**Ways to Help Your Kindergarten Child
Maintain/Reach Grade Level Expectations**

 **Reading: Your child needs to be confident.**

* **“Say A Word” ­**– Say a word to your child. Ask your child to tell you the sounds they hear in the word (Ex. Hut - /h/ /u/ /t/). Also say words with blends (Ex. Snake - /s/ /n/ /a/ /k/ - they do not say silent e, because you do not hear the silent e).
* **“Write A Word”** – After your child masters the “Say A Word” concept, have them write the letters for the sounds they hear in the order they hear them (Ex. Flip - /f/ /l/ /i/ /p/ - child writes flip).
* **“Nonsense Words”** – Have your child read 2 and 3 letter words. *All of the words will have short vowels.*  The reason we assess nonsense words is to see if the child can really decode the word
(Ex. Ut, ip, sug, lib). Make sure your child is not saying sounds for reversals, like b/d.
* **“Rereading”** – Practice rereading a story with your child *to make sense of what happened* in the story.
* **“Retelling”** – Practice retelling a story after reading. Include characters (how the characters felt), setting (where did the story take place), sequence of events (what happened first, next, and at the end), problem/solution (what was the problem in the story and how did the characters solve it), personal connection (does the story remind you of something that happened to you).

 **Writing: Your child should be able to write independently.**

* Your child should write stories that include sight words spelled correctly.
* Your child should use “kid writing” for words that are not sight words.
(Ex. elephant - “elfunt,” skate - “skat,” alligator - “algatr”)
* Your child should **only** have capital letters at the beginning of the sentence, unless it is a name.
* Your child should include punctuation – period (.) question mark (?) exclamation point (!) – at the end of the sentence.
* Your child should include a *recognizable* space between each word.
* Your child should reread his or her work *to make sure it makes sense*.
* Your child should be able to read his or her story to another person.
* Your child’s stories should stay on topic, match their picture, and be 2 sentences or more.
* *Samples of end of grade writing expectations:*- My favrit anumal is a dog bekus they slobr on you and I like that. And thar frre.
* This is a cat. I like cats becues they have pritea clolerd fure and pritea eyes and when you pet them thar back gos up.

 **Math: Your child needs to be fluent (quick) and consistent.**

* Have your child count to 100 starting at different numbers.

Ex. 53 53, 54, 55, etc. If your child forgets the next number, have him count by 10’s. 10, 20, 30 etc.

**(Math continued on the back)**

* **Sample Flash Card**: When given a number 0-20, your child should be able to identify the number *without hesitation.*

Front Back

 O O O O O
 O O O O O

 O O O O O
 O O O

18

* **Make Sets**: Have your child look at the number and draw circles to represent that number. Have your child label each circle with numbers in order.

 **12**

* **Label Sets**: Draw a set. Have your child count each object and label the set with the correct number.

**5**

**4**

**2**

**3**

**1**

 **20**

**9**

**8**

**7**

**10**

**6**

**14**

**13**

**12**

**15**

**11**

**19**

**18**

**17**

**20**

**16**

|  |  |  |
| --- | --- | --- |
| x |  | x |
| x | x |
| x |  |
| x |  |
| x |  |
| x |  |
| x |  |
| x |  |
| x |  |
| x |  |

* **Place Value**: Focus on numbers 11-20. Children frequently reverse numbers even when they count it correctly (Ex. Your child may count 12, but write 21).

**1 2**

 10 + 2 = 12