Training 1, January 13, 2003
Topic: Targeting Basic Concepts Through Reading
Introductions
Importance of Language & Literacy
True/False Quiz on lang. & literacy development
Basic Concepts
Explanation of Boehm-3 Test of Basic Concepts
Basic concept words identified based on child performance on the Boehm-3
Four basic concept words will be targeted every two weeks. Teachers will embed the concepts during classroom activities and routines.
Concept words for the following two weeks:
Kindergarten – beginning / end, skip / next
Pre-K – empty / full, first / last
Targeting Concepts Through Reading
Act out the concepts - dramatize
Discuss the pictures in books
Highlight basic concepts found in books
Choose books specifically because they have concepts included (distributed book list)
Use repetition
Use concrete demonstrations
Strategies for Embedding Concepts
Environmental arrangement, teacher talk, peer support, & mentoring

Training 2, January 27, 2003
Topic: Targeting Basic Concepts Through Math
Review – How did the past two weeks go?
Basic concept words for the following two weeks were chosen specifically because of their relation to math.
Concepts words targeted:
Kindergarten – second / third, most / least
Pre-K – same / different, most / least
Teachers discussed ways to embed these concepts into math. For example, the kindergarteners will be given a hand full of fruit loops and asked to sort them by color. They will talk about which color they have the most of and which color they have the least of. They will also chart this information on a bar graph.
Data Collection - Teachers were given laminated poster boards to collect data on the number of times each concept word is used in class.
Parent Activities - Calendars were provided to send home. The calendars listed simple activities to be done each day to emphasize the concept words targeted at school.

Training 3, February 10, 2003
Topic: Targeting Basic Concepts Through Science
Review - How did the past two weeks go?
Data collection has not been easy. Solutions were discussed and many of the teachers will be using alternate methods of data collection to ensure that all students have opportunities to hear and use concept words.
Basic concept words for the following two weeks:
Kindergarten – behind / front, between / side
Pre-K – all / some, largest / smallest
Embedding concepts into “science”
Teachers were given the opportunity to explore different ways of using concept words during science activities. Tools that might help demonstrate concepts: magnifying glass, sorting bears, weight scale, magnetic wand, etc...

Training 4, February 24, 2003
Topic: Targeting Basic Concepts Through Writing
Review - How did the past two weeks go?
Time for data collection continues to be an issue.
Basic concept words for the next two weeks:
Kindergarten – top / bottom, center / corner
Pre-K – up / down, nearest / farthest
Using concepts during “writing”
How do concepts help us as we write?
Where to start writing – top/bottom, left/right
Sequencing of words – first, next, last
Size of paper, size of drawing, size of print – small, medium, large
Quantity – some, a lot
Spacing – in between, skip, beside
Writing utensils – tall/short pencil, fine tip
Pre-K and Kindergarten teachers were grouped together to discuss the following the two handouts:
Embedding Concepts Into Writing Activities (pre-k)
Barrier Games (kindergarten)

Training 5, March 10, 2003
Topic: Targeting Basic Concepts Through Art & Music
Review – How did the past two weeks go?
Basic concept words for the next two weeks:
Kindergarten – different / match, above / below
Pre-K – in front / behind, tallest / shortest
Embedding concepts into Art and Music
Illustrating concept words through art
Singing songs and acting out concept words

Wrap-up Meeting, May 19, 2003
What worked? What didn’t work?
Where do we want to go next year?