PROGRAM OVERVIEW

This workshop is a needs based workshop designed to bridge the gap between parents and teachers. It gives parents the opportunity to see first hand literacy skills for kindergarten and first graders and how those skills are taught to their student. It also provides practice in reading science, sight word recognition and fluency through Reader’s Theater.

OVERALL VALUE

This workshop is effective because it first asks for parents’ needs. The survey encourages them to tell the teachers what areas need building by asking specific questions in the area of literacy. I found many of the parents were not taught phonics and could not hear or teach the sounds that we are expecting their children to master. Without proper remediation at home, the children would not progress at the rate expected. Parents of first grade students were having difficulty with fluency and comprehension. They first had to understand the meaning and importance of those terms. Parents needed to hear how their child’s reading skills in the first grade determined how they read in later grades.

LESSON PLAN TITLES

- Action Phonograms
- Twinkle, Twinkle Little Star
- Farmer, Farmer

Additional Lesson Plans available from the Program Developer.

MATERIALS

Materials for each session are included with each session description. Overall materials budget including pricing and vendors follows the session descriptions.

There are additional materials and information regarding these and other programs. Please contact the Program Developer.

ABOUT THE DEVELOPER

Shiryl McAdams graduated from Western Kentucky University in 2002 with a Bachelor’s of Science in Elementary Education. Her first assignment was to teach a split class of 5th and 6th graders. The next year she taught kindergarten and found her true passion. She moved to Florida in 2004 to teach Kindergarten at Gibbons Street Elementary. For the past two years she has taught kindergarten at Bartow Elementary Academy and has been enjoying the challenges that a magnet school brings.

She has previously received an adapter grant and encourages her colleagues to share their many fantastic ideas and write an adapter grant for themselves.
Lesson Plan No 1: Action Phonograms

**SUBJECTS COVERED**
Reading, Science

**GRADES**
Preschool - Fifth grade

**OBJECTIVES**
1. Given strategies and examples for phonogram instruction, parents will confidently assist their child in mastering the sounds of the letters.
2. Given background information, strategies, and modeled examples, parents will confidently assist their child with fluency practice and comprehension skills.
3. Given materials and the reader’s theater scripts, the students will make a prop and read the play for fluency practice and sight word recognition practice.

**SUNSHINE STATE STANDARDS**

LA.A.1.1.2
The student identifies words and constructions meaning from text, illustrations, and context clues.

SC.F.1.1.3
The student describes how organisms change as they grow and mature.

**MATERIALS**

**Phonogram Session:**
- Letter cards
- Actions to accompany each sound

**Fluency and Comprehension Session:**
- Parent information sheet on retelling
- Critical attributes information sheet
- Three strikes, you win! Sight word game

**Children’s Workshop Sessions:**

Pre-school:
- foam stars
- sentence strips
- Twinkle, Twinkle, Little Star Book

Kindergarten:
- paper plates
- crayons
- craft sticks
- foam stickers
- “Farmer, Farmer” script

1st - 5th
- white construction paper
- craft sticks
- foam stickers
- scissors
- “Alphabet Clouds” Script

**Goody Bags:**
- Various publications from the Department of Education Publications Center (listed on the budget list)
- crayons
- index cards
- flash cards (kindergarten word building set, first grade sight word set)
- pen
- highlighter
- pencil
- canvas bag

**DIRECTIONS**
1. Hand out initial survey to all parents being targeted for attendance. I sent it home to kindergarten and first grade parents.
2. Determine needs. Our needs are phonogram instruction, fluency, and sight word recognition.

**EVALUATION/ASSESSMENT**
See Rubric for evaluation and assessment
SUBJECTS COVERED
Science, Weather & Climate

GRADES
Pre-K ages 3-4

OBJECTIVES
Given the book, “Twinkle, Twinkle, Little Star”, the students will make a hat, read, sing and draw about the song; tracking the print to connect written and spoken words.

SUNSHINE STATE STANDARDS
LA.A.1.1.2
The student identifies words and constructions meaning from text, illustrations, and context clues.

MATERIALS
• foam stars
• sentence strips
• Twinkle, Twinkle, Little Star Book

DIRECTIONS
1. Give students their books with the Rebus rhyme of Twinkle, Twinkle, Little Star.
2. Sing the song together and model tracking the print.
3. Construct hats, writing their names on the star.
4. Sing song together and have the children touch each word as they are sung.
5. Students will then be asked to draw pictures to match the text.

EVALUATION/ASSESSMENT
Students should be able to touch words as they are sung. This age will not fully grasp the concept of words, but the song is so familiar that they will not have to concentrate on the song as much as the new skill, text.

EXTENSION
Parents were encouraged to practice with other known nursery rhymes and books at home.
Lesson Plan No 3: Farmer, Farmer

**DIRECTIONS**
1. Give students their script and look for words that are familiar to them. They should recognize many sight words and also many CVC words that can be sounded out.
2. Give each student their paper plate precut into the shape of a sunflower. Ask each student to color their mask in a creative way.
3. Give each student a craft stick and lay out foam stickers for them to decorate their reading pointers.
4. Assign parts and have the students read for practice. Once everyone is confident in their part, they should perform the script.
5. Students get to take their script, prop, and reading pointer with them to perform for their families.

**EVALUATION/ASSESSMENT**
Students will be checked for fluency during their performance.

**EXTENSION**
Parents were encouraged to take reading books and assign parts based on characters. They were encouraged to make props and perform with their children.

**SUBJECTS COVERED**
Science and Reading

**GRADES**
Kindergarten

**OBJECTIVES**
Given materials and Reader’s Theater script, the student will create a prop and read the play for fluency practice and sight word recognition practice.

**SUNSHINE STATE STANDARDS**
LA.A.1.1.2
The student identifies words and constructions meaning from text, illustrations, and context clues.

SC.F.1.1.3
The student describes how organisms change as they grow and mature.

**MATERIALS**
- paper plates
- crayons
- craft sticks
- foam stickers
- "Farmer, Farmer" script
# Materials Budget

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**Total** $788.01

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Teacher’s Name: Sheryl McAdams  
School: Bartow Elementary
Parent Survey for Reading Workshop

Dear Parents,

We are currently preparing a workshop for the parents/guardians of Kindergarten and First Grade students. This workshop is designed to help your child learn to read and become a better reader. So that everyone will get the most benefit from the workshop, please fill out the following survey and return the page to your child's teacher. Please do this as soon as possible so that your survey will be taken into consideration.

________ I am not interested in a reading workshop.
(If this is the case, please check and sign your name and child's name at the bottom, and return.)

1. Do you read nightly to your child? Yes No

2. How do you practice sight words at home?
   __________________________________________________________

3. You practice phonogram cards _______ times a week.

4. Do you feel comfortable practicing the phonogram sounds with your child?
   Yes No
   If no, what makes you uncomfortable? ___________________________
   __________________________________________________________

5. Would you be interested in learning strategies to help your child practice letter recognition, sounds, and reading?
   Yes No

6. What specific areas (if any) would you like to see discussed and/or strategies given to assist you with your child's reading?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. What time of day would you be able to attend a workshop?
   3:00 - 4:00  4:00 - 5:00  5:00 - 6:00

8. What day of the week works best?
   Monday  Tuesday  Wednesday  Thursday

Thanks so much for answering these questions. Please fill out your name and your child's name on the line and return the survey in your child's take home folder.

Parent / Guardian's name________________________________________
Child's name__________________________________________________

Teacher:  McAdams  Bard  BullardEmery  Mathewson  Williams
Goal
Increase the number of sight words your child can read quickly and easily.

Sight words are ones that you see very frequently when reading (such as the words “the”, “because”, or “want”). When a child knows a word by “sight,” it means he or she can read that word quickly and without having to sound it out. Knowing a lot of sight words allows your child to read smoothly and evenly so he or she can focus on reading for understanding rather than struggling to figure out individual words.

Activity Description
In this activity you will be making and using flash cards to help your child learn sight words through a motivational game. Flash cards can also be used to help your child commit vocabulary words, spelling words, math facts, and other such items to memory.

What You Need
• Blank index cards
• Marker
• Word list appropriate for your child
• Pre-printed flash card set (we’ve included this set to get you started)

What to Do
1. Start with a list of words that your child needs to work on (seek a list from his or her teacher, use words found in the sight word list included with this blueprint, or use words you noted your child needs to work on when doing other FB4R activities).
2. Print each word on a separate index card in a way so it resembles book print.
3. Tell your child you will be playing a game called, “Three Strikes—You Win”. Unlike baseball, in this game when a player gets three strikes, the player is a winner. Every time your child reads a word correctly, you will put a strike (an “x”) on the back of that word card. Once a word card has three strikes, your child wins that card, and it is removed from the deck.
4. Hold a stack of cards up to your child. Don’t make the stack too thick or it may overwhelm your child (rule of thumb- child should be able to go through entire stack in just a few minutes). Ask your child to read the word that faces him or her.
   a. If your child can’t read the word, help him or her sound it out.
      Move the card to the back of the stack.
   b. If your child reads the word, but does so with difficulty (i.e. takes longer than three seconds), praise him or her for the success and move the card to the back of the stack.
   c. If your child reads the word quickly and easily, mark a small “x” on the back of the card. Tell your child that is “one strike” and when he or she needs two more strikes to win.
5. Continue working with your flash card deck in this manner. When you are finished going through the entire deck, go back through the word cards that your child missed and have him or her spell each out to you.
6. You can go through the card deck several times a day, but mark an “x” only once per day.
7. When a word card gets three “strikes” on the back, celebrate. Remove that card from the deck and replace it with a new and different word card from your list.

Three Strikes — You Win

Sight Word List

Sight words are the most common words found in texts. If your child memorizes these words, it saves him or her the time it would take to sound them out when reading. In addition, some of these words cannot be sounded out because they do not follow the usual rules. These words should be memorized as sight words.

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Farmer, Farmer
(to the tune of “Teddy Bear, Teddy Bear, Turn Around”)

Characters
Sunflowers 1-7

Sunflower 1: Farmer, farmer, dig, dig, dig.
Sunflower 2: Farmer, farmer, drop the seeds in.
Sunflower 3: Farmer, farmer, pat the dirt down.
Sunflower 4: Farmer, farmer, water the ground.
Sunflower 5: Farmer, farmer, feel the warm sun.
Sunflower 6: Farmer, farmer, it warms the ground.
Sunflower 7: Farmer, farmer, the plants are out!
All: Farmer, farmer, jump and shout!

The End

25 Just-Right Science Plays for Emergent Readers
Scholastic Professional Books

Plants and Seeds 41
“Kindergarten / 1st Grade Parent Literacy Workshop” Shiryl McAdams
Additional Information

Twinkle, twinkle, little star,
How I wonder what you are.
Up so high,
Like a diamond in the sky.

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.

---

**Literacy Workshop Parent Survey**

1. Please list something you learned this evening.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2. Will you use the information you gained to assist your student(s)?
   _______________________________________________________

3. Were your presenters knowledgeable and helpful?
   _______________________________________________________

Comments/Concerns
_______________________________________________________
_______________________________________________________
_______________________________________________________