

# Building a Foundation for Lifelong Learning

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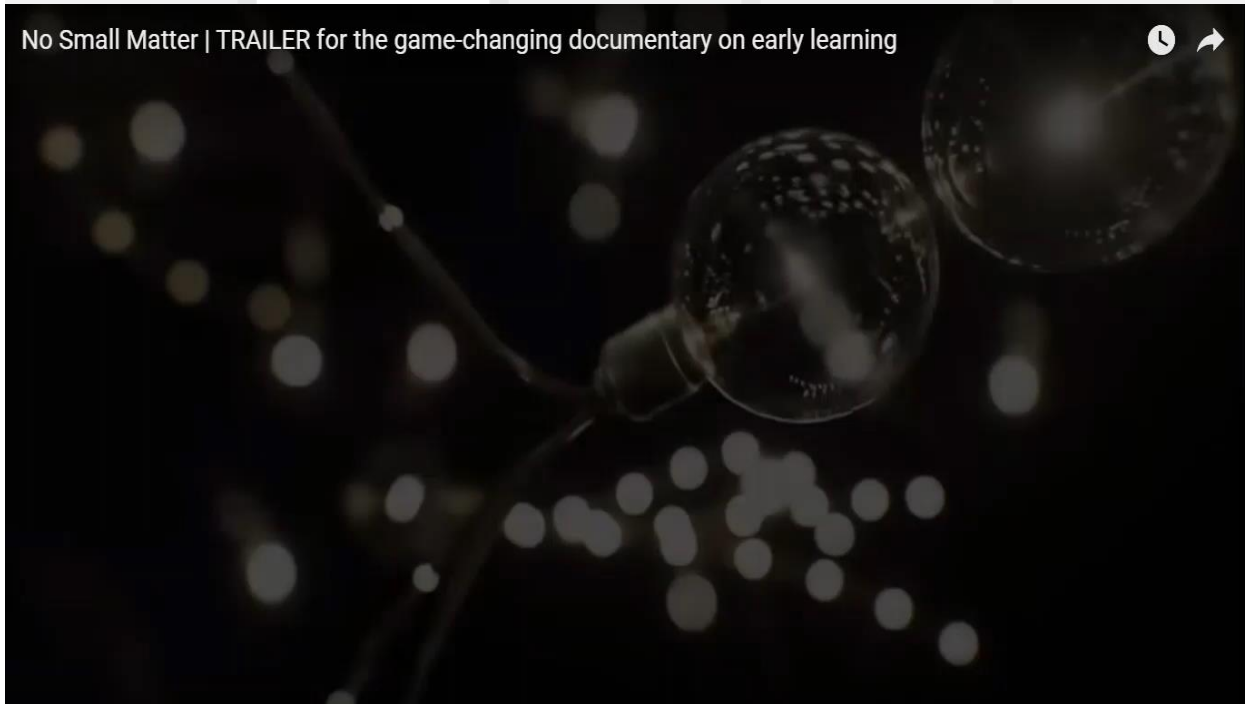
McGraw Hill

Cassandra Kauppi

Senior Curriculum Specialist

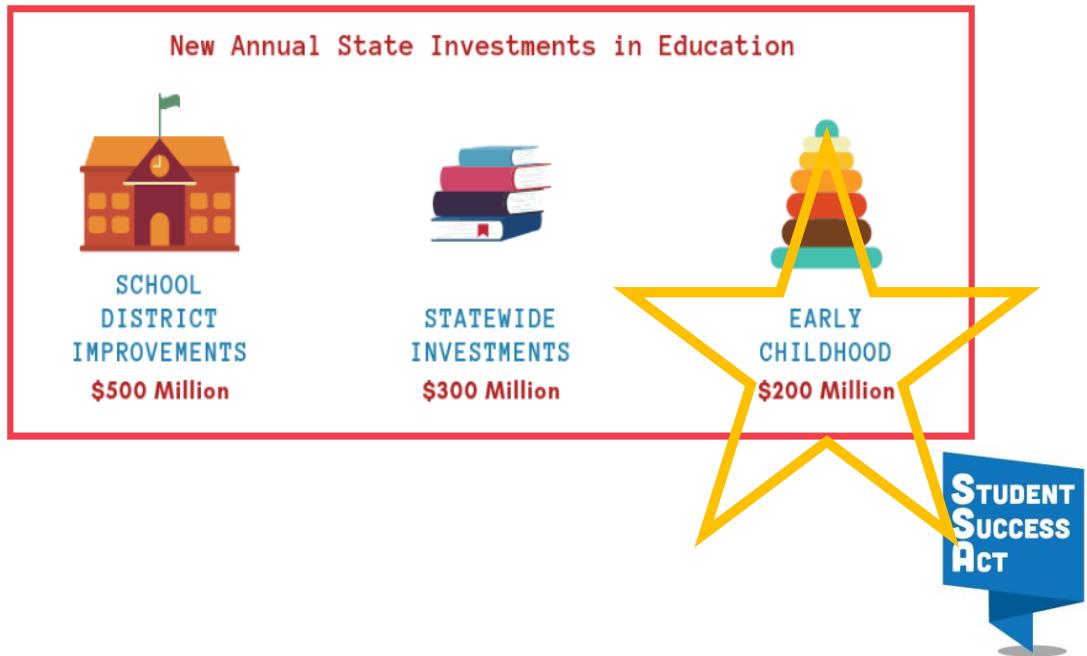
McGraw Hill





“Every child should have access to high quality education.”

# A Historical Investment



# Raise Up Oregon

## Statewide Prenatal to Five Learning Plan

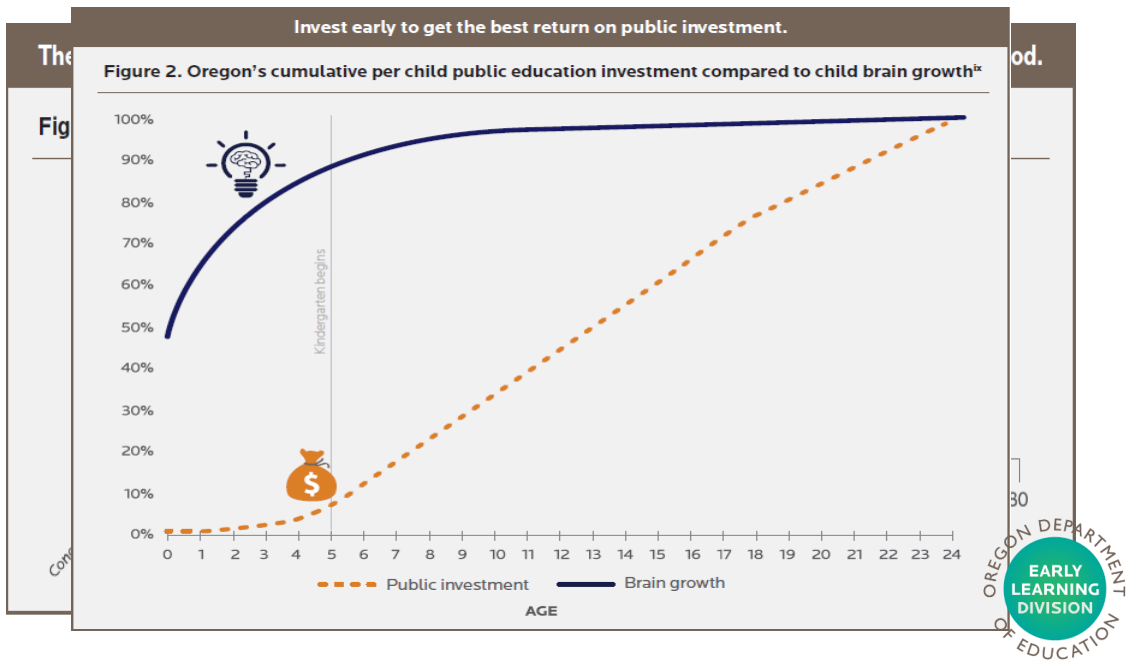
Grounded in the science of child development, equity, and the firm understanding that it takes leaders from early care and education, K-12, health, housing, and human services—together with families, communities, and the public and private sectors—to work together during this critical period of children's lives.

### SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

**OBJECTIVE 2:** Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.



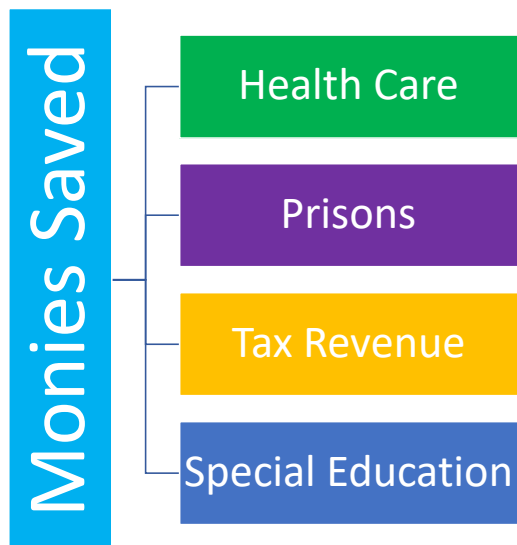
# Raise Up Oregon



# Return on Investment (ROI)

## Early Childhood Education

For Every Dollar Spent, \$4-13 Dollars Saved



# Return on Investment

## The Perry Pre-School Project



Education Savings

**\$7,303**



Taxes on Earnings

**\$14,079**



Welfare Savings

**\$2,768**



Costs of Perry Preschool  
Program

**\$15,166**



Return per Dollar Invested

**\$12.90**



Crime Savings

**\$171,473**

# Research & Results

Tulsa, Oklahoma

Boston Public Schools

New York City Universal Pre-K





# Tulsa, Oklahoma

## Kindergarten

**9 Months**

ahead in Reading

**7 Months**

ahead in Math

**5 Months**

ahead in Math

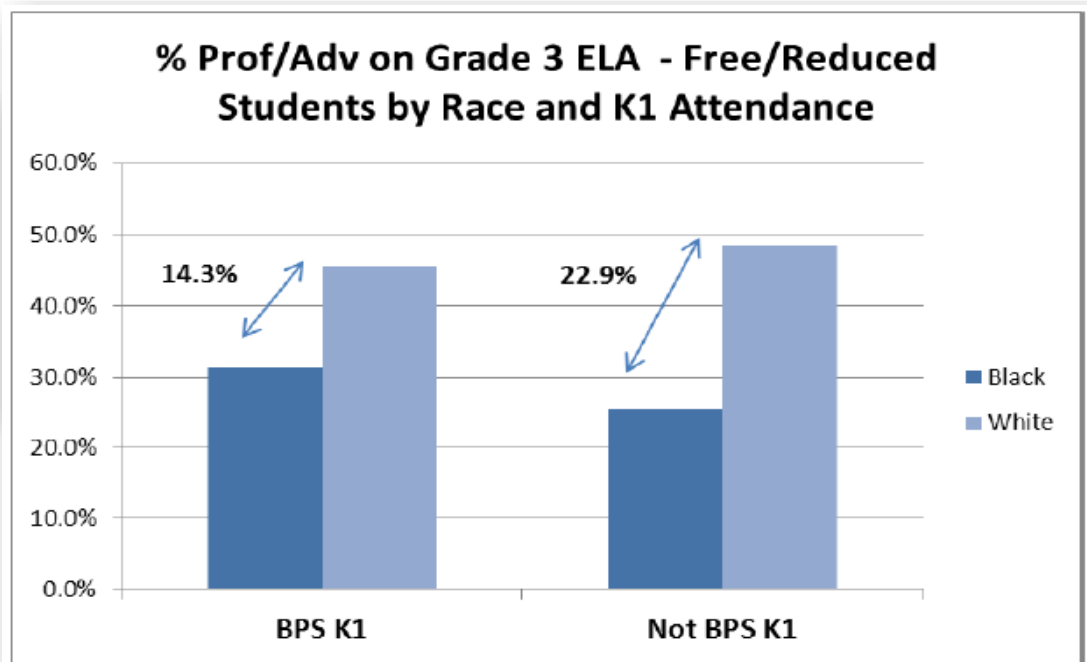
More likely to  
enroll in  
Honors

Higher  
standardized  
test

26% less likely  
to be held  
back

## Middle School

# Boston, Massachusetts



## New York City, New York

In 2018, about 94 percent of the city's pre-K programs met or exceeded a threshold that predicts positive student outcomes after pre-K, according to a national evaluation system.

2.8%

Students attending PK scored 2.8% higher in 2018 compared to their grade level peers not attending PK.

# 2018 CityHealth Report

Gold



## High-quality, Accessible Pre- Kindergarten

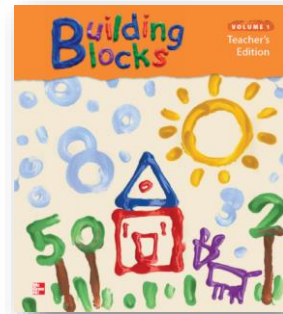
Children who attend high-quality pre-k are more likely to succeed in school, go on to stable jobs and earn more as adults—all of which are linked to better health and stronger communities.

Gold

## New York, NY

Gold

## Boston, MA



# What Works?

How Children Learn: Learning Trajectories, Big Ideas in Math

Child-Centered: Hands-on, Manipulatives, Focused Fun

Connections: Music, Literature, and Play



Counting the benefits of teaching math to 3-year-olds



# Learning Trajectories

- Developmental Progressions in Learning
- Trajectories have
  - a goal
  - a path to reach that goal
  - a set of activities to develop thinking along the path



# Big Ideas in Mathematics

1. Number and Operations
  2. Geometry, Measurement, and Spatial Sense
- Patterns and Algebra
  - Data Analysis
  - Classification

## The Big Ideas In Early Childhood Learning

The specific topics **Building Blocks** teaches are children's mathematical **Building Blocks**—ways of knowing the world mathematically. They are organized into two areas: (1) number and simple arithmetic and (2) geometry, measurement, and spatial sense. These are the two emphases of NCTM's preschool standards. Three mathematical subthemes, (1) patterns; (2) data and graphing, and (3) classifying, sorting, and ordering, are woven through both main areas. These are not elementary school topics "pushed down" to younger ages, but developmentally appropriate areas that are meaningful and interesting to children.

The program sequences these topics based on the considerable research identifying specific "developmental continua" or "learning trajectories" that young children follow.

### Number and Operations

- Numbers can be used to tell us how many, describe order, and measure; they involve numerous relations, and can be represented in various ways.
- Operations with numbers can be used to model a variety of real-world situations and to solve problems; they can be carried out in various ways.

### Geometry

- Geometry can be used to understand and to represent the objects, directions, locations in our world, and the relationships between them.
- Geometric shapes can be described, analyzed, transformed, and composed and decomposed into other shapes.

### Measurement

- Comparing and measuring can be used to specify "how much" of an attribute (for example, length) objects possess.
- Measures can be determined by repeating a unit or using a tool.

### Patterns and Algebra

Patterns can be used to recognize relationships and can be extended to make generalizations.

### Data Analysis and Classification

Objects can be sorted and classified in a variety of ways. Data analysis can be used to classify, represent, and use information to ask and answer questions.

### Building Blocks mathematics is distinct in several ways.

- It connects children's informal and school mathematics. Research tells us this is early childhood mathematics education's "missing link."
- It includes everyday activities and objects, and also mathematical objects specifically designed to facilitate mathematical thinking.
- It helps children "mathematize" key activities from everyday life, such as setting a table.
- It encourages children to explore special mathematical objects and actions or processes, especially in the **Building Blocks** software.

In this way, the **Building Blocks** mathematics program offers the best of natural everyday life, as well as low-tech (manipulatives) and high-tech support for children's mathematical thinking.



# Child-Centered & Developmentally Appropriate



# Child-Centered & Developmentally Appropriate

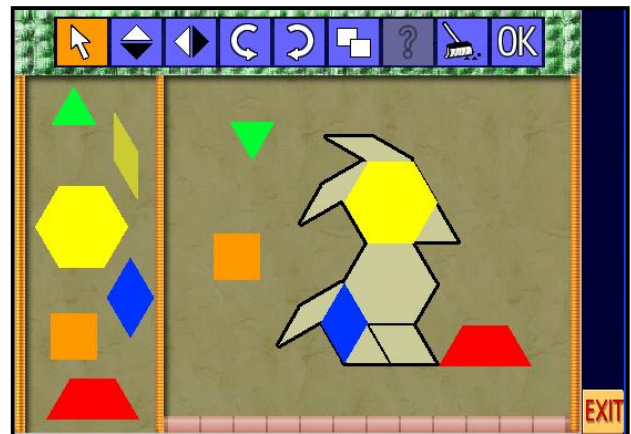


## Hands On Math Center

This week's Hands On Math Center activities are explore manipulatives and Make Buildings. Supply wooden inch cubes, other safe stackable materials, and counters.



## Computer Center Building Blocks



# Child-Centered & Developmentally Appropriate



"Makayla, I have a question  
for your Magnificent Machine.  
I found 10 nails in the junk drawer.  
What can I do with 10 nails?"

Makayla started to speak to her machine.  
In its rumbly, grumbly voice, it said,  
"I can hear just fine, Makayla.  
You don't need to repeat the question.  
You can hang pictures or a rack for clothes.  
You can build a dog bed. You can fix a wobbly porch floor."

# Home-to-School Connection

**SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY CENTERED**

**WEEK 2**  
**Math News**  
Building Blocks

**Dear Family,**

In Week 2, children continued to work on counting and making small groups. The activities encourage children to observe objects rather than simply observe objects. This is so they can see that at home. For example, help your child see that there are just some steps. Read the tips below for more ideas.

**Help-at-Home Math Tips**

- Place your child's snack in several small groups of three (or another number)?  
*Benefit:* This helps you assess your child's understanding of the relationship between number words and actual items.
- Count the number of a certain object your child can see. Use objects about the size of a grape to keep track.  
*Benefit:* This reinforces basic counting and understanding of number words to groups of items.
- Help your child count the number of strokes in a letter or your hair.  
*Benefit:* This provides counting practice.

**What's Ahead?**

In Week 3, children will continue to connect numbers to the objects they represent. They will count and make groups of objects to count to 10.

Name \_\_\_\_\_ Date \_\_\_\_\_

**SEMANA 2**  
**Noticias de matemáticas**  
Building Blocks

**Noticias de matemáticas**

En la semana 2, los niños continuaron trabajando en el conteo, reconocimiento de grupos pequeños. Las actividades animaron a los niños a observar cantidades en lugar de simplemente observar objetos. Esto es algo que usted puede reforzar fácilmente en casa. Por ejemplo, haga que su hijo se dé cuenta de que hay algunos escalones en lugar de algunos escalones. Lea las siguientes sugerencias para obtener más ideas.

**Sugerencias de ayuda con las matemáticas en casa**

- Coloque el refrigerio de su hijo en varios grupos pequeños y pregúntele: ¿Cuántos tiene tres (u otro número)?  
*Beneficio:* Esto le permite evaluar si su hijo comprendió el vínculo que hay entre los números y los objetos reales.
- Cuente el número de un cierto tipo de objeto que su hijo puede tomar en un grupo. Use objetos del tamaño de una uva para que la cantidad de objetos sea pequeña.  
*Beneficio:* Esto refuerza la noción básica sobre cómo contar y anima a su hijo a asignar números en palabras a grupos de objetos.
- Ayude a su hijo a contar el número de cepilladas que da al peinarlo o peinar su pelo.  
*Beneficio:* Esto proporciona práctica para contar.

**¿Qué sigue?**

En la semana 3, los niños continuarán relacionando números en palabras con las cantidades que éstos representan. Contarán y formarán grupos de hasta cinco objetos usando patrones rítmicos para contar hasta 10.

**No se olvide . . .**

Observe el trabajo de su hijo. Mientras lo comenta con él o ella, pregúntele qué aprendió esta semana sobre las matemáticas.

**Shape Flip Book**

By Illu ©2019

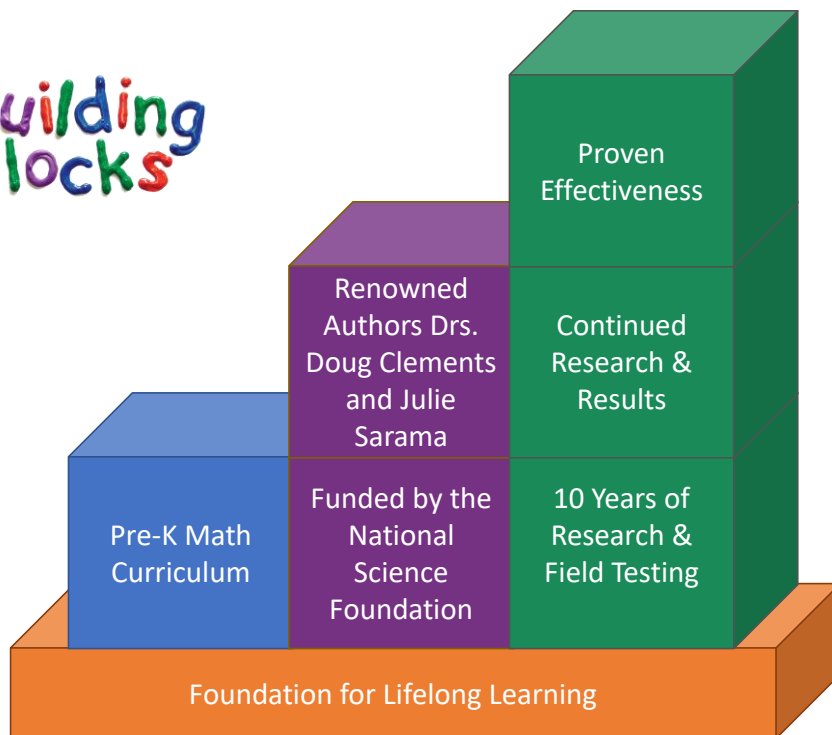
**Assembly Directions**  
The Shape Flip Book is meant for children to use at home.

- Copy the Shape Flip Book pages; the dotted lines are fold lines.
- Cut along the solid horizontal lines across the top left and bottom right corners.
- Bind the book, which is a teacher supplies store or home across the top left and bottom right corners.
- Cut along the dotted vertical lines. Test the book may need to cut more or be manageable for children.

OREGON DEPARTMENT OF EDUCATION



**Building  
Blocks**





The Kahoot! logo is centered on a dark purple rectangular background. The word "Kahoot!" is written in a white, bold, sans-serif font. A light purple triangle points from the right edge of the dark purple rectangle towards the text. The entire logo is set against a light gray background with a faint grid pattern.

# Kahoot!

Go to **Kahoot.it** on your phone's browser  
and wait for the game pin!



# Foundational Literacy







## English Language Arts

The ability to communicate well — to read, write, listen, and speak — prepares students for life.

# The Oregon Literacy Plan

Designed to ensure that in their first 18 years, young Oregonians will develop strong literacy skills that will prepare them for school, college, and career.

**To learn and achieve, students need well-developed literacy skills.** Implementing the Oregon Literacy Plan ensures that young Oregonians will develop strong reading and writing skills to prepare them to succeed in school, college, and career—without need for remediation.





## English Language Arts

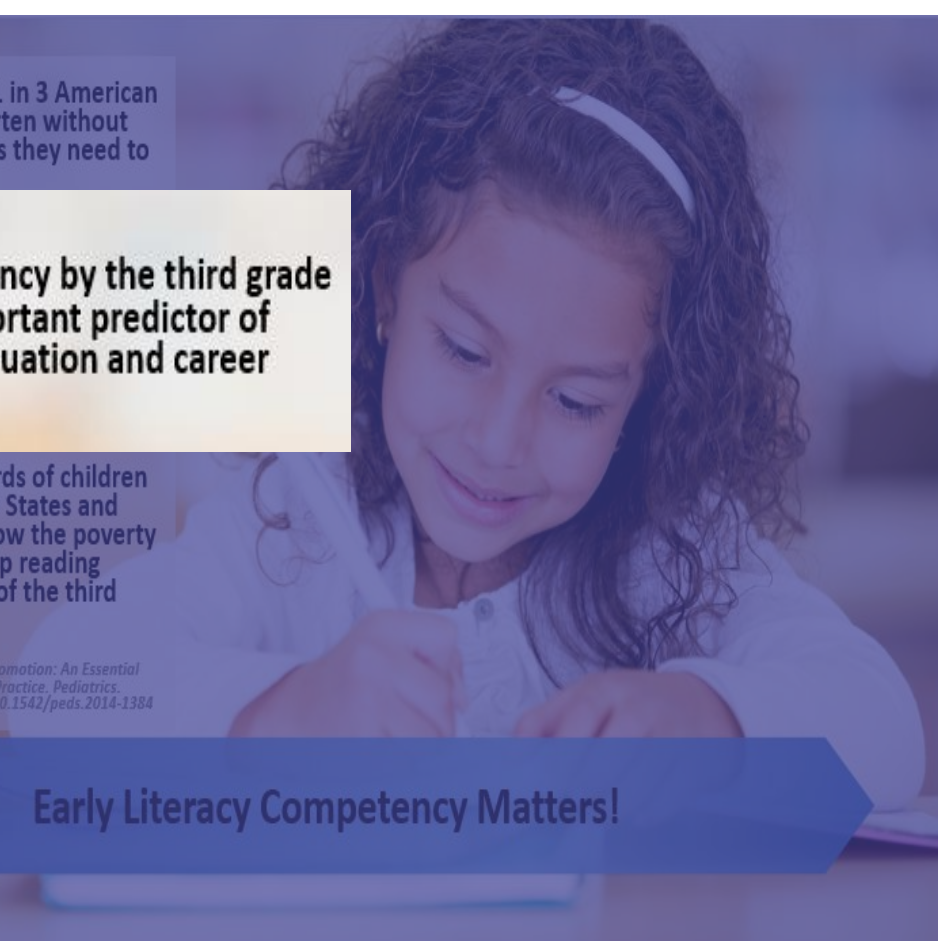
The ability to communicate well -- to read, write, listen, and speak -- prepares students for life.

### Birth to Five Facts

*Proficient readers aren't created in high school or middle school-The foundation for literacy acquisition is not even laid in kindergarten or first grade-Rather...**the stage for reading acquisition is set in the years between birth and entry into kindergarten** (Dickinson, McCabe, & Essex, 2006).*

Birth to five is a critical period during which brain development is rapid and extensive with lifelong implications for the child's physical, social, emotional, and cognitive well-being (Shonkoff & Phillips, 2000). That is why the Birth to Five section of the Oregon Literacy Plan is designed to **Ensure all children enter school ready to learn to read.**





Every year, more than 1 in 3 American children start kindergarten without the basic language skills they need to learn to read

**Reading proficiency by the third grade is the most important predictor of high school graduation and career success...**

Approximately two-thirds of children each year in the United States and 80% of those living below the poverty threshold fail to develop reading proficiency by the end of the third grade.

Council on Early Childhood. Literacy Promotion: An Essential Component of Primary Care Pediatric Practice. *Pediatrics*. August 1, 2014;134(2):404-409. doi: 10.1542/peds.2014-1384

**Early Literacy Competency Matters!**

## Prevention in the Early Grades

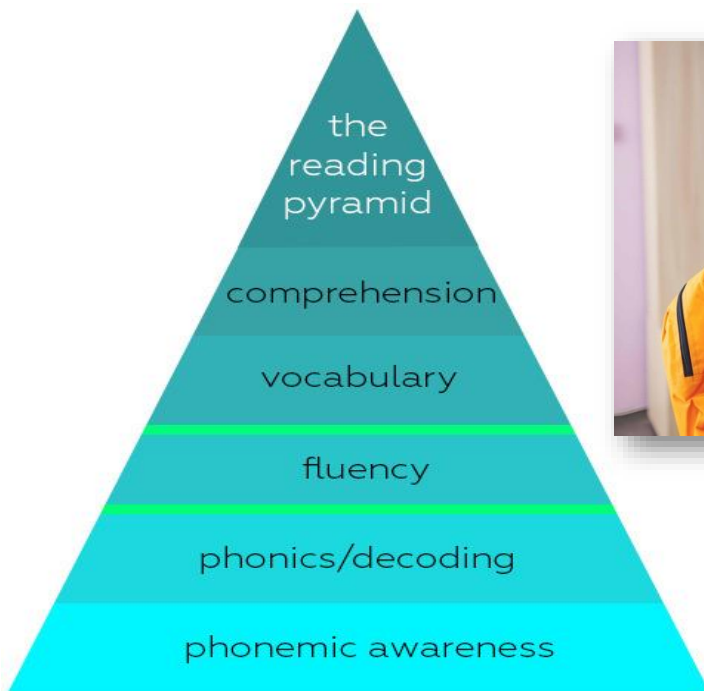
A growing body of evidence suggests that almost all reading problems are preventable.

(Goldenberg, 1994; Hiebert & Taylor, 1994; Reynolds, 1991)



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is for

# Build a Gateway to Lifelong Learning



**Literacy** is for **life.**

# The Challenge

*Equip Students with Essential Foundational Literacy Skills*

**Joy of Reading: Authentic Literature & Informational Text**



**Sight Words**

**Vocabulary Development**

**Fluency**

**Phonics**

**Phonemic Awareness**

**Alphabetic Knowledge**



**Foundational Literacy Skills**

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## Alphabetic Knowledge



Instruction on letters of the alphabet is “clearly important because one of the beginning reader’s biggest responsibilities is to figure out how our alphabetic language works.”

Cunningham & Allington

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# Alphabetic Knowledge

A, B, C, D, E, F, G



H, I, J, K, L, M, N



O, P, Q



R, S, T



U, V, W



X, Y, Z



Now I Never Will Forget  
How to Say the Alphabet



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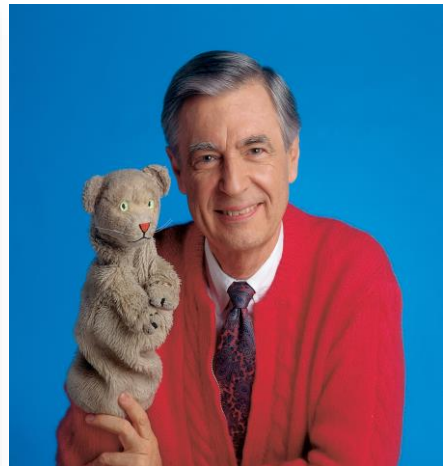


# Social and Emotional Learning

Critical to Student Success and Development

## Social/Emotional Companion

**74%**  
**of teachers**  
are devoting more time to  
teaching **SEL** today compared  
to five years ago



## Social and Emotional Learning (SEL)

### What is it?

Emotional "literacy" implies an expanded responsibility for schools in helping to socialize children.

**SEL** is the set of skills and behaviors involved in understanding and managing emotions, setting positive goals, feeling empathy for others, engaging in positive relationships, and solving problems effectively.



**S.T.A.R.** (Smile, Take A Deep Breath, & Relax)

## I Love You Rituals As Children Enter Class

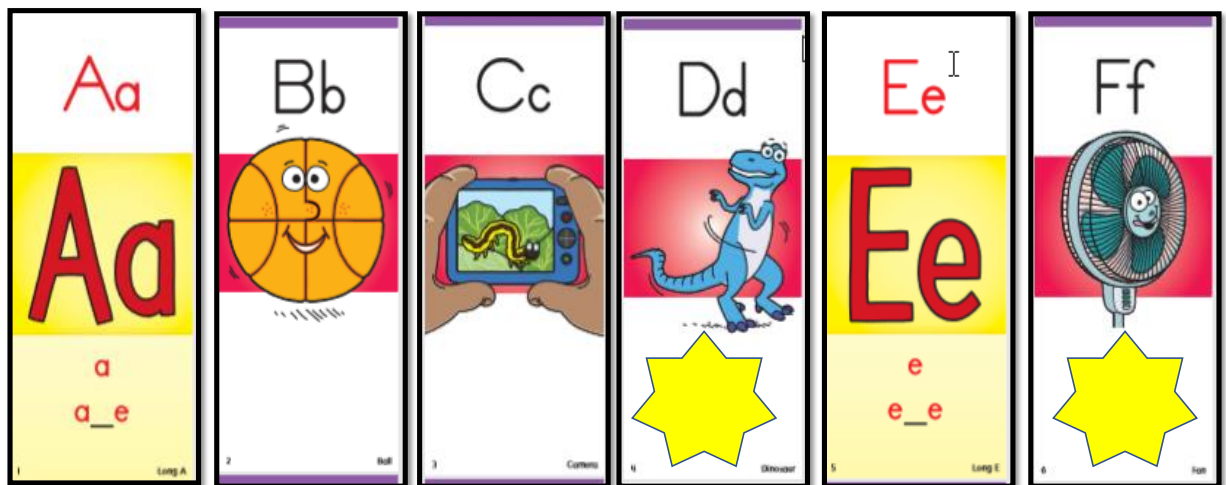
Twinkle, Twinkle, Little Star,  
What a wonderful child you are,  
With bright eyes and nice, round cheeks,  
A talented person from head to feet.  
Twinkle, Twinkle, Little Star,  
What a wonderful child you are!

-Dr. Bailey



# Sing your way to...

Learn the Letter Names with Leo



# Multisensory Instruction



## Action-Based Sound/Spelling Cards

### Card 3: /k/ Camera

Carlos has a new camera.  
When he takes pictures, his camera  
makes a clicking sound like this:  
/k/ /k/ /k/ /k/ /k/.

In the garden, Carlos takes pictures of  
caterpillars crawling on kale:  
/k/ /k/ /k/ /k/ /k/.

At the zoo, Carlos takes pictures of  
a camel, a duck, and a kangaroo:  
/k/ /k/ /k/ /k/ /k/.

In the park, Carlos takes pictures of  
his cousin flying a kite: /k/ /k/ /k/ /k/ /k/.

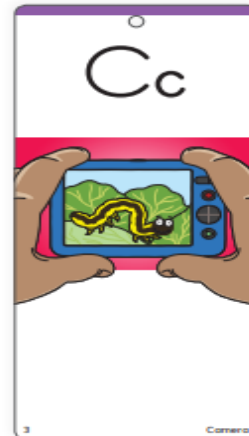
In his room, Carlos takes pictures of  
his cute kitten, Cozy: /k/ /k/ /k/ /k/ /k/.

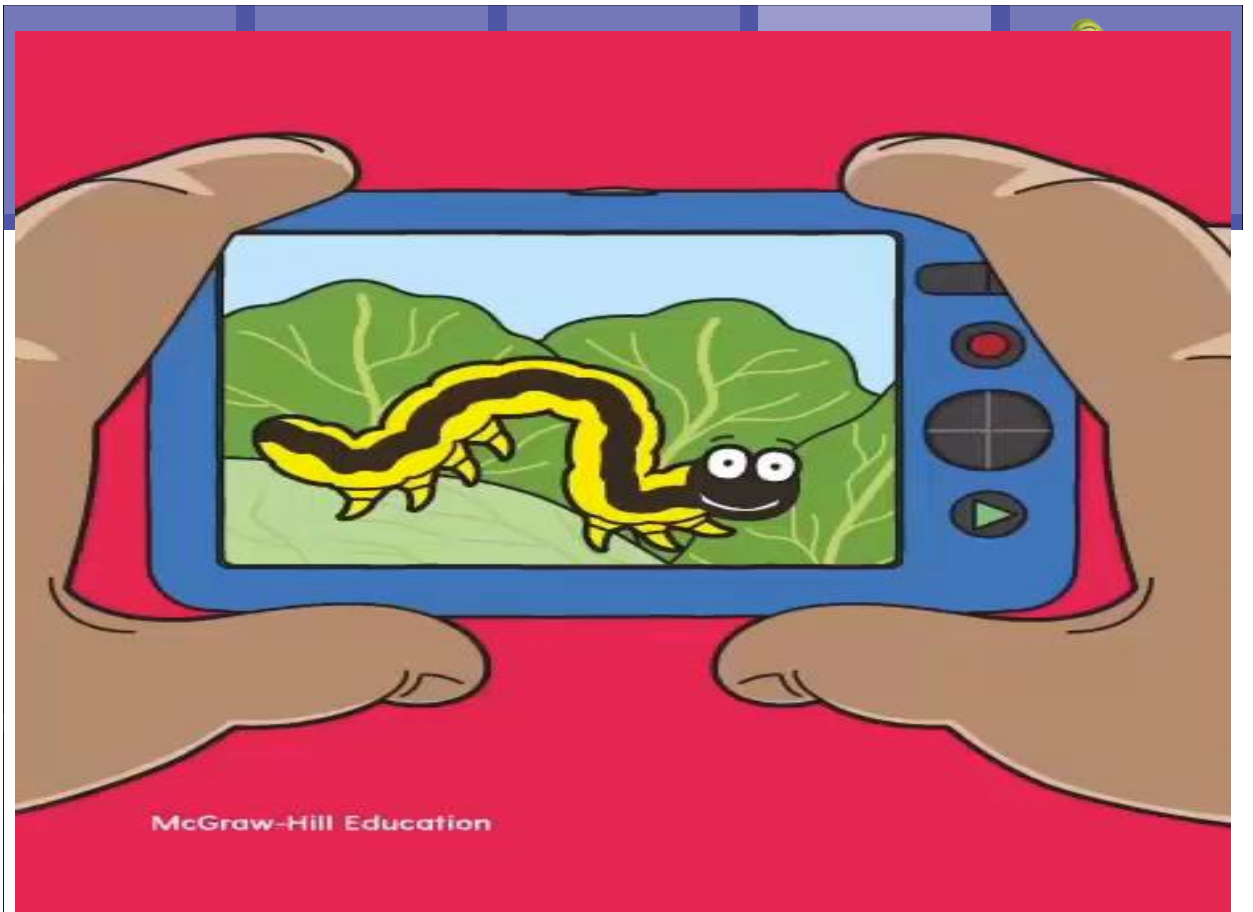
Can you help Carlos take pictures with his  
camera? (*Have the students join in.*)  
/k/ /k/ /k/ /k/ /k/

#### Interactive Alphabet Sound Card



#### Alphabet Sound Wall Card







## The Importance of Learning Names

- “A person's name is to him or her the sweetest and most important sound in any language.” – Dale Carnegie.
- It helps them feel like a welcome part of the community





# Phonological and Phoneme Awareness

Phoneme Segmentation

Phoneme Deletion/Substitution

Phoneme Blending

Phoneme Comparison

Onset and Rime Segmentation

Syllable Awareness

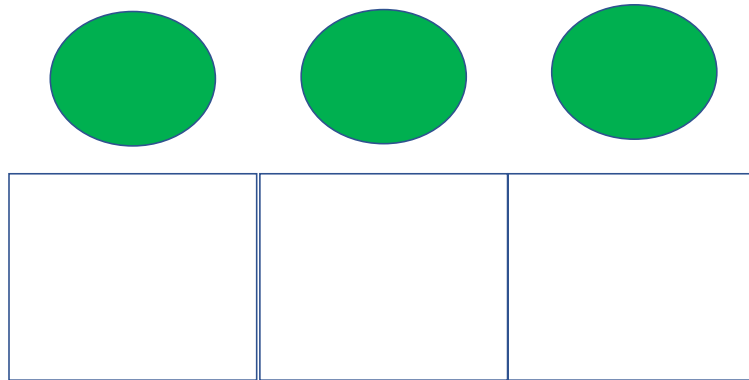
Rhyming and Oral Language

*Carefully Scaffolded  
Scope and Sequence*

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is for

# Systematic Teaching and Learning

## Phoneme Segmentation



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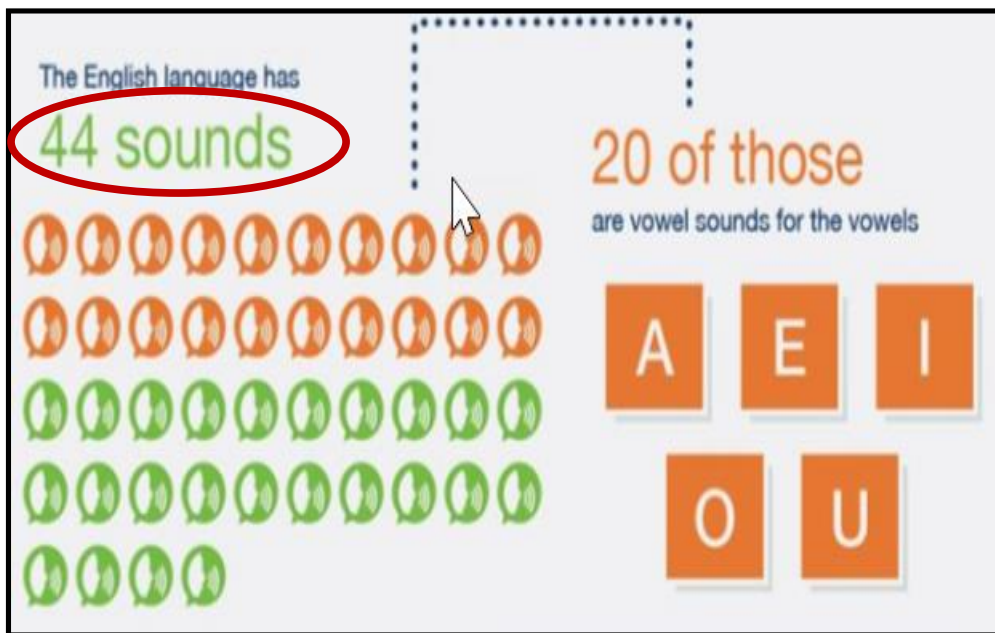
# How Many Phonemes in the English Language?

- A. 19
- B. 26
- C. 33
- D. 44



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# English Sounds



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# The Vowel Song



## Vowel Song

I can name the vowel-els for you, and

you can name them too! Hoo! A - E - I - O - U!

A - E - I - O - U! A - E - I - O - U! And

you can name them too! Hoo!



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# English Vowels Can Be Confusing!

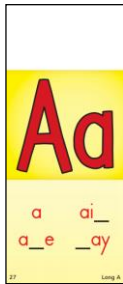
- **a**ble
- **a**fter
- **a**ll
- **a**live
- **a**rm
- **a**ir
- **a**isle

A a



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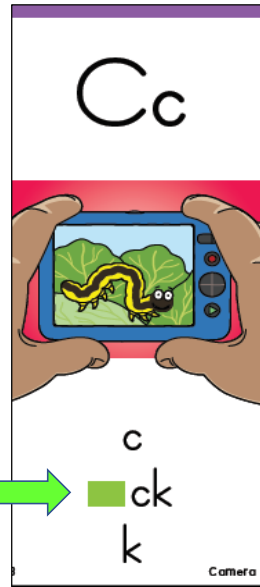
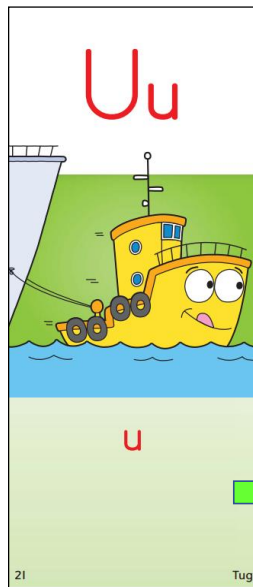
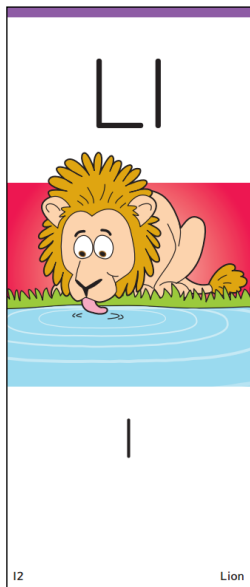
## Vowel-First Blending

Focus is on the most important part of the word, the vowels.

**make   tape   chase   shade**

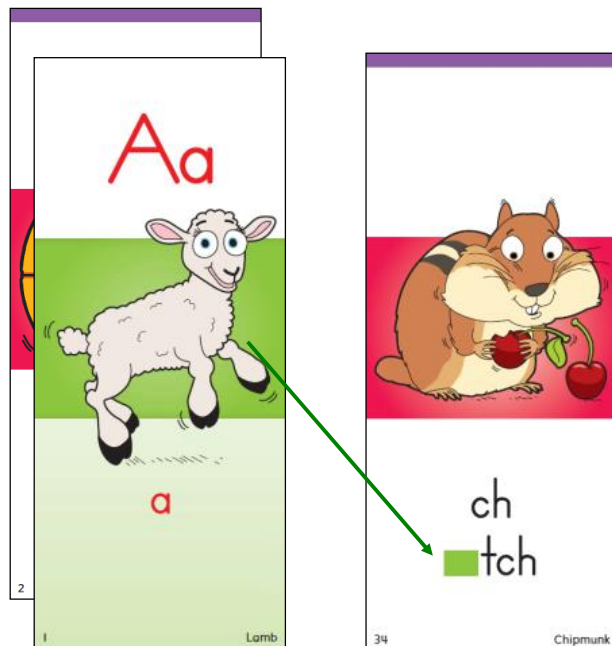
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# Systematic Teaching



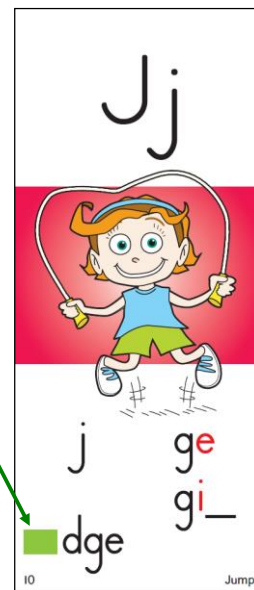
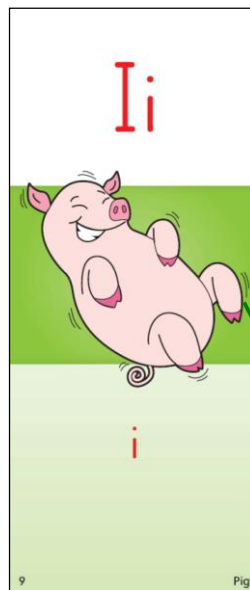
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# Systematic Teaching & Learning



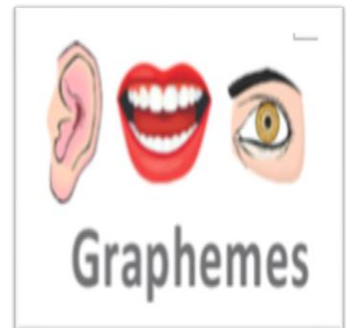
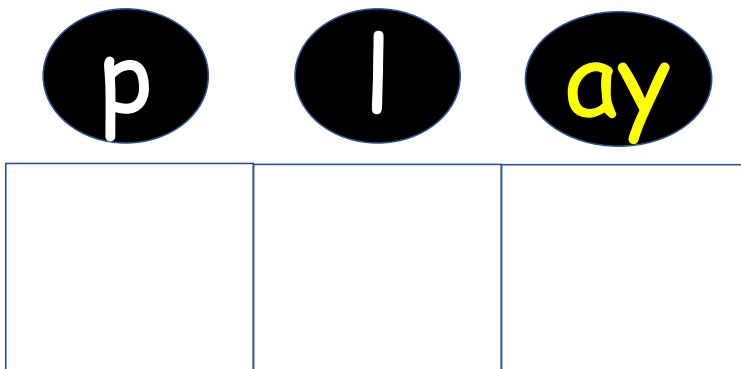
Literacy  
is for life.

# Systematic Teaching and Learning



Literacylife.  
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# Speech to Print



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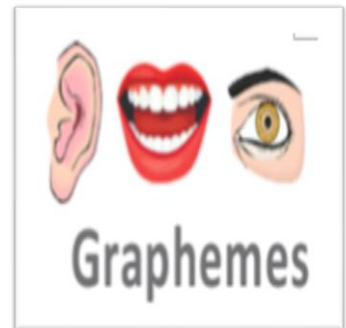
# Speech to Print

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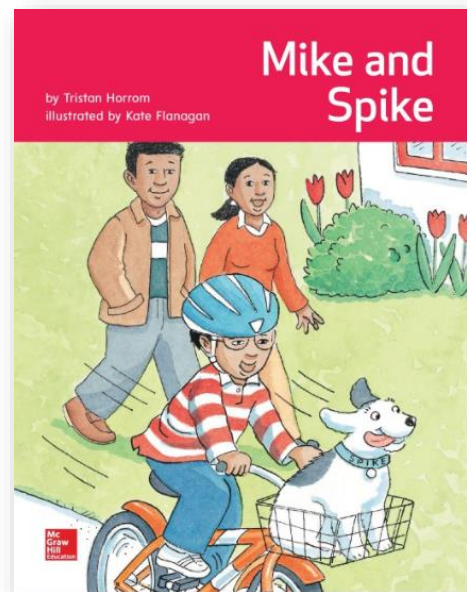
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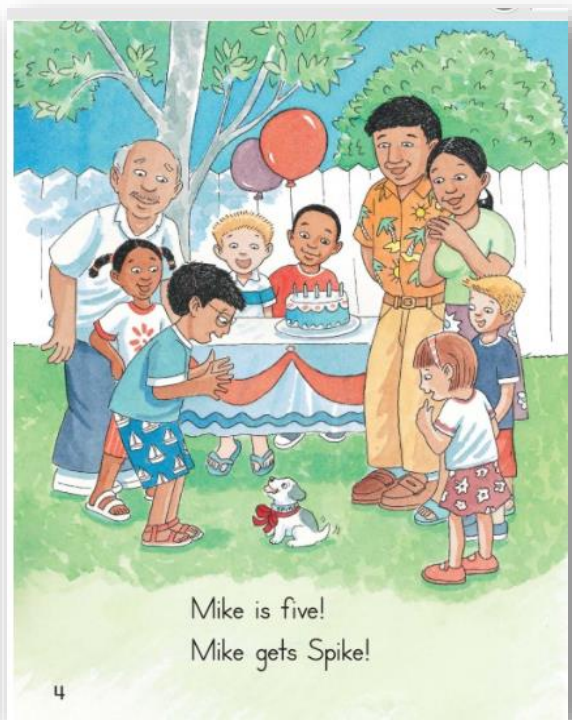
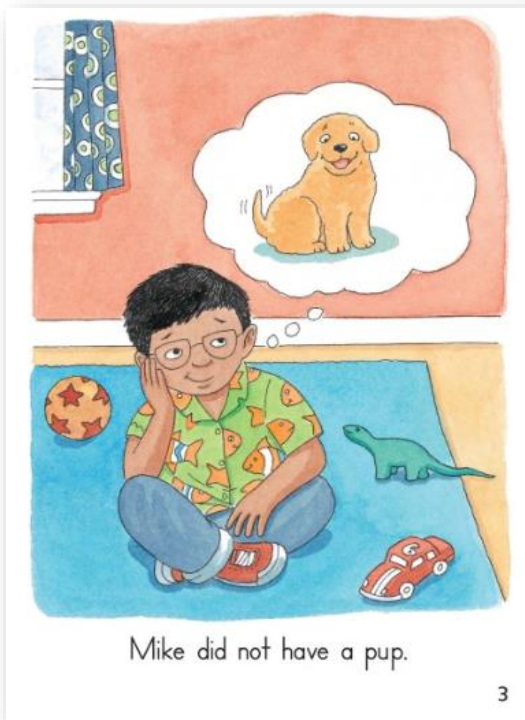
Literacy  
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## Pre-Decodable/Decodable Books

- Practice decoding words in context
- Provide practice with high frequency words
- Develop Fluency
- Work on Comprehension Strategies



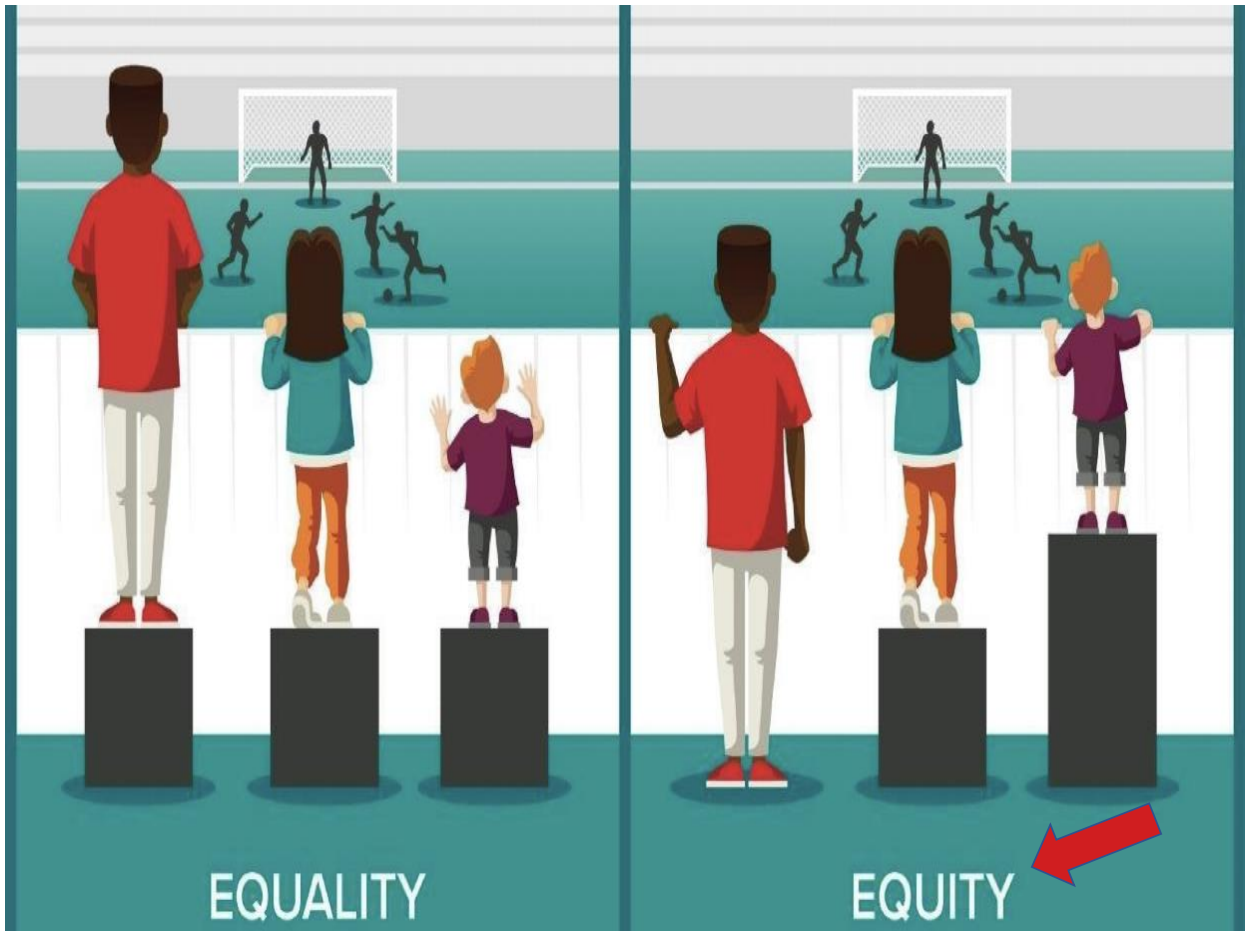
## Pre-Decodable/Decodable Books





## Pre-Decodable/Decodable Books



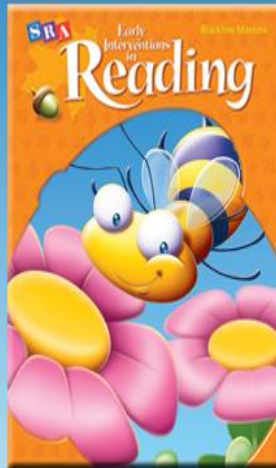


## Proven Intervention for Early Learners

Level K



Level 1




Level 2

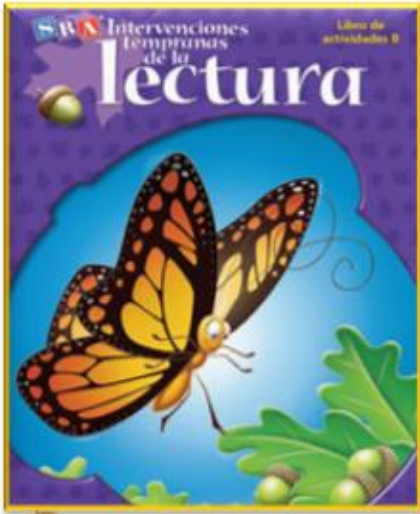


Español








**SRA** Intervenciones tempranas de la **lectura**



**SRA** Intervenciones tempranas de la **lectura**  
Libro de actividades B



Tier 3  
Tier 2  
Tier 1

Prevenir • Promover • Prometer

The McGraw-Hill Companies

# Five Key Areas of Reading for Spanish Speakers

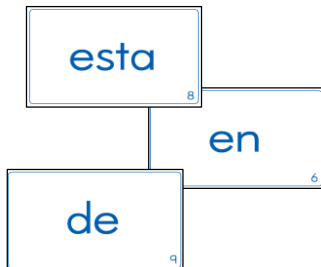


Pepe

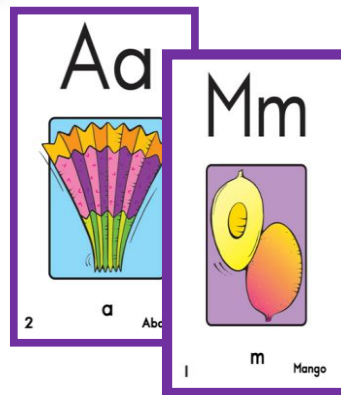


Tarjetas de sonidos

Tarjetas de sílabas



Tarjetas de palabras de uso frecuente



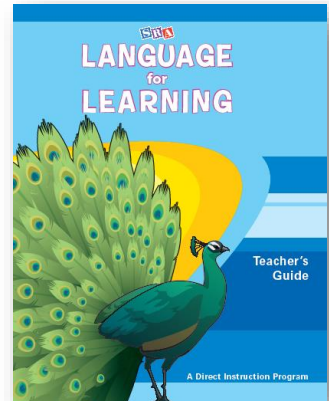
Libros decodificables



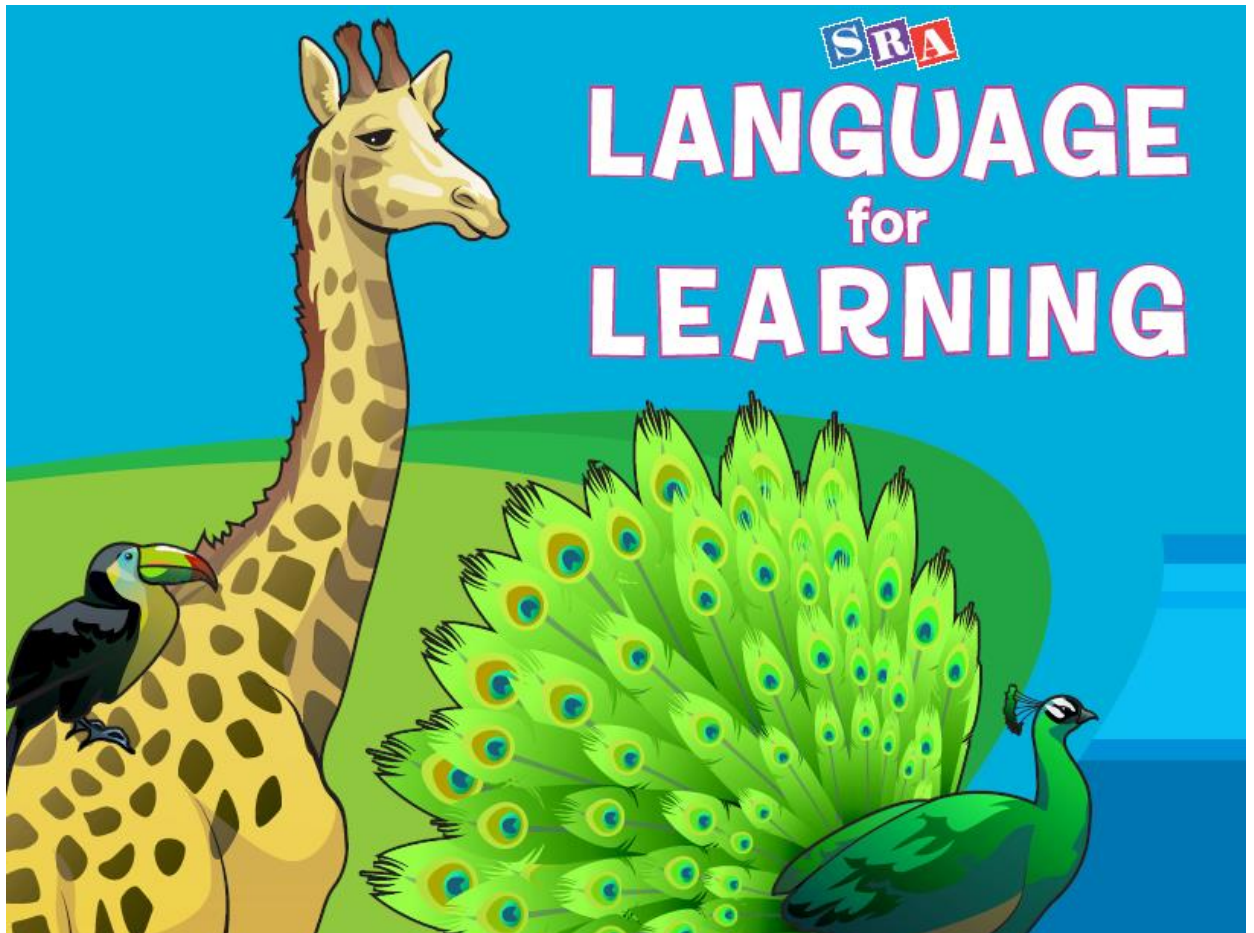
## Beginning at Pre-K & ELD-1

***Language for Learning*** provides learners with the knowledge and understanding of language they need to achieve proficiency and reading comprehension

This research-validated oral language program teaches children the words, concepts, and statements important to both oral and written language.







**EXERCISE 7 Classification – Clothing (cont.)****4. Look at these objects.**

- a. (Point to a.) Can you wear this? (Touch.)

Yes.

If you can wear it, it's . . . (touch) *clothing*.  
You can wear this dress. So what do you  
know about a dress? (Touch.) *It's clothing*.

- Again. What do you know about a dress?  
(Touch.) *It's clothing*.
- (Repeat step a until all children's  
responses are firm.)

- b. (Point to b.) Can you wear this? (Touch.)

No.

You cannot wear an apple. So what do  
you know about an apple? (Touch.) *It's not  
clothing*.

- Again. What do you know about an apple?  
(Touch.) *It's not clothing*.
- (Repeat step b until all children's  
responses are firm.)

- c. (Point to c.) Can you wear this? (Touch.)

No.

You cannot wear a bottle. So what do  
you know about a bottle? (Touch.) *It's not  
clothing*.

- Again. What do you know about a bottle?  
(Touch.) *It's not clothing*.
- (Repeat step c until all children's  
responses are firm.)

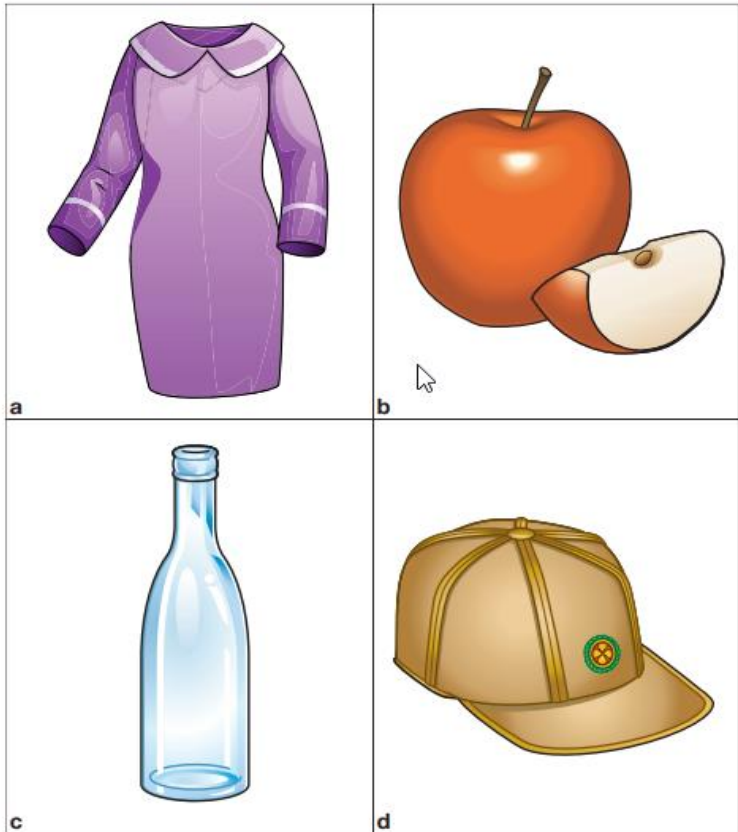
- d. (Point to d.) Can you wear this? (Touch.)

Yes.

If you can wear it, it's . . . (touch) *clothing*.  
You can wear a hat. So what do you know  
about a hat? (Touch.) *It's clothing*.

- Again. What do you know about a hat?  
(Touch.) *It's clothing*.
- (Repeat step d until all children's  
responses are firm.)

5. (Repeat part 4 until all children's responses  
are firm.)







# Address All Domains Each Day



Speaking and  
Listening



Reading



Writing

Literacy  
is for life.

The influence of a  
*good teacher*  
can never be erased.





## English Language Arts

The ability to communicate well – to read, write, listen, and speak – prepares students for life.

# The Oregon Literacy Plan

Designed to ensure that young Oregonians develop strong literacy skills that will prepare them for school, college, and career.





Because learning changes everything.®

