

<b>2<sup>nd</sup> Quarter- Language Arts</b>	<b>WHAT IS MY CHILD LEARNING?</b>	<b>HOW CAN I HELP AT HOME?</b>
Kindergarten	<p><b><u>Reading: Literature</u></b></p> <ul style="list-style-type: none"> <li>• With prompting and support, retell familiar stories, including key details.</li> <li>• With prompting and support, identify characters, setting, and major events in a story.</li> <li>• With prompting and support, describe the relationship between illustrations and the story in which they appear (i.e.—what moment in a story an illustration depicts).</li> </ul>	<ul style="list-style-type: none"> <li>• After reading to your student at night, ask them to tell what happened in the story. Ask them to tell just the most important parts. Also ask them who the main character(s) is and the setting. If your student is having difficulty, go back through the book, page by page, and review by looking at the illustrations.</li> </ul>
	<p><b><u>Reading: Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• With prompting and support, ask and answer questions about key details in a text.</li> <li>• With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• With prompting and support, describe the relationship between illustrations and the text in which they appear (i.e.—what person, place, thing, or idea in the text and illustration depicts).</li> <li>• With prompting and support, identify basic similarities in and difference between two text on the same topic (i.e.—in illustrations, descriptions, or procedures).</li> </ul>	<ul style="list-style-type: none"> <li>• After reading to your child nightly, ask them if there was problem in the story and if so, what the solution was, or what happened after _____ or what happened when this happened.</li> <li>• During a reading, stop when you come to a harder word that you think your child might not know or understand. Tell them that when they hear a word they don't know they should ask and use context clues (what were the other sentences talking about, what is happening right now in the story, what is in the picture).</li> <li>• While reading to your student, stop when you finish a page and compare what you just read to what you see on the page. You may have to model this a few times and then ask your student to try.</li> </ul>

		<ul style="list-style-type: none"> <li>• While at the library ask you student what they would like to read about or learn more about (i.e.—Thanksgiving, owls, submarines...). Check out two or three book about that topic and after reading compare the stories.</li> </ul>
	<p style="text-align: center;"><b><u>Reading: Foundational Skills</u></b></p> <ul style="list-style-type: none"> <li>• Recognize and name all upper and lowercase letters of the alphabet.</li> <li>• Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, blend and segment syllables in a spoken words</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>• Read common high frequency words by sight.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the alphabet with the flash cards that were passed out to you at the beginning of the year. Practice both by <i>name</i> and by <i>sound</i>.</li> <li>• While riding in the car, give your student two words. Ask your student if the words rhyme or not (i.e.—dog/log=yes dog/cat=no). Eventually, once your student is able to identify if they do or do not rhyme, give your student a word and have them give a word back that rhymes.</li> <li>• While on a walk or riding in the car, give your student a word. Count out “the beats” of the word (they syllables) by hold one hand flat, and the other hand next to it in a fist and “beat out” the syllables with one finger for each syllable (i.e.—“strawberry”—3 fingers out=3 syllables).</li> <li>• Give your student a word with three sounds (i.e.—“map”). Have your student “stretch out” the word first to listen to each individual sound closer (/m/ /a/ /p/). Then ask your student which sound (not letter name—<i>sound</i>) they heart at the beginning, middle, and end.</li> <li>• Practice the sight words that are listed in the newsletters and homework,</li> </ul>

		<p>as well as the words that came home with the flashcards from the beginning of the year.</p>
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>• Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your student to write and tell about a real world subject they know a lot about, such as karate or taking care of a dog or cat.</li> <li>• Ask your student to write and tell about their school day. Ask them to tell you about something that happened in the morning or when they first got to school. Something that happened in the middle of the day or at lunch, and something that happened at the end of the day or just before they went home.</li> <li>• Ask your student detailed questions about their school day. Such as: What book did you read in school today? What was it about? What did you eat for lunch? What “special” did you go to today?</li> </ul>
	<p><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>• Follow agreed-upon rules for discussions (i.e.- listening to others and taking turn speaking and about the topics and texts under discussions).</li> <li>• Confirm understanding of a text read aloud or information presented orally or through other media by asking and</li> </ul>	<ul style="list-style-type: none"> <li>• As a family talk about a subject that interests your Kindergartener. Practice taking turns talking and listening with the group.</li> <li>• As a family talk about what behaviors are polite when having a conversation (i.e.—eye contact, not interrupting , waiting until the other person is finished talking, appropriate voice level).</li> <li>• While talking as a family or reading a book at night, model how you may not understand something that was shared and how you have questions about the</li> </ul>

	<p>answering questions about key details and requesting clarification if something is not understood.</p> <ul style="list-style-type: none"> <li>• Add drawings or other visual displays to descriptions as desired to provide additional details.</li> </ul>	<p>topic.</p> <ul style="list-style-type: none"> <li>• After talking to your Kindergarten student about their day, have them draw a picture to represent one of the parts of their day.</li> </ul>
	<p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Print many upper-and lowercase letters.</li> <li>• Understand and use questions words (interrogatives) (i.e.-who, what, where, when, why, how).</li> <li>• Produce and expand complete sentences in shared language activities.</li> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>• Identify real-life connections between words and their use (i.e. note places at school that are colorful).</li> <li>• Distinguish shades of meaning among verbs describing the same general action (i.e. walk, march, strut, prance )by acting out the meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your student to print a given letter, both it's capital and lowercase symbol. Explain that letters make up words and that words have meaning.</li> <li>• Have your student practice asking question to get more information. Model first if having difficulty and have them repeat your question.</li> <li>• Have your student practice segmenting (breaking a word apart by sounds) and then writing the sounds they hear in non-sight words (i.e.—milk--/m/ /i/ /l/ /k/). It is okay if your student does not hear or write every sound at first. If having difficulty just focus on writing the first sound and then the last sound, and finally the middle sounds.</li> <li>• At a grocery store, go to the produce section and show your student how the different fruits and vegetables are labeled. Show them that the words help people know exactly what they are.</li> <li>• Practice and use the words for different types of jumping (jump, hop, bounce). Think of other various of words that mean the same or almost the same thing.</li> </ul>