts.



Science:
Have the children create a book which illustrates a classroom science activity: planting a seed; properties of a plant.



Math:
Children create story problems based on a concrete representation of a problem.

Comprehension

Comprehension - Standards

LA 0.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 0.1.6.a Explain that the author and illustrator create books

LA 0.1.6.b Identify elements of the story including setting, character, and events

LA 0.1.6.c Retell information from narrative text including characters, setting, and events

LA 0.1.6.d Indicate that authors use words in different ways (rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)

LA 0.1.6.e Retell main ideas from informational text

LA 0.1.6.f Identify text features in informational text (titles, bold print, illustrations)

LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (fairy tales, nursery rhymes, picture books, how-to-books)

LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures

LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text

LA 0.1.6.j Identify different purposes for reading (information, pleasure)

LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles.

LA 0.1.6.m Respond to text verbally, in writing, or artistically

Learning in Action

Wiggins & McTighe (1998) and Wiske (1998) suggest that students comprehend when they are able to:

- Connect new knowledge to their prior knowledge, including prior knowledge about other topics and other ideas
- Interpret what they learn
- Apply their knowledge to new situations
- Explain and predict events and actions

Comprehension

The Child

- Plays with books by reading, retelling, acting out, drawing, and writing independently or with peers
- Expresses thinking about books in conversations (connections, inferring, asking questions, synthesizing ideas, visualizing)
- Expresses opinions, feelings or motives about characters along with reflecting what the character is really like
- Composes innovations of very familiar texts
- Writes or draws about something in the reader's own life when prompted by a text
- Joins in on the text with teacher and mimics the teacher's intonation and stress
- Makes connections between text and personal experiences or texts previously read
- Interprets illustrations and can use details to support points made in a group discussion
- Recognizes interesting and new information and adds it to current understandings

Adults in the School Community

- Provide authentic literature for read aloud experiences allowing the child to further interact with the book
- Establish mutual trust that allows the creation of a climate of thinkers able to express their thoughts
- Model through a think aloud what is happening in her head when she reads a book
- Model and explain strategies, guided practice, independent practice with feedback, independent application in authentic reading situations
- Encourage and initiate discussions about books beyond the details so the children can make connections
- Provide opportunities to interact with read alouds in large group, small group, partners and independently by expressing thinking with conversations, movement, writing, and art
- Reflect the meaning of text with voice and correct pause, stress, phrasing and expression as a model to children
- Provide a large block of time for actual text reading
- Provide direct instruction in comprehension strategies
- Provide opportunities for reading in a social setting
- Provide opportunities for personal response (drawings, journal, book chats) with student and teacher feedback
- Consider the language and culture of all learners. Is the language accessible? Are a variety of text genres available? Are the illustrations accessible? Is the content accessible?
- Communicate to parents what is happening in the classroom and provide practical activities

Comprehension

Adults in the Home

- Create an environment and reading routine with no distractions
- Encourage the child to ask questions
- Ask questions about the text being read: character, setting, events and "why" questions
- Read a variety of books to your child
- Read with expression to help the child understand the story; perhaps, take on the role of the characters
- Encourage children to express their opinions about the book

Approaches to Assessment

- Observe children's conversations about literature
- Document student responses (verbal, written and artistic)
- Videotape read alouds and conversations with students
- When appropriate, use a rubric to document children's thinking process development over time



Language Arts Writing Standard

- Writing Genre

- Writing Process

L.A. 0.2 Students will learn and apply writing skills and strategies to communicate.

Children begin their writing journey at a very young age through drawing. They use drawing as a way to display their thoughts, and as a prompt to give a verbal explanation for their work. With the intentional help of the teacher in writing the words down that the child uses, children are able to connect their thoughts to the written word, and eventually take over the writing process themselves.

The teacher supports emerging writing skills by modeling and providing meaningful writing experiences for children throughout the day. The environment of the classroom needs to be designed to support the social and physical aspects of young children's writing. Children need to see themselves as writers, and by incorporating writing materials within every area of the classroom, children receive the message that they can record their thoughts and ideas during the day.



Interesting and enjoyable activities that take place in the classroom can also give children a reason to write, while further incorporating new vocabulary into their word banks, which will eventually be included in their writing. But most of all, an environment where children feel safe and confident in sharing their thoughts and ideas with one another throughout the writing process is key to children's writing development.

"Children should spend more time writing. As well as being valuable in its own right, writing promotes ability in reading."

Becoming a Nation of Readers. The Report of the Commission on Reading. (1986)

Strategies to support inclusive learning environments:

- ❖ Promote alternative access by making available a variety of writing surfaces, and also paper, both lined and unlined.
- ❖ Provide a variety of writing tools: large and small handles, long and short sizes, markers, pencils, and determine which one encourages the child to engage in the writing process. This may or may not be the same tool he holds "correctly".
- ❖ Use the child's method of communication as a way of facilitating alternative "writing" experiences, which could include familiar photographs, line drawings, and symbols, as well as computer generated pictures, computer programs which are accessed through the mouse for drawing, and iPods®.

Writing Genres

Scenario

Isabella is seated on the floor by the pocket chart with name cards of all children in attendance that day. Using a white board and dry-erase marker, Isabella happily copies friends' names to make her own class list, and then reads her list of names to Carter.

The Learning Environment

"In order to meet children's individual needs as writers, we must recognize what they can do independently and determine the next small step in their writing development." Matt Glover, Engaging Young Writers.

The classroom has opportunities for children to write throughout the day. Having some type of sign-in procedure when they first arrive, a message board or mailboxes where letters can be exchanged, and time for journaling and sharing their writing are activities that will support young children's writing in the classroom.

Classroom materials:

- Writing materials: various sizes of paper and envelopes, index cards, clip boards, journals, writing portfolios, colored markers, pencils, colored pens, crayons, white boards, dry-erase markers, adhesive labels, notebooks, tablets, folders, alphabet and picture stamps and ink pads, stickers
- Technology: story writing and illustrating opportunities on the computer
- Print: signs, word walls, name cards, environmental print, labels on classroom objects, word cards with pictures, photos and names of school employees and classroom children, alphabet posters, word vocabulary books alphabet books

Writing Genres - Standards

LA 0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.

LA 0.2.2a Write for a specific purpose (lists, alphabet book, story with picture, label objects in classroom)

LA 0.2.2b Write to known audience or specific reader (letter to a familiar person, note to teacher, thank you note)

Literacy throughout the day

Science:

Have the children take turns being weather reporters to draw and document changes in weather throughout the day.



Language Arts:

Have children take clipboards outside to write and draw their observations of nature.



Social Studies:

Create a book of school workers and label with their names and job descriptions.

Writing Genres

Learning in Action

The Child

- Writes a list of friends' names
- Draws a picture and writes (or dictates) a story about it
- Creates an ABC book with letters and words
- Writes a thank you letter to a guest reader or a birthday card to a classmate
- Brainstorms and discusses story topics with a partner
- Reads a variety of books for ideas and pictures
- Reads what they have written to a class or friend

Adults in the School Community

- Provide paper, catalogs, and writing tools for a well-stocked writing center
- Allow the children to label drawings and objects throughout the school
- Model how to write a letter or invitation
- Make and post lists of various related words
- Model how to brainstorm ideas for a story
- Model how to write a story with beginning, middle, and end
- Give opportunities for child to read story to others

Adults in the Home

- Write thank you letters with the child to thank the teacher, friend, or family member
- Make a family grocery list together
- Allow the child to label objects around the home
- Create a scrapbook of a special event and label the articles included in it
- Discuss with children places they have visited or things they do to use for story topics
- Help children write adventures in journals
- Have a writing night where each family member writes a story and reads it to the

Approaches to Assessment

- Observe children writing lists of friends' names
- Listen to children read stories they have written and document progress
- Listen to how the children are brainstorming ideas
- Check the children's writing when they read the story to you

Writing Process

Scenario

Kelly is sitting on the floor with paper, pencil and crayons. She is writing a story about going to the zoo. After finishing her picture she begins to write the text to match the illustrations. "I am walking with my camera at the zoo." Kelly sounds out words and writes a phonetic match for her sentence, jumps up to find the word "camera," and returns to finish the text. She easily writes "at" and looks up and spots "the" on the word wall and tells her friend, "I know how to write zoo, z-o-o." The teacher calls on Kelly to complete a task and Kelly immediately takes a piece of paper and places it by her belongings. The paper reads, "Kelly's stuff. I'll be back," in her phonetic writing.

The Learning Environment

The writing of young children is connected to their talk. It resembles speech and is written down. Young children write for a variety of purposes: to share an event, tell a story, convey information to others, to aid them in getting something done, or respond to literature. Writing becomes a place for the kindergartner to play with language with a spirit of confidence in safe surroundings where support exists for the development of writing skills. The kindergarten classroom provides opportunities for the children to interact with writing materials to express their thinking and feelings. A climate of "I can write" must exist. The children must know that the expression of ideas and drawings are always acknowledged and accepted in the classroom. If we want writers and thinkers, we need to provide a safe environment that will nurture and appreciate the communication of thoughts.

Classroom materials:

- Children's literature displayed and made accessible to children
- Materials written and illustrated by children
- Word/picture cards
- Dictionaries and word books
- Variety of paper/blank stapled paper for books
- Large chart paper for teacher to write with the class
- Class-created anchor charts for helping to write
- Drawing supplies
- Charts/posters that represent children's thinking about writing
- Word wall
- Alphabet strips/handwriting strips
- A writing center
- Message center in classroom

Literacy throughout the day

Language Arts: Children have opportunities for writing throughout the day: labeling work, signing in, and writing messages.



Science: Use writing to document if items sink or float, which direction something grows, or if materials are magnetic or not.



Social Studies: Write letters to pen pals in another class or school.

Writing Process

Writing Process - Standards

LA O.2.1 Writing Process: Students will use writing to communicate.

LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas

LA 0.2.1.b Apply prewriting activities to generate ideas (brainstorming, discussions, drawing, literature, personal/classroom experiences)

LA 0.2.1.c Generate representations of ideas (pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic

LA 0.2.1.d Revise writing by adding details

LA 0.2.1.e Edit writing for format and conventions (correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)

LA 0.2.1.f Publish a legible document (handwritten)

LA 0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters

Learning in Action

The Child

- Writes daily
- Generates content and topics for writing
- Writes without resistance when given the time, place, and materials
- Uses whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations, and other graphic representations, as well as gestures, intonations, and role-played voices
- Makes an effort to reread own writing and listen to that of others, showing attentiveness to meaning by, for example, asking for more information and laughing.
- Gathers and share information about a topic
- Maintains a focus/stay on topic
- Writes for functional purposes
- Writes to tell someone what to do
- Names or label objects and places
- Uses the syntax of oral language so it is easy to read aloud
- Approximates some of the phrasing and rhythms of literary language
- Writes some words they like from the books read to them
- Makes choices about which words to use on the basis of whether they accurately convey the child's meaning

Writing Process

Learning in Action

The Child

The kindergartner has a desire to communicate with others and will choose to do so in a resourceful and inventive manner with drawings, words, letter strings, scribbles, graphic representations and letter approximations.

“Early on, their written efforts will mix pictures, letter strings, and phonetic strings, and they will show little or no evidence of punctuation. Nor will kindergarten work be arranged carefully from left to right or top to bottom, with neat spaces between words or letter strings. This is fine. Kindergarten writers are trying out many new skills. Their work is important and meaningful in leading them toward literacy—even if adults cannot always read their phonetic spelling.

Drawing is a major, integral component of kindergarten writing. Kindergartners create detailed, even elaborate, drawings related to their writing topics. Many times, the drawings stand alone, telling stories without words. Other times, the drawings reflect how much students know about their topics, capturing more than they are able to write yet in words. Drawings act as a placeholder that students use to hold ideas in their minds, a rehearsal to try out their thoughts, or a plan to generate new ideas.” (Resnick and Hampton, 2009)

At all times we evaluate and adjust our instruction according to individual kindergartners' strengths and needs.

- Creates a block creation and constructs a sign that directs others: Do Not Touch
- Names are written on a list for a birthday party
- Feeding directions are written and posted for class pet
- Phone books with numbers, phone messages, menus, etc. are created
- Writes or draws about something in the reader's own life when prompted by a text
- Interprets illustrations and can use details to support points made in a group discussion
- Recognizes interesting and new information and adds it to current understandings
- Writes and illustrates books using words from the word wall
- Maintains a collection of writing in a notebook or folder to return to writing for completion, reflection or viewing progress

Writing Process

Adults in the School Community

- Provide authentic literature for read aloud experiences so that the kindergartner is presented with mentor texts that provide models of writing
- Reflect the meaning of text with voice and with correct pause, stress, phrasing and expression
- Establish mutual trust that allows the creation of a climate of thinkers able to express their thoughts
- Model and explain writing practices; independent practice with feedback; independent application in authentic writing situations
- Provide a large block of uninterrupted time for writing
- Provide direct instruction in writing to provide specific skills for individual students
- Provide opportunities for children to respond to text
- Provide opportunities for children to become actively involved in their own learning with support, encouragement and feedback from the teacher
- Communicate to parents what is happening in the classroom and provide practical activities

Adults in the Home

- Establish a writing routine with no distractions
- Respond to situations in which the child can be writing authentically (cards, grocery lists, stories about trips, menus)
- Provide the child with writing materials
- Read a variety of books aloud so the child is exposed to a variety of author styles
- Allow your child to express their opinions about the words in stories that the author used

Approaches to Assessment

- Observe children as they write
- Confer with children as they write
- Document student responses (verbal, written and artistic) as they read or explain the writing (writing conference)
- Collect writing samples to document growth and plan instruction based on strengths and needs. Compile these samples into a portfolio
- When appropriate, use a rubric to assess writing samples
- Use a writing sample for children to view as a model of student writing
- Utilize a checklist to document when the children incorporate different skills in their writing

Language Arts

Speaking/Listening Standard

- Speaking Skills
- Listening
- Reciprocal Communication

L.A. 0.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking, listening, reading, and writing are all parts of young children's literacy acquisition. By intentionally creating a rich classroom vocabulary through introducing and using more formal words in context, you allow those words to become part of the auditory and oral vocabulary of the children. The auditory and oral vocabulary then become the bank of words that children incorporate into their writing.

Because reciprocal communication skills vary by context, they need to be intentionally taught through modeling, teaching, coaching, and encouragement, so children know how to vary the skills from situation to situation. Conversation strategies include not only listening to what the other person is saying and knowing how to respond, but also includes reading their body language in order to get the meaning. When children participate in cooperative problem solving, they must listen to several different ideas, be able to express their thoughts completely, and come together on one solution.



Modeling reciprocal communication skills for the children, and allowing them to engage in conversations throughout the day, helps to strengthen not only their communication skills, but also their social skills. We know that communicating thoughts and feelings appropriately is key in developing language and social relationships between children.

Strategies to support inclusive learning environments:

- ❖ Use the child's preferred and most familiar mode of communication, even if it is not yet spoken language, (recording devices, sign language, computer).
- ❖ Analyze the child's ability to both initiate communication and respond to it to determine the activities in which he can best demonstrate reciprocal interactions.
- ❖ Promote modeling and coaching from peers to facilitate how and when to speak and listen in a group.
- ❖ Exaggerate facial expressions and tone of voice to help call attention to how communication works.
- ❖ Provide physical or verbal cues so that the child knows how to predict his turn.

Speaking Skills

Scenario

Joey brought his favorite toy from home for show and share. As the rest of the class was listening, Joey gave a presentation about this toy so the other children could hear him. After he was finished with his presentation, Joey answered questions about his toy.

The Learning Environment

The classroom environment should include many opportunities for children to be able to converse with the teacher and peers in a variety of different settings throughout the day. Activities such as reading with a buddy, show and share, and writing workshop with peer sharing, also allow the child to exchange meaningful information with others in different contexts.

Classroom materials:

- Games or interactive activities that include two or more players
- Books for reading and sharing with a buddy
- Felt board, or stuffed animals available where children can retell a story and incorporate various voice levels, tone, and pitch
- Opportunities to share with others about their day or an event happening in their life
- Thematic units incorporated into centers where children can interact (grocery store, restaurant, sports, farm, dentist office, post office)
- Microphones, tape recorders, Mp3 players, and other props to encourage speaking
- Open-ended materials that encourage dialogue and can be used in more than one way

Speaking Skills - Standards

LA 0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 0.3.1a Communicate ideas orally in daily classroom activities and routine

Literacy throughout the day

Math:
Have children solve story problems orally in small groups with props or support materials.



Social Studies:
Children answer open ended questions in the context of their play.



Language Arts:
Before dismissal, children describe the events of their day with a partner.

Speaking Skills

Learning in Action

The Child

- Will speak clearly
- Participates in small and large group discussions
- Understands voice levels
- Practices speaking in a group setting
- Uses eye contact (as culturally accepted)
- Uses expression and proper pacing
- Clearly communicates thoughts

Adults in the School Community

- Provide time for the children to share together, especially in centers
- Participate in book talks
- Offer show and share times for children in small groups
- Incorporate opportunities for students to share their writing
- Provide shared reading, choral reading, or echo reading opportunities available where children can imitate expression, phrasing
- Paraphrase children's words
- Encourage children to talk about things that interest them
- Ask open-ended questions that prompt children to predict, hypothesize, summarize, and explain

Adults in the Home

- Provide time for family discussions involving the child
- Ask the child open-ended questions everyday about school happenings
- Give the child choices and discuss these choices
- Model appropriate speech when communicating to others and when solving problems

Approaches to Assessment

- The teacher evaluates the speaking standard through listening when the students are speaking in book talks, centers, class discussions, and talking with their classmates
- The teacher identifies any speech problems for referrals at this time
- The teacher records the child's speech for further evaluation

Reciprocal Communication

Scenario

Lucas ran into the classroom and straight to the reading corner to find his favorite book. Oh, no! Jordan has the book he wants and she does not want to give it to him. Lucas runs to find his teacher to tell her that Jordan has the book he wants to read. His teacher says, "Lucas, why don't we go back to the reading corner and you tell Jordan how you feel and see if she will give the book to you after she is finished looking at it?" She walks Lucas back to the corner and helps him talk with Jordan. Jordan agrees to let him have the book when she is finished.

The Learning Environment

The classroom includes a variety of activity centers and daily opportunities that encourage children to interact verbally with both adults and peers. The adults should be modeling good communication skills (eye contact with the person speaking, appropriate body language when talking and active listening skills when a dialogue is taking place).

Classroom Materials:

- A variety of activity centers that encourage children to interact and communicate with adults and peers
- Props, books, and manipulatives for telling and retelling events and stories
- Felt boards, books, magazines, drama area, pictures, posters and sign language charts to assist and stimulate conversations
- Open-ended materials that encourage children to explain, describe, and expand on

Reciprocal Communication - Standards

LA 0.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.

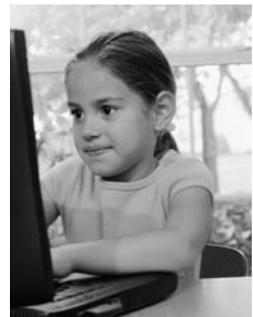
LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (helpful and hurtful words)

LA 0.3.3.b Demonstrate conversation strategies (face the speaker, listen while others are talking, take turns talking, eye contact)

LA 0.3.3.c Participate in learning situations (small groups, show and share, cooperative problem solving, play)

Literacy throughout the day

Social Studies: Identify emotions of characters in a story.



Language Arts: Encourage story dialogue and conversations that identify characters, main idea, and setting.



Language Arts: Model conversations explaining an activity or results of experimentation in the science or manipulative center.

Reciprocal Communication

Learning in Action

The Child

- Asks questions to acquire more information
- Uses "please," "thank you," and "excuse me" in conversational experiences
- Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing)
- Speaks clearly, or uses alternative methods of communication
- Answers questions appropriate to the situation
- Makes eye contact with the speaker
- Takes turns while speaking with another person

Adults in the School Community

- Use alternate modes of communication when needed (sign language, gestures)
- Provide opportunities for children to engage in turn taking and dialogue in conversation
- Encourage children's interests and response to classroom materials
- Introduce new vocabulary and ideas
- Ask open-ended questions throughout the day
- Model four questioning roles with the students while engaged in reading text
 - 1.) Ask a study question to identify important information from the text or activity
 - 2.) Summarize passage or activity to identify conceptual knowledge in their own words
 - 3.) Clarify; question. This helps students to notice if there is a breakdown in their understanding and use of context clues for better comprehension
 - 4.) Predict. This step provides a link between what students already know about the topic or concept and the new knowledge acquired through reading or the activity

Adults in the Home

- Provide multiple opportunities to read to the child and facilitate discussion
- Allow time for the child to respond to what they have heard
- Ask open-ended questions throughout the day requiring more than a one-word answer
- Foster the nurturing relationships and interactions between children and parents that build the foundations for children's later learning
- Encourage child-initiated experiences, play, physical activity, and social interaction
- Limit screen time in order to stimulate imagination and creativity

Approaches to Assessment

- Observe children in natural setting as they interact with books, classroom manipulatives, and peers
- Initiate student/teacher dialogue
- Use informal conversations as an assessment of communication skills
- Use story comprehension questions as formal assessments of children's knowledge
- Document story retellings by the child

Listening Skills

Scenario

In the fall, Mrs. Moore's class studies pumpkins. Today the children are gathered around her and she is asking the class questions concerning what they know about pumpkins. She tells the children to listen very carefully to what each person says and to wait until the person is finished before they share what they know. As the children tell what they know, she writes the facts on chart paper and asks the children to make comparisons. She then asks the children what they would like to know about pumpkins, and writes their ideas on the chart paper.

The Learning Environment

The classroom environment includes opportunities for children to retell stories and events. The teacher incorporates listening activities throughout the day. Opportunities are provided to encourage authentic conversations between adults and children.

- Variety of reading materials (magazines, books, picture dictionaries, menus, lists)
- Board games, alphabet games
- Flannel/felt boards, props
- Audio books, songs on charts, musical instruments

Listening Skills - Standards

LA 0.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (stories, songs, conversations, student sharing, teacher presentation)

LA 0.3.2.b Complete a task after listening for information

LA 0.3.3.c Listen and retell main ideas of information

Literacy throughout the day

Language Arts:
Games such as Simon Says, Mother May I, Red Light, Green Light



Science:
Go outdoors and take a listening walk. Compare the sounds outdoors to indoors.



Creative Arts:
Have the teacher demonstrate making a variety of sounds with various instruments. Have the children close their eyes and try to match the sounds with the instruments.

Listening Skills

Learning in Action

The Child

- Participates in taking turns while talking with other children and teachers
- Listens to stories and retells the main ideas using his/her own words
- Participates in reading familiar, patterned text books such as "Brown Bear, Brown Bear, What Do You See?"
- Follows two or three-step directions such as "Hang up your coat, write your name in the sign in book, and then get a puzzle."
- Listens and follows specific signals for classroom transitions

Adults in the School Community

- Read a variety of books including patterned, predictable books
- Encourage authentic conversations throughout the day
- Give 2-3 step directions at a time
- Engage children in songs and games that focus on following directions
- Point out similarities and differences during conversations
- Establish a consistent daily schedule
- Promote social skills that stress turn taking and sharing conversational control
- Demonstrate and model active listening skills and behaviors
- Provide listening activities (listening walks, environmental sound walks, sound matching games, Simon Says, echo chants)
- Establish specific auditory signals for classroom transitions (songs, bells, claps)
- Set a purpose for listening activities (compare and contrast, main idea, rhyming words)

Adults in the Home

- Provide opportunities for the child to practice following two and three step directions (cleaning room, making the bed, setting the table, feeding family pet)
- Provide opportunities for children to follow two- or three-step directions
- Models good listening skills while interacting with the child

Approaches to Assessment

- Observe children for participation and attention while reading
- Ask questions that promote understanding while reading
- Observe children during art activities for following of directions
- Document conversations with children that exemplify understanding of topic

Language Arts

Multiple Literacies Standard

- Multiple Literacies

L.A. 0.4 Students will identify, locate, and evaluate information.

Children have a variety of ways to gain and communicate information in the 21st century! Through the use of computers, projectors, and digital cameras, they are able to find topic information, document learning, engage in interactive learning sites, and communicate with others around the world. It is the role of the teacher to help children identify safe resources and demonstrate appropriate behavior while using the computer.

A digital camera can be used to document the work process of a child over time. Allowing the child to put the pictures in order and write what is taking place in each one lets each child reflect on their own learning process. A Power Point presentation of what the child has learned during the semester can be created by the child and shared with the parents at conferences. This process allows children to feel empowered over their own learning. Children can experience a virtual fieldtrip which is interactive without even leaving their classroom, and yet get the benefits of a new experience and gain new information. Each situation brings about a new learning curve in using the technology along with etiquette in each situation. The role of the teacher is to teach the children how to use the various electronic media, and in appropriate situations. Continuing to connect additional resources to the ones found electronically also helps to expand the information available to that child within the classroom.



There are many benefits to using technology in the classroom, but it needs to be seen as one resource among many that children can use to gain new information and knowledge.

Strategies to support inclusive learning environments:

- ❖ Make sure children have physical access to technology used in the classroom by using enlarged handles, optimum physical placement, switches, and other adaptive devices.
- ❖ Provide opportunities for safe physical exploration of the technology.
- ❖ Promote peer coaching and children working in groups where they have roles so that participation for all is promoted according to their individual abilities.

Multiple Literacies

Scenario

Mrs. Timms classroom quiets down on the carpet as they peer inside the penguin exhibit at the zoo. Children take turns going to the microphone on the computer to ask questions. The keeper then answers them on the screen. This virtual fieldtrip gives them a close up view of penguins in their habitat. Once the "field trip" is over, they draw and/or write about what they know about penguins.

The Learning Environment

The classroom includes opportunities for children to learn and communicate through a variety of technological formats. Students are able to learn through virtual field trips, communicate via email with pen pals in another school, and take digital photographs to document their work.

At the same time, it is important that even younger students begin to understand that using the Internet requires caution as well as ethical and responsible behavior. (Fountas and Pinnell 2007)

Classroom materials:

- Computers with teacher-supervised Internet access
- Books that have author Web sites where children can learn more about the creator of the book
- Digital camera
- Computer microphone
- Computer speakers and headphones
- Tape recorder or Mp3 player
- Play phones, computers
- Picture dictionaries or encyclopedias that can be used for reference, both online and in book form

Multiple Literacies - Standards

LA 1.4 Students will identify, locate, and evaluate information.

LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital)

LA 1.4.1.a Identify resources to find information (print, electronic)

LA 1.4.1.b Demonstrate understanding of authorship of print and online resources

LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (safe information to share online)

LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means, Podcasts, video chats, distance learning, e-pals)

Literacy throughout the day

Physical movement:
Research why penguins walk the way they do, observe a demonstration through the Internet, and then move like penguins in a penguin parade.



Language Arts:
Videotape a play re-created by the children after reading "Where the Wild Things Are."



Science:
Learn facts about the class goldfish through resource books and searching the Internet.

Multiple Literacies

Learning in Action

The Child

- Explores/discovers information through books, computers, and other technology
- Composes inquiry questions and utilizes resources to find further information and answers
- Participates in documentation of classroom activities through video and pictures
- Finds icons on the computer screen to make simple programs work
- Uses mouse or keys effectively
- Uses the computer to play simple games
- Uses email for conversations with e-pals

Adults in the School Community

- Offer opportunities for learning through technology (virtual field trips, e-pals)
- Provide opportunities for responding to experiences through play, art, music, and writing
- Provide rich experiences to compliment and enrich children's learning of the world around them through speakers, performing groups, virtual and physical field trips
- Embed critical and culturally-sensitive thinking into print and digital literacy activities
- Provide equal access to information and communication technologies for all class rooms and students
- Bring into play a variety of teaching strategies that can encompass the great diversity of children in schools

Adults in the Home

- Adult support is provided to help the child communicate with distant family members by email or Webcam
- Have the child take pictures of family events or activities and create a scrapbook which can be shared with others

Approaches to Assessment

- Teacher observations and anecdotal records of students at work through their projects, conversations and play provide documentation of student learning
- Photos and video clips can document the variety of ways students use the options for learning that are available to them
- Portfolios of students' work may include written captions to digital photos, drawn responses to virtual field trips, and printed emails to pen pals

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