



# Kindergarten Language Arts – Reading 1st 6 Weeks Curriculum Corner

	1 Aug 23-25	2 Aug 28- Sept 1	3 Sept 5-8	4 Sept 11-15 R3D	5 Sept 18-22 R3D	6 Sept 25-29 R3D
<b>Genre</b>	Nursery Rhymes and Poems	Expository	Fiction	Fiction & Expository	Expository	Fiction
<b>Big Idea</b>	Reading Behaviors	Reading Behaviors	Reading Behaviors	Activating Schema/Connections	Activating Schema/Connections	Activating Schema/Connections
<b>Target Skill</b>	Intro to Print Concepts	Main Ideas	Understanding Characters	Story Structure	Text & Graphic Features	Sequence of Events
<b>Word Work</b>	Phonemic Awareness- Letters	Rhyming Words Single Sounds Sight Words: l, color words	Beginning Sounds Letters: m, s Sight Words: l, like, color words	Beginning Sounds Letters: a, t Sight Words: l, like, the, color words	Beginning Sounds Letters: c, p Sight Words: l, like, the, and, color words	Beginning Sounds Letters: n, f Sight Words: Review

## Fun Ways to Practice at Home



**Print Concepts & Reading Behaviors:**  
In kindergarten, reading behaviors are very simple and often concrete. However, as your

child grows as a reader, the reading behaviors needed become more complicated.

**How you can help your student develop print concepts and reading behaviors:**

- Read aloud with your child every day.
- As you read together, reinforce the following concepts:
  - Front of book, title & illustrator
  - Where to start reading and where do you go when you get to the end of a line
  - Directionality – which way do we go when we read?
  - 1-to-1 correspondence-there is an individual word on the page for each word I read out loud
  - What does a period mean?
  - Upper and lower case letters

**Genre**

**Nursery Rhymes & Poems:** Nursery rhymes are simple traditional songs or poems that usually rhyme and are often funny to hear and say! They are *usually* short, rhythmic, and may sound like a song.



**Fiction:** Writing that is NOT TRUE or NOT REAL. It tells a story with characters, setting, events, and a problem and solution.

**Expository:** Expository writing is informational in nature and explains or describes that which IS REAL by using main ideas, details, and other text features.

**How you can help your student learn about nursery rhymes, poems, fiction stories, and expository text:**

- Immerse your child in one genre for a while (a day/week or two) and then switch to another one.
- Talk about the genre of each book you read. Does this book meet the criteria listed above?
- Go to the library and have a genre treasure hunt! Make a simple spinner. Spin the wheel to find out which genre to find. Provide positive reinforcement and gentle correction as appropriate. How to make a spinner- <https://www.youtube.com/watch?v=o--fjol> Ehc
- **Conversation starters:** What did you read at school today? What kind (genre) of book is it? How do you know?

**Word Work: Phonemic awareness** is the ability to hear, isolate, and manipulate individual sounds in speech. Developing phonemic awareness is critical to the whole process of learning how to read. **Hint:** /d/ = the /d/ sound you say at the beginning of dog. **Letter identification** means naming the letters. in order, randomly, in a word, or on its own.



**How you can help your student with word work:**

- Make it FUN! Playing a game is always more appealing than homework.
- Phonemic awareness -
  - Guess what I am making for dinner...it starts with the sound /s/. (soup or spaghetti)
  - What's my word? It has these sounds - /m/ /a/ /n/. (man)
- Letters – start with the ones in their name, then the letters listed in the chart above.
  - Label photos of your child with their name. Point to each letter, say the letter name, trace it, and say it again.
  - Find letters in other places like signs.
- **Conversation starters?** What sounds/letters did you work on today? What did you do with them? Did you meet anyone with a name that starts with the same sound?



## Kindergarten Mathematics – 1<sup>st</sup> 6 Weeks Curriculum Corner

**Enduring Understanding (The Big Idea):** Students understand and can explain how to count, represent, and compare whole numbers; the relative magnitude of whole numbers; and relationships and patterns within the numeration system. Students can sort objects and information by attributes, form categories, and gather data in order to answer a question.

### Essential Vocabulary

Attributes	Classify/Sort	Compare	Count
Equal	Greater than	Less than	Numeral
Quantity	Set		

### Fun Ways to Practice at Home



**Counting and Reading Numbers:** Although your kinder student will need to be able to count and read numbers to 20 by the end of the 2<sup>nd</sup> 6 weeks, right now the focus is on counting/reading numbers to 10, with and without objects.

**How you can help your student count and read numbers:** Playing with numbers at home can be very enjoyable! Try making and playing “Plastic Bottle Number Bowling.” You need 10 plastic bottles all the same size.

1. Paint or use a permanent marker to write the #s 1-10 on each bottle. Use a bright color so they are easy to read. Let them dry.
2. Set up the 10 bottles like bowling pins.
3. Have your child count/read all of the bottles before “bowling.”
4. Using a small ball, let your child bowl!
5. Count how many bottles are still standing.
6. Read the number on each bottle.
7. Count how many bottles are knocked down & read the number on each of those bottles.
8. When appropriate, help your child write the number of bottles that were up and down to make the set of 10 bottles. Divide a piece of paper into 2 columns and label one “Up” and the other “Down” Use the number on the bottles as a model for how to write them.

**Conversation Starters:** What kinds of things did you count today? What would you like to count at home tonight?

**One-to-One Number Correspondence:** When given a group of objects to count, children will co-ordinate saying the number names as they take the counters one by one.

**How you can help your student with one-to-one correspondence:** Use the kitchen as your classroom. Help your child count the number of cherry tomatoes you put in a salad or the number of grapes you put in a snack bag. Make sure they only say one number per item as they put it where it belongs.

**Recognizing the quantity of a small group:** Does your child instantly recognize the number of objects in a small group? In kindergarten, they will learn to do so in patterns and randomly organized arrangements.

**How you can help your student with recognizing the quantity of objects in a small group: Play 4 in a Row!**

**Materials:** 2 players, 1 dice or number cube, 2 different sets of dots, checkers, or pennies to mark spaces, and one game board

**Directions:**

1. Draw a game board like the one shown here. Use #s 1-6 showing each number 4 times on the board. The center space is FREE.
2. Player 1 rolls the dice, identifies the number shown and places a marker on one space with the same numeral.
3. Player 2 does the same thing.
4. Play continues until someone has 4 markers in a row.
5. If a number shown on the dice is not available, the player passes his turn to the other player.
6. The first player to have 4 markers in a row wins!

1	5	3	4	3
4	5	2	6	1
3	4	●	2	3
6	2	4	1	6
1	6	5	2	5

**Books About Counting:** Of course there are many more!

**Mother Goose Numbers on the Loose**

By Leo and Diane Dillon

**1 2 3 4 U**

By David Horvath and Sun-Min Kim

**One Was Johnny: A Counting Book**

By Maurice Sendak

**Olivia Counts**

By Ian Falconer

**Anno's Counting Book**

By Mitsumasa Anno

**Mouse Count**

By Ellen Stoll Walsh

**Mouse Count / Cuenta de raton (bilingual edition)**

By Ellen Stoll Walsh

