

PDIG Final Report

Our overall goal was to create a resource document for Parents, that would assist them in the daunting task of "How Can I Help My Child Learn How TO Read?" Every year, as teachers in Kindergarten and Grade One, we are asked the same questions over and over again. As educators, we tend to take certain things for granted. As a parent, it is not always obvious or evident to assist and support a child in early literacy strategies and techniques.

Our team consisted of two bilingual Kindergarten teachers and two bilingual Grade One teachers. Our project idea was not only to support parents but to also serve as a resource tool for beginning teachers in Kindergarten and Cycle One. Together as a group, we were able to develop a clear portrait of the developmental stages of reading. We feel that we have created a tangible resource for parents and professionals that clearly defines the stages of reading and targeted the main areas of learning.

We felt the most efficient way to do this was to create a live document, a webpage. So that's what we did! The webpage is focused and sub divided into pre literacy skills for Kindergarten and progresses into the literacy skills for Grade One. We have designed the page so that the essential learning topics are presented in the order that are presented to the students. Our webpage includes academic content, teaching strategies, supportive resources and a myth busters question section for FAQ.

We feel confident that we have accomplished our goal that we had set out to do. Our project was executed as planned in our initial outline and timeline. On our first meeting, we subdivided into our teaching domains of kindergarten and Grade one. We methodically thought out the sequence of how reading or pre reading is taught. Once we had the academic step ladder planned out, we regrouped into language teams. As language teams, we then developed and supported the following steps as they are presented to the children for the rest of our meeting dates.

Letter/Sounds

Sight Words and Word Families

Short and Long Vowels

Reading/Comprehension

I personally had fun creating a Myth Busters page, where I tried to address the most frequently asked question that we hear every single year.

We did stick to our pre planned time line and were able to present the webpage to our parents in April. Brochures were printed and given out to our parents. We will be asking for feedback to see how it rated with our parents and if there are any areas that we can improve upon.

Our future plan is to begin presenting this resource on Curriculum Night in September in order to better assist and support our parents. We are also hoping to have our school support our initiative by printing our brochure in color for us!

Here is our webpage - <http://readingconnections.pbworks.com/>

Our audience was clearly defined by three targeted groups, Parents, Students and Teachers. The success of our project was dependent upon the accessibility and efficiency (user friendliness) to guide its users. We decided on the webpage because I use the same site for my homework page and parents are able to navigate through it very easily. Within the tool that we used, is a navigation bar, where we vertically listed our content areas for our parents browse. Parents need a

precise tool that clearly defines supportive strategies to the developmental stages of reading and we feel that we completely accomplished our goal.

Our tool will ultimately enable teachers to assist parents in supporting their children. Parents are now able to understand the developmental stages of their child's reading process, and we have provided clarification to their child's formal evaluation (ex, this is where your child is now and this is where they need to be by the end of grade one.)

Likewise, Teachers that are new to teaching or new to our school can also benefit from our learning tool. In order for our students to succeed, we pride ourselves at Harmony on collaboration and communication amongst ourselves. We are now able to systematically work in "harmony" and follow the same learning path. It is a "win" for the students also. They will follow and learn the same academic topics and sequences in both languages. This will enable them to transfer knowledge learned from one language to the other. Thus, facilitating the learning process.

Our project was a much needed and long anticipated resourceful tool, for all pre literacy parents to have and use.

We hope that you enjoy and can appreciate our hard work. We are very proud of the end result.

The Harmony Team:)