

Preparing Your Child for

# SCHOOL SUCCESS



## Parent & Child | Kindergarten |

Prepared in cooperation with Nebo School District

Utah State Office of Education 250 East 500 South/P.O. Box 144200 Salt Lake City, UT 84114-4200

Larry K. Shumway, Ed.D., State Superintendent of Public Instruction

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Dear Parents,

This booklet contains practice activities for you and your child to do together. The activities are designed to reinforce critical skills your kindergarten child is learning at school. These fun activities will strengthen your child's listening skills, understanding of print, phonemic awareness, beginning phonics, and fluency.

These activities should be fun when you do them with your child. A kindergarten child's attention span is very short: each activity should take only five or ten minutes to complete. It is most effective to do an activity that lasts for only a few minutes but is repeated over time. This should be a fun time for both of you! If your child's attention wanders, stop and try again later. Slowly increase the amount of time with your child to five or ten minutes over weeks. As your child develops the ability to concentrate on and complete the activities, both of you will find that playing learning games can be fun.

Make sure you frequently praise your child's successes. When your child makes a mistake, simply say, "Good try!" Next say, "Watch me do it." Model the correct procedure or response for your child. Then say, "Now it's your turn." Compliment your child on successes. Both you and your child should have fun while doing these activities.

To view the entire Core Curriculum for kindergarten language arts, you may go to the following web site:

[http://www.schools.utah.gov/curr/lang\\_art/elem/core/CoreDocs/grade/Kindergarten.pdf](http://www.schools.utah.gov/curr/lang_art/elem/core/CoreDocs/grade/Kindergarten.pdf)

This booklet contains activities for practice based on the essential skills kindergarten children should know and be able to do at the end of kindergarten. However, young children develop and mature at different rates. Some children will not be able to perform all curriculum indicators by the end of kindergarten. Some children entering kindergarten have recently passed their fifth birthdays, and others are nearly six years of age. Children are individuals, and although they won't all master these skills at the same pace, they can still be very successful first-grade students.

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I encourage you to communicate often with your child's teacher and work together in helping your child reach his or her potential. Enjoy this important year with your child!

Tiffany H. Hall  
K-12 Literacy Coordinator  
Teaching and Learning  
Utah State Office of Education

## ***Parent Connection #1***

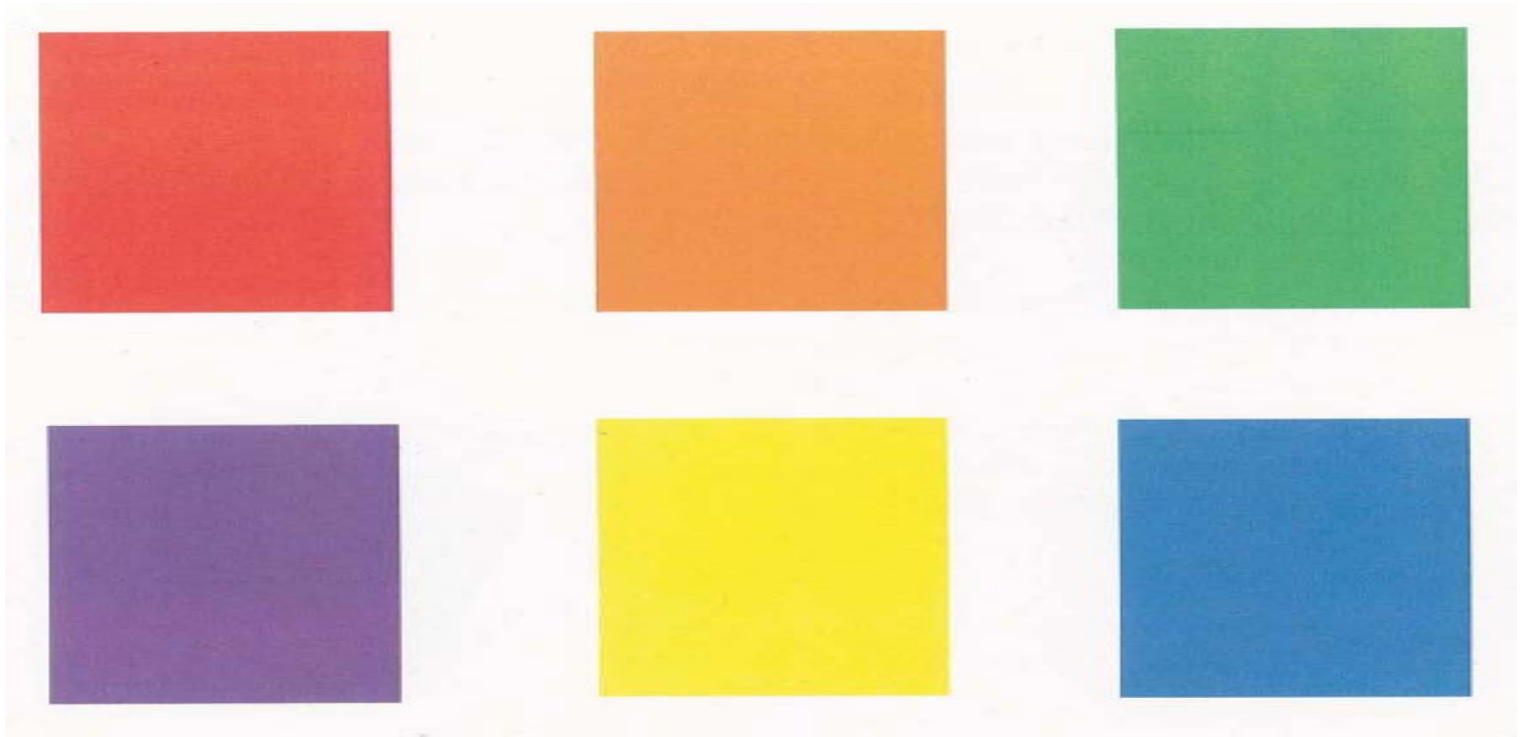
**Lesson Objective:** Listen attentively; listen and demonstrate understanding by responding appropriately.

**Related Skill:** Color recognition (basic colors)

### **ACTIVITY 1:**

Say, "I am going to tell you a story and I want you to listen to it. When you hear the name of a color, point to the color."

**READ:** Ann and Jim were walking in the woods. Ann was wearing ORANGE shoes and PURPLE shorts. Jim wore GREEN shorts and a YELLOW shirt. The BLUE sky made the children happy. The YELLOW sun made pretty patterns on the GREEN leaves. There was a RED bird, a butterfly with BLUE spots, and a fuzzy ORANGE caterpillar. They picked some BLUE bells, PURPLE daisies, and RED poppies to take home.

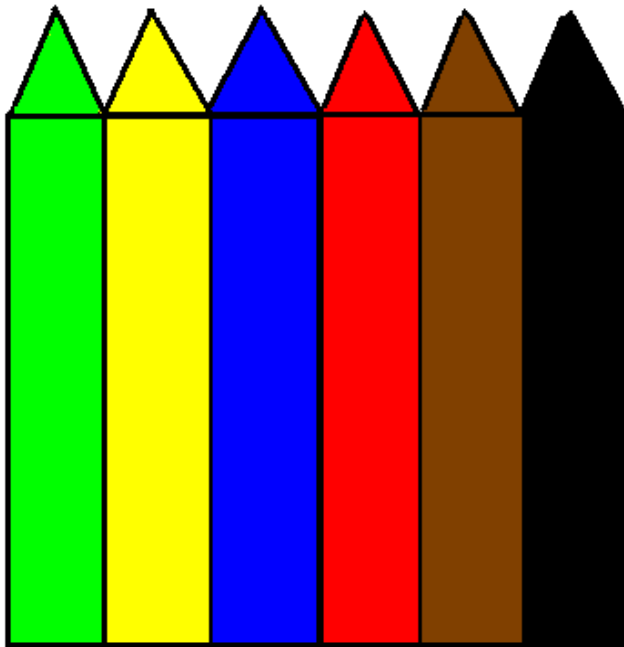


## ACTIVITY 2:

Say, "I am going to say three words that rhyme. Listen and see if you can point to the crayon that has a name that rhymes with these three words, and say the color name." Demonstrate with the first one if needed.

**READ:**      hello, fellow, Jell-o (yellow)  
                  Ted, sled, said (red)  
                  bean, screen, mean (green)  
                  town, clown, down (brown)  
                  grew, two, you (blue)  
                  pack, sack, crack (black)





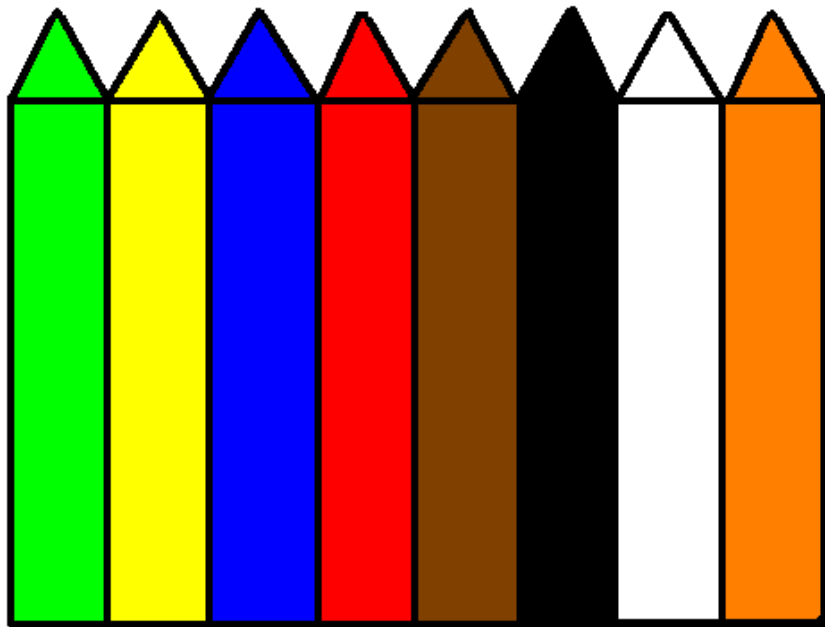
### **ACTIVITY 3:**

Say, "I am going to read a poem to you.  
Listen to the words I say, and when you know  
the color of these things, point to the crayon  
and say the color."

**RELATED READ-ALoud**  
**BOOK:** *Who Said Red*  
(Serfozo)

Bananas, butter, twinkling stars...  
Chipmunks, root beer, and chocolate bars...  
Snowmen, clouds, and cottage cheese...  
Lettuce, grass, and leaves on trees...  
Stop signs, strawberries, and a fireman's hat...  
Santa's boots, night time, and Halloween cats...  
Pumpkins, carrots, and some butterflies...  
Oceans, lakes and beautiful skies...  
I'll read it again, and the color you'll name...  
How smart you are to play this game!





## ***Parent Connection #2***

**Lesson Objective:** Listen attentively; listen and demonstrate understanding by responding appropriately.

**Related Skills:** Phonemic awareness, completion of tasks using nursery rhymes to signal rhyming words

**ACTIVITY 1:** After reading several familiar nursery rhymes with the child, read the first two lines, leaving off the final rhyming word for the child to say.

Say, “You remember hearing some of the fun nursery rhymes we read (or said several times), and now I am going to say them again, but sometimes I forget a word. Will you please help me?” Be sure to help the child say the correct rhyming word. Nursery rhymes are important to literacy knowledge.

**READ:** Jack and Jill went up the \_\_\_\_\_ to fetch a pail of \_\_\_\_\_. Jack fell down and broke his \_\_\_\_\_ and Jill came tumbling \_\_\_\_\_.

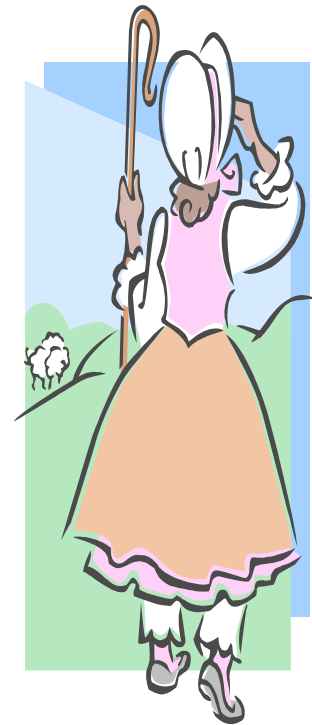
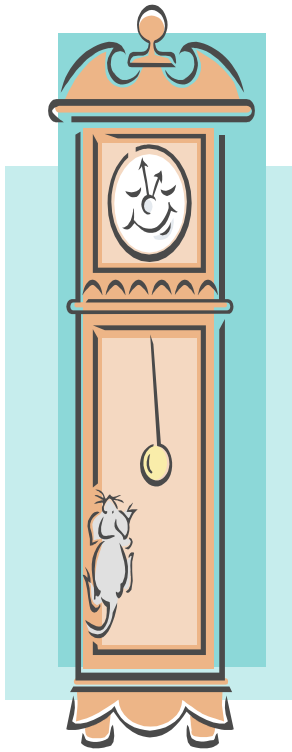


Hickory, dickory, dock,  
The mouse ran up the \_\_\_\_\_.

Humpty, Dumpty sat on a wall,  
Humpty, Dumpty had a great \_\_\_\_\_.

Mary had a little lamb,  
Its fleece was white as snow;  
Everywhere that Mary went,  
The lamb was sure to \_\_\_\_\_.

**RELATED READ-ALoud BOOK:** *The  
Missing Tarts* (Hennessey)



### ***Parent Connection #3***

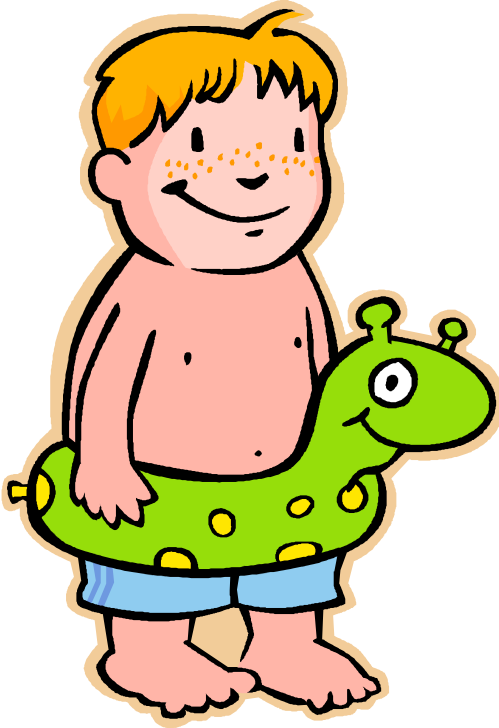
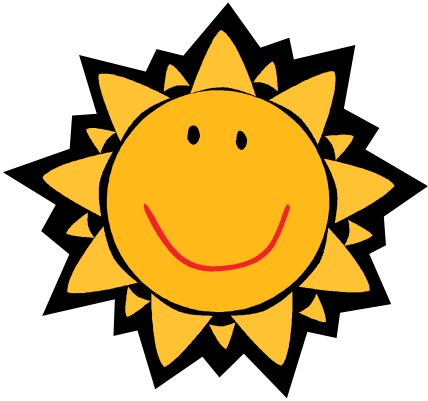
**Lesson Objective:** Listen attentively; listen and demonstrate understanding by responding appropriately. Speak in complete sentences.

**Related Skill:** Showing sequence of events by using picture clues and then retelling in complete sentences

#### **ACTIVITY 1:**

Read the story below about a boy swimming in a neighborhood swimming pool. Say, “I am going to tell you a story about a little boy who has learned how to swim.”

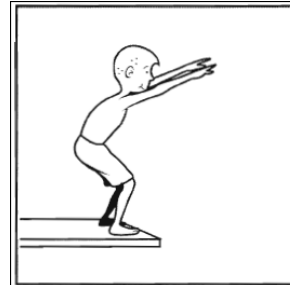
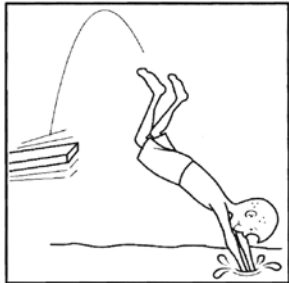
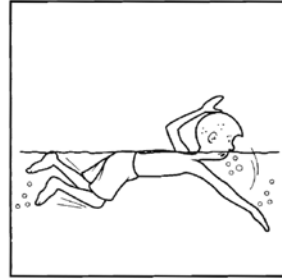
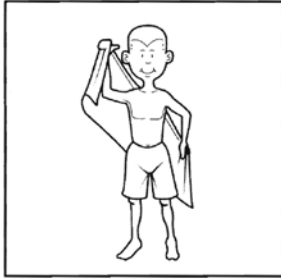
**READ:** In the park near Ted’s house there was a swimming pool, and Ted had learned to swim. One sunny day he was excited to try diving off the board for the first time and swimming across the pool. He was so happy when he hit the water and swam to the side of the pool. He smiled at his friends as he picked up his towel and dried himself. It was a fun day.



Say, “I have four pictures that are about that story, but I have mixed them all up. Do you think you could remember what happened in the story and put them in the right order of what Ted did at the pool? What happened first? Next? Then? Last? Now tell me the story.” Model complete simple sentence structure, such as “*Ted got up on the diving board. He dove into the water. He swam to the side of the pool and got out. He dried himself off with his towel.*” Be sure to point to the pictures as each sentence is said so your child will make connections with both the verbal and the visual representations.



# First? Next? Then? Last?



## **ACTIVITY 2:**

Say, “I am going to tell you another story. This time it is about planting a seed and what happens. Listen carefully, and then you can retell the story using some pictures to help you remember.”

**READ:** Amy wanted a flower garden, so her dad gave her some seeds to plant. Amy put the seeds in a pot with dirt, and carefully watered it. Next she put the pot in the sun and waited... and waited... and waited. One day she saw a little green stem come up through the dirt. Then in a day or two there was a little leaf! Every day the plant grew a bit bigger, and at last a flower bloomed. Amy was so happy that she planted more seeds!

Say, “I have four pictures that are about that story, but I have mixed them all up. Do you think you could remember what happened in the story and put them in the right order of how Amy’s garden grew? What happened first? Next? Then? Last? Now tell me the story.”

**RELATED READ-ALOUD BOOK:**  
*The Tiny Seed* (Eric Carle)

## First? Next? Then? Last?



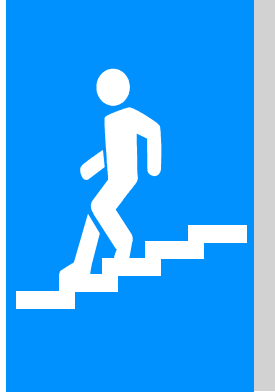
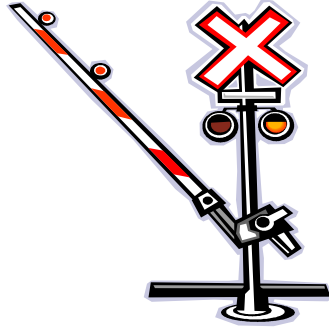
## ***Parent Connection #4***

**Lesson Objective:** Demonstrate an understanding that print carries the message; recognize print carries different messages; identify messages in common environmental print (signs, boxes, etc.).

**Related Skills:** Recognition of traffic signs and what they signal. Remind your child why the sign is important to our safety with the sentence stem, “*We need signs like this because. . .*”



**ACTIVITY 1:** Review common road and neighborhood signs. Read the words if the sign is labeled. Ask your child to tell you what the sign tells you to do or what law to obey. Talk about why such signs make our lives safer. A question stem that might get your child to speak in complete sentences is, “*This sign tells us \_\_\_\_\_.*”



**ACTIVITY 2:** Using the following page of signs, tell your child you are going to read some sentences to him/her and see if he/she can point to the correct sign.

**READ:**

This sign tells drivers to stop and wait until it is their turn to drive ahead.

This sign shows you where a disabled person may park.

This sign warns drivers that trains may come down this track and to watch out for them.

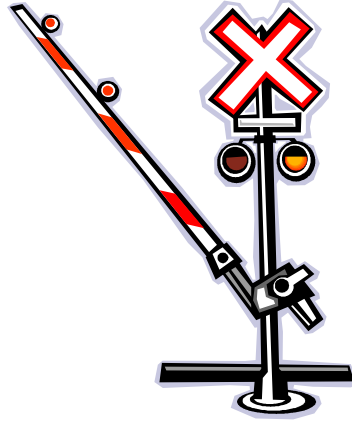
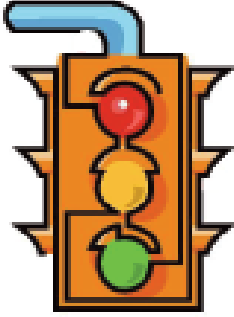
This sign tells us a train is coming.

This sign tells us not to go in this area.

This sign tells people to keep driving or to stop.

**RELATED READ-ALoud BOOK:**

*We Read Signs* (Hoban)



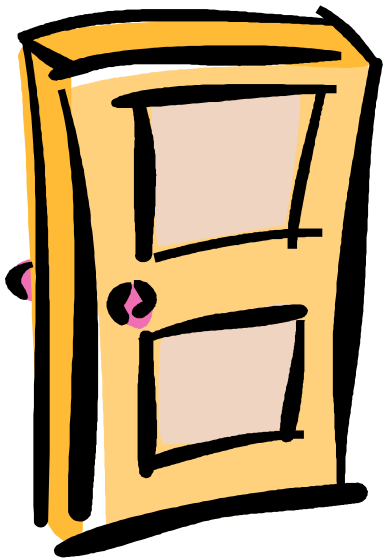
**ACTIVITY 3:** Talk about some of the signs in your home, such as ON/OFF, OPEN/CLOSE, COLD/HOT, PUSH/PULL, IN/OUT and other opposite words. Pay special attention when signs begins with **DO NOT...**

**ACTIVITY 4:** Label some furniture or other objects such as a bed, sink, bathtub, chair, and table. It is fun to put the names of family members on items, like “Kim’s lunch box,” or “Mom’s soda pop.”

**RELATED READ-  
ALoud BOOK:**  
*Hello, Goodbye* (Alik)

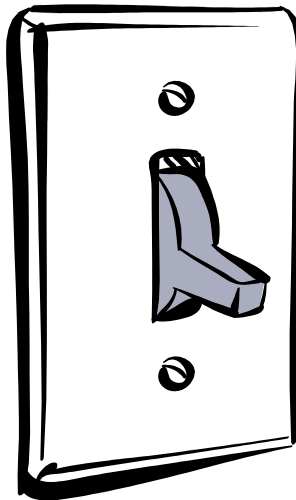


**Door**



**Open/Close**

**Light Switch**



**On/Off**

**Faucet**



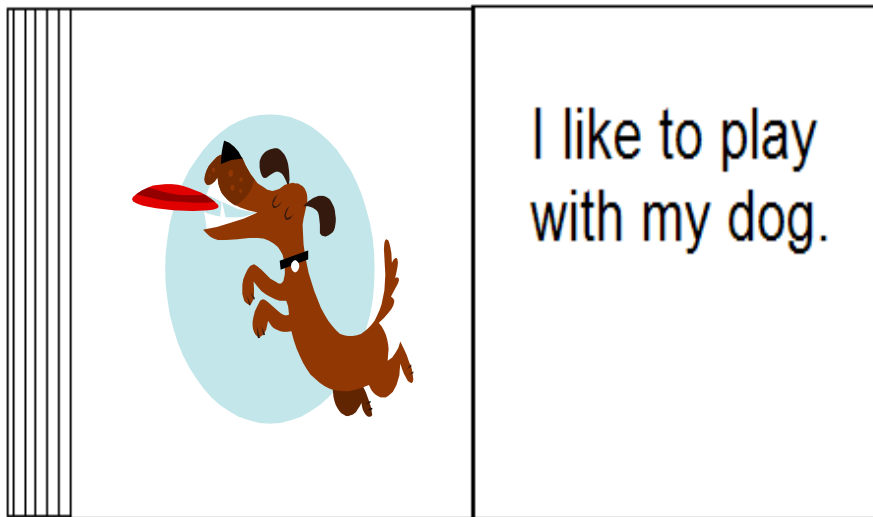
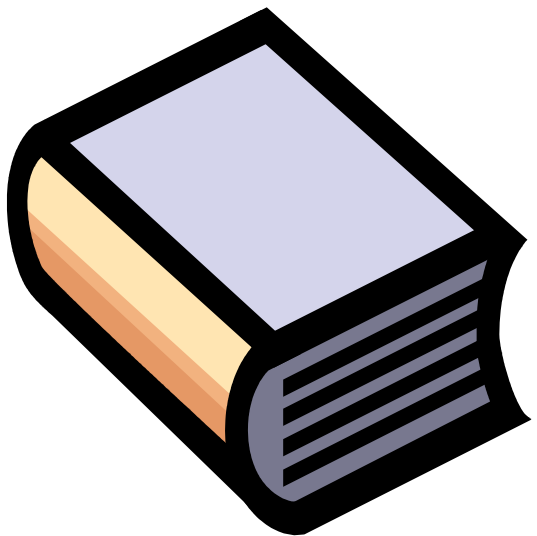
**Hot/Cold**

## ***Parent Connection #5***

**Lesson Objective:** Demonstrate knowledge of elements of print; identify the front/back, top/ bottom, left/right of a book.

- Discriminate (verbally responding to visual representation) between upper- and lower-case letters, numbers, and words in text.
- Show the sequence of print by pointing left to right with return sweep.
- Identify where text begins and ends.

**ACTIVITY 1:** While reading aloud a favorite story, tell the child, “Show me the front of the book. Show me the back of the book. Show me the top line. Show me the bottom line. Put your finger on the first word. Make your finger go the way we read, left to right. Show me where this story begins and where it ends.”



**ACTIVITY 2:** Print the child's name, saying each letter name as you print it and using the correct letter formation as shown on the chart. Point out that the child's name is made up of letters of the alphabet, and when we put them together they spell a word. Your child might notice that some upper-case letters are printed just the same as the lower-case letters, only bigger (C, c; S, s; O, o; V, v; W, w; Z, z), and some have a different form, although somewhat similar (M, m; P, p; K, k; U, u). Follow up by printing other family members' names, noting upper-case letters at the beginning of each name. If the same letter repeats itself in a name, point out the different shapes of upper-case versus lower-case letters.

**RELATED READ-ALoud BOOK:** *Chicka, Chicka, Boom! Boom!* (Martin)

**Note:** This book will show only capital letters going up the tree. You can also point to "big" and "little" letters in the story, and also point out words. This book is good to show how the punctuation helps show how we use expression when we read aloud (using punctuation marks such as ?, !, and .). Try using the book for this purpose after you have read it aloud once or twice just for fun.

**Name:** \_\_\_\_\_

**Mom:** \_\_\_\_\_

**Dad:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ACTIVITY 3:** Show your child the letters and words, and ask him/her to point to just a letter or to a word.

**ACTIVITY 4:** Say: “Now we're going to play a game. Point to a word. Now point to a letter. Look, there are some numbers, too. Can you point to a number? Now point to another word,” and so on. **Note:** Short words are often found in beginning reading, but don't worry about teaching them unless the child seems ready to learn. The task here is to know the difference between letters, words, and numbers.

**ACTIVITY 5:** Using a set of cards or magnetic letters on the refrigerator door, point to individual letters. Tell the child that these are letters. Group the letters into a simple two-letter word, such as **no**, **be**, **on**, or **it**, and explain that the letters make up words. Scramble the letters. Say, “Now there are only letters. Can you make them into words again?”

go	C	2	yes	b	8	got	M
Y	cat	5	big	F	me	4	look
it	R	1	off	6	to	see	T

**ACTIVITY 6:** Show the child the sentence and point out that it begins with an upper-case (capital) “big” letter and ends with a period (.) or a question mark (?). First count the number of words, then ask the child to count the number of words. Repeat the activity again if needed.

**The little boy was looking for his dog.**

**Did his dog get lost in the park?**

**ACTIVITY 7:** Now pick up a children’s book (perhaps one you have been reading aloud with him/her), find two or three short sentences, and repeat the task.



**The little boy was looking  
for his dog.**

**Did his dog get lost in the  
park?**



## ***Parent Connection #6***

**Lesson Objective:** Demonstrate phonemic awareness:

- Identify and create a series of rhyming words.
- Recognize a series of words beginning with the same sound.

An important skill for learning how to pronounce words using the letter sounds is being able to hear spoken sounds at the beginning, middle, ending of words, and to create rhyming words.

**RELATED READ-ALoud BOOK:**  
*The Edward Lear Alphabet Book*  
(Lear and Radunsky)

Example of words with the same beginning sounds:

**Silly Sally sat in the sun.**

Examples of some rhyming words:

**run**

**sun**

**bun**

**rat**

**sat**

**bat**

**rug**

**slug**

**bug**

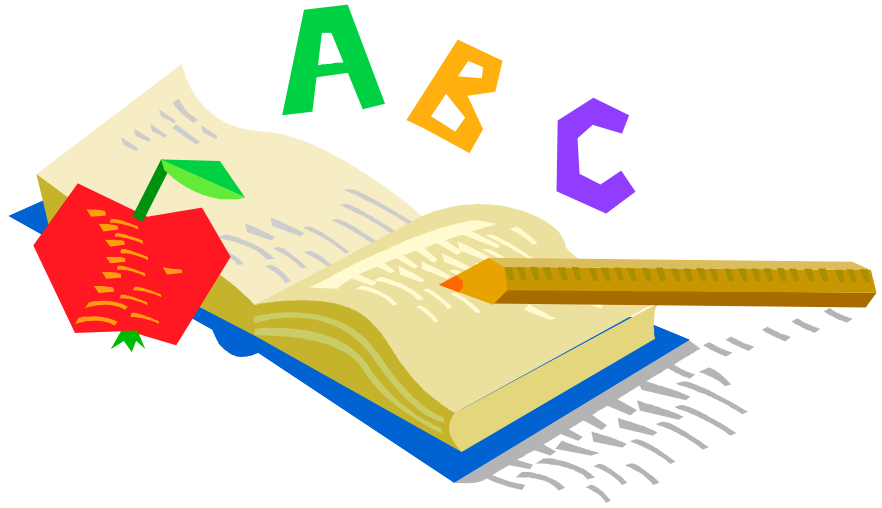
**ACTIVITY 1:** Tell your child that hearing rhyming words is fun. Be sure he/she understands the concept of rhyming both one and two-syllable words. In an earlier activity, you used nursery rhymes and had the child complete the missing rhyming word (for example, “Jack and Jill went up the \_\_\_\_\_”). This time, just demonstrate using three common words with ending rhymes.

Say, “I can say some words that sound alike. They are rhyming words: *cat, sat, fat, rat*. Now I am going to say two rhyming words and see if you can say another word that rhymes.” Help the child if needed.

1. fan, can, \_\_\_\_\_
2. chick, stick, \_\_\_\_\_
3. eat, treat, \_\_\_\_\_
4. bill, will, \_\_\_\_\_
5. say, may, \_\_\_\_\_
6. spell, well, \_\_\_\_\_



**ACTIVITY 2:** Try the same idea as Activity 1, but now use words that have more than one syllable. The idea of rhyming is just the same. For example you can say, “Listen to these rhyming words—*hopping, dropping, stopping.*” For even more fun, make up silly rhymes using the child’s name, such as Joshua, boshua, foshua, or Emma, temma, lemma. Demonstrate using your own name, or those of other family members, or the family pet!



**ACTIVITY 3:** Tell the child you are going to say some words together. See if he/she can repeat the sound that he/she hears at the beginning of each word. Some children will know the letter the sound represents, but some will not. The task is to hear and repeat the sounds, not identify the letter it represents.

**Six snakes sold snacks on Sunday.**

**Pat picks pears for a picnic.**

**Cats can crawl on couches.**

**Mary munched marshmallows.**

**Ted talked to the teacher.**

**Jim and Jack jumped and jiggled.**



S

P

C

M

T

J



## ***Parent Connection #7***

**Lesson Objective:** Recognize like and unlike word parts; identify the word that does **not** rhyme in a series of words.

**ACTIVITY 1:** Remind the child about the concept of same and different, then tell him/her that he/she was so good at making up rhyming words, you are going to see if he/she can listen and tell you which word **does not** rhyme. Demonstrate by using the example, cat, sat, rat, pig. Now try some of the groups of words listed below. Help the child if needed.

tip, lip, <b>rock</b> , rip	in, spin, tin, <b>pink</b>
bell, <b>tall</b> , tell, spell	run, bun, fun, <b>fine</b>
<b>dog</b> , tug, bug, dug	can, man, <b>tap</b> , tan



PHONEMIC AWARENESS: 20S

**ACTIVITY 2:** Tell the child he/she needs to listen carefully to the beginning sounds of these words. All of the words will have the same beginning sound except one. Which word is different? Which word begins with a different sound than the others? Can he/she say that word?

1. talk, time, tell, <i>sit</i>	3. read, run, <i>sun</i> , rock
2. no, yes, nuts, nine	4. <i>day</i> , fish, found, fun

**ACTIVITY 3:** Tell the child they are now going to listen to the sound at the end of the word. He/she is going to listen for the word that has a different sound at the end than the other three words. Keep in mind, this is only a listening task to help them be aware of the sounds in words and be able to discriminate between sounds that are alike and those that are different.

1. dog, rug, big, <i>back</i>	3. map, trip, <i>him</i> , chip
2. fill, call, <i>cut</i> , tell	4. fish, wash, <i>big</i> , mash



## ***Parent Connection #8***

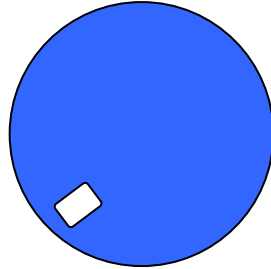
**Lesson Objective:** Orally blend word parts:

- Blend syllables to make words (e.g., /ta.../ble/, table).
- Blend onset and rimes to make words (e.g., /p.../an/, pan).
- Blend individual phonemes to make words (e.g., /s.../a.../t/, sat).

**ACTIVITY 1:** Tell the child you are going to say some words and see if he/she can make a bigger word by putting the two words together. Say “**foot**” and “**ball.**” When we put those words together, they make a new word. Say the new word, “**football.**” Now break into parts some of the common compound words that your child would know, such as **bathroom, cowboy, blackbird, birthday, playground, homework, grandma.** Listen for your child to combine the two words into the known compound word. Other familiar compound words are **popcorn, postman, railroad, rainbow, toothpick, Thanksgiving, today,** and **mailman.**



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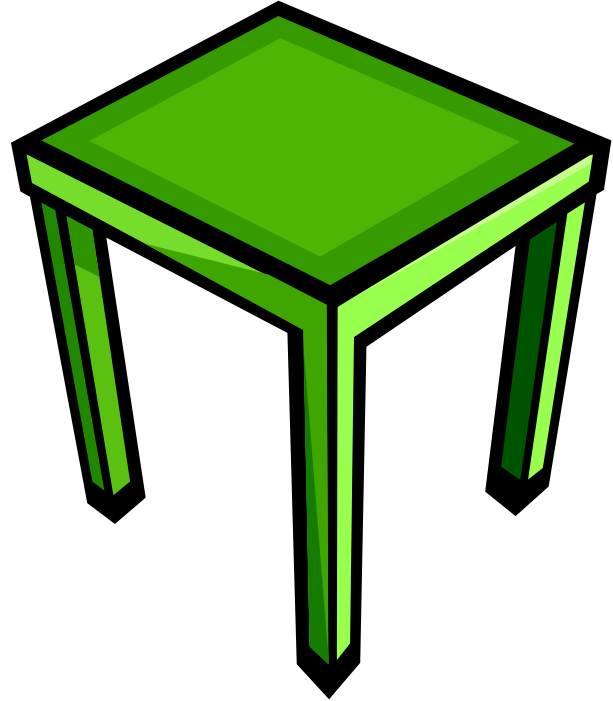
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**ACTIVITY 2:** “We have been putting two words together to make a new word, but some words are made up of two or three parts that are not words. Listen as I say some words that have two parts. /Ta.../ble/. When I put these parts together the word is *table*. Now you listen to some other word parts, see if you can put them together to make a word you know.”

Use common words like /su.../per/, /o.../ver/, and /sing.../ing/ and have the child complete the word. Repeat with other words. Try it with words of three or more syllables.





## ***Parent Connection #9***

**Lesson Objective:** Orally segment words into word parts (taking words apart):

- Segment words into syllables (e.g., table = /ta/.../ble/).
- Segment words into onset and rime (e.g., pan = /p/.../an/).
- Segment words into individual sounds (e.g., sat = /s/.../a/.../t/).

**ACTIVITY 1:** Play the game “I’m Thinking of a Word.” Say, “I’m thinking of a word that rhymes with cat and starts with /m/.” The answer would be *mat*. Make the sound for /m/—don’t say the letter name.

Other clues might be:

It rhymes with joke and starts with /p/.

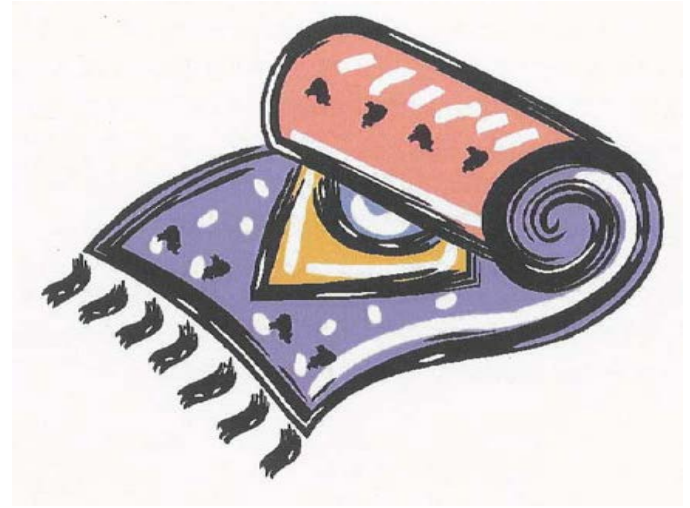
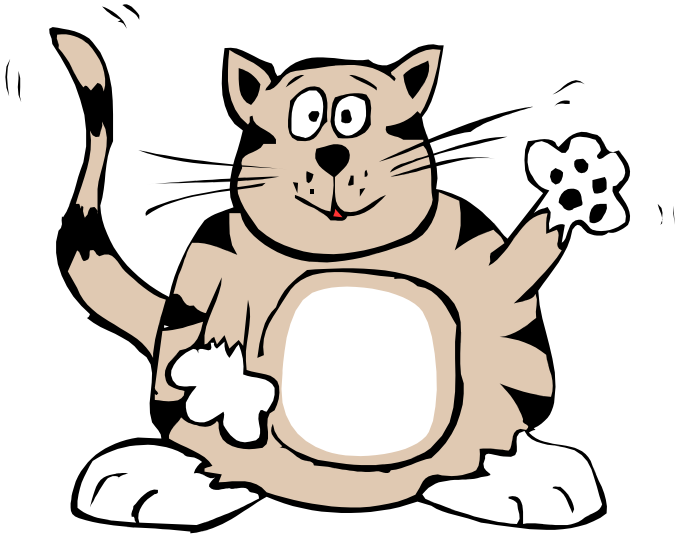
It rhymes with hunk and starts with /sk/.

It rhymes with date and starts with /g/.

It rhymes with more and starts with /st/.

It rhymes with pest and starts with /v/.

Rhymes with...?



**ACTIVITY 2:** Play with words! Have your child put a word together orally that you have broken apart, or say a word and have the child take it apart by sounds or parts. Being able to blend two parts of words together is much of what reading and writing is about. A child can learn to read and write many words if he/she becomes familiar with a few word families or rimes. By adding a different beginning sound to the ending chunk or rime, new words are created. If a child can read or write /c/.../at/, he/she is then able to read and write /r/.../at/, /h/.../at/, /f/.../at/, /m/.../at/, etc. Use **-an, -ing, -ell, -ame**, and other endings from the list below. Make words with single letters to begin with, then add blends such as **st, pl, br, sp**, to make common words. Cut apart the chunk and letter cards and see how many words you can make together.

**Note:** The list below contains 37 common rimes or word endings. If a new letter or letters are put at the beginning of the chunks below, you can make up over 500 words that your child will be meeting while reading books.

-ack	-all	-ain	-ake	-ale	-ame	-an
-ank	-ap	-ash	-at	-ate	-aw	-ay
-eat	-ell	-est	-ice	-ick	-ide	-ill
-in	-line	-ing	-ink	-ip	-ir	-ight
-ock	-oke	-op	-ore	-or	-uck	-ug
-ump	-unk					



## ***Parent Connection #10***

**Lesson Objective:** Demonstrate an understanding of the relationship between letters and sounds:

- Name all upper- and lower-case letters of the alphabet in random order.
- Match consonant and short vowel sounds to the correct letter.
- Blend simple c-v-c (consonant-vowel-consonant) words into one-syllable words.

Your child needs to learn/practice naming the letters of the alphabet. Use the chart to find out which letters he/she may already know. Going from left to right, ask him/her to point to one letter at a time and say its name. Tell him/her the letter name if he/she hasn't answered after three seconds.

Note which letters the child said instantly, and for which he/she gave incorrect answer or none at all. Begin teaching the unknown letters. This can be done in many fun, informal ways.

s	c	b	t	p	m	d
f	g	a	h	r	l	w
e	n	o	j	k	i	
v	u	y	q	z	x	

**ACTIVITY 1:** Take a full-page grocery store ad from a newspaper and circle one letter the child does not yet know. Have him/her circle and name the letter each time he/she can find it on the page. Work with one letter at a time until he/she knows it well in lower-case form, then work with the upper-case form. Tracing the letter with a crayon will help the child remember it better.

**ACTIVITY 2:** Prepare a sheet of paper with a letter printed at the top. Have the child cut the same letter in its lower-case and upper-case forms from the newspapers or magazines and glue the letters to the page.

**ACTIVITY 3:** Help your child make letters from clay or cookie dough. This can also be done with pancake batter or wet spaghetti noodles. Here are some fun, easy recipes to use:



## **Play Dough 1**

Boil 2 cups water.

Add and mix  $\frac{1}{2}$  cup salt, 1 tbsp. oil,  
1 tbsp. alum, and some food coloring.

Mix well and add 2 cups flour. Let cool and knead.

## **Edible Peanut Butter Play Dough**

2 cups peanut butter                      3 tbsp. honey

2 cups powdered milk

Combine ingredients in a medium-size bowl. If too sticky, add more powdered milk, one tablespoon at a time. Make sure children wash hands before playing with and eating this one.



**ACTIVITY 4:** If your child is still having difficulty learning the letter names, teach him/her the letter by direct instruction. Tell the child that he/she is going to learn (or practice) reading and writing the letters of the alphabet. Show him/her one letter. Say, “The name of this letter is \_\_\_\_\_. Now you say the name. Write the letter on this card. As you write the letter, say the name again.” Repeat. In this activity, the child sees, hears, says, writes, and reads the letter name. He/she uses all of the five senses as letters are learned. To help the child feel successful, make the first flashcards with the letters in his/her name or other letters he/she already knows. Do no more than five or six cards in a learning/practice session, so neither you nor the child gets frustrated! Below is a good script to follow as you introduce or practice each letter name.

1. “You will learn to name a letter of the alphabet.”
2. “The name of this letter is \_\_\_\_\_.”
3. “Say \_\_\_\_\_.”
4. “What is the name of this letter?”
5. “When I point to the letter, say its name” (review).
6. “Name these letters” (on chart or flashcards, to practice mastery).

A	a	B	b	C	c	D	d	E	e	F	f	G	g
H	h	I	i	J	j	K	k	L	l	M	m	N	n
O	o	P	p	Q	q	R	r	S	s	T	t	U	u
V	v	W	w	X	x	Y	y	Z	z				

**ACTIVITY 5:** In learning the letters of the alphabet, it is sometimes fun to point out to the child that some upper-case letters look just like their lower-case versions (C, c, S, s, V, v) and some are different (such as M, m, B, b, R, r). Using refrigerator magnets, sort the upper- and lower-case letters into those that are the same and those that are different.

**ACTIVITY 6:** Create a pair of binoculars by gluing two toilet paper rolls together. Punch holes in the tubes and attach a piece of string or yarn to make a strap to hang around the child's neck. Have your child look for the letters in his/her environment. (You may point out that sometimes the letter **a** is printed differently than the one he/she learned, as is the letter **g**). Reading the letters and numbers on license plates and road signs provides practice with both letter and number recognition. Point out that the letters on license plates are all upper-case.

**RELATED READ-ALoud  
BOOK:** Any alphabet book

Binoculars



**ACTIVITY 7:** When the child begins to print letters, point out that the letters are made by sticks and circles, and have him/her practice making sticks and circles on paper.

Don't worry about using lined paper when a child is just beginning the proper formation of a letter. A child who learns to correctly create his/her writing on blank paper transfers easily to lined paper.

Model how to print the letters (see 28S). Say, "Let's write the letter **I**—long stick down. That is the letter **I**. Now you write the letter." Or, "Watch me write the letter **p**—down, up, circle around." Simple prompts help guide the child with letter formation.

## Alphabet Writing Prompts

a—circle around and down	b—long stick down, up, circle around
c—curve—over, around, open	d—circle around, up long stick, down
e—across, over, around	f—over, long stick down, then cross
g—circle around, down, curve under	h —long stick down, up and tunnel
i—short stick down, dot	j—short stick down, curve up, dot
k—long stick down, slant in, slant out	l—long stick down
m—stick down, up tunnel, up tunnel	n—short stick down, up tunnel
o—circle around, close	p—down, up, circle around
q—circle around, down, hook	r—short stick down, up, curve
s—curve over, curve, curve around, up	†—long stick down and across
u—down, curve up, down	v—slant down, slant up
w—slant down, slant up, slant down, slant up	x—slant down, slant across
y—slant down, slant down	z—across, slant down, across

## ***Parent Connection #11***

**Lesson Objective:** Match consonant sounds to the correct letters.

Now that your child knows the letter names and can identify them in random order, it is time to learn the sounds of the consonants. The consonants are **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z**. Most consonants have one sound; knowing the sound of each letter is the beginning of reading words, because almost all words can be sounded out by using the sounds of the letters and blending them into words. In teaching/practicing the sounds of the consonants, begin with the ones found most often in words your child uses and hears. The consonant letters in order of frequency of use in children's oral language are **s, c, b, t, p, d, f, g, h, r, m, l, w, n, j, k, v, y, q, z, and x**.



S	c	b	t	p	m	d
f	g	a	h	r	l	w
e	n	o	j	k	i	
v	u	y	q	z	x	

**ACTIVITY 1:** Make a set of six-inch tag board squares. Write a letter (upper-case or lower-case) on each card. Tape the cards on the floor. They may be placed in alphabetical order or mixed up. Have your child hop from card to card, naming each letter and/or giving its sound as he/she steps on it. For variety, call out a letter or sound and have the child hop to the card.

**ACTIVITY 2:** The familiar game of “**I Spy**” can be used to practice recognizing letter names and sounds. Model the game. Say, “I spy something that starts with the sound...” and name a letter sound. Then switch roles and let your child name the sound.



**I Spy...**

**ACTIVITY 3:** If your child is still having difficulty remembering the sounds of letters, teach them by direct instruction. Using letter flashcards made of paper, read the script below.

1. “Now you will learn the sound of a letter.”
2. “The sound the letter makes is \_\_\_\_\_.”
3. “Say \_\_\_\_\_.”
4. “What sound does this letter say?”
5. “When I touch the letter, say the sound again.”
6. “Now you trace your finger over the letter like you are writing it, and say the sound again.”

After the letter appears to be learned, select another letter name/sound to teach/practice. Keep the practice time to a few minutes. Remember that a child’s attention span is usually only one minute longer than his/her age!

A	a	B	b	C	c	D	D	E	e	F	f	G	g
H	h	I	i	J	j	K	k	L	l	M	m	N	n
O	o	P	p	Q	q	R	r	S	s	T	t	U	u
V	v	W	w	X	x	Y	y	Z	z				

## ***Parent Connection #12***

**Lesson Objective:** Spell words correctly.

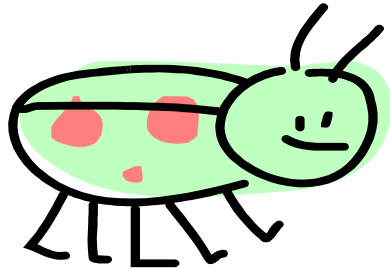
- Hear and write letters to represent single sounds in words.
- Spell a small number of grade-level words (e.g., you, the, to, is).
- Spell and write his/her own first name correctly.

## ***Parent Connection #13***

**Lesson Objective:** Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- Use knowledge about spelling to predict the spelling of new words.
- Figure out the spelling of new words from known words.

1. bug      2. hold      3. cap      4. rat



## ***Parent Connection #14***

**Lesson Objective:** Read aloud grade level text with appropriate speed and accuracy.

- Read alphabet letters in random order.
- Read numerals from zero to ten in random order.

**ACTIVITY 1:** Use the chart with the letters in alphabetical order, and sing the alphabet song with your child as he/she points to the letters.

**ACTIVITY 2:** Show the chart and sing the song a bit more slowly as your child finds each letter and points to it. This helps with quick recognition of letters when they are not in alphabetical order.



A	a	B	b	C	c	D	d	E	e	F	f	G	g
H	h	I	i	J	j	K	k	L	l	M	m	N	n
O	o	P	p	Q	q	R	r	S	s	T	t	U	u
V	v	W	w	X	x	Y	y	Z	z				

**ACTIVITY 3:** Point to the line and ask your child to point to each number as he/she reads the name in counting order from 1 to 10.

**1 2 3 4 5 6 7 8 9 10**

**ACTIVITY 4:** Show your child the second line with the numbers out of counting order. Ask him/her to name the numbers as you point to each one. Help the child say the correct word if he/she hesitates. It is important that we gently correct children when answers are incorrect.

**2 5 9 3 6 1 8 7 4 10**

**1 2 3 4 5 6 7 8 9 10**

**2 5 9 3 6 1 8 7 4 10**

## ***Parent Connection #13***

**Lesson Objective:** Read aloud grade-level text effortlessly and with clarity.

- Use appropriate intonation and expression during choral reading with the teacher.
- Read approximately 25 high-frequency sight words.

**ACTIVITY 1:** The best way to help your child learn about fluency is for him/her to hear a parent reading aloud from a good book with expression—that is, with your voice naturally raising and lowering like you are having a conversation. This modeling will help your child know what a fluent reader sounds like, and he/she will learn to read in phrases with expression. Find a familiar fairy tale like “The Three Little Pigs,” or another story with lots of repetitive text. Read a line or two aloud, modeling good fluency, then ask your child to read it with you as you point to the phrases such as, “Little pig, little pig, let me come in!” Note lines in stories that have an exclamation or question mark to add expression.



**ACTIVITY 2:** By the middle of kindergarten, your child will have learned some high-frequency words that occur very often in print. Many of these words (such as *it, and, on, can, go, and my*) have been taught by phonics, and your child has learned to sound them out. A few words (such as *was, two, do, one, and walk*) cannot be sounded out, but must be memorized. Below is a list of words that you might practice reading with your child so that he/she will become fluent in reading. Many teachers will send home a list of the words that have already been taught for children to practice.

## High Frequency Words:

it  
on  
is  
red  
or

to  
do  
here  
and  
for

no  
so  
mom  
in  
look

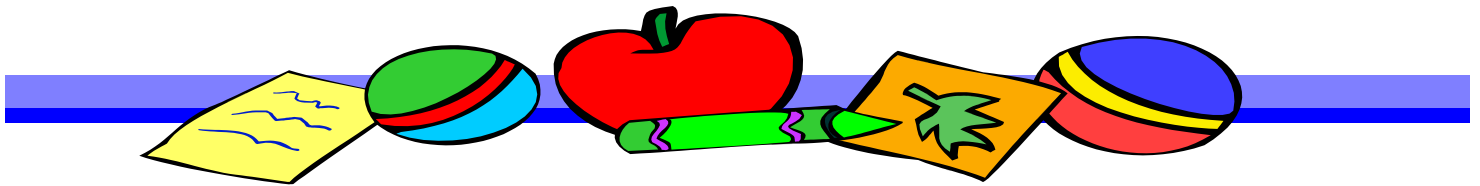
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with  
dog  
not  
like  
the

said  
love  
will  
my  
we

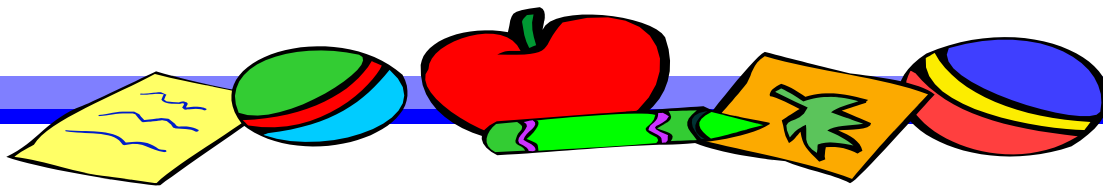
dad  
big  
you  
by  
was

# Kindergarten Parent/Student Core Curriculum Connections





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