






# Kindergarten Classroom Kickoff









# CHAMPS



- Conversation
- Help
- Activity
- Movement
- Participation
- Success

Voice Levels	
Level 0	No talking 
Level 1	Whisper 
Level 2	Partner or Group 
Level 3	Whole group or presentation 
Level 4	Outside Voice 

Whole Group Instruction	
<b>C</b>	Level 0 - no talking Level 3 - Whole group! 
<b>H</b>	Raise your hand 
<b>A</b>	Whole group instruction 
<b>M</b>	Stay in your spot 
<b>P</b>	Actively listening and raising hand to speak 
<b>S</b>	Success! 



# 100 Book Challenge



STEP UP TO THE CHALLENGE!



# Objective/Rationale



- Our goal tonight is to be able to understand and implement 100 Book Challenge at home and provide information to promote reading at home.

Rationale: How is this program effective?

- Research based program
- Choice is a powerful motivator.
- Conferences provide ongoing monitoring and assessment of student performance and provides **immediate feedback!**
- Differentiates instruction



# What is 100 Book Challenge?



- It is an independent reading program
- It's designed to maximize the effectiveness of a school's reading curriculum.
- It provides opportunity for students to read fluently and become proficient readers!
- Its **GOAL** is to develop lifelong readers!!!

# How is it used at school?



- Students choose books on their level each day
- Students practice “read to someone/buddy reading” and “read to self”
- Teacher conferences one-on-one or in small groups to work on skills for their level
- Teachers provide immediate feedback
- Students independently records steps daily at school.
- Power words/sight words

# How does it look at home?



- Students will read 2 steps (30 min.) nightly and independently record their steps in their log
  - 1 step = child reading leveled books with an adult or family member
  - 1 step = working on sight words and/or power words, and beginning sounds in words
- Leveled book and logs must be returned daily to get new books
- Books need to be treated kindly
- Role of the parents 😊 (no distractions, one-on-one, sign the log, foster a love of reading)

# My Home Reading Log



My Home Reading Log

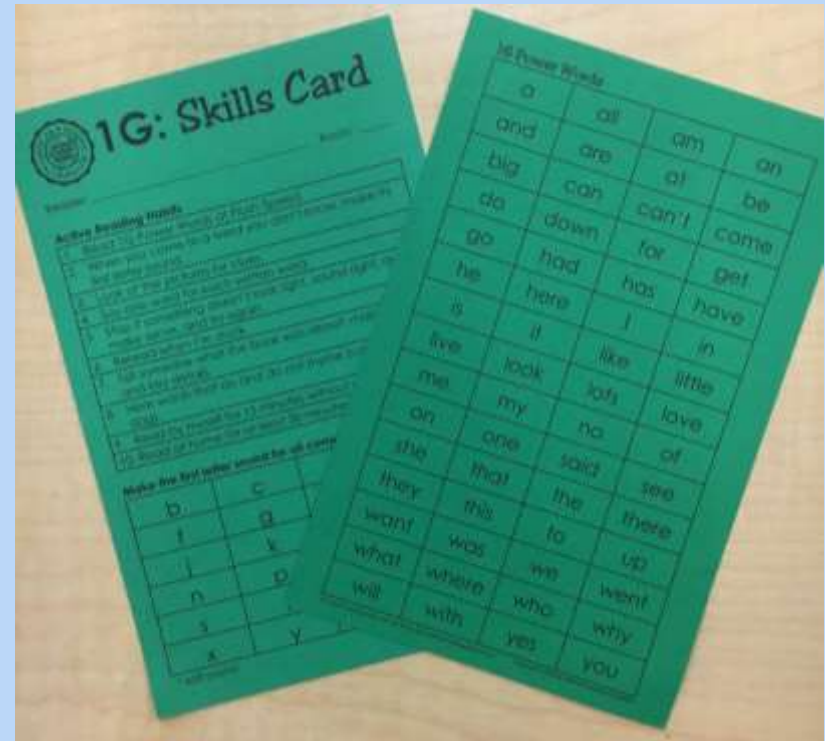
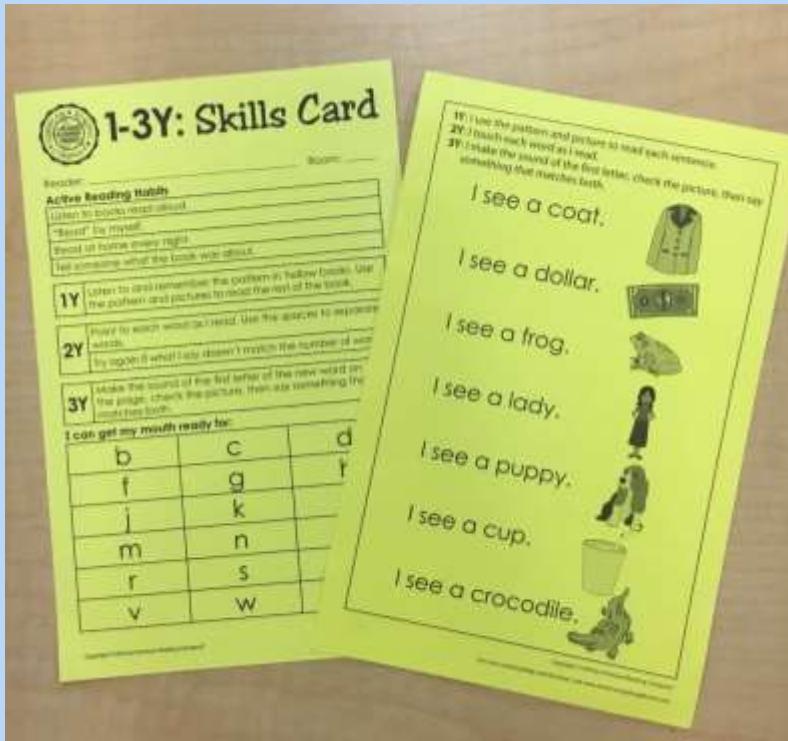
Name: Keisey

Enter one title for every 15 minutes of reading

#	Title	Date	Level	Parent Signature
1	RA	8-29	F	JR
2	SW	8-29	F	



# Skill Cards



# Supporting Your Child's Reading



	What to Say and Do	Don't Worry About
<b>1-3Y</b>	<p><u>1Y</u>: "I'll read the first page or two, then you finish it."</p> <p><u>2Y</u>: "Can you point to each word as you say it?"</p> <p><u>3Y</u>: "Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p><u>Transition to 1G</u>: Use flash cards and games to help transitioning readers memorize consonant sounds and Power Words.</p>	<p>...word substitutions that do not change the meaning of the sentence. (e.g., If student says "I have a cat," when the text says "I have the cat.")</p> <p>...words that don't match the text, but DO match the picture and make sense. (e.g., If the child says "I see the stairs," when the text says "I see the steps.") He got the meaning and the first letter sound. Don't worry about the rest, for now.</p> <p>...trying to "sound out the word." He'll learn that later. Be patient. Enjoy the books together.</p>
<b>1G-2G</b>	<p>"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"</p> <p>When your child's error changes the meaning of the sentence, ask "Did that make sense? Can you reread that part?"</p> <p>Use flash cards and games to help readers memorize sounds and Power Words. For 1G, work on consonant sounds only. For 2G, work on blends (bl, br, cl, cr, etc.) and digraphs (ch, th, sh, wh).</p>	

## Question you might be asking yourself at this moment...



- At home, my child reads much harder books than the books he brings home for his 100 Book Challenge reading. Does this mean my child is in the wrong color level?
- Student may want to read a difficult book on a subject of particular interest, this kind of challenging, interest-driven reading is fine, as long as a student is able to enjoy and understand the book!
- Additional Questions

# Help at Home with Sight Words & Letters

