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Getting Started

Program Overview

SRA KinderBound is a comprehensive developmentally appropriate assessment and curriculum designed to identify children who need to improve foundational skills in order to be ready for kindergarten. With *SRA KinderBound*, teachers can quickly provide children with the basic understanding, knowledge, and skills needed for kindergarten readiness.

SRA KinderBound entails three simple steps: **Assess, Evaluate, Instruct.**

Program Goals

The goal of the program is to evaluate mastery of pre-k competencies, determine kindergarten readiness, and assist with transition from preschool or home to kindergarten.

- *SRA KinderBound* uses interactive and observational assessments for pre-literacy skills, math readiness, language and communication skills, fine and gross motor skills, and social and emotional development.

- The program provides individual action plans for early prevention, intervention, and/or extension in specific categories.

- The action plans will be carried out over a four-week program of instruction so that children lose little time in adapting to kindergarten curriculum.

- The program can be used at the end of the preschool year, in the summer between preschool and kindergarten, or in the first quarter of kindergarten.

Program Objective

1. **Assess**—*SRA KinderBound* is a diagnostic tool that identifies the skill level of each child. The program gives you the capability to manage assessments by using a variety of data tools such as tablet, phone, computer, or pencil and paper. Assessment materials include an Assessment Flip Book, online assessment teacher tool, and manipulatives.

2. **Evaluate**—Access online reports of assessment results to determine if children are:
   - recommended for the *SRA KinderBound* program.
   - borderline children who could benefit from the program.
   - recommended for Kindergarten without the *SRA KinderBound* program.

3. **Instruct**—Teach children using individual action plans over a four-week program of instruction.

Preparing the Assessment

Materials

For ease of administration, read through the assessment before administering it and become familiar with the *Student Record Sheet* or online assessment program. Make required copies and gather the *Assessment Flip Book*, all manipulatives (including card sheets), access to *SRA KinderBound* online assessment or *Student Record Sheets*, and the common materials listed on the Directions page of the *Assessment Flip Book*. Organize the materials in the order in which they will be used in the assessment.

Setup

You need a location that will offer a quiet and calm environment, two chairs, and a table at a height appropriate to the child. The table should have a smooth surface that is large enough that you can place several pieces of paper, the *Assessment Flip Book*, the manipulatives, and either a laptop, tablet, phone, or *Student Record Sheet*. Sit beside the child and place the *Assessment Flip Book* in view of the child. All other materials should be in easy reach for the assessor, but out of view of the child. You will also need an open area for some of the gross motor assessment items. Ideally, no one other than you and the child should be in the location during testing.
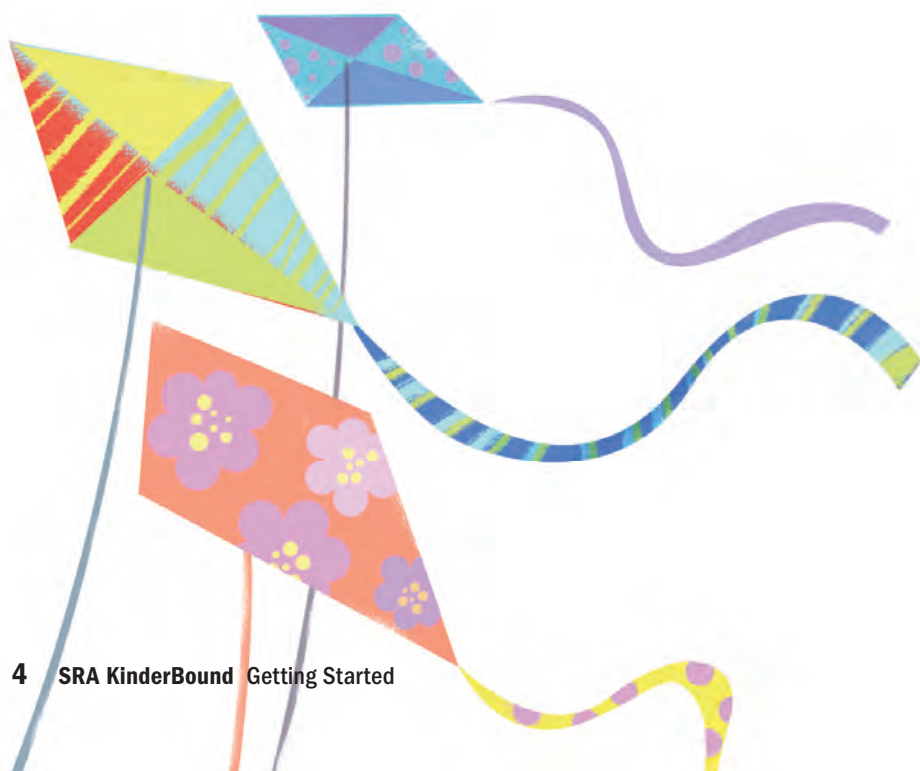
Assess: Administering the Assessment

Greet Child

Before you begin administering the assessment, greet the child by name and show an awareness of his or her schedule. For example, say, "Today I have some pictures and objects to show you. I think you will like them. We will be done in time for you to go to centers." Assure the child by saying, "Please listen carefully. Some of the things I will ask you to do are hard, even for older kids. Do not worry if you're not sure about them. Just do your best."

Engage Child

Throughout the administration, be sure to remain friendly and encouraging to the child. Use the child's name frequently. Be aware of children who may be distracted or losing interest. You may choose to take a small break between administering sections, or, if necessary, continue on another day.

Follow Script

The statements to read aloud to children have been kept short for ease of administration. It is important to read these statements in a manner that is patient and kind, not demanding. You can always repeat the question or prompt to the student once.

Prompts

Any specific prompts or repetitions (including specific alterations that are used instead of an exact repetition of the question) are described for each item. These prompts can be given if the child indicates he or she has not understood the question, verbally, or by making no observable attempt to answer or solve the problem in five seconds.

No Response

There is a code for *no response;* this includes silence, a shoulder shrug, saying "I don't know," playing with materials, and any other similar behavior that appears to be avoidance of responding to the content task posed.

Encouragement, Not Hints

Be careful that you do not indicate or hint at the correct response. If the child needs motivation to continue, praise his or her effort, not correctness. Convey equal enthusiasm and positive warmth about correct and incorrect responses. Use phrases such as, "That was a tough one," or "You are trying hard!" for both correct and incorrect responses. If the child asks for help, say, "I want to see how you do it yourself."

Sensitivity to Various Cultures and Dialects

SRA KinderBound has scripting in both English and Spanish. Be aware of possible diversity in dialects, languages, and cultures. When administering the assessment such differences can influence a child's understanding. Use your professional judgment concerning flexibility in a child's behavior and expression, and in determining, for example, whether the child's first language is not English and the assessment must be administered in the child's first language.

Sensitivity to Contexts and Individuals, Special Education Students

Be aware of the child's personality, motivation, and attention. Make notes to record your observations on such matters, especially those that may invalidate the results of the assessment or that should be understood to protect the rights of the child. For example, if a child has a disability, especially a severe disability such as blindness or lack of movement, which interferes with the perception of the assessment items or the ability to respond to them, the scores might not be valid unless effective adaptations of the assessment have been made to accommodate the child. Such adaptations necessitate caution in interpreting the results, especially the scores. With all children, but especially with young children and children with special needs, sensitivity to contexts and individuals is needed, and principled recommendations that no single assessment be interpreted in isolation from other information should be heeded.

Getting Started, continued

Recording Results

During the assessment, enter codes using a handheld device, laptop, or desktop computer. *SRA KinderBound* online assessment will interpret the results of the assessment and provide personalized reports for each child. If you are using the *Student Record Sheets* to record codes during assessment, you may enter the codes into *SRA KinderBound* online assessment at your convenience.

Evaluate: Mapping the Program

After the assessment has been administered all children, run the Class Placement Report for recommendations for placement in the instructional part of the program. Though the recommendations are made by the system, the school can override the selections and to place children into classes.

Once the children have been placed into classes, the teacher generates reports for the selected children detailing individual strengths and weaknesses and the appropriate placement in remediation activities.

Class Placement Report—shows how each child performed in each assessment section. It also indicates which children are recommended for entry into kindergarten with and without additional instruction.

Student Detail Report—shows the Response and Strategy Codes for each assessment item for one child. It also shows, for each skill, the child's assignment for each related activity in the *Teacher's Edition* to the on level, above level, or below level group.

Assignment Report—shows for one day, for each activity in the *Teacher's Edition,* which children are assigned to each group. The information in this report can be transferred to the *Classroom Management Chart* using a wipe-off marker.

Instruct: Teaching the Program

Instruction is organized by the assessed domains, including Oral Language and Vocabulary, Print Awareness/Emergent Literacy, Phonological Awareness, Learn About Letters and Sounds, Number/Geometry, and Social and Emotional Development. Student-directed learning is incorporated using weekly Learning Centers. Differentiated instruction is given for students for all academic activities.

At the end of the first and fourth weeks of the program, teachers fill out the Social and Emotional Development Checklist for each child.

Assess: Recording Skill Growth

After completing four weeks of instruction, re-assess children using the *Assessment Flip Book*.

Growth Report—shows growth for the entire program, domains, or individual assessment items for individual children or the entire class.

Flexible Scheduling

With *SRA KinderBound*, it's easy to fit the program into your school's structure.

The program is designed with a variety of activities that can be completed on a full-day or half-day schedule.

Typical 6-Week Summer Program, Preschool	
Week 1	Assess all children while introducing your classroom routines
Week 2	Complete Week 1 of instruction
Week 3	Complete Week 2 of instruction
Week 4	Complete Week 3 of instruction
Week 5	Complete Week 4 of instruction
Week 6	Assess all children while completing a culminating activity or reinforcing skills from the program

Typical 4-Week Summer Program, Preschool	
	Assess all children during standard school year
Week 1	Complete Week 1 of instruction
Week 2	Complete Week 2 of instruction
Week 3	Complete Week 3 of instruction
Week 4	Complete Week 4 of instruction and assess all children

Typical Program, Before School Start, Kindergarten	
	Assess all incoming kindergartners in the spring or early summer and select the students who will be participating in the instructional program
Week 1	Complete Week 1 of instruction in late summer
Week 2	Complete Week 2 of instruction in late summer
Week 3	Complete Week 3 of instruction in late summer
Week 4	Complete Week 4 of instruction in late summer
	Assess all children before kindergarten begins

Typical Program, After School Start, Kindergarten	
	Assess all incoming kindergartners and select the students who will be participating in the instructional program
Week 1	Complete Week 1 of instruction as a pull-out or alternative class
Week 2	Complete Week 2 of instruction as a pull-out or alternative class
Week 3	Complete Week 3 of instruction as a pull-out or alternative class
Week 4	Complete Week 4 of instruction as a pull-out or alternative class
	Assess all children

Typical Full-Day Schedule	
10 min	Opening Routines
15 min	Language Development
60–90 min	Center Time
15 min	Snack Time
15 min	Read and Comprehend
20 min	Active Play (outdoors, if possible)
30 min	Lunch
15 min	Word Work
	Rest
15 min	Math
15 min	Social and Emotional Development
45 min	Center Time
25 min	Active Play (outdoors, if possible)
5 min	Closing Routines

Typical Half-Day Schedule	
10 min	Opening Routines
15 min	Language Development
15 min	Read and Comprehend
30 min	Center Time (include Word Work)
15 min	Snack Time
30 min	Active Play (outdoors, if possible)
30 min	Center Time (include Math)
15 min	Social and Emotional Development
5 min	Closing Routines
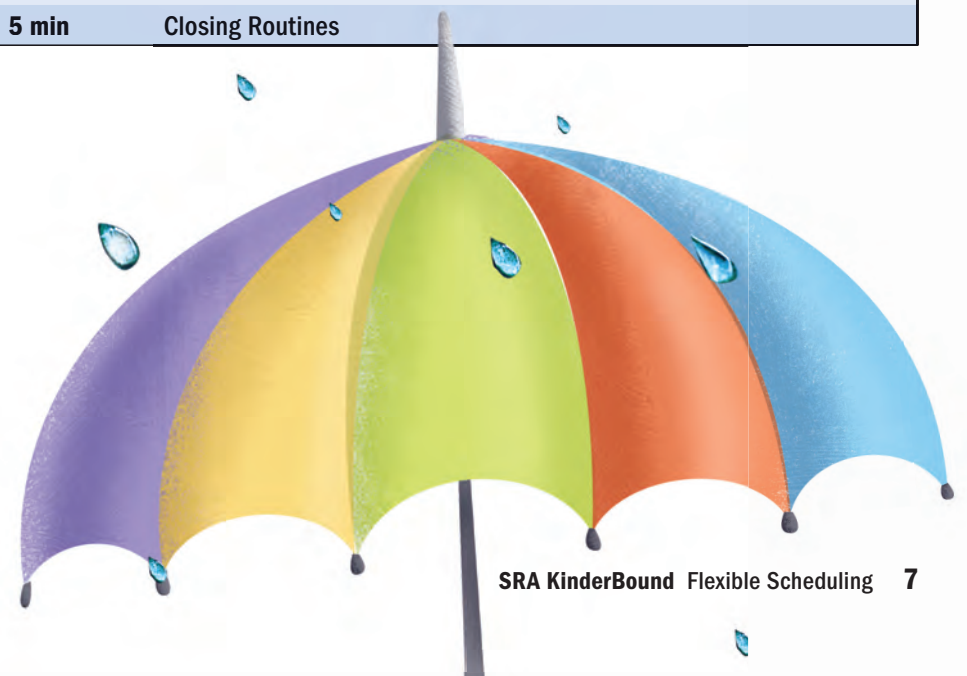
Themes and Literature

With *SRA KinderBound*, children develop concrete skills through experiences with hands-on activities that, in addition to skills development, emphasize practice and reflection. Literature selections and cross-curricular content are linked to the theme to help children reinforce lesson concepts.

In the first week, children are introduced to the central theme, The Great Outdoors. In the following weeks, children delve more deeply into the main theme as they focus on different areas of the outdoors: In the Woods, By the Sea, and Up in the Air.

Week 1
The Great Outdoors

Country Mouse and City Mouse

The Great Outdoors

Ratona de Campo y Ratón de Ciudad

La naturaleza

Week 2
In the Woods

Little Red Riding Hood

In the Woods

Caperucita Roja

En el bosque
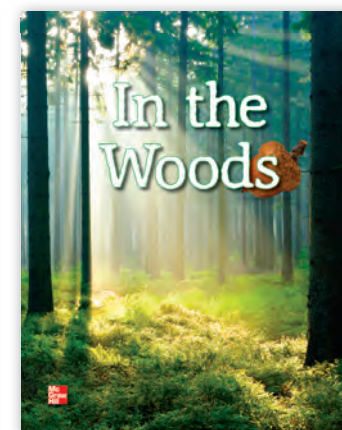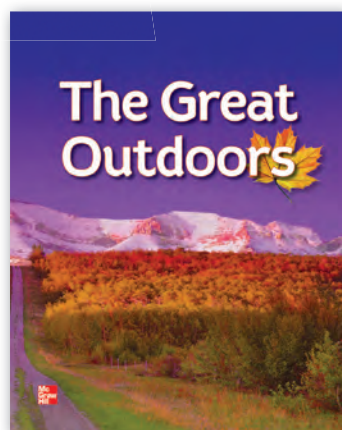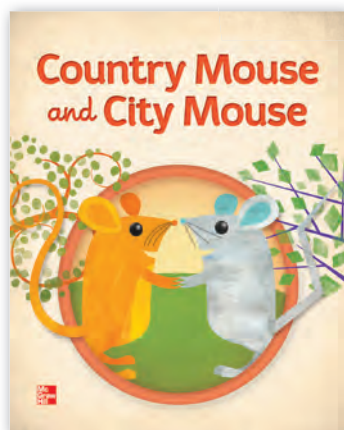
Each week, one fiction and one non-fiction Little Book are used to reinforce literacy concepts. Little Books are provided in English and Spanish. Children also hear and discuss additional read-aloud selections, sing songs, and learn finger plays from the *Teacher's Treasure Book*.

KinderBOUND
Teacher's Treasure Book

Week 3
By the Sea

Why the Sea is Salty

By the Sea

Por qué el mar es salado

Junto al mar

Week 4
Up in the Air

Jack and the Beanstalk

Up in the Air

Las habichuelas mágicas

En el cielo
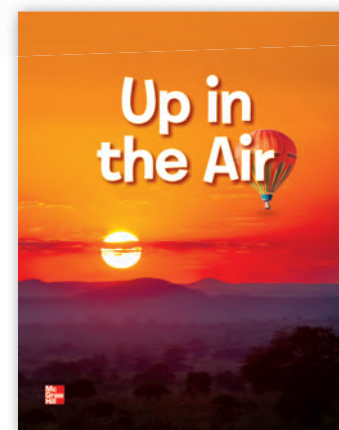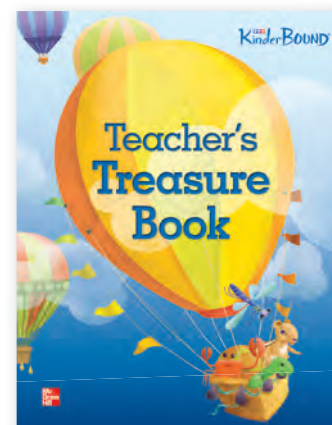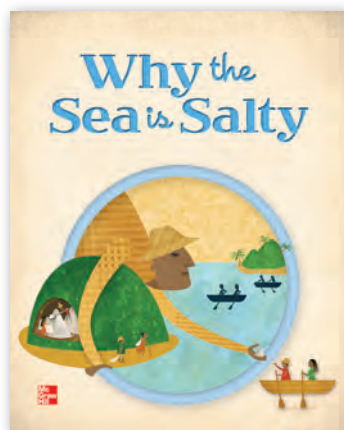
Tools for Teaching

SRA KinderBound is packed full of the components you'll need to determine if children are ready for kindergarten and teach the skills necessary to close any gaps before the start of the school year. You'll find items in the *Manipulative Package* to assess children and to connect hands-on learning skills with meaningful play.

Assessment Only Package

This package contains all the necessary tools to evaluate all children entering kindergarten.
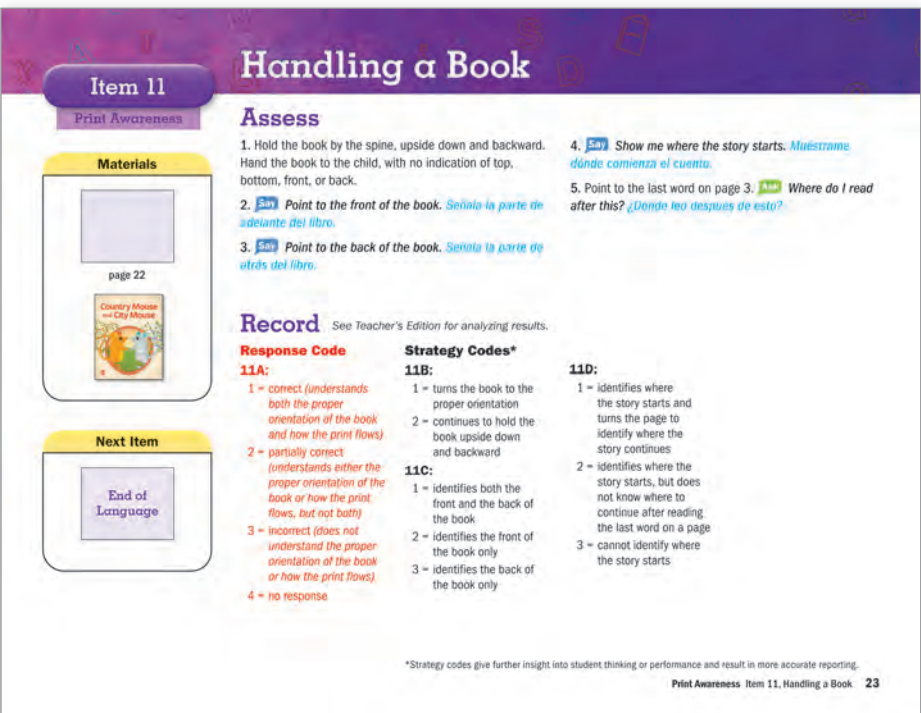
▲ **Assessment Flip Book:** The *Assessment Flip Book* is the heart of **SRA KinderBound**. The *Assessment Flip Book* is divided into three parts, Language, Motor, and Math. There is also a set of Observational Assessment questions at the end of the Math section. You may administer the parts back to back or have a break between parts. There are two sides of the flip book displayed during the assessment. The student's side provides graphics for the student to use during the assessment. The teacher's side provides setup and script (in English and Spanish) for each assessment item as well as a sample of what is displayed on the student side. The information on the teacher's side is also displayed on the handheld, tablet, or computer when using the online assessment tool.

▼ **Online Assessment Tool:** The online assessment tool is a powerful assessment management system where you edit student information, perform and score the assessment, and generate a multitude of reports for each student and class. The online tool provides immediate results and eliminates the chore of scoring the results by hand. You will have instant assessment results and personalized reports.

Manipulative Kit: The manipulatives and card sheets found in the Manipulative Kit are specifically chosen for students' mathematical thinking and help keep students interested and attentive.

Student Record Sheets: The *Student Record Sheets* are optional and should be used if you do not have access to the online assessment tool while you are administering the assessment. These sheets keep record of student responses and strategies during the assessment.

Date of Assessment: _____ Assessor Name(s) _____

If there was any reason to believe this assessment was not a fair assessment of this student, tell why in the space below.

Record of Assessment Item Codes

Start Points Start with the first item in each domain. Complete all domains.

Stop Rule For the Number domain, stop the assessment for the domain after four consecutive incorrect response codes.

Use the following pages to record student responses to the assessment.

Tools for Teaching, continued

Complete Package/Basic Package

The Complete Package contains all the essential tools for the instructional part of the program. Once you have delivered the assessment to all incoming kindergarteners, you will use the Complete Package or the Basic Package to teach the curriculum. The Complete Package contains all the materials. The Basic Package is designed for teachers who are currently using *The DLM Early Childhood Express*. With the Basic Package, you do not received components which are also available in *The DLM Early Childhood Express*, such as *Teacher's Treasure Book*.
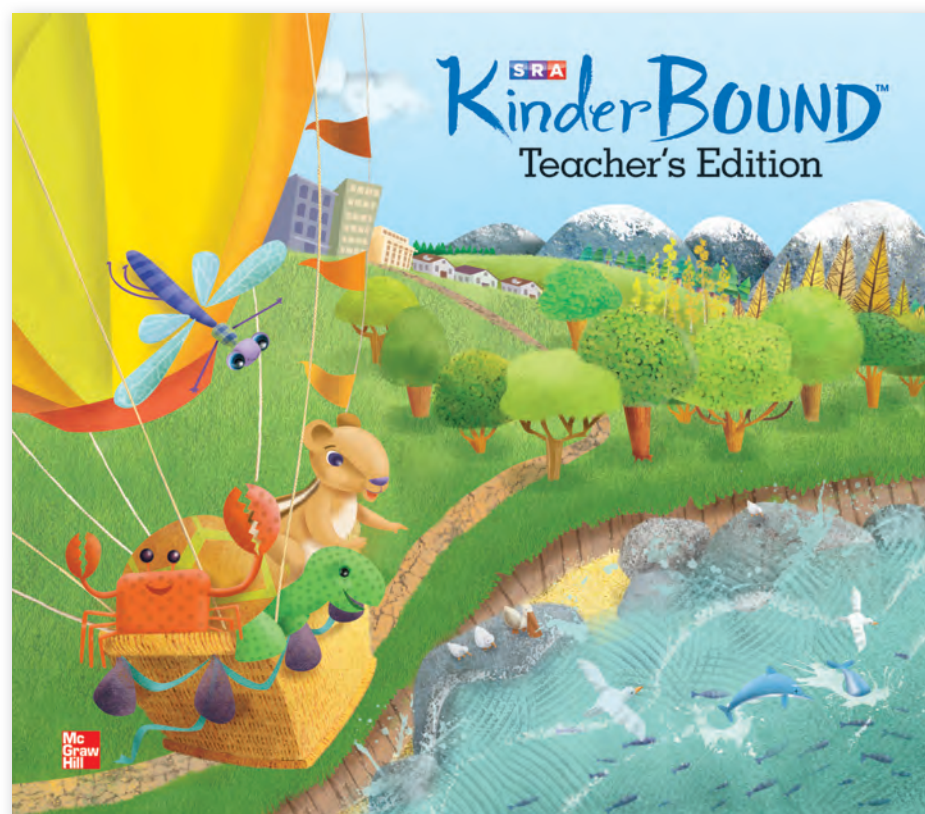
▲ **Teacher's Edition:** There is one four-week bilingual *Teacher's Edition* for the program. It provides the differentiated instruction for each activity as well as plans for centers and suggestions for classroom management.
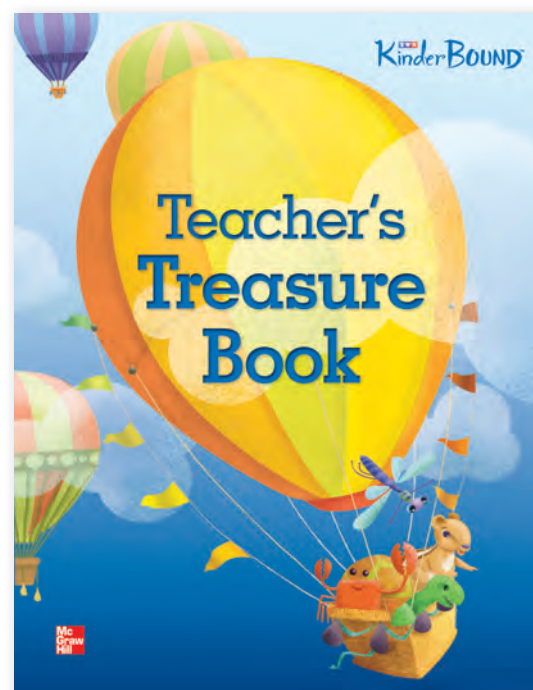
▲ **Teacher's Treasure Book:** The bilingual *Teacher's Treasure Book* featuers 500+ pages of the things you love most about teaching Early Childhood, such as songs, traditional read alouds, folk tales, finger plays, and flannel board stories with patterns.

▼ **ABC Take-Home Book:** An *ABC Take-Home Book* with blackline masters is provided for each letter of the English and Spanish alphabets.

▲ Classroom Management Chart: This rewritable poster-sized chart enables you to post the contents of the Assignment Report groupings for each day. This way, any of the teachers and aides in the room can determine which differentiation should be used for each child during each activity.

▼ ABC Picture Cards: *ABC Picture Cards* help build letter recognition and phonemic awareness.

flower

leaf

turtle

Building Blocks *Building Blocks*, the result of NSF-funded research, develops young children's mathematical thinking using their bodies, manipulatives, paper, and computers.

Building Blocks online management system guides children through research-based learning trajectories. These activities-through-trajectories connect children's informal knowledge to more formal school mathematics. The result is a mathematical curriculum that is not only motivating for children but also comprehensive.

ConnectED The online content management system for *SRA KinderBound* includes the following:

- eBooks of student and teacher materials, including audio for the Little Books in English and Spanish
- teacher planning tools and assessment support, including Assignment Reports to show the placement of each child into Differentiated Instruction groups for each activity within the lesson

A Typical Weekly Lesson Plan

Each week of *SRA KinderBound* is organized the same way to provide children with the structure and routine they crave. Each week begins with a weekly opener that introduces the theme and focus of the week and includes a review of the week's Learning Goals, the Materials and Resources needed for the week, a Daily Planner, a plan for the Learning Centers children will use throughout the week, and an outline of the Social and Emotional Development focus for the week with tips for promoting social and emotional growth in the classroom and at home.

Each day's lesson includes Oral Language and Development activities; a Print Awareness or Emergent Literacy activity that is tied to a fiction Little Book, a non-fiction Little Book, or a Read-Aloud; Word Work activities centered on phonological awareness and letter/sound recognition; a Math activity focused on number or geometry; and a Social and Emotional Development activity. Reteaching Skills and Strategies are available on the fifth day of the week and can be used throughout the week as well.

Each week features a Wrap Up that summarizes the week, explains how the week's activities help prepare children for the kindergarten Common Core State Standards, and provides Home Connection ideas for parents to help children continue to develop the skills outside the classroom.

The activities for the week help prepare children for the key **Common Core State Standards** for kindergartners listed on the weekly opener pages.

You will find the **Program Materials** and **Other Materials** needed for each day on the Materials and Resources page.

The **Learning Goals** met by the weekly lessons are listed on this page.

Assessment reminders are provided for the week.

The **Daily Planner** provides a Week-at-a-Glance view of the daily structure and lesson topics for each week.

Learning Centers should be used throughout the week during your designated center time. Each week, an overview of activities is provided for the Math Center, Movement Center, Writer's Center, Library and Listening Center, Science Center, Social Studies Center, ABC Center, and Creativity Center. The Learning Centers are intended to remain open for the entire week. These centers provide the opportunity for children to explore a wide range of curricular areas.

The **Social and Emotional Development** skill focus for the week is describe on these pages. Additional ideas are provided for promoting social and emotional development skills in the classroom and at home.

In the weekly **Wrap Up** the teacher can see how the weekly activities help prepare the children for kindergarten standards.

A preview is provided to highlight the skills and activities for the following week.

Addition suggestions for parents are provided to encourage skill extension at home.

Lesson Overview

The *Teacher's Edition* is organized by week and day. Each day's lesson is covered in four-page spreads.

Each day begins with **Opening Routines** to help children settle into their day.

The **Learning Goals** met by the lesson are listed.

Children have **Oral Language and Vocabulary** time every day. During this time, children participate in activities to learn academic vocabulary and expand language skills.

Print Awareness skills are taught on the first two days of each week and **Emergent Literacy** skills are taught on the third and fourth days of each week. These skills are reviewed on the last day of the week. During this time, children listen to and discuss a Read Aloud or a fiction or nonfiction Little Book selection.

Tips for working with **Dual Language Learners** are shown throughout the lessons. Teaching strategies are provided to help children of all language backgrounds and abilities meet the lesson objectives.

The **Online Resources** available for each lesson are provided.

Instructional questions are provided in both English and Spanish.

Differentiated Instruction offers suggestions for modifications to activities based on children's individual assessment results. Use the Assignment Report from the online assessment component to determine which children to place in each level of differentiation.

Skill Checks at point of use help to focus learning. These informal assessment questions help to ensure children are meeting lesson objectives.

Vocabulary is provided in English and Spanish to help expand children's ability to use both languages.

Children have a **Phonological Awareness** activity and learn about **Letters and Sounds** every day. The letter sound is introduced with the letter name. Children also practice letter formation.

Building Blocks online activities are provided each day during Math.

Children work on a **Number** or **Geometry** activity daily.

Social and Emotional Development concepts are addressed every day to help children better express their emotions and needs and establish positive relationships.

Reteach Skills and Strategies are referenced at the end of each lesson and provided for additional skill reinforcement on the fifth day of each week.