

# Cox Elementary School

1275 11<sup>th</sup> Avenue South East

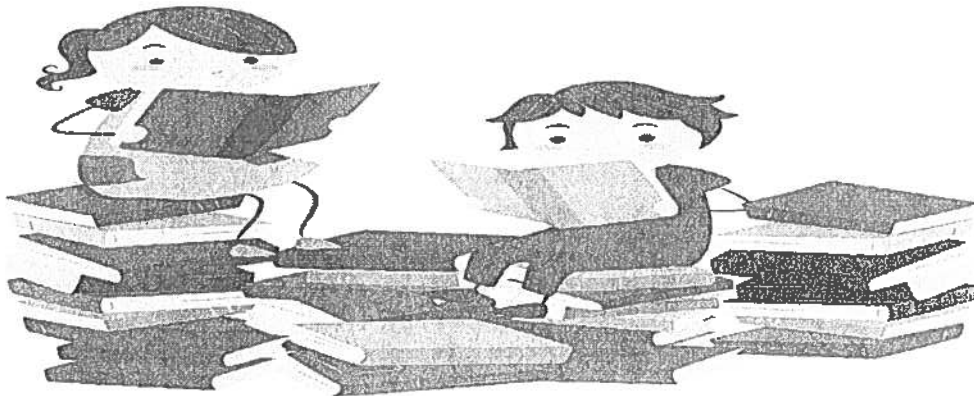
Moultrie, GA 31768

Phone: (229) 890-6190

## Join us for our In-Person/Virtual literacy Night

**When: Thursday, November 4, 2021**

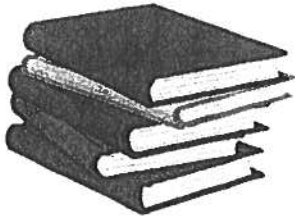
**Where: Cox Elementary or Cox Facebook,  
School Webpage**



**Complete the sign in sheet to receive a book for your child!**

<https://forms.gle/Mc8W3Lkz2nc74Xf69>

October 25, 2021



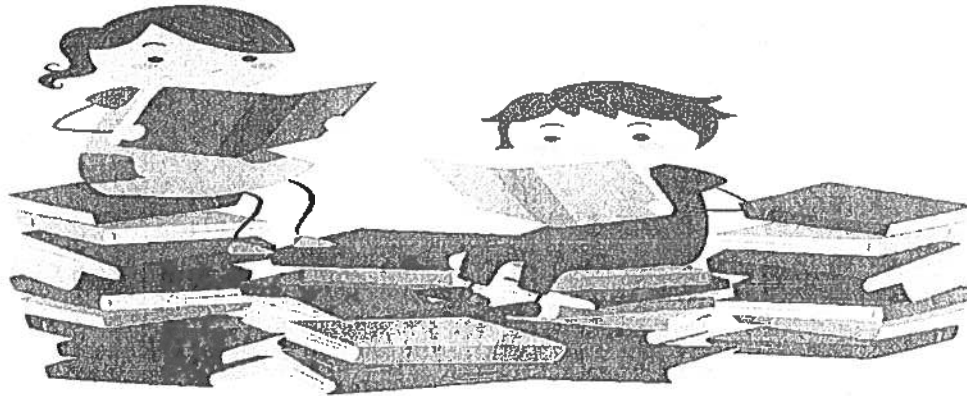
# Escuela Primaria Cox

1275 11<sup>a</sup> Avenue South East

<https://forms.gle/Mc8W3Lkz2nc74Xf69>Moultrie, GA 31768

Numero de Teléfono: (229) 890-6190

**Únase a nosotros para nuestra noche de alfabetización en persona o virtual**  
**Cuándo: Jueves 4 de Noviembre de 2021**  
**Dónde: Escuela Primaria Cox o en la página de Facebook de la Escuela Primaria Cox**



**¡Regístrese para recibir un libro para su hijo!**

<https://forms.gle/Mc8W3Lkz2nc74Xf69>

26 de Octubre del 2021

# Cox Elementary School

1275 11<sup>th</sup> Avenue Southeast

Moultrie, Georgia 31768

Phone (229) 890-6190 Fax (229) 890-6127

**Mrs. Kristi Gonzales**  
Principal

**Mrs. Laura Stinson**  
Academic Coach

**Mrs. Martha Galarza**  
Secretary

**Mrs. Otessa Pelham**  
Assistant Principal

**Mrs. Margaret Presley**  
Academic Coach

**Mrs. Cindy Williams**  
Counselor

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**Building Parent Capacity  
Virtual / In Person Literacy Night  
November 4, 2021  
5:00 p.m. – 7:00 p.m.  
Online/Cafeteria**

## Agenda

- 1. Welcome by Mrs. Kristi Gonzales**
- 2. Parents will go to the classrooms for training**
- 3. Translators: Rachel Crew, Mrs. McComas and Mrs. Laura**
- 4. Dismissal**



Sincerely,

Cox Elementary School Faculty and Staff

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## **Desarrollando la capacidad de los padres Noche de alfabetización virtual o en persona**

**4 de Noviembre de 2021**

**5:00 p.m. – 7:00 p.m.**

**En línea o en la cafetería**

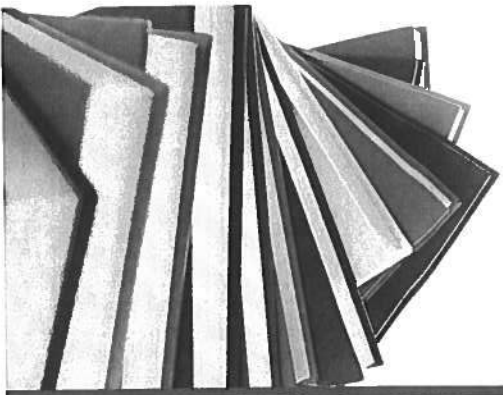
### **Agenda**

- 1. La Sra. Kristi Gonzales les dará la bienvenida**
- 2. Los padres irán a las aulas para recibir capacitación**
- 3. Traductras: Rachel Crew, Sra. McComas y Sra. Laura**
- 4. Despedida**



Atentamente,

Personal de la Escuela Primaria Cox



## Welcome!

Virtual Cox Elementary Literacy Night  
Building Parent Capacity  
November 4, 2021

## Agenda

- Introductions and roles
- Importance of literacy
- Discuss levels of literacy
- What you can do at home to help
- Available resources
- Google Form Survey

## Who's Who

- Lauren Stinson
- English Language Arts and Social Studies Instructional Coach at Cox
- Started as a paraprofessional in 1<sup>st</sup>-2<sup>nd</sup> grade for 2 years
- 2<sup>nd</sup> Grade teacher for 5 years and Kindergarten teacher for 1 year
- Instructional coach for 3 years



## Who's Who

- Dale Rickett
- Literacy Mentor Coordinator with the Colquitt County Educational Foundation
- Teacher Support Specialist with Colquitt County Schools
- Taught for 13 years at Stingfellow Elementary in K, 1, 4th grade



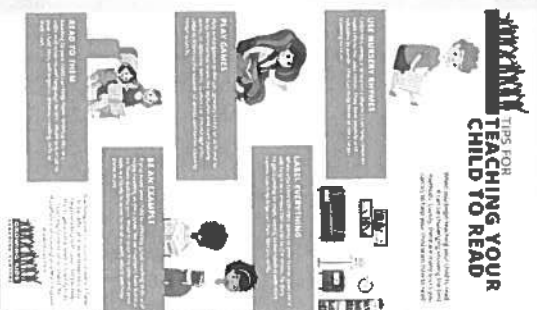
## Importance of Reading

- Increases vocabulary
- Increases fluency
- Improves comprehension
- Assists children in making connections
- Builds positive relationship between reading and family bonding



## Pre-K at Home Ideas

- Environmental print cards
- ABC Game
- Singing songs
- I Spy to build vocabulary
- Pointing out pictures as you are reading and discuss what is happening in the story with a picture walk
- Reading books where the first or last word changes in a sentence
- Changing the way you read a punctuation mark



## Pre-K at Home Ideas



**Who:** Children aged 0-5 years old  
**What:** Your child's very own Imagination Library! A new aged appropriate book mailed to your child every month until he/she turns 5 years old.  
**When:** Books begin to arrive each month, 8 to 10 weeks after your child is enrolled  
**How much:** Books are provided for free from our sponsors  
**Register online by using the link below:**  
<https://imaginationlibrary.com/usa/affiliate/GACOLQUITCO/>

## Levels of Literacy

Reading Stage	Alphabetic Level	Approximate Grade Range
Pre-A		Pre-K
Emergent	A-C	K
Early	D-I	1
Transitional	J-P	2-3
Fluent	N and Higher	3-5

## Pre-A Reading Level

- This level focuses on building the basic skills for reading books
  - What teachers are doing to support them at school:
  - Focus is on upper and lowercase letters and the sounds they make
  - Letter formation (how the form the letters when they write)
  - Phonological awareness, including syllables, rhymes, and initial sounds
  - Concepts of print
  - Oral language

## Pre-A Reading Level

- Point out words in a book that start with a certain letter
- Sing the alphabet song
- Show a letter card
  - Have them write the letter
  - Find a letter tile or picture that matches the letter shown
- Sounding out words to write four word sentences with the letter sounds they have learned
- Reading poems to help develop rhyming skills and repetition
- Reading books that have repetitive sentences
- Picture walks of the book to build vocabulary
- Ask questions about the book about the characters and setting

## Emergent ( A-C) Kindergarten

In this level, these are the skills that they will develop:

- Know all the letters and sounds
- Develops concepts of print
- Forms letters correctly
- Hear and record three letter words in a sequence like cat
- Read and write 30 Fry Sight Words
- Write about a short sentence about a book

## Emergent ( A-C) Kindergarten

### At home

- Have your child point out words that start with a certain letter or sound
- Point out sight words in the sentences
- Point to the first and last word in a sentence
- Point out „ ? , ! and what those mean
- Talk about the pictures before you read
- Talk about the story after you read it
- Study Fry sight words using flashcards

## Early (Level D-1) Grade 1

At this level, students are:

- Learning word attack strategies to sound out words
- Reading easy and familiar books with expression
- Retelling what they have read
- Reading and writing 60-80 sight words
- Using pictures and sentence clues to figure out what the words mean

## Early (D-1) Grade 1

### At Home

- Reread the same book
- Take turns reading-let them hear you read
- Give them time to read
- Encourage attention to print (if they get stuck on a word, look at the letters and try sounding them out)
- Study Fry sight word lists using flashcards
- Use magnetic letters to spell words out

## Transitional (J-P) Grades 2-3

- At this level, students are:
  - using the pictures to help them read
  - go back and reread parts of the story that were difficult for them
  - using word attack skills to break apart words by the sounds that they know
  - Reading and writing 60-80 Fry sight words

## Transitional (J-P) Grades 2-3

### At home

- Make predictions-based on the cover of the book
- Identify characters, problem/solution, setting of the book
- Identify favorite part of the book and tell why
- Make text-to-self connections-what does the book make me think of in my own life



## Fluent (Level N and Higher) Grades 3-5

At this level, students are:

- Targeting higher-level comprehension strategies such as:
  - identifying main ideas and important details
  - summarizing
  - drawing conclusions
  - analyzing relationships between characters and ideas
  - evaluating the author's purpose

## Fluent (N and Higher) Grade 3-5

### At Home

- Identify unknown words-look them up in the dictionary together or dictionary.com
- Analyze the way the characters are feeling.
  - How do you know?
  - How would you feel?
- Read and discuss nonfiction texts-discuss the features in the nonfiction text (captions, diagrams, table of contents, glossary, index)
- Summarize the text
  - What happened in the beginning, middle, and end of the book?

## Good Reading Habits

- Set a routine
- Track the words with your finger as you read (with younger children)
- Ask questions while you read
- Gently correct mistakes then reread the entire sentence
- Give positive feedback
- Surround your child with books, utilize the local library
- Bring books everywhere!
- Get caught in the act! Let your children see you read
- Communicate with your child's teacher about any questions or concerns you may have about your child's reading habits

## Available Resources at Cox

- Prek
  - environmental print cards
  - letter tiles
  - rhymes
  - books
- K-2
  - letter tiles
  - Fry sight word cards
  - books
  - comprehension strategies
- 3-5
  - books
  - comprehension strategies
  - word attack strategies

## Survey

- Please complete the survey for the workshop on Google Forms:

<https://docs.google.com/forms/d/e/1FAIpQLSeochY1Sm38@CmnNwwU2Zx9bVE0im51NEMUjvUF9oaeqOc6W-q/vie/wform>

- Thank you for your participation and if there is anything that we can do support you and your child's success with reading, please feel free to contact us at Cox Elementary School!

# Fry Sight Words

## First 100 Words (#1-100)

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	called
was	when	her	who
for	your	would	am
on	can	make	its
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

# Fry Sight Words

## Second 100 Words (#101-200)

over  
new  
sound  
take  
only  
little  
work  
know  
place  
years  
live  
me  
back  
give  
most  
very  
after  
things  
our  
just  
name  
good  
sentence  
man  
think

say  
great  
where  
help  
through  
much  
before  
line  
right  
too  
means  
old  
any  
same  
tell  
boy  
follow  
came  
want  
show  
also  
around  
form  
three  
small

set  
put  
end  
does  
another  
well  
large  
must  
big  
even  
such  
because  
turn  
here  
why  
ask  
went  
men  
read  
need  
land  
different  
home  
us  
move

try  
kind  
hand  
picture  
again  
change  
off  
play  
spell  
air  
away  
animal  
house  
point  
page  
letter  
mother  
answer  
found  
study  
still  
learn  
should  
America  
world

# Fry Sight Words

## Third 100 Words (#201-300)

high	saw	important	miss
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountains
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eyes	paper	book	list
light	together	hear	song
thought	got	stop	being
head	group	without	leave
under	often	second	family
story	run	late	it's