

# The Kindergarten Chronicles

Robyn Markovic, RPDP

Dawn Grunwald, Goolsby Elementary School

## Phonological Awareness:

We recently assessed our students on their phonological awareness skills. Having these oral skills in place is so important for an emergent reader. Below are some activities that you can do whole group or in a small group for identified students.

**Phoneme Manipulation:** We sing the song "Zip-A-Dee-Doo-Dah" once the original way. Then I hold up an alphabet letter and ask for the letter name and sound. We then take the beginning sound off and push on this new sound to make a silly song that is fun to sing! Click here for the song lyrics.

Sing "Zip-A-Dee-Doo-Dah" substituting other initial sounds:  
*Bip-A-Bee-Boo-Bah or Vip-A-Vee-Voo-Vah*

### Isolation of Medial Vowel Sound:

SHORT VOWEL CHANT -

/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/

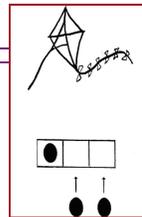
Chant words while changing the middle vowel sound:

bad, bed, bid, bod, bud  
bat, bet, bit, bot, but  
dag, deg, dig, dog, dug  
sat, set, sit, sot, sut  
sang, seng, sing, song, sung  
tam, tem, tim, tom, tum

### Phoneme Segmentation:

Elkonian Boxes

Use a notecard with three boxes on it. Give students a chip to place under each box. Say a word and then have the students move a chip each time a new sound is made in the word. After pushing each of the sounds separately, blend the word, and then say it quickly.



**Book Choice:**  
One of my favorite authors is Jan Brett. She has many great books

that I have collected and use for an author study. As I read various books by Brett, the students begin to make connections between the main characters in the stories, as well as connections regarding the plots or the settings of the stories. Author studies are a great way to encourage text-to-text connections!

RF.K.1 - With prompting and support, compare and contrast the experiences of characters' experiences in familiar stories.

RF.K.3a— Demonstrate basic knowledge of one-to-one letter sound correspondence of a word.

W.K.8— With guidance and support from adults, recall information from provided sources to answer a question.

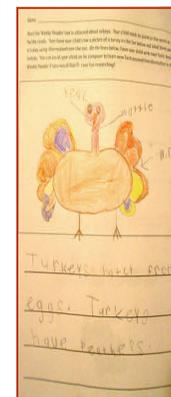
## Reading and Writing Parent Engagement



One way I integrate informational reading and writing into my classroom is through the use of the *Scholastic Weekly Reader*. We discuss the main topic of the text and learn details about the topic. Students echo read the text with me. I read and then they read and point to the words to reinforce their concept of print. As part of their homework for the week, our topic was turkeys, I asked students to read the text to or with their parent(s). Students then drew a picture of a turkey, labeled the parts, and wrote two facts about turkeys using information from the text. In the upper grades, students are being asked to read selections and answer questions using evidence from the text to support their answers. We can have the same expectations for kindergarteners! We want students to read appropriate texts and then use this information to support their informational writing. This is a simple way to begin informational writing with an emergent learner. For a student who may need more of a challenge, I would encourage him or her to seek additional resources. Resources such as websites or books, to gather more information on the topic. I plan to do similar informational reading and writing lessons with the topic of penguins in the future!



Bill Hanlon, Director  
[www.rpd.net](http://www.rpd.net)



Southern Nevada  
Regional Professional  
Development Program

Volume 9, Issue 3

Nov./Dec. 2013