

Inside Julie Lay's "Writing to Read" Kindergarten



Sign language adds a kinesthetic memory connection for learning letters and words. "Heart" words are featured on this word wall as children learn these "by heart."



Wooden bins make great block storage. After building creations are taken down and stored, this area serves as a second reading area and children sit on the bin.

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The use of one consistent set of ABC/phonics symbols accelerates learning. Julie keeps her ABC chart in clear plastic displays throughout the room. Notice the "h" brothers— th, sh, wh, and ch.

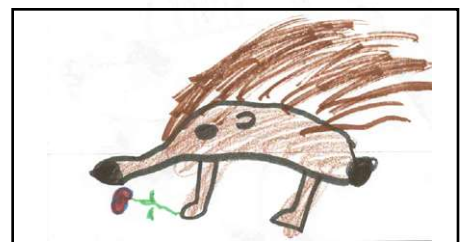
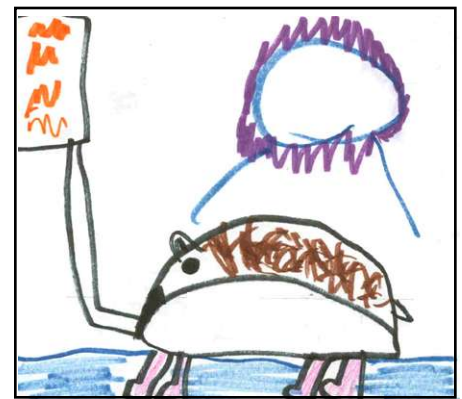


"Do not touch." is one of the many important signs and labels children write. "Kid writing" simply becomes an extension of children's block building.

Inside Julie Lay's "Writing to Read" Kindergarten Kindergarten is for Joyful and Authentic Learning

The "Lighting Circle" Ritual Helps Build Our Learning Community

Credits for this learning ritual go to *Starting with Comprehension: Reading Strategies for the Youngest Learners*, by Andie Cunningham and Ruth Shagoury. Heinemann, 2005.



Themes of friendship and responsibility, a love of nature and authentic literacy are skillfully woven with music, drama and art throughout the day.

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Writing in Kindergarten is Active, Engaging and Social



Name Word Walls of our friends are accessible in pocket charts. Photo name cards are used during writing workshop and "write the room" choice time.

"Write the room" allows for differentiated skills practice. Children use a special form, grab a clipboard and off they go to "research" letters and words.

Notice the marking pens are glued (tip down) on a block of wood.



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We Systematically Organize for Kindergarten Literacy

Phonics skills are used to build word family houses. During this interactive writing project, each child is actively engaged in writing using their white erase boards.



To simplify storage of white erase writing boards and pens, holes are drilled in each 6"x9" board. When the pen is not in use it is simply stored inside the sock. (Julie asked each parent to send in one lost sock.)



Julie highlights "by heart" words with an overlay of yellow, blue and red acetate paper. Children learn "the" and "you" through kinesthetic, auditory, rhythm and rhyme (KARR) strategies.