

K-Prep Reading Readiness

During calendar time children become familiar with:

- Left to right progression (calendar, alphabet)
- Returning to the left after each row (calendar, alphabet)
- Starting at the top/left when reading
- Beginning sounds (days, month, and schedule)
- Recognizing their own names and their classmates names
- Sight words—schedule, days, months
- Word concepts (schedule)
- Phonemic Awareness - Michael Heggery's program - focus on letter naming, rhyming, onset fluency, blending, final sounds, segmenting, adding and deleting phonemes, and language awareness.

During free time children explore on their own:

- Familiar letters (they love to compare letters in their own names to other names)
- Color words (often I'll hear them spelling the color words to each other)
- Beginning sounds of peoples names
- Comparing the sounds of their names to familiar words from calendar time (example: Mark and Monday start with M...January and Joey start with the same sound/letter)
- "Reading" familiar books in the reading center

During projects (which occurs during free time) children:

- Write their own names: some trace over, some copy a model, and others can write on their own.
- Complete projects that are on slightly different levels

During stories children become aware of:

- The parts of a book (title, author, illustrator, dedication, etc.)
- Beginning/middle/end (not for all stories, but I sometimes will ask "What happened in the beginning/middle/end?")
- Sight words (the, of, and other words that are found in titles)
- Picture clues (the children can "help" me read the story by looking at the picture)
- Rhyme (we don't mention rhyming, but the children are able to complete sentences that rhyme with the previous...again, they "help" me read the book by finishing sentences)
- Patterns in story (for example, "The Napping House" or "The Biggest Pumpkin Ever")