

Kindergarten SuperKids Survey – December 2015 9 Responses

PHONICS: Rate Super Kids for addressing the needs of each group of students

	poor	average	good	excellent	neutral
Below grade level	2	3	2	1	0
On grade level	0	5	1	3	0
Above grade level	3	2	1	0	2

It is hard to make a judgement at this point in the year. Until I can compare end of the year results this year with previous years, I just don't know.

Phonemic awareness in the program is good. Students are learning to encode and decode words well. Students are not taught any sight words, which makes it impossible to read books at B or C level which is where they should be right now. Also, the program does not have enough leveled books for guided reading instruction, and they all are "cartoonish" involving the superkids. We need non-fiction guided reading books with a variety of subjects so our students can gain background knowledge. Also, there are no "big books" included with the series, so we supplement with our own, which means each teacher going to their neighborhood library to access books each week. The titles that go with the superkids themes are not available at the school libraries, and even if they were, all teachers are doing the exact same lesson on each day, so each teacher would need the book for that day. The phonemic awareness piece is ok, but phonics is not. Jumps right into blending using nonsense words (ba ba, oc, oc, ac, ac)

COMPREHENSION: Rate Super Kids for addressing the needs of each group of students.

	poor	average	good	excellent	neutral
Below grade level	5	2	2	0	0
On grade level	3	2	2	1	0
Above grade level	3	3	0	0	2

Teachers must get their own read aloud material and so much time is spent completing workbook pages that critical comp skills are not evident in super kids. Questioning strategies are basic at best.

The comprehension skills taught only glaze the surface, not giving any students enough practice with them. The skills feel cyclical, kind of like Everyday Math.

There is no literature with the series- the only comprehension is one of the last lessons of each unit.

Students need more practice and experience with learning story sequencing and main idea/details than this series provides. It is just touched upon now and then, when it should be a focus. Some of the questions asked with the one story given per unit are good, but we need more than one story every 7-8 days to use for comprehension.

WRITING: Rate Super Kids for addressing the needs of each group of students.

	poor	average	good	excellent	neutral
Below grade level	6	2	0	1	0
On grade level	5	2	1	0	0
Above grade level	5	1	0	0	2

There is no writing component thus far

The program has only a few writing experiences per unit. True writing instruction doesn't seem to be included in the program.

Writing doesn't exist in the first 6 units- there is handwriting and then some activities that have the students copy from the board. There haven't been any lessons on conventions, sounding and stretching words out, or any type of writers workshop.

Students need to write every day! Superkids has students writing every 3 lessons on average. The writing in Superkids right now consists of students making a picture and dictating to the teacher. In the past, our students were using developmental spelling every day.

Are you currently supplementing from resources outside of Super Kids?

Yes	6
No	3

General comments

A few things, letter ID and sounds. It is assumed the students come in to kindergarten identifying all letters.

I feel conflicted. We have previously been told to use the program with fidelity. In doing so, our students will suffer in all reading areas. Supplementing is the only way to instruct students to ensure progress. Sight word instruction will not meet the rigorous TRC by which our students are being measured.

I'm using supporting resources for phonemic awareness skills but this is only done in a small group setting.

The program has pros and cons to it. The pros are that blending is emphasized earlier and I'm seeing my students have success with it. However, with the lack of sight word instruction and actual books to read in their hands, I wonder how this knowledge will transfer. The students really like the characters. The cons are that the program skips around with skills, and the some of the pictures are so outdated (camera, lawnmower in Lily's unit, punching bag in Sal's unit).

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I am starting to supplement (especially in the writing). It's very hard to fit it all in though. Also, questions about the TRC came up at last week's meeting and someone is supposed to compile a list of HF words from TRC that we can teach the kids. This is just going to make it look like super Kids covers this when it doesn't.

At first I thought I haven't been supplementing, but I really have. I have taught all letter sounds and hand motions, not just the letters we have done in the program.

I "beef up" the writing to have students use developmental spelling, and try to have students write every day. I read many more stories to the students than are in the program. We play many phonemic awareness games and do activities that are not in the program. Every day I am torn between following this program with at this point unknown results, and teaching with what I know works. That is a horrible position for a teacher to be in, and all the while, in every TBT we are told we MUST have our students reading at the end of Kindergarten. How can they be reading when this program teaches no sight words?