



KINDERGARTEN - QUARTER 3

HOW CAN I HELP MY CHILD AT HOME?

Your child's report card came home today! We are making a lot of progress, but there is a lot to learn. If your child still needs some extra practice and help with a concept, we have highlighted it for you on the report card sheet. Below you will find some suggestions of things you can do at home to help with each area on the report card. These ideas are just a start - there are endless ways to support your child's learning from home!



READING

SPEAKING AND LISTENING:

Listens for information, Verbally shares information, Expresses ideas clearly, Follows directions, Takes turns speaking

- Practice giving your child 3 simple directions and help them listen and follow them in order, Ex: "Touch your toes, jump 5 times, and shout hooray!"
- Ask your child a question each day, have them practice telling you their answer in a complete sentence.
- For helping your child learn to take turns speaking, use language like "my turn" and "your turn."

PHONICS:

Identifies all capital letters, Identifies all lowercase letters, Identifies all letter sounds including long vowels, Identifies digraphs (ch, sh, th, wh)

- Write individual letters or digraphs on sticky notes and then place them all over your house. Have your child say the name and/or sound as they walk by it each time. Focus on the things they don't know and just do a few at a time!
- Write letters or digraphs on index cards. Put them in a large circle on the floor. Put music on and have your child walk around the circle to the music. When the music goes off, have your child tell you the letter name and/or sound they land on.
- Do a letter or digraph scavenger hunt. Tell your child a letter or digraph and have them go find it on a food item, book, etc. in your house and bring it back to show you!
- Print a page of text, grab a magazine, or use junk mail and a highlighter. Ask kids to highlight as many of one letter or digraph as they can find.
- Practice naming letters and digraphs multiple times in short chunks. For example, have magnets on the fridge and point out a few letters in a minute.
- Kids learn through touch. Have them make their letters or digraphs out of playdough or kinetic sand.

Can read each sound and blend the sounds together in a CVC (consonant, vowel, consonant) word

- Put 5 CVC picture cards under some cups. Set the matching CVC word card on top of each cup. Have your child read the word and then lift the cup to see if they were correct.
- Put the CVC word cards in a hat or bowl. Have your child pull a card out and read the word.
- Put a few CVC word cards around the room on the floor. Have your child use a fly swatter to go swat and read the word. Let them collect the words they read correctly.
- Play a matching game! Put 5 pairs of matching CVC picture and word cards face down. Have your child turn two cards over at a time and see if they match.

CONCEPTS OF PRINT:

Reads left to right, One to one matching, Uses pictures to aid understanding, Reads CVC words, Reads sight words in text

- Have your child touch each word as they read a book. Make it fun by using a variety of pointers.
- Write a simple sentence using sight words we have learned and CVC words, (Ex: I see a dog). Cut the words apart and have your child put it in the correct order and read it while pointing to each word. Repeat mixing and fixing the words to the sentence.
- Have your child be responsible for reading any words that can be sounded out phonetically and sight words we have already learned when you are reading books with them.

PHONEMIC AWARENESS:

Isolates beginning, middle, and ending sounds in words

- Say a word, have your child say the beginning sound, middle sound, or ending sound (NOT the letter name).
- Do a sound scavenger hunt. Tell your child to go find an object that begins or ends with a sound and have them go find something around the house and bring it back to show you.
- Say a word and have your child think of more words that begin with the same sound. (Ex: bird - baby, box, bug, etc.)
- Give your child two words that start with the same sound and one that is different and ask them which one doesn't belong. For example, dog, mouse, and deer.
- Clear the Board: Place 3-5 items on the ground that all have different beginning sounds. Ask your child which one starts with the sound /b/? Continue removing each item until there are no more!
- Play "I spy" with my little eye something that starts with a /b/. (Say the sound, not the letter).
- "Punch up" the ending sound in a word. Tell your child a word. Have them use their arm and slide the first part of the word across their chest. Then they punch their arm straight up into the air when they say the final sound. Examples: bu**S**, cra**B**, ga**V**e
- Play toy thief! Tape 5-7 light toys to a door. Have your child "rescue" the ones by their beginning or ending sound. Call out, "Rescue the animal with the ending sound /g/." or "Rescue the animal with the beginning sound /h/."
- Play "Which one?" with beginning, middle, or ending sounds. "Ask, "Which word ends with /t/?" Then give three choices like "sat, rub, or fin?" You can even play with two choices to make the game simpler.
- Play Stand up, Sit Down. Give your child two words. They stand if they have the same ending sound and they sit if they have different ending sounds!
- Use a roller coaster motion to isolate vowel sounds in a word with 3 sounds. The bottom of the hill is the beginning of the word; top of the hill is the middle of the word; bottom of the hill is the end of the word. Have them repeat the vowel sound after they are done. Example: cat: /c/ /aaaaa/ /t/, "a", sheep: /sh/ /eeeeee/ /p/, "ee"
- Say a word with 3 sounds and have your child stretch it from their head to their toes as they say it. Start at your head for the beginning sound, tummy for middle, and feet for ending sound. Have them poke their belly button to repeat and isolate the vowel sound.
- Speak "Whale"- like in Finding Nemo. Say the word as Dory would when speaking whale, really stretching it out... "LAAAAAAAAAAAAAAAAAAP." Have your child say the vowel sound when they are done.

Blends sounds into words

- Lay out 3-5 CVC picture cards. Say one of the picture words slowly and sound by sound. Ex: /p/ /i/ /g/. Have your child blend the sounds to say the word and identify the matching picture.
- Play "I spy" while driving or going on a walk. Describe the object you pick by saying the sounds of the object. Ex: I spy with my little eye, something that has the sounds /s/ /u/ /n/.
- Find 3 small objects and put them in a row (legos, beans, pom poms, macaroni, etc). Touch each object as you say a sound in a CVC word. Then have your child slide their finger below the objects to say the word quickly.

Segments words into sounds: Use the yellow Phoneme (Sound) Word List for word ideas. 4-sound words are most difficult

- Have your child talk in "Robot Talk" to say each sound they hear in a word. For example, with cat, they would say: /c/ /a/ /t/ in a robot voice.
- Have your child open the mouth of a puppet for each sound they hear in a word.
- Use any small item, (buttons, magnets, toy cars), to touch and say the sounds in a word.
- Make small balls of playdoh. Have your child pound each ball of playdoh as they say each sound in word.
- Have your child pop a bubble on a pop-it toy for each sound in a word.
- Have your child jump up as they say each sound in word.

Recognizes rhyming words

- Model rhyming for them. Ex: "Duck and truck rhyme! They both end with -uck! Say it with me: -uck, -uck, duck, truck!"
- Read rhyming picture books together or recite nursery rhymes together, (use Google for a great list of each). As you are reading say the rhyming words louder and slower and then have your child repeat them. "Chicka chicka boom **boom**, will there be enough **room**?" "Boom, room!" As they get better at this, they can also anticipate the next word that rhymes, such as "Humpty Dumpty sat on a wall, Humpty Dumpty had a great _____. What do you think it could be?"
- Say three words, two of which rhyme and one that does not. Ex: cat, bat, tree. Have your child identify the word that does not rhyme. Mix up the placement of the word that does not rhyme so it's not always last.
- Play "What's in my bag?" Place an item in a bag and tell your child some words (real and/or nonsense) that rhyme with the object to see if they can guess what is in the bag. Ex: "moon, boon, soon, toon, doon, foon" to see if they can guess a spoon is in the bag.

- Play I Spy a silly rhyme. Find something in the room, while you are on a walk, or in the car. Ex: pillow. Say: "I spy with my little eye a millow." (Say the correct word with a different, silly first sound). Have your child say: "Not millow, pillow!" until they guess the correct word.

FLUENCY:

Can name 45+ random letters in one minute

- Use the letter fluency booklet to practice saying the letters as fast as they can.
- To develop speed, consider doing just the letters in their name or a few letters they already know. Set a goal for one minute and see how they do. Then add a few more letters at a time.

READ HIGH FREQUENCY WORDS:

Reads 30+ sight words

- Use the sight word kit to play games and practice words.
- Look up videos on YouTube that help practice the words with fun music.
- Print a page of text, grab a magazine, or use junk mail and a highlighter. Ask kids to highlight as many of their sight words as they can find.
- Practice making up sentences that use the sight words of the week.
- Practice writing the sight words. Although we don't expect kindergarten students to spell them from memory, writing the words can help them to remember reading them better.

LISTENING/READING COMPREHENSION:

Excellent understanding, includes all important details

- After reading a story aloud, ask your child to retell the beginning, middle, and end of the story.
- After reading a story aloud, ask your child to retell their favorite part of the story and why.
- After reading a story aloud, ask your child what the problem and solution was in the story.
- After reading an informational book aloud, ask your child some things they learned.

READS GRADE LEVEL TEXT:

Can read grade level text

- Keep reading! Practice with the books we send home consistently.



WRITING

SPELLING:

Spells CVC (consonant, vowel, consonant) words

- Sort the CVC picture cards by VOWEL sound. Have your child practice spelling and writing only the words with the same vowel sound in a sitting (ex: map, hat, pan). Rotate through each vowel sound and practice them one set at a time.
- Mix It Fix It Game: Write a CVC word with large (about 1 in.) LOWERCASE letters on a strip of paper. Practice reading the word together by saying the sound of each letter. Cut the three letters apart and mix them up. Have your child fix the word by putting the letters back together again. Repeat with several CVC words.
- Give your child a paper on a clipboard or a notebook. Hide about 5 CVC picture cards in your home. Have your child search for the cards and write the word on their paper.
- Word Families: Have your child write ONE of the following CVC words. This works really well with a dry erase board. Then, ask them to change the first letter to write another word that rhymes. Ex: Write the word can. Erase/take away the letter c and change the word can to pan. Now take away the letter p and change pan to man, etc.
**can- pan, man, fan, tan, ran *pet- vet, let, set, wet, bet *dig- wig, pig, fig, rig, jig *mop- hop, top, cop, pop, sop *bug- rug, dug, hug, jug, mug*
- Have your child pick a CVC picture card. Let them practice writing the word with a fun marker, in salt, in shaving cream, making it with playdough, etc.

HIGH-FREQUENCY WORDS:

Spells sight words we have learned correctly in writing (does not have to be done by memory, can look at word to copy)

- Write sight words in salt, sand, shaving cream, or another sensory material.
- Write sight words using sidewalk chalk or an ice cube on the sidewalk on a warm day.

- Give your child a simple sentence with a few sight words we have learned. Point out the words they know ahead of time so they are aware of the words they should be looking for. Have them use their home word wall to practice copying the sight words as they write them. Ex: The cat is fun.

INFORMATIONAL/EXPLANATORY WRITING:

Writes or tells 2 facts with a topic stated and picture matches text, Uses letters to represent writing, Uses correct beginning and ending sounds, Uses a complete sentence

- This category is all about writing facts or information. You can have your child watch a little video on YouTube or read them a book on a topic they enjoy, (cheetahs, volcanoes, snow, dinosaurs, the ocean, penguins, etc.). Have them write about something they learned. Encourage them to write any letters they can hear and know. Have them draw a picture to match their words.

OPINION WRITING:

Writes or tells an opinion with a related reason and picture matches text, Uses letters to represent writing, Uses correct beginning and ending sounds, Uses a complete sentence

- This category is all about writing an opinion such as, "I like _____ because _____." Ask your child a question about something that is their favorite or something they like. (Ex: What is your favorite food, animal, season, sport, etc.). You can also give them two things to compare such as, "Do you like ice cream or cake the best?" Have them write one sentence stating their opinion with a reason. Encourage them to write any letters they can hear and know. Have them draw a picture to match their words.

NARRATIVE WRITING:

Writes or tells about an event with three details on a given topic and picture matches text, Uses letters to represent writing, Uses correct beginning and ending sounds, Uses a complete sentence

- This category is all about writing personal stories or events and fictional stories. Give your child a prompt such as a vacation memory, a time they were scared, a birthday or holiday memory, a superhero story, a princess story etc. Have them write a beginning, middle, and end to their short story. Encourage them to write any letters they can hear and know. Have them draw a picture to match their words.

HANDWRITING:

Writes name correctly, Writes letters correctly with no model, Writes numbers 1-20 correctly with no model

- Squirt shaving cream on a table and let your child write letters, numbers, or their name in the cream. Smooth it out to erase and start again.
- Dump some salt on a cookie sheet and have your child write letters, numbers, or their name in it.
- Use pipe cleaners to have kids create letters or numbers.
- Write your child's name on a strip of paper and then cut each letter apart in a simple zigzag. Mix up the letters and ask your child to put them back together in the right order. Then practice writing it on another piece of paper.
- Make letters and numbers using playdoh.

LANGUAGE COMPONENTS:

Uses at least TWO components: capital letter, spaces, and punctuation at the end

- Give your child a little notebook. Have them write one, short, simple sentence a day. After they have written their sentence, help them check their work for a capital letter, spaces between words, and a period at the end.
- Write a sentence for your child with just ONE component MISSING, (capital, spaces, or period). Play "what's wrong with my sentence?" and see if they can figure out which component is missing. Have them fix the sentence.
- Write a simple sentence for your child. Have them use a highlighter to find the capital, each space, and the period.
- For spacing, find something fun for your child to use while writing to help them make spaces between words such as a tongue depressor, a pom-pom, a clothespin, a button, a lego, etc.
- For spacing, support your child who still may be learning by having them tell you their sentence first. Put a line for each word on the paper with the spaces between each word line. Help them remember to write just one word on each line, which will help train them to leave spaces. Ex: My dog is brown. You would write: ___ ___ ___ _____ on the page first.
- For punctuation, give your child junk mail, a magazine page, or some other kind of writing. Have them highlight all the periods they can find.
- For capitals, let your child pick their favorite color of marker or crayon to write the first letter of their sentence with so it stands out and teaches them to remember it's important so we make it capital!



MATH

COUNTING AND CARDINALITY:

Can count 20 objects with one-to-one matching, Recognizes 1-20 randomly, Can write numbers 1-20

- Go on a counting walk. Find things in nature, on the playground, or at home to count as you go by.
- Use small items like mini-erasers, marbles, dry beans, polished rocks, and plastic gems, etc. to make counting objects fun. After counting objects, have them write the corresponding number.
- Counting on a number line is helpful to see the progression of numbers. Place a number line on a wall and use a fun pointer to count along the line.
- Make a simple number BINGO game with numbers your child may still need help recognizing. Call out a number and have them find it and mark it. Keep going until they have 5 in a row!
- Hang numbers in various places around the room using post-it notes and hold a scavenger hunt for them!
- Read counting books with your children and have them count the things in each picture. (10 Black Dots, Mouse Count, Anno's Counting Book, Bear Counts, 10 Red Apples, The Very Hungry Caterpillar, etc.)
- Match two different types of objects together, such as five counting bears and a domino that shows five dots.
- Match number cards from a card deck or game of Uno with dots on dominoes. Find every number combination on the dominoes.
- Grab a piece of paper and write numbers in a row. Cut the numbers apart and have your child put the numbers back together in order.
- Write numbers on index cards. Put one number on each index card. You can use these cards in so many different ways:
 - Mix the cards up and have your child put them in order from least to greatest.
 - Use them as flashcards to identify each number.
 - Play the game Teen War - divide the cards into two groups. Each player gets a hand. Flip over a card and say the number. The player with the highest number gets to keep both cards. The player who has all the cards in the end wins.

Can count by tens and ones to 100

- YouTube has a large assortment of really fun songs and videos that help kids practice counting by tens and ones to 100. Just type what you are needing into the search bar and you will find engaging, active, and catchy ways to help your child practice what they are learning. (Jack Hartmann has a ton and is our favorite!)
- Make it fun by having your child jump, stomp, use a robot voice, use a pirate voice, etc. while counting by tens to 100.
- Use a printed 100 chart to help your child track their counting visually.
- A suggested order to how to teach counting to 100:
 - Start by mastering how to count by tens. The hardest part of counting to 100 is going from the 9s to the next ten. Have your child use their fingers as they count by tens to 100. (10 is one finger up, 20 is 2 fingers up, 30 is 3 fingers up, etc.).
 - Next, practice the patterns in each row from 1-9. (1-9, 21-29, 31-39, 41-49, etc.) Help them get used to this pattern and help them see that one of our special ten numbers is at the end of each row.
 - Make sure your child is solid on the teen numbers row. This can be a tricky row because the names of the numbers do not follow the rest of the patterns we use, (11, 12, 13, and 15 do not even say the number in their name at all).
 - Putting it all together: Have them start at 1 and when they get to ten, put one finger up. Then count 11 to 20 and put the second finger up, count 21-30 and put the third finger up, etc. This should help them remember what ten number comes next since they learned how to do this when they counted by tens. Let them use the chart as a visual aid and they can point to each number as they are counting to help them stay on track. You can slowly cover up parts of the chart with pennies for individual numbers or strips of paper to cover larger sections. Keep practicing until they can complete the task without the help of the chart.

OPERATIONS AND ALGEBRAIC THINKING:


Solves addition and subtraction equations up to 10, Solves addition and subtraction story problems up to 10

- Incorporate addition and subtraction scenarios into your everyday experiences.
Ex: You have 8 pieces of cereal. If you eat 3 of them, how many will be left? You have 5 legos. If you get 4 more, how many will you have? We read 3 books. If we read 3 more, how many books will we have read? There are 7 markers. If I hide 2 of them, how many will be left?
- Give your child an addition or subtraction equation that totals less than 10. Then, let them represent the numbers/addends by drawing a picture or circles to represent each amount to solve the problem. Then, have them write the matching equation below their picture. When drawing subtraction problems, have your child draw the total amount and put an X over the amount being subtracted. This helps reinforce that a group is being taken away.

- Pick a number from 5-10. Give your child a matching amount of objects. Help them separate the objects into 2 groups and write the matching equation. Repeat with the same amount of objects and find a DIFFERENT way to separate the same group. Make a list of equations to show as many combinations as you can. Ex. $0+5=5$, $1+4=5$, $2+3=5$, etc.
- Read books with your children that have addition or subtraction in the story, (use Google for a great list of each).

NUMBERS AND OPERATIONS IN BASE TEN:

Recognizes teen numbers as a group of ten and more ones in ten frames, equations, and groupings

- Draw or print two ten frames on a piece of paper:  Write teen numbers on notecards and mix them up, laying them face down. Have your child pick a card and then use mini erasers, pom-poms, pieces of cereal, or anything that you have to build the teen numbers in the ten frames.
- Write teen numbers on notecards and mix them up, laying them face down. Have your child pick a card and then build the teen number using a pretzel stick for the 10 and mini-marshmallows, chocolate chips, cereal, etc. as the group of ones. Have them practice writing the equation when they are done building a number: $10 + 3 = 13$
- Have your child use a rubber band to bundle together 10 straws. That represents 1 ten. They can use Cheerios, pennies, etc. to represent the ones. So one bundle of 10 and seven Cheerios represents 17. For an extra challenge, your child can write the equation to match the teen number: $10 + 7 = 17$.
- Hold up all 10 of your fingers. Then, have your child hold up some fingers as well. Together, all these fingers represent a teen number. Have your child figure out which number you are making together. For instance, if your child is holding up three fingers, and you're holding up all your fingers, then the number is 13.
- Make some cards for a matching game. Write the number 10 on nine cards and the numbers 1-9 on nine other cards. Then put the cards face down. Play memory and take turns turning over two cards. If you turn over a 10 and a smaller number, like 5, then say what the teen number is (15) and keep the match! If you get two 10s or two small numbers, your turn is over and you did not make a teen number match. The game is over when you have made all the teen numbers!

GEOMETRY:

Recognizes 5 basic shapes (circle, square, triangle, rectangle, hexagon), Names 4 basic shapes and draws 4 basic shapes (circle, square, triangle, rectangle)

- Listen to a catchy song on YouTube to help your child remember the names of the shapes.
- Use popsicle sticks, pipe cleaners, Q-tips, or toothpicks to form the shapes.
- Use playdoh to form the shapes.
- Draw a shape outline on a paper and have your child cover the outline with small stickers, dots with a marker, or paint dots using a Q-tip.
- Go on a shape hunt and look for shapes in the environment around you. Have your child say the names of the shapes they see.
- Read books about shapes in the real world. The Shape of Things is a good book with lots of picture examples.
- Draw shapes in salt or shaving cream on a tray.
- Find some small household objects and have your child sort them by shape.

Knows positional words (on top of, next to, below, above, under, beside, etc.)

- Have your child play a listening and drawing game that will help them practice positional words. Print or draw something in the middle of a paper that they like, (unicorn, dog, shark, etc.). Then tell them things like: "Draw a blue fish above the shark, Draw a green fish next to the shark" and so on.
- Have your child get a little object or stuffed animal. Tell them directions like, "Put the bear above your head, Put the bear under the table" and so on.