

READING/LANGUAGE ARTS SKILLS

1. STORY PREDICTING AND RETELLING:

Predict: Before reading a story to your child, have your child guess what the story will be about by looking at the front cover. Then, while reading, pause before important events and ask your child what he thinks will happen next. His predictions do not have to be correct, but do need to make sense. After reading a story together, have your child retell the story to you in his own words; he needs to include the following in the retelling:

Beginning: The beginning of the story should include the setting and may include mention of the main characters.

Middle: The middle of the story should include the problem, the sequence of events and the main characters, if not mentioned in the beginning.

Ending: The ending of the story should include how the problem in the story was solved.

2. UNDERSTAND PRINT CONCEPTS: Using any form of written language, ask your child to show you the following:

- 1) Recognize own name
- 2) Recognize that a message comes from print (the words vs. the illustrations)
- 3) Demonstrate where to start reading the text, which way to go and where to return
- 4) Identify a letter (concept of letter) and a word (concept of word)
- 5) Identify the first and last letter of a word
- 6) Demonstrate voice-print match (point to the words as they are read)

3. IDENTIFY THE ALPHABET: Using magnetic letters or flash cards, practice recognizing all upper and lowercase alphabet letters out of order. Match upper and lowercase letters together.

4. LETTER SOUNDS: Using magnetic letters or flash cards, have your child tell you the name of each letter and the sound it makes.

5. RHYMING

- 1) **Supply Rhyme** - You say a word and your child is to respond with a word that rhymes with it. (Ex. "Tell me a word that rhymes with fish.")
- 2) **Rhyme Choice** - You say 3 words and your child is to tell you which words rhyme. (Ex. "Listen to these words: cake, dog, rake. Which words rhyme?")

6. BLENDING AND SEGMENTING

- 1) **Blending Sounds** - Sound out several 3 or 4 letter words for your child. Use words in which all letters can be heard. You would say: "Tell me the word you hear when I say /p/ - /a/ - /n/." Your child should respond with the word "pan."
- 2) **Segmenting Sounds** - Ask your child to sound out words. You would say: "Tell me each sound you hear in the word bat." Your child should respond by sounding out the word like this: /b/ - /a/ - /t/.

7. SIGHT WORDS: These are the high frequency words your child will learn to recognize by sight. Have your child practice recognizing and writing each word. Go on a sight word hunt in books, magazines or newspapers. Below are the 31 sight words your child is responsible for learning in kindergarten. Believe it or not, many students learn even more by the end of kindergarten!

I	can	we	the	like	a	see	go	to	have	is
play	are	for	you	this	do	and	what	little	said	here
was	she	he	has	look	with	my	me	where		

8. WRITING: Provide some practice in the following areas:

- 1) Write name using upper and lowercase letters (Ex. "Matthew" instead of "MATTHEW")
 - 2) Write the alphabet letters (upper and lowercase letters)
 - 3) Write the numerals 0 - 20
 - 4) Give your child many chances to write about anything he/she would like.
- Real experiences provide the best story topics. Your child will progress through several stages of writing.
- Stage 1a:** Draw pictures, scribble, write mock letters
- Stage 1b:** Write random strings of letters, use left to right directional pattern

- Stage 1c:** Pictures include character, setting and action, spell familiar words, write labels with 2-3 correct sounds
- Stage 2:** Tell a story across at least 3 pages, write one complete sentence on each page, space between words, sound out unknown words, spell many sight words correctly
- Stage 3:** Tell a story across at least 3 pages, write more than one sentence on each page, use some specific details, sound out unknown words, spell sight words correctly, use capital letters at the beginning of sentences, use ending punctuation

9. **RUNNING RECORD (Reading Level):** Although there is no reading level expectation in kindergarten, many students will begin reading sometime during the year. The teacher will do running records throughout the year, when needed, to determine individual reading levels. Letters are designated to represent each reading level, with Level A being the easiest reading level. When entering first grade the minimum reading level expectation is Level C. The sentences from a Level C book are simple and very repetitive such as: “A bird likes to eat worms. A bear likes to eat berries. A giraffe likes to eat leaves. A rabbit likes to eat grass.”

MATH SKILLS

1. **TWO-DIMENSIONAL SHAPES:** Your child will need to be able to name the six basic shapes and identify them in the environment. The six kindergarten shapes are: circle, square, triangle, rectangle, oval and rhombus (also known as diamond). To practice this, draw the six shapes on a piece of paper. Point to the circle and ask your child to name each shape. Then ask him to think of something or find something in the house shaped like a circle. Continue for all six shapes.
2. **THREE-DIMENSIONAL SHAPES:** Your child will need to be able to identify three-dimensional solids and match them with real-world objects. The three-dimensional solids we will learn in kindergarten are: cylinder, cube, rectangular prism and sphere. Before practicing with your child, gather objects from your home to represent each of the three-dimensional solids. For example, you may have a golf ball (sphere), a can of soup (cylinder), a box of cereal (rectangular prism) and a game die (cube). Place the three-dimensional solids on the table and then say, “Point to the cylinder.” Ask your child to point to the other three-dimensional solids as you name them. Now have your child look for more three-dimensional solids in your home. Say, “Let’s see if you can find some more spheres in the house.” As your child finds one, make sure you reinforce the shape’s name. Say, “Yes, you found another cylinder. The cup is shaped like a cylinder!”
3. **SORTING AND CLASSIFYING:** As the year progresses, your child should be able to sort objects by color, shape and size. (Ex. Give your child a collection of buttons or other objects that can be sorted in different ways.)
4. **PATTERNING:** A pattern is a set that repeats itself over and over again. Give your child some objects and ask her to make a two or three-part pattern. (Ex. Using bingo chips a two-part pattern could be: red, blue, red, blue, red . . . A three-part pattern would be green, red, yellow, green, red, yellow . . .) You could also look through the house for things with patterns like towels, clothing, wallpaper, etc.
5. **MEASUREMENT:**
- COMPARE WEIGHT:** For this skill your child will need to compare the weight of two objects and tell which is heavier or which is lighter. (Ex. Hand your child a pen and a T.V. remote and say, “Which is heavier?” Continue this activity with different objects, changing the question from heavier to lighter.)
- ORDER BY SIZE:** Your child will need to put objects in order by size, from shortest to tallest or tallest to shortest. You can practice this at home with boxes from the cupboard. Find five boxes of different heights and have your child put them in order from shortest to tallest. You can find lots of things at home to order by size: family members, cups, candles, books, pencils/pens, etc...
- LINEAR MEASUREMENT:** Have your child measure items in your house using a nonstandard measuring unit (ex. bingo chips, paper clips). Ask, “how many paper clips long is the spoon?”

6. COMPARING: This involves constructing sets with more, less, and the same as a given set and being able to identify which numeral is more or less.

1) Comparing with Objects: To practice this skill you will need objects for counting such as pennies, blocks, candy, etc... You will count out a set of objects and then ask your child to make a set that has more than your set. Then you will count out another set of objects and ask your child to make a set that has less than your set. Finally, you will count out one more set of objects and ask your child to make a set that is the same as your set.

2) Comparing with Numeral Cards: To practice this skill you will need a set of numeral cards (0-20). You will place two numeral cards in front of your child and ask, "Which numeral is more?" or "Which numeral is less?"

7. COUNT, MATCH, AND WRITE NUMERALS: By the end of the year, your child should be able to count groups of objects (0-20) and then write the numeral that represents the number of objects counted.

COUNT: Give your child lots of experiences counting objects (at least up to 20)

RECOGNIZE and MATCH: Using counters and a set of numeral cards for 0-20, have your child practice counting out the objects to match each numeral card. You can also put out a set of objects and have your child find the number card that matches.

WRITE: Have your child practice writing the numerals 0-20 on any writing surface (paper, dry erase board, chalkboard, etc...).

8. JOINING AND SEPARATING SETS (Addition and Subtraction):

STORY PROBLEMS: Have your child act out addition and subtraction story problems using manipulatives of any kind (pennies, bingo chips, M &M's). (Ex. Addition – "Jason ate 12 cookies and then ate 3 more. How many cookies did he eat all together?" Subtraction – "Lisa had 6 pencils and she gave 2 of them away. Now how many pencils does she have left?")