

Every Child's Path Overview (Anne Kinch)

Literacy Research

Children who make slow progress in reading have not learned how to keep their eyes on print. (Marie Clay-founder of Reading Recovery)

Therefore, they miss details, similarities and differences.

(We can assume that this is also true for Math.)

Math Research

Children best learn to see things in a sequence of frameworks: First a box, (Spatial, Directional Awareness) second a row (Reading and Writing) and finally a circle. (Doug Clements-Math professor-University of Buffalo, USA) Presently, very little time is devoted to spatial awareness and directionality in kindergarten, but my research appears to indicate that children would benefit a great deal from spending three to four months learning the spatial and directional concepts and language for the box framework.

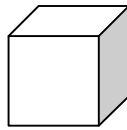
Early Literacy and Math

When we teach children how to look at print (Math and Literacy) in a box, they understand the concepts and the language that tie in with the box. As a result most children rapidly apply those concepts to future learning. The learning that pertains to spatial relationships and directionality in a box framework improves children's ability to process information quickly and effectively. Furthermore, the teacher and children have a common language that makes learning easier and faster. **Every Child's Path** covers most concepts and language relating to the box framework. Because time is at a premium for our teachers, this program is best used as a core program, allowing approximately twenty to thirty minutes on a concept each day for the first three to four months. Whenever a spatial or directional concept is introduced, children will discover, in subsequent lessons, how the same concept applies to math, literacy and their world.

To ensure that children have a thorough understanding of all concepts, research-based strategies are repeated in each lesson. As children answer the many questions about the box framework, they improve their ability to focus on details, similarities and differences. Finding answers to these questions also develops their analytical and critical thinking skills. They also learn how to answer questions in sentences.

Every Child's Path provides the following units, concepts and language.

*STRUCTURE OF A 3D BOX



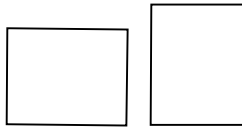
CONCEPTS: Corners, Edges, Top, Bottom, Inside, Outside, Front, Back, Upside down; Number of corners and edges-top, bottom, front, back

APPLICATION TO CURRICULUM:

- Building structures
- Houses
- Geometric Solids
- Concepts About Print (Compare box to a book)

FOUNDATION: understanding how books work, geometric solids

*STRUCTURE OF A 2D BOX



CONCEPTS: Corners, Edges, Top, Bottom, Middle, Starting and Stopping Corners, Starting and Stopping Edges, Inside, Outside, Up, Down, Across, Forward, Backward, Diagonal, Constant positions when mat turned

APPLICATION TO CURRICULUM:

Concepts About Print

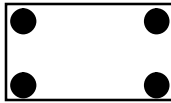
- Letter formation (in relation to specific corners and edges)
- Reading print on a page, message boards, chart papers, bulletin boards, blackboards, white board, transparencies (Directionality: from top to bottom, from left to right)
- Printing sentences (forward across page from left to right, top to bottom)
- Reading simple rhymes fluently (Noticing words, letters etc.)
- All About Me (Mat becomes a stage for telling about self)

Math concepts

- Turning mat: landscape to portrait position (Top remains constant)
- Number formation (in relation to specific corners and edges)
- Counting by rote up and down, forward and backward
- Two- dimensional geometric shapes (Make on mat using frame of ref.)

FOUNDATION: mapping skills, reading graphs [higher, lower, more and less] **board games** [Chess, Battleship, Snakes and Ladders, Xs and Os etc.] **puzzles, common frame of reference** for understanding teacher's directions, **area** and **perimeter**

***RECOGNIZING SETS**



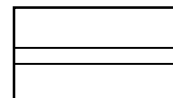
CONCEPTS: Whole, part, set, subset, apart, together, few, several, many, minus, add (one) more, take away (one), how many more and less

APPLICATION TO CURRICULUM:

- Remember where spots are in relation to specific corners, edges
- Solid understanding of Number Concepts from 0 to 10
- Fast recognition of sets to 10
- Literacy & Math Vocabulary (pair, couple, twins, **two**, etc.)

FOUNDATION: Using specific names of corners and edges as frame of reference when visualizing, adding, subtracting, matrixes (Mice and Minus) multiplying, dividing, card games: Concentration, Dominoes, Chess etc.

***TWO PARTS [ABOVE, BELOW]**



(3 parts)

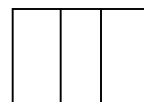
CONCEPTS: Above, below, top, bottom, over, under, high, low, up, down, between, middle

APPLICATION TO CURRICULUM:

- Letter Formation [parts above and below middle, b, f, g, p etc.]
- Temperature above and below zero
- Animals in winter above and below ground /water

FOUNDATION: fractions, printing on lines [parts in the middle, above and below the middle] **north, south, music notes** [high and low, placement on the staff] **sub** concept- submarine, sub-zero etc.

***TWO PARTS [FIRST, LAST]**



(three parts)

CONCEPTS: first, last, before, after, first, second, beginning, ending, middle

APPLICATION TO CURRICULUM:

Concepts About Print

- Stories [beginning, ending, sequencing: first, middle, last]
- Letter formation [**a** = 2 strokes, first and last **C I**]
- First and last sounds in two-letter words for success in printing and reading those words: **at as an**

*PATTERNING and READING (THE ROW: 2ND FRAMEWORK)

APPLICATION TO CURRICULUM:

Literacy Concepts:

- Read stories in a phrased, fluent manner (Start with one sentence)
- Read stories and predict what comes next
- Use strategies to self-monitor (from teacher's prompts)

Listen to your voice as you say the sentence.

Does it sound right?

Does it make sense?

Does it fit?

If not, go back to the beginning. Say it again, listening to your voice as you read the sentence.

If you forget, go back to the beginning. Say it again, listening to your voice as you read the sentence.

Repeat the sentence.

What do you think will come next?

What word do you know that would make sense and start with that sound?

- Read stories and self monitor using prompts for reading patterns
- Say alphabet in sections and self monitor using prompts
- Substitute words for parts of pattern to introduce new vocabulary
- said mom said mom said mom
- Make booklets for each pattern to use for familiar reading

FOUNDATION: Reading Comprehension requires remembering what has been read and predicting what will come next. These skills come when children can self-monitor; using prompts taught for reading patterns.

**These strategies (teacher's prompts) are based on those used in Reading Recovery, A Guidebook for Teaching Reading. (Marie Clay)