

2024 NDKA Fall Conference
North Dakota Kindergarten Association

1 Semester Hour

ED 2000 - Valley City State University

October 5, 2024 - December 14, 2024

Amy Neal - Recorder of Credit

Course Description:

The North Dakota Kindergarten Association (NDKA) is bringing in our keynote speaker, Holly Ehle, to provide professional development for early childhood teachers. Holly has embedded relevant research into her four presentations which support classroom instruction for the Science of Reading. Holly will help our participants recognize what they “already do” in their classrooms, what they can keep doing, and ideas to bring back to our classrooms to instruct students for reading success.

Participant Outcomes:

Through our face-to-face presentations from Holly Ehle, participants will gather ideas, activities, strategies, and gain understanding of the Science of Reading to use in classroom instruction. Credit participants will have the opportunity to participate in a book study to deepen their knowledge of best practices when implementing The Science of Reading. We will be using the book, “7 Mighty Moves,” by Lindsay Kemeny as our resource. This book starts with an understanding of Scarborough’s Rope to identify the many skills that are embedded in language comprehension, decoding, and word recognition of beginning readers. Through an on-line sharing platform, participants will post assignment reflections on ways to bring meaningful writing activities into our classrooms.

Course Requirements:

In order to participate in credit, participants...

- 1) must attend the Face-to-Face Conference in Mandan, ND (7 hours)
- 2) must have FaceBook to join our private on-line platform to submit assignments and collaborate with the group.
- 3) must purchase their own copy of “7 Mighty Moves,” by Lindsay Kemeny to use for the book study portion of the professional development. (8 hours)

Contact Hours:

(7 Hours) NDKA Conference Content

Date: October 5, 2024

Time: 8:00 - 3:30pm

Place: Lakewood Elementary School - Mandan, North Dakota

Keynote Credentials: Holly Ehle, Assistant Professor of Education, Huntington University.

***B.S. Elementary Education with a Kindergarten Endorsement, Purdue University, West Lafayette (1993).**

***M.A. Elementary Education with a Reading Specialty, Indiana University (1999)**

***Certifications in Early Education Leadership and Cognitive Neuroscience, Harvard University**

***Ph.D Candidate; Reading, Language, and Literacy; Concordia University Chicago (ABD). Dissertation work focuses on the academic preparation of reading teachers in regard to implementing evidence-based, science of reading aligned instruction in the classroom.**

Topic 1 (1.75 hours): “The Importance of Sound to Spelling Activities and Orthographic Mapping”

Topic 2 (1.75 hours): “Heart Words! How to Most Effectively Teach High Frequency Words”

Topic 3 (1.75 hours): “Goodbye Guided Reading! Hello Small Skill Groups!”

Topic 4 (1.75 hours): “Introduction to the Science of Writing”

(8 Hours) On-line Book Study Content and Outline

Participants must have FaceBook to join our on-line platform.

Text Resource: “7 Mighty Moves,” by Lindsay Kemeny

The 7 chapters in this book are the MOVES that can be implemented into classroom instruction. Chapter content will be assigned for reading and then reflected upon through our online platform. After reading the text and viewing the embedded videos, participants will respond to specific questions for reflection. Participants will interact in the weekly FaceBook discussion to share ideas, concerns, and successes about their classroom instruction. Assignments will be posted according to the dates listed below to keep participants on a manageable timeline. All assignments listed below will be on the Facebook page for collecting responses.

Getting started with the text.

- 1) Turn to page (7) and read the Introduction. On page (9) you will see a graphic of Scarborough's Rope that embodies the purpose of the Science of Reading.
- 2) Check out the companion website with all videos and downloads: www.scholastic.com/7MMResources . The short videos throughout the book (QR Codes) are the same videos in the website above. These videos will be important as participants move through the chapters to see specific examples from Lindsay Kemeny.

(1h) October 12, Move 1 - Teach Phonemic Awareness With Intention

- 1) Read pgs. 13-36
- 2) Watch Video 1.1, Vowel Valley (pg.18)
- 3) Watch video 1.3, Manipulatives support phonemic awareness (pg.27)
- 4) Watch video 1.4, Word Chains (pg.33)
- 5) What strategies shared in this chapter are you most familiar with and have used?
- 6) Share another strategy you have used that is successful.

(1h) October 19, Move 2 - Teach Phonics Explicitly and Systematically

- 1) Read pgs. 37-65
- 2) Watch Video 2.1, Three-Part Drill (pg.51)
- 3) Watch Video 2.2, Vowel Intensive exercise (pg. 61)
- 4) What Science of Reading curriculum has your district adopted for explicit instruction of phonics? Were teachers involved in decision making?
- 5) What do you find most useful or powerful for Word Work activities?

(1h) October 26, Move 3 - Teach Decoding Strategies, Not Cueing Strategies

- 1) Read pgs. 67-77
- 2) Watch Video 3.1, Help a Student Decode (pg. 72)
- 3) Watch Video 3.2, Student guesses at words (pg. 73)
- 4) What "cues" are easy for you to eliminate from your instruction and you are glad to see them go?
- 5) What did you like about cuing readers and you may continue to use?

(1h) November 9, Move 4 - Use Decodeable Texts Instead of Predictable Texts with Beginning Readers

- 1) Read pgs. 70 - 93
- 2) Watch Video 4.1, Small Group with decodable text (86)
- 3) Watch Video 4.2, Parent and caregiver tips
- 4) What opportunities do you have during your schedule to allow students to read books? Adapt your answer to the different times of the year.
- 5) Starting on page (90), several strategies were suggested. Which of these strategies do you already implement and which strategy are you willing to try? Share success or reasons.

- (1h) November 16, Move 5 - Embrace a Better Approach to Teaching “Sight Words”
- 1) Read pgs. 95 - 108
 - 2) Watch Video 5.1, Teach irregular words
 - 3) Watch Video 5.2, Phonemes and Graphemes
 - 4) How has your instruction for high frequency words changed over the past two years?
 - 5) What are some of your best “go to” resources for sight word instruction?
- (1h) November 23, Move 6 - Focus on Meaningful Fluency Practice
- 1) Read pgs. 109 - 127
 - 2) Watch Video 6.1, Read, Model, Read Again
 - 3) Starting on page (117), several strategies were suggested to practice reading to develop fluency.. Which of these strategies do you already implement and which strategy are you willing to try? Share success or reasons.
- (1h) November 30, Move 7 - Improve Comprehension by Developing Vocabulary and Background Knowledge
- 1) Read pgs. 129 - 151
 - 2) Watch Video 7.1, Whole class summarizing (pg. 149)
 - 3) This chapter is filled with strategies for developing vocabulary for comprehension. What strategy is something you already use and what strategy really makes sense to use with our students?

Evaluation Plan:

- 1) Participants will share 3 ideas they are taking back to their classrooms from the NDKA Conference on October 5th with Holly Ehle in Mandan, ND.
- 2) Participants will be reflecting and commenting on each of the chapters from “7 Mighty Moves.” They will have specific questions to comment on.
- 3) This course will be graded S/U. An “S” grade will require:
 - a) Participants attend the Face-to-Face NDKA Conference in Mandan, ND.
 - b) Respond to discussion questions for each chapter.
 - c) Complete a final reflection at the very end of the course.