

Dear Families,

Attached you will find the PowerPoint slideshow that was used for our parent meeting. Below you'll find an explanation of the different slides and what was discussed at the meeting. If you have any questions, please feel free to give me a call. 225-1000 x8571

Thanks!

David Heth

### A little background...

- This is the 4th year of the program that encourages kindergarten students to read. I came up with the idea for the program because in the past, I had students ready to read, but didn't have many books that were at a beginning level that students could take home and read with their families.
- I wrote two grants and received monies from MEEMIC Insurance and Greenville Public School's innovative program funds. I used this money to purchase 500-leveled books (explained more later on) as well as the bags to keep them in.
- The children that I see are all very excited about wanting to read, and this program motivates them and encourages them to read even more!
- It also builds on what is being taught at school.

### Literacy Lockdown:

Literacy lockdown is part of our school's FLIP (Focused Literacy Intervention Program). It is one hour devoted to literacy. We have a Teacher's Assistant in our classroom during this time who assists students, leads classroom activities, monitors centers, and a variety of other activities.

We also teach phonemic awareness which is learning and manipulating sounds. This includes rhyming, segmenting words (breaking words down into their sounds (i.e. cat → /c/ /a/ /t/) and blending words (putting words together from the sounds (i.e. /c/ /a/ /t/ → cat).

We are also doing a variety of visual motor skills (VMI—Visual Motor Integration). Visual works on strengthening eye muscles, tracking ability, crossing the midline of the body, and depth perception. Fine motor skills focuses on developing muscles for writing, scissor use and other detailed hand movements. Large motor skills develop coordination, balance, and body awareness.

### Animated Literacy:

- This slide touches on the Animated Literacy program, which is our alphabet/phonics program, taught in our classroom. It's a multi-sensory approach because in teaching, there are many different kinds of learners. This allows for learning with movement, song, through art, visually, and by auditory means.

### Leveled Books:

See me if you have more questions than what's explained on the slide.

### Reading the books...

These books are geared for your child's reading them to you. When approaching a new book, it's always good to activate your child's prior knowledge. That is, get them thinking about what we're going to read. For example, this book, "What's Round" is all about circles. Take a few minutes and look around for some circles in the room. Read the title to your child and help them out there. Some books it may help to do a "picture walk" and pre-read the book by finding out what's going on. I wouldn't recommend it for this book because it's more words than a structured sentence. Look through it also to look for "sight" words (words that can't be sounded out), and teach the word ahead of time through using a chant or repetition.

As the kids read, it's important that they point to the words as they read. This helps them keep their place as well as tracking the print. Encourage them to use different strategies to figure out the word. Look at the picture, look at the first letter in the word—What sound does that letter make? What word could begin with that sound? For example, "a tire" If your child said, "a wheel," stop them and say something like, "It could be a wheel, but wheel starts with a "wh" sound. What else could it be? Look at the first letter. What is it? (t) What starts with that T sound?" Lead the kids on, but try to let them get the answer on their own.

**IMPORTANT...**if they're really struggling, don't force them to read more. Help them out or read it with them. I'm not as concerned with them reading as I am with them getting excited about reading.

As you read these books, there are varying levels of difficulty. I'm going to be relying on your input to let me know if a book is too easy, too hard, or about right for your child. This program requires lots of communication between home and school to be at it's best!

### How it works...

Books will typically come home 1-2 nights a week. Try to preview the books before reading them with your child so you can teach a word that can't be sounded out easily or discuss certain parts of the book before they attempt the reading.

A communication/feedback page will be included with each book that goes home. Please take a moment to fill this page out as it helps us (the teachers) with figuring out what books best fit the needs of your child. Every student has his or her own needs, and any info you can give us, helps create a stronger program for your child!

### Weblinks

Different websites that can aid in teaching, learning, and more resources to do more reading at home!

- The class website has a number of different links associated with the "Just Right" program, just click on the "links" button.
- The "Forum" page allows for parents to post questions/comments/concerns that they are experiencing as they read at home. This is a quick and easy way for parents to communicate with each other, as well as with me about different things that happen as learning is taking place.
- Other links provide different resources for learning.