

# Kindergarten Reading Newsletter

Marking Period 4, Part 1

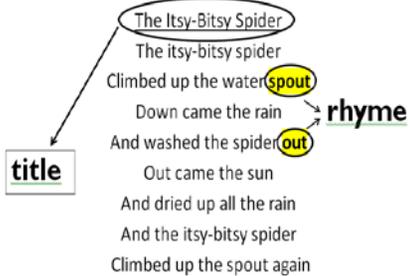
MT	<b>Learning Goals by Measurement Topic (MT)</b> <u>Students will be able to . . .</u>
<b>Foundational Skills</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of spoken words, syllables, letter names, and sounds.</li> <li>• use beginning, middle, and ending sounds in speaking, reading, and writing.</li> <li>• change beginning consonant sounds to create new words (tug, chug, mug; sun, fun, bun; let, set, bet; tell, well, fell; best, vest, test).</li> <li>• explore the use of short and long vowel sounds to create words.</li> <li>• use one-to-one letter sound relationships.</li> <li>• read common high-frequency words by sight.</li> </ul>
<b>Text Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• practice using before, during, and after reading strategies such as a picture walk, sounding out words, finding known or unknown words, and rereading.</li> <li>• demonstrate reading comprehension by retelling key details in literary and informational texts.</li> <li>• ask and answer questions about key details in literary and informational texts.</li> <li>• determine the meaning of unknown words.</li> <li>• identify elements of poetry (rhythm, rhyme, repetition, title).</li> </ul>

<b>Thinking and Academic Success Skills (TASS)</b>				
	<u>It is . . .</u>	<u>In reading, students will . . .</u>		
<b>Originality</b>	creating ideas and solutions that are novel or unique to the individual, group, or situation.	<ul style="list-style-type: none"> <li>• identify an alternate solution for a problem in a story.</li> <li>• have opportunities to show their understanding of a story in multiple ways by using story maps, comparison circles, and charts.</li> <li>• make new connections based on prior experience and learning.</li> </ul>		
<b>Metacognition</b>	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> <li>• think about and identify multiple meanings of familiar words and apply them accurately.               <table border="1" data-bbox="683 1593 1317 1688" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">duck</td> <td style="padding: 5px;">               a. a bird (noun)                b. to lower your head (verb)             </td> </tr> </table> </li> <li>• identify prior knowledge, experiences, and known words to comprehend text.</li> </ul>	duck	a. a bird (noun) b. to lower your head (verb)
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★ Kindergarten learning goals are ongoing throughout the entire year and repeat with increased complexity.

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Learning Experiences by Measurement Topic (MT)																																										
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>																																								
Foundational Skills	<ul style="list-style-type: none"> <li>investigate short and long vowel sounds and create new words using the vowels a, e, i, o, and u.</li> <li>use different word chunks to create word lists through centers and activities (-up, -ug, -un, -eg, -et, -ell, -est).</li> <li>participate in whole group read aloud and small group guided reading instruction to practice the decoding of words, reading fluency, and reading strategies.</li> </ul> 	<ul style="list-style-type: none"> <li>listen to and read books every night.</li> <li>change the beginning sound to make word lists using word families (tell, well, sell, bell).</li> <li>go on a scavenger hunt to find items that use short and/or long vowel sounds.</li> </ul> <table border="1" data-bbox="1087 576 1915 912"> <thead> <tr> <th colspan="5">short sounds</th> </tr> <tr> <th>a</th> <th>e</th> <th>i</th> <th>o</th> <th>u</th> </tr> </thead> <tbody> <tr> <td>cat</td> <td>pet</td> <td>pig</td> <td>dock</td> <td>sun</td> </tr> <tr> <td>apple</td> <td>leg</td> <td>milk</td> <td>sock</td> <td>bun</td> </tr> <tr> <th colspan="5">long sounds</th> </tr> <tr> <th>a</th> <th>e</th> <th>i</th> <th>o</th> <th>u</th> </tr> <tr> <td>April</td> <td>bee</td> <td>five</td> <td>hose</td> <td>blue</td> </tr> <tr> <td>plane</td> <td>tree</td> <td>sky</td> <td>toes</td> <td>shoe</td> </tr> </tbody> </table>	short sounds					a	e	i	o	u	cat	pet	pig	dock	sun	apple	leg	milk	sock	bun	long sounds					a	e	i	o	u	April	bee	five	hose	blue	plane	tree	sky	toes	shoe
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Text Reading Comprehension	<ul style="list-style-type: none"> <li>read, discuss, compare, and comprehend literary and informational texts in large and small groups.</li> <li>retell key details in literary and informational text.</li> <li>determine meaning of unknown words.</li> <li>identify the elements of poetry (rhythm, rhyme, repetition, title).</li> </ul> 	<ul style="list-style-type: none"> <li>discuss books and poetry read at home and school.</li> <li>ask and answer questions about stories read such as:             <ul style="list-style-type: none"> <li>What other title could you give this book?</li> <li>What were the actions of the characters in the story?</li> <li>What lesson did you learn from the story?</li> </ul> </li> <li>use these websites to support learning:             <ul style="list-style-type: none"> <li><a href="http://www.starfall.com">www.starfall.com</a></li> <li><a href="http://www.abcya.com">www.abcya.com</a></li> <li><a href="http://www.turtlediary.com">www.turtlediary.com</a></li> </ul> </li> </ul> 																																								