

Kindergarten Reading Newsletter

Marking Period 4, Part 2

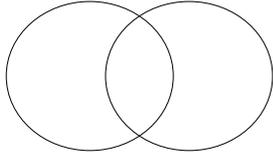
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Foundational Skills	<ul style="list-style-type: none"> demonstrate understanding of spoken words, syllables, letter names, and sounds. use beginning, middle, and ending sounds in speaking, reading, and writing. use short and long vowels for beginning, middle, and ending sounds in words. sort words by beginning, middle, and ending sounds. use consonant blends (br, cr, dr, fr, gr, pr, tr) to read and write words. 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. discuss and understand the purpose of reading. identify the author and/or illustrator of a literary or informational text. compare story elements (characters, settings, major events, problem/solution) in different texts. explain the similarities and differences between two texts.

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"> make a prediction before reading on how two texts are similar and different. create an alternate solution for a problem in a story. create a new story after comparing two texts.
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"> identify prior knowledge, experiences, and known words. evaluate the application of prior knowledge. think about prior experiences and connect them to new learning. 

★ 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"> use short and long vowel sounds to create new words using the vowels a, e, i, o, and u. use different consonant blends to create word lists through centers and activities (br, cr, dr, fr, gr, pr, tr). sort pictures and words by beginning, middle, and ending sounds through literacy games and activities. <table border="1" data-bbox="247 623 1020 834"> <tr> <td>Words that begin with "b"</td> <td>Words with short "a" in the middle</td> <td>Words that end with "d"</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> participate in whole group read aloud and small group guided reading instruction to practice the decoding of words, reading fluency, and reading strategies. 	Words that begin with "b"	Words with short "a" in the middle	Words that end with "d"				<ul style="list-style-type: none"> listen to and read books every night. sort pictures or words that have vowels at the beginning or middle of the word. <table border="1" data-bbox="1142 516 1465 828"> <thead> <tr> <th colspan="2">Short Vowel Words</th> </tr> <tr> <th>Beginning</th> <th>Middle</th> </tr> </thead> <tbody> <tr> <td>apple</td> <td>cat</td> </tr> <tr> <td>egg</td> <td>bed</td> </tr> <tr> <td>igloo</td> <td>pig</td> </tr> <tr> <td>octopus</td> <td>dog</td> </tr> <tr> <td>up</td> <td>dug</td> </tr> </tbody> </table> <table border="1" data-bbox="1583 516 1906 828"> <thead> <tr> <th colspan="2">Long Vowel Words</th> </tr> <tr> <th>Beginning</th> <th>Middle</th> </tr> </thead> <tbody> <tr> <td>apron</td> <td>take</td> </tr> <tr> <td>eagle</td> <td>seed</td> </tr> <tr> <td>ice</td> <td>bike</td> </tr> <tr> <td>open</td> <td>spoke</td> </tr> <tr> <td>use</td> <td>Luke</td> </tr> </tbody> </table> <ul style="list-style-type: none"> go on a scavenger hunt to find items that use short and/or long vowel sounds. 	Short Vowel Words		Beginning	Middle	apple	cat	egg	bed	igloo	pig	octopus	dog	up	dug	Long Vowel Words		Beginning	Middle	apron	take	eagle	seed	ice	bike	open	spoke	use	Luke
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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. <p style="text-align: center;"><u>Comparison Circles</u></p>  <ul style="list-style-type: none"> 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 texts read such as: <ul style="list-style-type: none"> How does the text relate to real life? What did you learn from the text? What text features can you find in the book? use these websites to support learning: <ul style="list-style-type: none"> www.starfall.com www.abcya.com www.turtlediary.com <table border="1" data-bbox="1612 1107 1969 1425"> <thead> <tr> <th colspan="2"><i>Text Features</i></th> </tr> </thead> <tbody> <tr> <td>Title</td> <td>Table of Contents</td> </tr> <tr> <td>Index</td> <td>Bold Print</td> </tr> <tr> <td>Headings</td> <td>Photographs</td> </tr> <tr> <td>Captions</td> <td>Labels</td> </tr> <tr> <td>Glossary</td> <td>Charts/Graphs</td> </tr> <tr> <td></td> <td>Numbered Steps</td> </tr> </tbody> </table>	<i>Text Features</i>		Title	Table of Contents	Index	Bold Print	Headings	Photographs	Captions	Labels	Glossary	Charts/Graphs		Numbered Steps																				
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