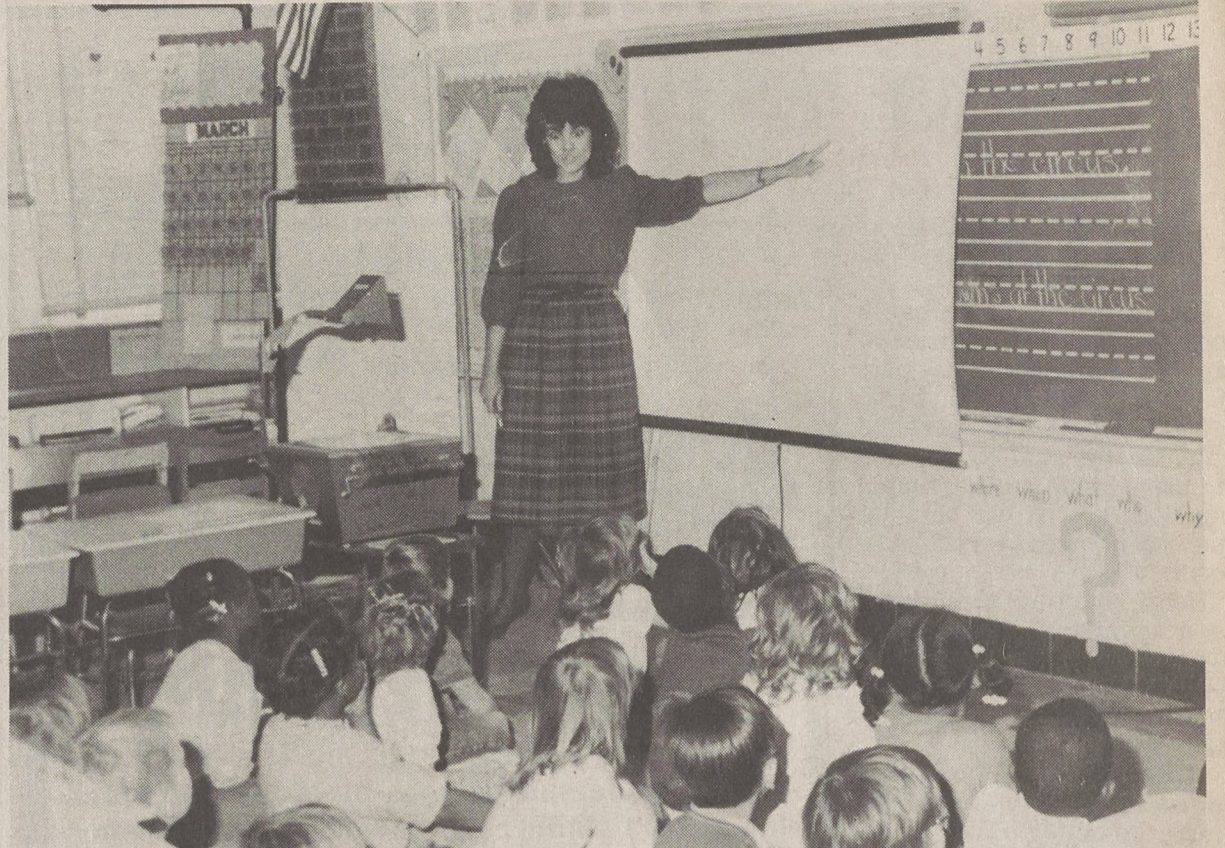


COMPOSITION CYCLE—These North school students are proofreading and writing sentences correctly in their composition notebooks. From left, first row, Crystal Hunt, Rikki Murrell and Carl Roberts. Second row, from left, Amy Pearson and Nikki Ormand; Third row, from left, Ericka Watkins, Danielle Hunter and Liza Falls.



PROOFREADING IN GROUP SETTING—Mrs. Kathryn Blanton's first graders at North School, above, are proofreading in a group setting. The teacher guides the students in locating spelling and language errors. The students then go to their seats and write the sentences correctly.

Headway Offers Different Approach To Learning

Crissy Hickman's favorite things are letters. Elise Mayse prefers wall cards, sounds. Alice Ann Howell enjoys "show me" games. Two Laotian students are finding that reading and language are fun.

Learning ABC's in Kindergarten and First Grade has changed. It's exciting. "Hot teaching" is the label given to this enthusiastic, face-paced teaching.

Headway, a pilot program for the Kings Mountain District Schools, is underway this year in North School's Kindergarten and First

Grade classes. School officials are hopeful the program can be continued next year with second grades.

Instruction begins by students repeating a letter, learning the sound, using a motion as a picture association of the word.

The phonics approach to teaching 150 kids in six classes of Kindergarten and First Grades is paying off, according to teachers and Principal Jane King.

"There is no homework problem and these young people are unlocking words plus the beauty of this program is that it meets the needs of the

below average and above average student," Mrs. King said. Teachers are reporting that children are unlocking outlaw words and enjoying a new approach to learning. They are receiving writing directions, using workbooks at the age of five and six and receiving help on state testing. They are also enjoying two new illustrated books, the work of staffers Jane Talbert and Susan Goforth. After students complete their assignments, they take the books home as well as news letters to their parents explaining how they are learning ABC's using phonics, writing and would you believe proofreading?

The Headway Program published by Open Court in Kindergarten is called the Preparation Level. This level focuses on the learning area of Language Skills and Thinking Skills. The Language Skills strand prepares the students for reading and writing by working in letter and sounds, basic vocabulary and classification. The Thinking Strand helps students become more focused and structured in their thinking.

The Language Skills strand prepares students for learning by teaching them the names, sounds and shapes of the capital and small letters of the alphabet. There is also a picture and motion for each letter. The students are taught the letters of the alphabet by various tracing and copying activities on chalkboards and on paper, games and drills, matching and manipulative activities. One of the students favorite activities is the Show Me Games. The students are given their own set of alphabet cards and respond to different activities by showing the appropriate letter card. Students not only learn visually and auditorially but also kinesthetically. As a result of this method of learning, students can print letters independently and recognize sounds of letters in different positions in words.

The Thinking Strand helps students develop sounder skills in thinking. Students become involved in different types of activities. Students learn to answer as well as ask different levels of questions. Sequencing activities and pantomiming also help students broaden their creativity and thinking skills in this strand. An important part of this strand is the "Willie the Wisher" stories that involve problem solving.

First graders are involved with the Foundation Level of the Headway Program. This level has three main purposes: to teach children to read and write independently, to acquaint children with outstanding literary selections, and to provide a meaningful correlation of all the language arts. These purposes are achieved by a variety of instructional strategies, all of which emphasize live teaching, structured activities, and the use of materials that are provided in the program.

Story And Photos By Lib Stewart

errors made. The student will know that errors do need correcting only by a "R" (for "Remedy") in the corner of the paper. The teacher will write positive comments on all papers.

The students in Kindergarten at North School are excited about learning this year. This program meets the needs of all levels of ability. Most students are beginning to read and understand the printed word.

This program does not include reading material for the Kindergarten students. Because of a need for something for the Kindergarten students to read, during one of the snow vacations Jane Talbert and

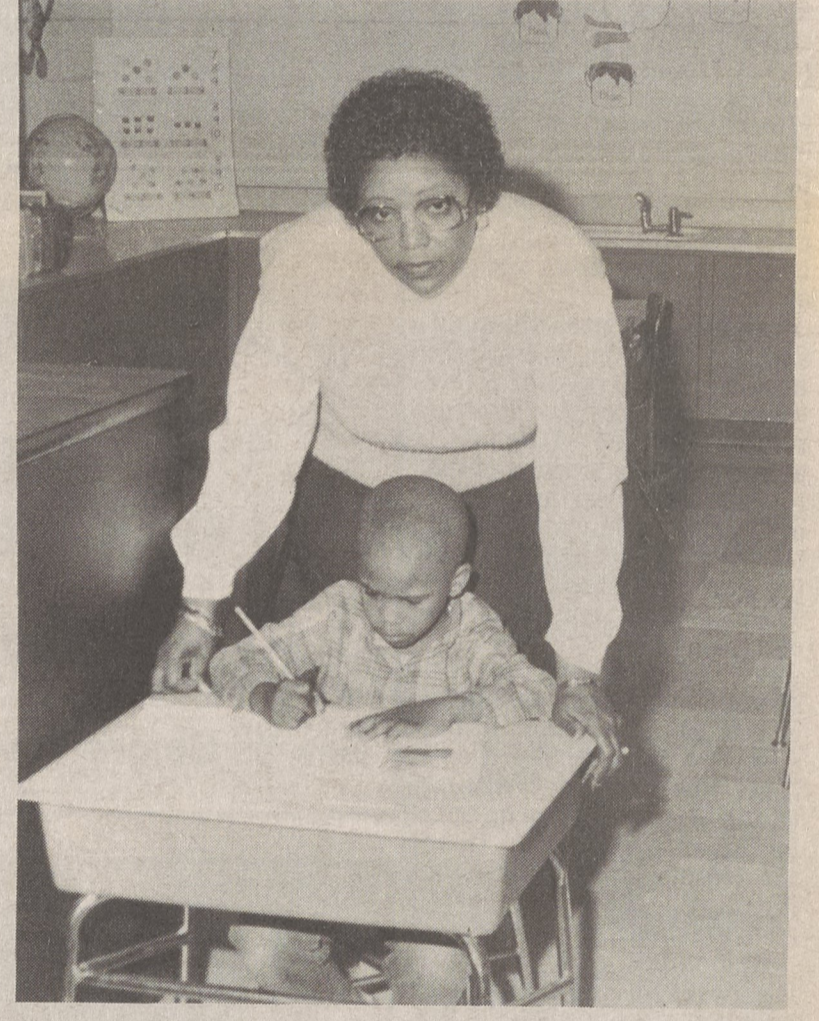
Susan Goforth wrote two books entitled "Amy" and "The Zoo". The students must be able to read these books before they can take them home. Students in Miss Goforth's Kindergarten class are working diligently so they can be one of those who get to share their reading ability with Mom and Dad.

Kindergarten Teachers are: Susan Goforth-Martha Bell, aide; Marcie Hamrick-Marilyn Williams, Aide; and Ann Lefevers-Barbara Jones, aide.

First Grade Teachers are: Donesse Owens-Carolyn Cobb, aide; Ree Byrd-Virginia Gibson, aide; and Kathryn Blanton-Janie Crosby, aide.



TEACHERS WRITE BOOKS—North School Librarian Jane Talbert, left, and Kindergarten teacher Susan Goforth have written two books for Kindergarten students to use as a reading material for the pilot program underway at North School.



PRACTICING LETTER FORMATION—Marilyn Williams instructs Derek McClain in letter formation in the pilot reading program underway in K-1 classes at North School.



USING PROJECTOR—Ms. Kathryn Blanton instructs Caycee Dixon, left, Kenny Baldonado and Dewayne Dennis in reading sentences at the overhead projector during a composition class in First grade at North School.



SHOW ME GAME—North School Kindergarten teacher Ann Lefevers reinforces letter recognition and auditory to visual association. The first level, letter recognition; second level, letter sounds, and third level, listen for and identify sounds in position in words. From left, Misty Garrett, Marty Goforth, Jennifer Wray, Banicea Watkins and Daran Kanesouphnh.