

| 4th Quarter- Language Arts | WHAT IS MY CHILD LEARNING? | HOW CAN I HELP AT HOME? |
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| Kindergarten | <p><u>Reading: Literature</u></p> <ul style="list-style-type: none"> • With prompting and support, compare and contrast the adventures and experience of characters in familiar stories. | <ul style="list-style-type: none"> • Check out two or more similar books at the library (Clifford books, Bernstein Bears, Arthur...). Read two books back-to-back with your student so that both are fresh in their memory. Then ask how the characters were similar. Ask how what they did may have been different. If needed, go through page by page and look at the pictures to help your student's memory. |
| | <p><u>Reading: Informational Text</u></p> <ul style="list-style-type: none"> • With prompting and support, describe the connection between two individuals, events, ideas, or piece of information in a text. • With prompting and support, identify the reasons an author gives to support points in a text. | <ul style="list-style-type: none"> • Read a story with your child and ask and answer questions together about the key details and describe the connection between 2 characters, events in the story, ideas of what is happening and describe the information in the text. • Read a story and discuss the reasons an author supports points in the story. |
| | <p><u>Reading: Foundational Skills</u></p> <ul style="list-style-type: none"> • Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • Read common high frequency words (sight words) by sight. • Read emergency-reader texts with purpose and | <ul style="list-style-type: none"> • Ask you student to spell a CVC (constant vowel constant) word such (i.e.— “cat” with the focus on the short /a/ sound). Then ask your student to spell a different word where “A” will say it’s name or make it’s second sound(i.e.-- the word “late” and discuss |

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| | <p>understanding.</p> | <p>how the sound of “A” changed and is now the long /a/ sound).</p> <ul style="list-style-type: none"> • As you walk around the mall or a store, have your student find sight words on signs and products. • Read the small books that come home with your student or check out “easy readers” from the local library. Ask you student read, ask them questions about what is happen to be sure that they are getting meaning and understand (comprehend) what is happening in the book. |
| | <p><u>Writing</u></p> <ul style="list-style-type: none"> • Use a combinations of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. • 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. • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | <ul style="list-style-type: none"> • Ask you student to write about what their favorite book is and explain why. • Have your student write about a topic they know a lot about (i.e.—taking care of a pet, camping, playing soccer...). • As they are writing, ask them some questions to prompt more details in their writing (i.e.—“who” does it, “where” is it done, “why” is it done, “when” is it done...). • After your student is done with their writing piece on paper, have them watch you type it on the computer and/or have them try to type up part of it. Show them how to make spaces between words by using the space bar. • Ask you student something they would like to learn more about (i.e.—if you just visited the zoo or a location, see if they were like to learn more about a particular aspect of that visit). Go on the internet together and look up a few |

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| | <ul style="list-style-type: none"> • Participate in shared research and writing projects. | <p>simple details about that topic. Have your student write (in complete sentences) what they learned.</p> |
| | <p><u>Language</u></p> <ul style="list-style-type: none"> • Print many upper-and lowercase letters. • Use frequently occurring nouns and verbs. • From regular plural nouns orally by adding /s/ or /es/. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize the first word in a sentence and the pronoun. | <ul style="list-style-type: none"> • On a scratch piece of paper, or with chalk on the sidewalk or a white board and dry erase markers, ask your student to print the letter “A”. Ask them to print neatly both the upper AND lowercase for each letter together so that both are associated with the letter name. Also try giving your student just the letter sound(s). Explain to your student that these letters are important because each letter makes a specific sound and that those sounds make up words so that we can communicate and understand each other. • Use a variety of nouns (person, place or thing) and verbs (action words) in sentences as you speak with your student. Have them use the same nouns in a sentence back to you. Explain, show, or demonstrate if meaning is not understood. • Say the word “cat”. Explain that it just means 1 cat. Use it in a sentence. Have your student use it in a sentence. Now say the word “cats” with an emphasis on the /s/ sound so your student can hear how the two words are different. Explain that it means more than 1 (could be 2, 3, 4, 5,...). Use it in a sentence. Have your student use it in a sentences. • Ask you student to write to |

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| | | <p>a prompt (i.e.—What did you do in PE today?). As you student writes, remind them that each sentence needs to begin with a capital and end with a punctuation mark. Also remind them that any name (of people or places) needs to be capitalized as well.</p> |
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