

Read It Again

*KindergartenQ!*

Introduction

## **Important Notices**

### **Copyright Notice**

Read It Again – *KindergartenQ!* is an authorised version of Read It Again - Pre-K!, copyrighted to Laura Justice and Anita McGinty (authors of Read It Again - Pre-K).

Read It Again – *KindergartenQ!* has been developed for use in Australian Pre-foundation year programs as a supplemental resource for educators to foster children’s language and literacy development.

Read It Again – *KindergartenQ!*

©State of Queensland (represented by the Department of Education and Training) 2016

Written by Jennifer Peach and Karen Nicholls

(Speech Language Pathologists, Queensland Department of Education and Training, Australia)

### **Acknowledgements**

Clip Art by Phillip Martin <http://www.phillipmartin.info/clipart/>. The artwork contained in this resource are original works created by Phillip Martin and are protected by the U.S. Copyright Act of 1976 and other laws. The Artwork by Phillip Martin is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License. You may not reproduce the artwork contained on Phillip Martin’s website for a commercial purpose without the prior express written permission of Phillip Martin. Such commercial purposes include, but are not limited to, the use of the artwork in your own clip art collection. If you want to use the artwork for a commercial purpose, please visit [http://www.phillipmartin.info/clipart/commercial\\_use.htm](http://www.phillipmartin.info/clipart/commercial_use.htm) for more information. Phillip Martin reserves the right to request that you cease any and all unauthorized commercial reproductions of his artwork and to recover damages therefor.

**Read It Again** is designed to develop and strengthen young childrens' early foundations in language and literacy. Read It Again is based on current research regarding how adults can support children's long term language and literacy development, using systematic and explicit instruction presented in highly meaningful literacy events, such as story book reading. During shared storybook reading, children are exposed to both oral and written language at the same time because children both see and hear the words during the interaction. Read It Again provides a systematic, explicit, and flexible approach to building childrens' skills in four key areas of language and literacy: vocabulary, narrative, phonological awareness, and print knowledge. Read It Again – *KindergartenQ!* features 32 lessons, each approximately 30 minutes duration, to be implemented over a minimum of 16 weeks of instruction. The lessons can be delivered at any time of the day and on any day of the week, and can be modified to meet the learning needs of all participating children.

## Key Features

### 1. Easy to use

Read It Again lessons and activities are designed to be easily implemented by educators. The activities are presented in straightforward language with a clear sequence for instruction. Each lesson includes measurable learning objectives, an explicit description of activities for implementation, and suggestions for language the educator may use in delivering the activities. In most cases, any additional materials needed for implementation are included. Although educators can certainly adapt the suggested language of the Read It Again – *KindergartenQ!* activities to fit their own teaching style, the explicit instruction and model lessons make Read It Again – *KindergartenQ!* easy to implement.

### 2. Repeated use of storybooks

A key feature of Read It Again – *KindergartenQ!* is the repeated use of children's storybooks as a way to enhance language and literacy development. In Read It Again – *KindergartenQ!* each lesson uses a storybook as a way of organising lessons and building childrens' vocabulary, narrative, phonological awareness and print knowledge while exposing them to high-quality literature. Given the importance of repeated use of storybooks to children's learning, Read It Again – *KindergartenQ!* recycles use of a relatively small set of titles that are commercially available for purchase.

### 3. Repetition of key concepts

Children, particularly those for whom learning does not come easily, benefit from multiple opportunities to learn new concepts and apply their developing language and literacy abilities. Repetition of key concepts is an inherent and critical aspect of Read It Again.

### 4. Differentiated instruction

The Learners' Ladder is an important tool for differentiating instruction to meet the needs of all children. Learners' Ladders provide educators with specific scaffolding strategies to use with children who find a given lesson either too easy or too difficult. When a lesson is too easy for a child, strategies are offered that promote higher order understandings about the lesson and help to generalise learning beyond the lesson itself. When a lesson is too hard, strategies are provided that encourage children to successfully participate in activities and move gradually toward independence over time.

## Scope of Instruction

Read It Again is designed to systematically build childrens' language and literacy abilities in four areas. The scope of instruction encompasses:

- **Vocabulary** - receptive and expressive repertoire of words. By four years of age, children should have a receptive repertoire of nearly 3,000 words and an expressive repertoire of nearly 2,000 words. The words young children learn during the course of early childhood include all major word classes, including nouns, verbs, prepositions, adverbs and adjectives. Words are what children comprehend when they read at later ages. Vocabulary knowledge during early childhood is positively related to later skill in reading comprehension.

- **Narrative** - ability to understand and produce extended discourse that describes real or fictional events occurring in the past, the present, or the future. Skills required for an oral narrative involve oral language skills that go beyond just day to day conversation. Understanding and producing narratives require the coordination of vocabulary, sentence structure and story structure skills. Narratives provide a natural bridge linking spoken and written language. Children’s early narrative abilities predict their later ability in reading comprehension, and provide a general index of children’s overall language ability.
- **Phonological awareness** - the conscious awareness of the sounds of language. It is the ability to reflect on the sounds in words separate from the meanings of words. Phonological awareness is one of the most important areas of literacy development for young children because it has a causal relationship with later reading skills. Children who enter school with stronger phonological awareness skills may make more rapid progress in early reading instruction, including understanding of the alphabetic principle, than children who enter school with less developed phonological awareness.
- **Print knowledge** - interest in print, knowledge of the names and distinctive features of various print units (e.g., alphabet letters, words), and the way in which different prints may be combined in written language. The amount of knowledge that a child has about print is an important predictor of how easily he or she will learn to read.

## Instructional Objectives

Read It Again builds children’s competencies in these four domains of learning in a systematic manner. That is, for each of these domains, a series of instructional objectives are identified which build upon each other and increase in difficulty and sophistication across the 32 lessons. The following list identifies the specific objectives for each domain of learning. In Read It Again - *KindergartenQ!*, each objective is explicitly targeted in approximately four to six activities.

### Vocabulary

1. To understand and use unfamiliar words to describe things or actions (adjectives and adverbs).
2. To understand and use words for unfamiliar objects (nouns).
3. To understand and use words for unfamiliar actions (verbs).
4. To understand and use words representing time and spatial concepts.

### Narrative

1. To identify and describe the setting and characters of a story.
2. To identify and describe one or more major events in a story.
3. To order three or more major events in a story.
4. To produce a fictional story that has a setting and characters.

### Phonological Awareness

1. To identify when two words share a rhyming pattern.
2. To segment words into syllables and to blend syllables into words.
3. To identify when two words share the same first sound.

### Print Knowledge

1. To recognize that print carries meaning and to distinguish print from pictures.
2. To recognize the left-to-right and top-to-bottom directionality of print.
3. To learn some uppercase letter names, including those in own name and those of some friends or family members.

## Sequence of Instruction

The Read It Again - *KindergartenQ!* instructional objectives are systematically sequenced across 32 lessons. The sequencing of objectives adheres to a linear developmental approach such that easier concepts are the focus of learning in the beginning of the program and more difficult concepts are the focus in the latter part of the program. Learning then progresses from easier to more difficult concepts or skills.

Because of the linear progression of objectives, it is recommended that the lesson objectives be followed sequentially (Week 1, Week 2, Week 3 ...) and that no lessons be skipped. Should children appear to have difficulty with, or to have already mastered a particular objective or a particular lesson, educators should review the Learners' Ladders provided after each lesson for ideas about how to modify the activities to meet the children's needs.

## Organisation of Lessons

The Read It Again - *KindergartenQ!* instructional objectives are addressed systematically across the 32 lessons with repeated opportunities to achieve the competencies identified by each objective. Each lesson is designed to address two objectives through a systematic presentation of activities during storybook reading. These activities typically involve a *before reading* activity and a *during and after reading* activity. Each lesson plan includes the following features:

- **Week of Lesson:** Identifies the week during which a particular lesson should be given
- **Lesson Number and Title:** Identifies a particular lesson number (1,2,3 ...) and title
- **Title of Book for Week:** Identifies the title and author of the book to be used in the lesson
- **Learning Objectives:** Identifies the specific objectives addressed in the lesson
- **Materials:** Identifies any materials needed to implement the lesson
- **Activity Time:** Identifies *when* a given activity is to occur in relation to the lesson's storybook reading (before, during or after)
- **Activity Description:** Provides an explicit description of the activity, including suggested language for use during the activity
- **Learners' Ladders:** A series of guides to help teachers modify a given lesson plan for diverse learners

Each lesson involves the reading of a single storybook. It is recommended that educators obtain these books in order to deliver the lessons as designed. There are just 8 book titles in Read It Again – *KindergartenQ!*.

1. *Mr McGee* by Pamela Allen
2. *Colour for Curlews* by Renée Trembl
3. *Possum Goes to School* by Melanie Carter and Nicole Oram
4. *Ben & Duck* by Sara Acton
5. *With Nan* by Tania Cox & Karen Blair
6. *10 GREEN GECKOS* by Phillip Gwynne and Lloyd Foye
7. *I'm Green and I'm Grumpy* by Alison Lester
8. *Goodnight, Mice!* by Frances Watts and Judy Watson

## Differentiating Instruction

The learning domains in Read It Again – *KindergartenQ!* include specific milestones in the areas of narrative, vocabulary, phonological awareness, and print knowledge. These learning domains are highly predictive of children’s reading and academic success and are known to change through instruction. Thus, all children, regardless of their developmental level, are likely to benefit from exposure to the instructional objectives of the Read It Again - *KindergartenQ!* lessons.

Educators are encouraged to deliver Read It Again - *KindergartenQ!* in a way that optimises all children’s engagement and participation in a given lesson. Because children arrive at a lesson with variable sets of skills and abilities, educators are asked to carefully consider how to individualise - or differentiate - implementation of lessons to meet the needs and strengths of all children.

To support educators in the task of differentiating instruction, each domain has a corresponding Learners’ Ladder. The Learners’ Ladder offers specific ways to scaffold children’s performance on given lessons to help all children succeed. The Learners’ Ladders are based on a set of strategies that educators use to scaffold (support) children’s performance on similar tasks or activities.

Strategies educators may use with children who find a given lesson “Too Easy” are:

- **Reasoning**
- **Generalising**
- **Predicting**

Strategies educators may use with children who find a given lesson “Too Hard” are:

- **Eliciting**
- **Co-participating**
- **Reducing Choices**

### “Too Easy” Strategies

Some children will find some of the concepts in Read It Again - *KindergartenQ!* very familiar and may consistently show high levels of success and participation during suggested activities. Thus the “Too Easy” strategies provide ideas for accelerating the pace of learning for these children.

### “Too Hard” Strategies

Some children will find the activities of Read It Again - *KindergartenQ!* to be very difficult. Some children may have had minimal exposure to the kinds of activities targeted in Read It Again - *KindergartenQ!* such as experiences with storytelling or exposure to literacy concepts. For these children, it may take longer to gain independent success within the Read It Again - *KindergartenQ!* lessons. The “Too Hard” strategies provide ideas for supporting children’s participation and engagement during Read It Again - *KindergartenQ!* lessons so that all children are able to experience success during the activities.

## Too Easy Strategies

Scaffolding Strategies	Scaffolding Examples
The <b>reasoning strategy</b> asks children to explain why something happened or will happen, or to explain why something is the way it is.	<ol style="list-style-type: none"> <li>1. Teacher: <i>Some animals have big jaws and other animals have small jaws. Donna, can you tell me why?</i></li> <li>2. Teacher: <i>These two words rhyme. Why is it important to learn about rhyming?</i></li> <li>3. Teacher: <i>This animal is dangerous. What words should be written on the side of its cage?</i></li> </ol>
The <b>generalising strategy</b> asks children to extend the lesson content beyond the lesson itself – to past or future personal experiences.	<ol style="list-style-type: none"> <li>1. Teacher: <i>Tell me about a time when you saw signs with words on them.</i></li> <li>2. Teacher: <i>Tell me about a time you felt really nervous. Where were you and what was happening?</i></li> <li>3. Teacher: <i>We talked about rhymes before. Do you remember what a rhyme is?</i></li> </ol>
The <b>predicting strategy</b> asks children to describe what might happen next or to hypothesise the outcome of an event/activity.	<ol style="list-style-type: none"> <li>1. Teacher: <i>What will happen next?</i></li> <li>2. Teacher: <i>What do you think they will find?</i></li> <li>3. Teacher: <i>What are some words we might see on the next page?</i></li> </ol>

## Too Hard Strategies

Scaffolding Strategies	Scaffolding Examples
The <b>eliciting strategy</b> provides children with the correct answer to a task by providing an exact model to explain why something is the way it is.	<ol style="list-style-type: none"> <li>1. Teacher: <i>Show me the jaw on the animal. This is the jaw. Angela, show me the jaw.</i></li> <li>2. Teacher: <i>What rhymes with cat? Bat rhymes with cat. John, tell me: bat, cat</i></li> <li>3. Teacher: <i>What does this word say? This word says Danger. Ricky, say "Danger."</i></li> </ol>
The <b>co-participating strategy</b> provides children the correct answer to a task through their completion of the task with another person – the teacher or a peer.	<ol style="list-style-type: none"> <li>1. Teacher: <i>This is the jaw on the animal. That's a new vocabulary word. Angela, what is it? We'll say it together ... jaw.</i></li> <li>2. Teacher: <i>John, bat and cat rhyme. Let's say it together: bat, cat.</i></li> <li>3. Teacher: <i>These words say Edward the Emu. I'll point and say each word – Ricky read them with me.</i></li> </ol>
The <b>reducing choices strategy</b> helps children to complete a task by reducing the number of choices of correct answers.	<ol style="list-style-type: none"> <li>1. Teacher: <i>What is this part of the animal called? Is it the teeth or the jaw?</i></li> <li>2. Teacher: <i>What rhymes with cat? Let's see - cat and hill, cat and bat - which two rhyme?</i></li> <li>3. Teacher: <i>What letter is this, Ricky - is it an R or S?</i></li> </ol>

Strategies adapted from Notari-Syverson, O'Connor, and Vadasy (2007), *Ladders to Literacy: A Preschool Activity Book*. Baltimore, MD: Brookes Publishing

## Monitoring Progress

Monitoring children's progress on achieving language and literacy skills targeted in the Read It Again – *KindergartenQ!* lessons can help teachers to differentiate instruction and ensure that they are meeting the needs of all children. It also increases the teacher's awareness of students who may be struggling to learn certain skills and who may benefit from additional support. Two Read It Again tools can be helpful to teachers as they monitor children's growth:

1. **Progress Checklist:** Designed for use two times during the course of the program (after week 2 and week 12), this tool is a simple means for monitoring individual children's development of skills aligned with objectives in each of the four domains (vocabulary, narrative, phonological awareness, print knowledge). Development of skills is rated as **acquiring**: child never or occasionally demonstrates the skill; **building**: child often demonstrates the skill, but is not yet consistent and/or requires assistance; or **competent**: child consistently demonstrates the skill.
2. **Implementation Notes:** Following each lesson, teachers complete that lesson's implementation notes. For each activity, record:
  - Date of implementation
  - Length of activity
  - Modifications made to the activity (if any)
  - Notes about children who seemed to do well
  - Names of children who seemed to struggle and need more practice
  - Use of the Learners' Ladder suggested strategies

Recording of this information serves two purposes. First, it provides the teacher with a record of activities implemented as well as notes about changes that could be made in the future (including lessons that might be repeated). Second, these notes provide a weekly record of children who may benefit from practice with particular skills as well as those who may need to be challenged in future lessons.



## Schedule of Lessons and Learning Objectives by Week

Week 1	Lesson 1. Print Knowledge and Vocabulary To recognise that print carries meaning and to distinguish print from pictures. To understand and use words for unfamiliar actions (verbs).	Lesson 2. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 2	Lesson 3. Print Knowledge and Vocabulary To recognise that print carries meaning and to distinguish print from pictures. To understand and use words which describe things and actions (adjectives and adverbs).	Lesson 4. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
<b>Progress Checklist (Week 2)</b>		
Week 3	Lesson 5. Print Knowledge and Vocabulary To recognise that print carries meaning and to distinguish print from pictures. To understand and use words for unfamiliar nouns.	Lesson 6. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 4	Lesson 7. Print Knowledge and Vocabulary To recognise that print carries meaning and to distinguish print from pictures. To understand and use words representing spatial concepts.	Lesson 8. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters in a story.
Week 5	Lesson 9. Print Knowledge and Vocabulary To recognise that print carries meaning and to distinguish print from pictures. To understand and use words representing spatial concepts.	Lesson 10. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters in a story.
Week 6	Lesson 11. Print Knowledge and Vocabulary To recognise the left-to-right and top-to-bottom directionality of print. To understand and use words which describe things and actions (adjectives and adverbs).	Lesson 12. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To describe one or more major events in the story.
Week 7	Lesson 13. Print Knowledge and Vocabulary To recognise the left-to-right and top-to-bottom directionality of print. To understand and use for unfamiliar actions (verbs).	Lesson 14. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe one or more major events in the story.
Week 8	Lesson 15. Print Knowledge and Vocabulary To recognise the left-to-right and top-to-bottom directionality of print. To understand and use words representing time concepts.	Lesson 16. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To identify and describe one or more major events in the story.
Week 9	Lesson 17. Print Knowledge and Vocabulary To recognise the left-to-right and top-to-bottom directionality of print. To understand and use words for unfamiliar actions.	Lesson 18. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To identify and describe one or more major events in the story.
Week 10	Lesson 19. Print Knowledge and Vocabulary To recognise the left-to-right and top-to-bottom directionality of print. To understand and use words for unfamiliar actions.	Lesson 20. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To identify and describe one or more major events in the story.
Week 11	Lesson 21. Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe things and actions (adjectives and adverbs).	Lesson 22. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To order three or more major events in a story.
Week 12	Lesson 23. Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words for unfamiliar actions (verbs).	Lesson 24. Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
<b>Progress Checklist (Week 12)</b>		

Week 13	Lesson 25. Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words for unfamiliar objects (nouns).	Lesson 26. Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
Week 14	Lesson 27. Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe objects (adjectives).	Lesson 28. Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
Week 15	Lesson 29. Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words that describe things or actions (adjectives and adverbs).	Lesson 30. Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.
Week 16	Lesson 31. Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe objects (adjectives)	Lesson 32. Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.