

Kindergarten Reading Newsletter

Marking Period 4, Part 1

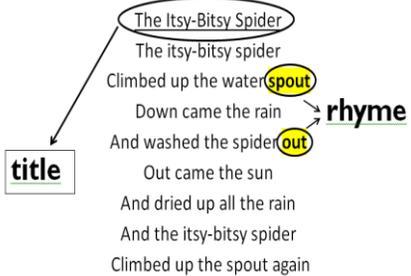
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Foundational Skills	<ul style="list-style-type: none"> • demonstrate understanding of spoken words, syllables, letter names, and sounds. • use beginning, middle, and ending sounds in speaking, reading, and writing. • change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

Thinking and Academic Success Skills (TASS)				
	<u>It is . . .</u>	<u>In reading, students will . . .</u>		
Originality	creating ideas and solutions that are novel or unique to the individual, group, or situation.	<ul style="list-style-type: none"> • identify an alternate solution for a problem in a story. • have opportunities to show their understanding of a story in multiple ways by using story maps, comparison circles, and charts. • make new connections based on prior experience and learning. 		
Metacognition	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"> • think about and identify multiple meanings of familiar words and apply them accurately. <table border="1" data-bbox="680 1593 1317 1688" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px; text-align: center;">duck</td> <td style="padding: 5px;"> a. a bird (noun) b. to lower your head (verb) </td> </tr> </table> • identify prior knowledge, experiences, and known words to comprehend text. 	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"> investigate short and long vowel sounds and create new words using the vowels a, e, i, o, and u. use different word chunks to create word lists through centers and activities (-up, -ug, -un, -eg, -et, -ell, -est). participate in whole group read aloud and small group guided reading instruction to practice the decoding of words, reading fluency, and reading strategies. 	<ul style="list-style-type: none"> listen to and read books every night. change the beginning sound to make word lists using word families (tell, well, sell, bell). go on a scavenger hunt to find items that use short and/or long vowel sounds. <table border="1" data-bbox="1087 581 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"> read, discuss, compare, and comprehend literary and informational texts in large and small groups. retell key details in literary and informational text. determine meaning of unknown words. identify the elements of poetry (rhythm, rhyme, repetition, title). 	<ul style="list-style-type: none"> discuss books and poetry read at home and school. ask and answer questions about stories read such as: <ul style="list-style-type: none"> What other title could you give this book? What were the actions of the characters in the story? What lesson did you learn from the story? use these websites to support learning: <ul style="list-style-type: none"> www.starfall.com www.abcya.com www.turtlediary.com 																																								