Language Arts Core Connections

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 Patti Harrington, Ed.D., State Superintendent of Public Instruction
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Dear Parents,

The following are practice activities to reinforce some of the critical skills your kindergarten child is learning at school. Provided are activities to strengthen your child's listening skills, understanding of print, phonemic awareness, beginning phonics, and fluency. All activities should be delivered in a fun and game-like way. Each activity should not take more than five or ten minutes to complete. Any books suggested to support the core activities may be found in your school or community library but are not necessary to complete the activities.

A kindergarten child's attention span is very short. It's better to provide an activity that lasts for only a few minutes but is repeated over time. Your child should not sit for long periods of time, creating a struggle for both of you. If your child's attention wanders, stop and try again later. Increase the amount of time with your child to five or ten minutes over weeks. As your child develops the ability to attend and becomes more successful, he/she will find that playing learning games with parents can be fun. Make sure you frequently praise your child's successes. When errors occur, simply say, "Good try." Next say, "Watch me do it." Model for your child the correct procedure. Then say, "Now it's your turn." Compliment your child on his/her success.

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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.

The core skills are 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 core curriculum indicators by the end of kindergarten, but will still become very successful first graders when given additional time. There is a huge difference in development between a kindergarten child turning five the January before entering kindergarten and a child who turns five as kindergarten starts in August. Communicate often with your child's teacher so that you may work together in helping your child reach his/her potential as you engage in this most important year of your child's life.

Lynne Greenwood
Curriculum Coordinator/Literacy Specialist
Utah State Office of Education

Parent Letter

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Parent Letter

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 BLUEbells, PURPLE daisies, and RED poppies to take home.

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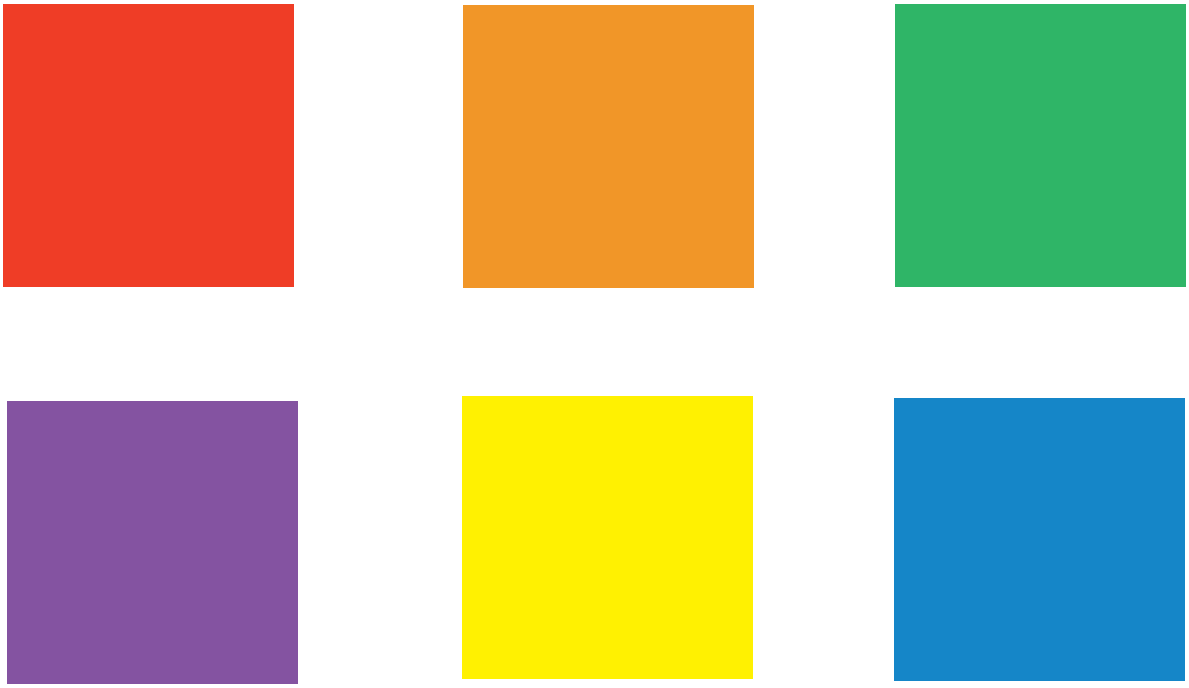
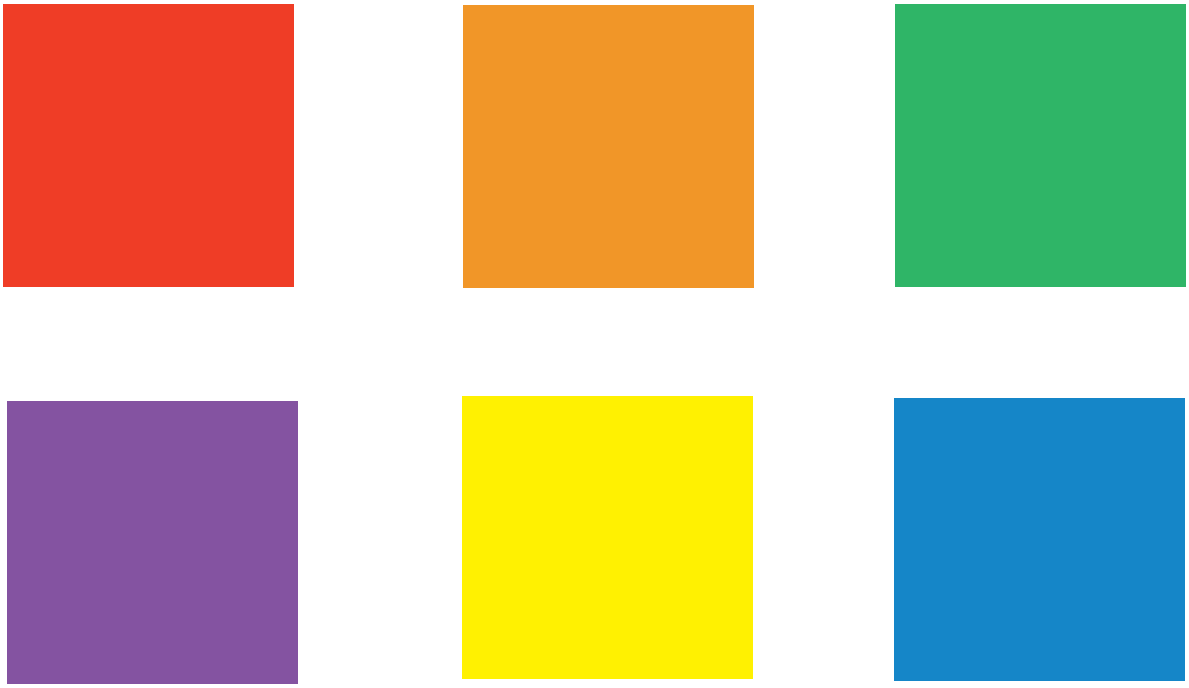
LISTENING/COLORS: 1P



LISTENING/COLORS: 1S



LISTENING/COLORS: 1S

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, Jello, (yellow)
Ted, sled, said, (red)
bean, screen, mean, (green)
town, clown, down, (brown)
grew, two, you, (blue)
pack, sack, crack, (black)

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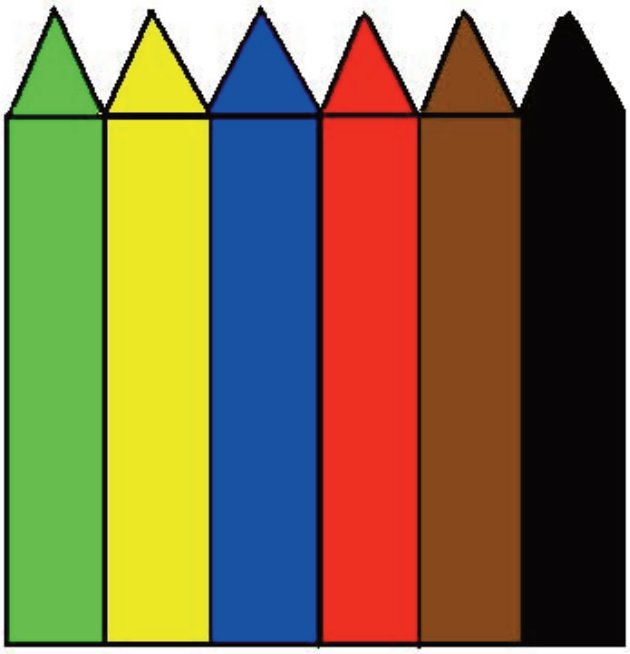
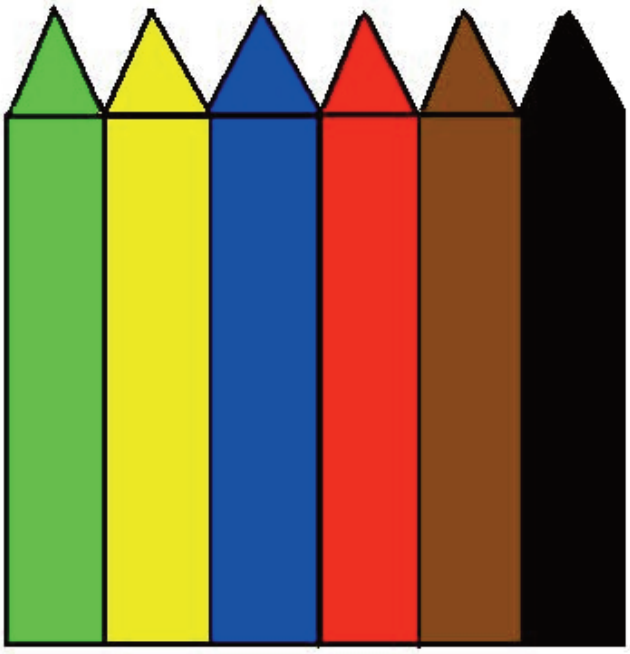
LISTENING/COLORS: 2P



LISTENING/COLORS: 2S



LISTENING/COLORS: 2S

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)

READ:
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, nighttime, 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!

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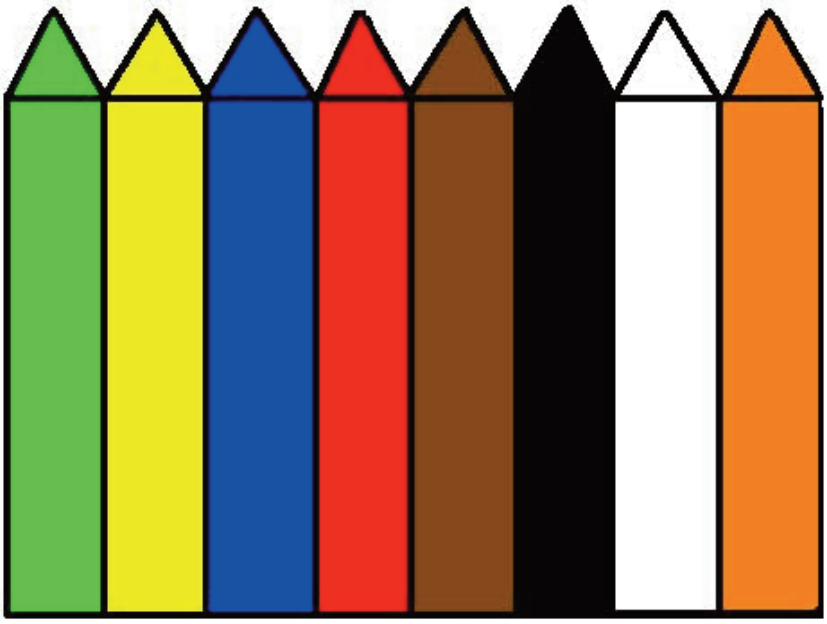
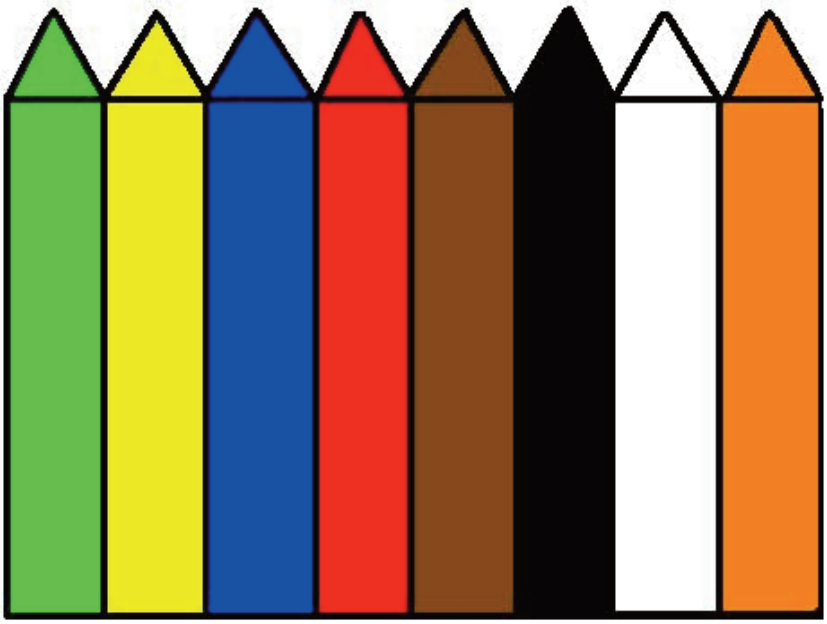
LISTENING/COLORS: 3P



LISTENING/COLORS: 3S



LISTENING/COLORS: 3S

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 _____.

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

LISTENING/NURSERY RYHMES: 4P

LISTENING/NURSERY RHYMES: 4S

LISTENING/NURSERY RHYMES: 4S

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)

Hickory, dickory, dock,
The mouse ran up the _____.

Humpty, Dumpty sat on a wall,
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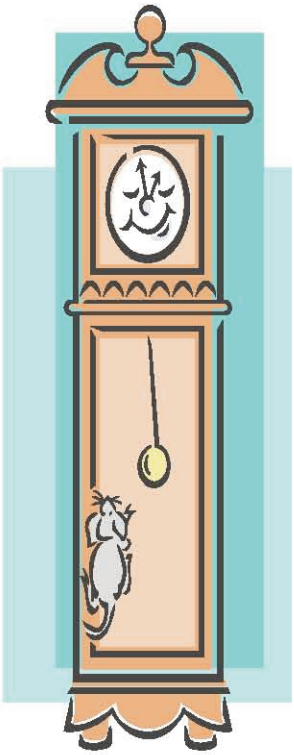
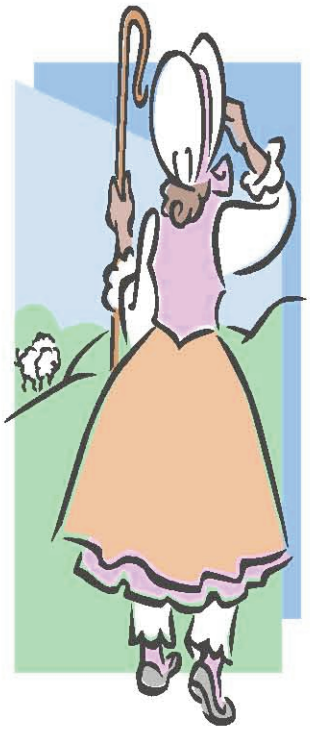
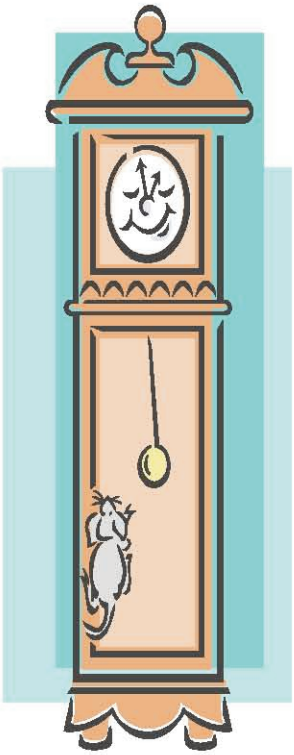
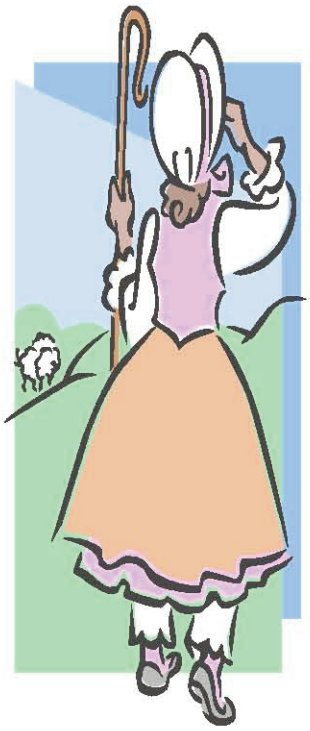
LISTENING/NURSERY RHYMES: 5P





LISTENING/NURSERY RHYMES: 5S





LISTENING/NURSERY RHYMES: 5S

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 to try 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.

LISTENING/SEQUENCE: 6P

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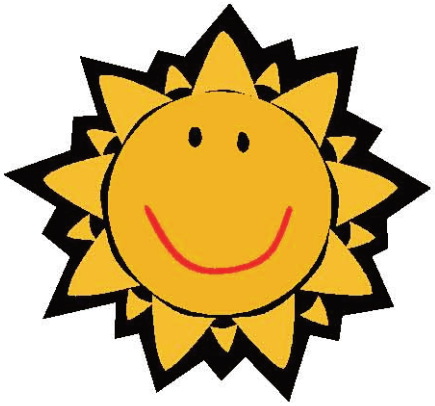
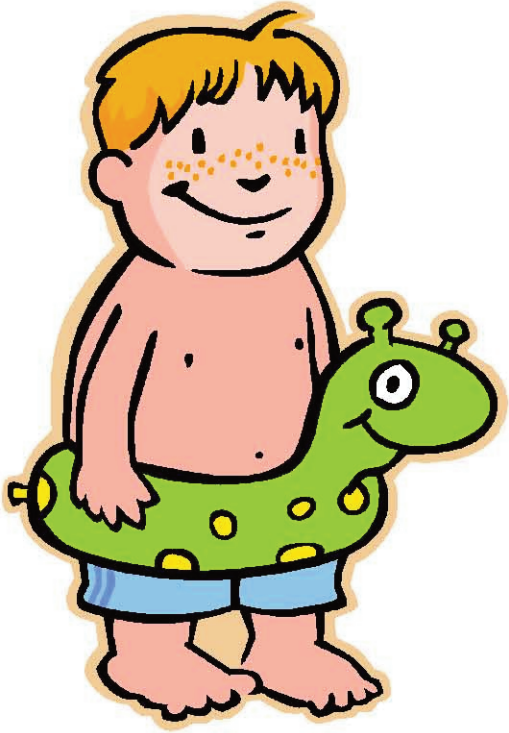
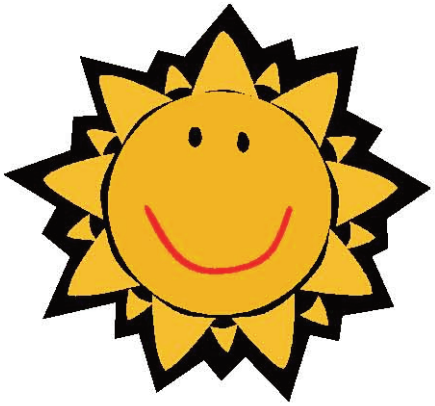
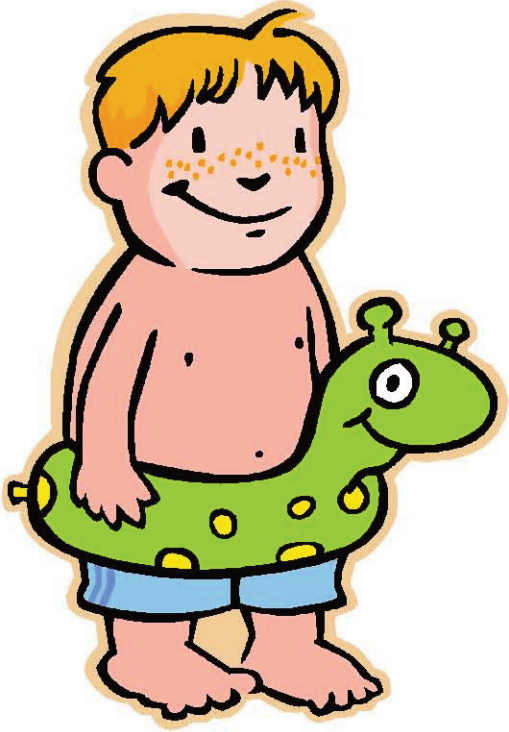
LISTENING/SEQUENCE: 6P





LISTENING/SEQUENCE: 6S





LISTENING/SEQUENCE: 6S

Say, “I have four pictures that are about that story, but I have mixed them all up. Do you think you can remember what happened in the story and put them in the right order to show 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 between the verbal descriptions and the visual representations in the pictures.

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

LISTENING/SEQUENCE: 7P

Say, “I have four pictures that are about that story, but I have mixed them all up. Do you think you can remember what happened in the story and put them in the right order to show 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 between the verbal descriptions and the visual representations in the pictures.

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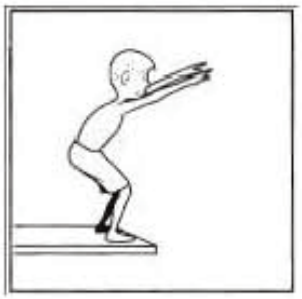
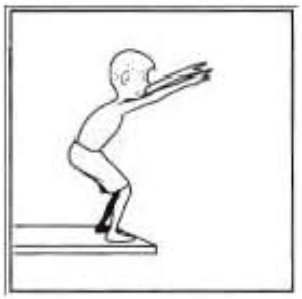
LISTENING/SEQUENCE: 7P

First? Next? Then? Last?



LISTENING/SEQUENCE: 7S

First? Next? Then? Last?



LISTENING/SEQUENCE: 7S

ACTIVITY 2:
Say, "I am going to tell you another story. This time it is about planting a seed and what happens to it. 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 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 to show how Amy's garden grew? What happened first? Next? Then? Last? Now tell me the story." Model complete simple sentences such as, "Amy's dad gave her some seeds. She planted them in a pot. A little green stem and leaves came up. A flower bloomed and grew."

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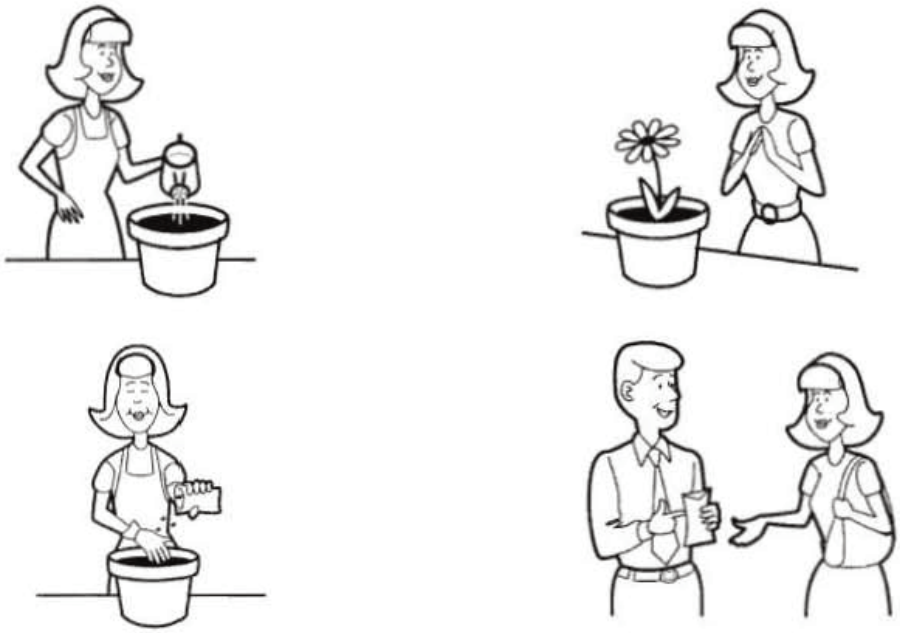
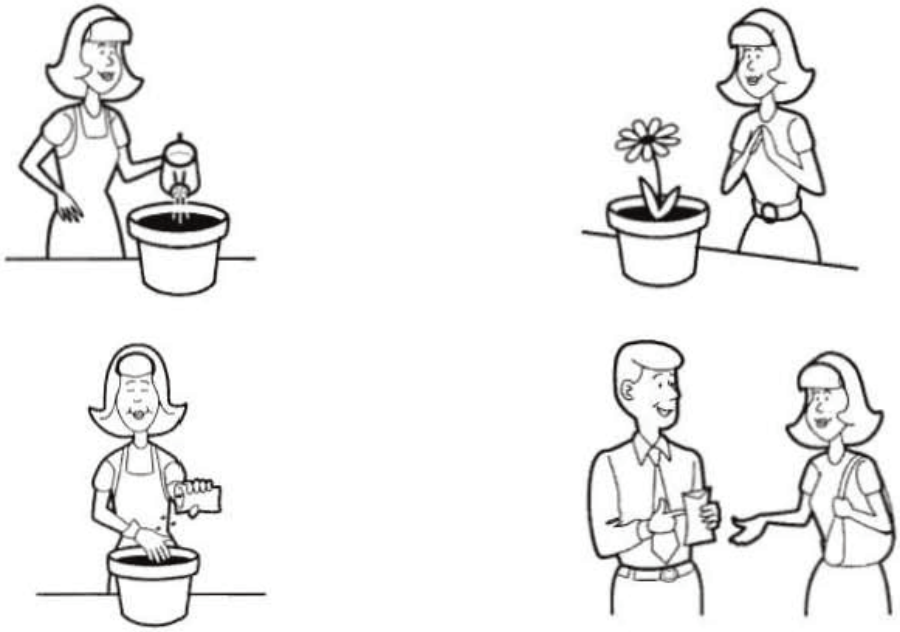
LISTENING/SEQUENCE: 8P

First? Next? Then? Last?



LISTENING/SEQUENCE: 8S

First? Next? Then? Last?



LISTENING/SEQUENCE: 8S

Parent Connection #4

Lesson Objective: Demonstrate an understanding that print carries the message; recognize that 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 each sign is important to our safety with the sentence stem, "We need signs like this because…"

ACTIVITY 1: Review these 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 _____."

Parent Connection #4

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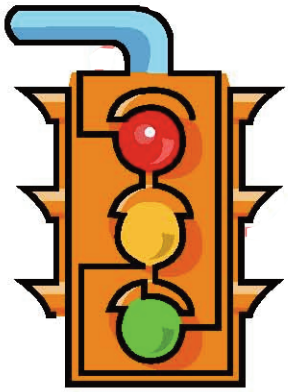
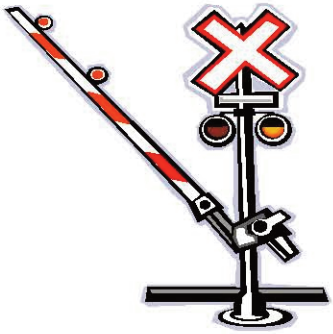
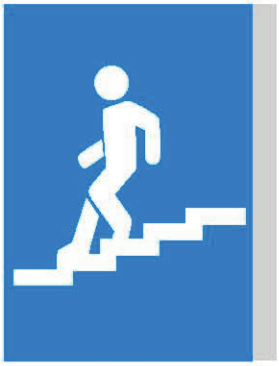
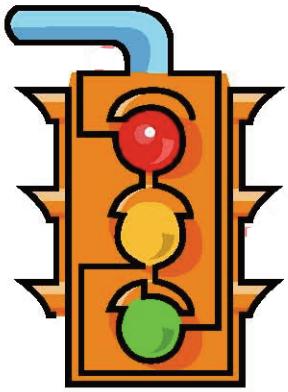
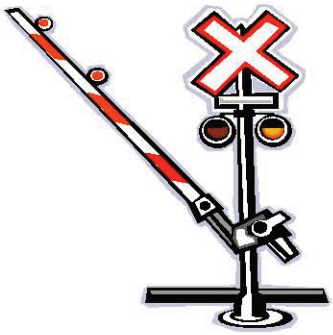
UNDERSTANDING PRINT: 9P



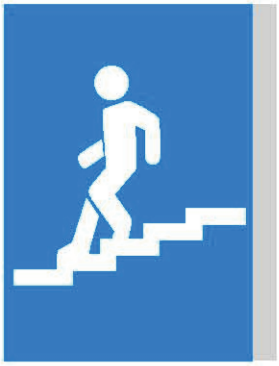








STOP



UNDERSTANDING PRINT: 9S

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

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 into this area.
This sign tells people to keep driving or to stop.

RELATED READ-ALOUD BOOK:
We Read Signs (Hoban)

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

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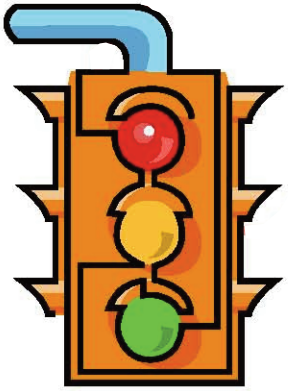
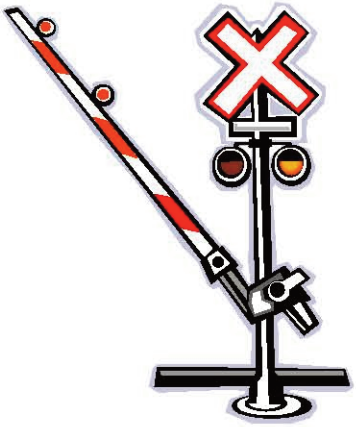
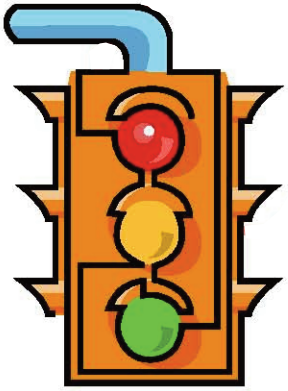
This sign tells drivers to stop and wait until it is their turn to drive ahead.
This sign shows you where a disabled person may park.
This sign warns drivers that trains may come down this track and to watch out for them.
This sign tells us a train is coming.
This sign tells us not to go into this area.
This sign tells people to keep driving or to stop.

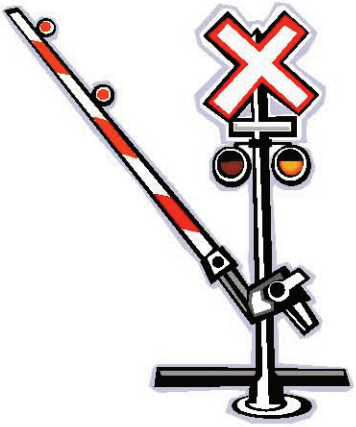
RELATED READ-ALOUD BOOK:
We Read Signs (Hoban)

UNDERSTANDING PRINT: 10P









STOP

DO NOT
ENTER

RAIL ROAD
CROSSING

UNDERSTANDING PRINT: 10S

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 begin with **Do Not...**

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

RELATED READ-ALOUD BOOK:
Hello, Goodbye (Aliki)

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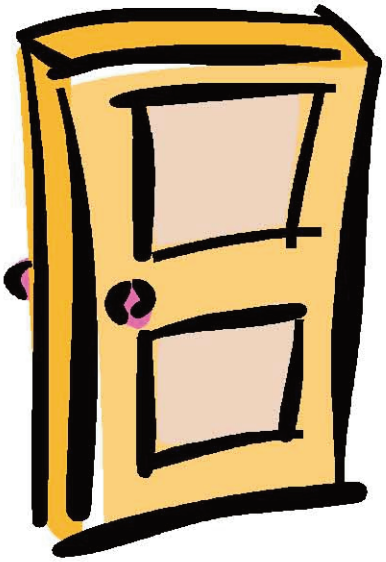
RELATED READ-ALOUD BOOK:
Hello, Goodbye (Aliki)

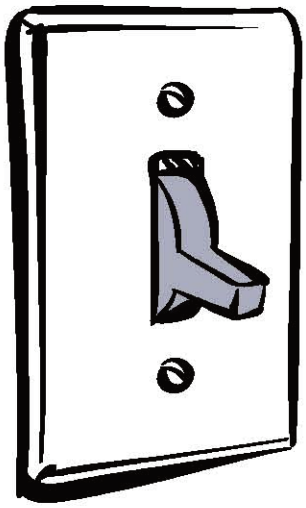
UNDERSTANDING PRINT: 11P

Door



Open/Close

Light Switch

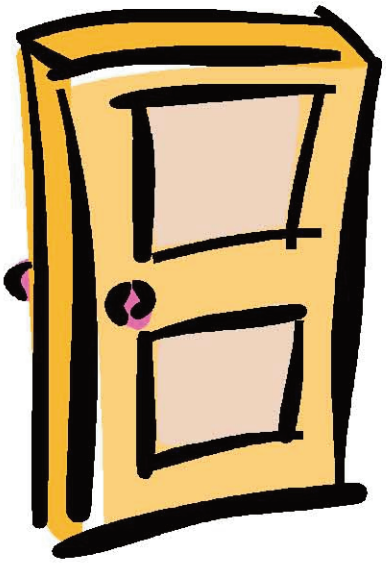


On/Off

Faucet

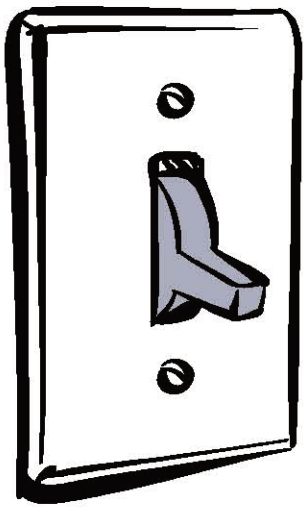
Hot/Cold

Door



Open/Close

Light Switch



On/Off

Faucet

Hot/Cold

UNDERSTANDING PRINT: 11S

Parent Connection #5

Lesson Objective: Demonstrate knowledge of elements of print; identify the front/back, top/bottom, and 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."

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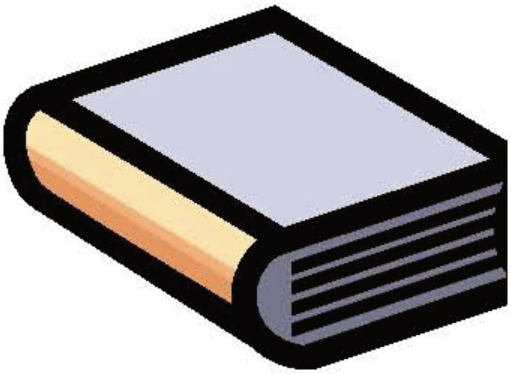
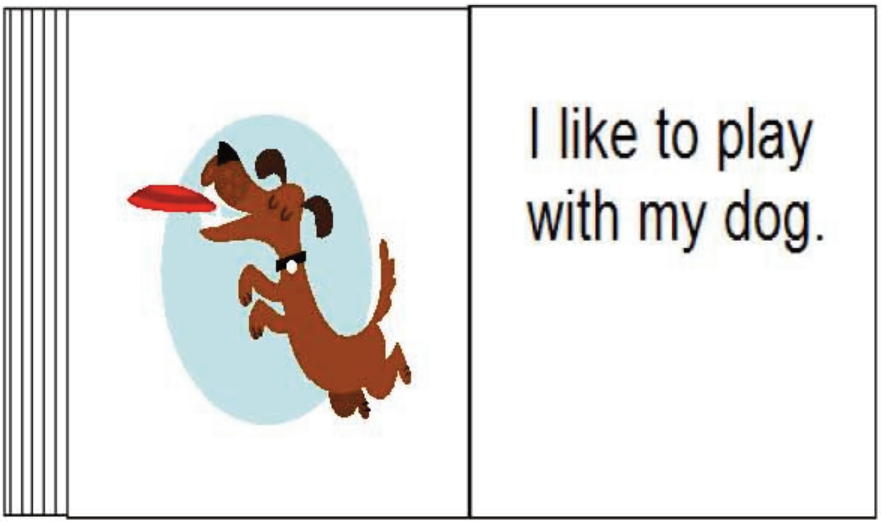
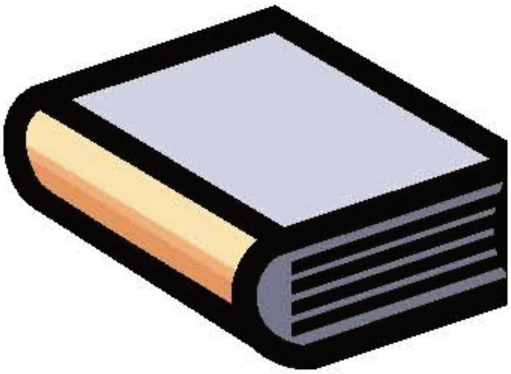
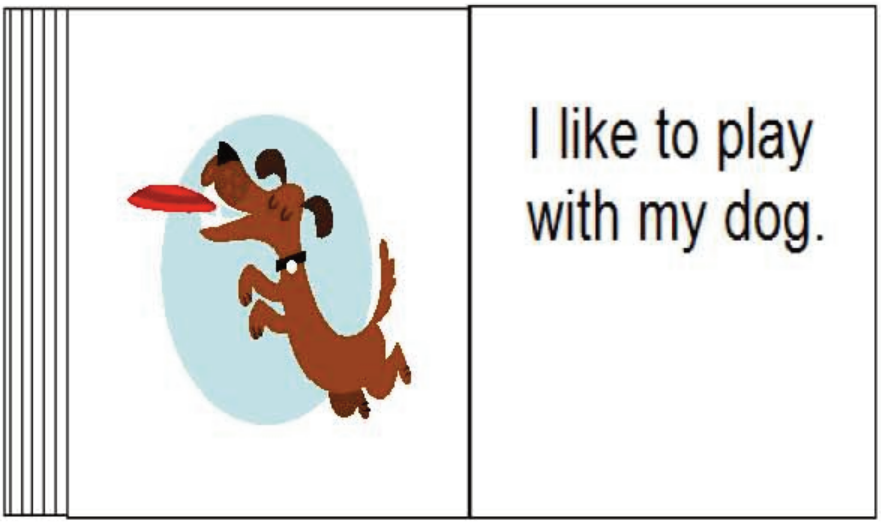
UNDERSTANDING PRINT: 12P









UNDERSTANDING PRINT: 12S

RELATED READ-ALOUD BOOK: *Chicka, Chicka, Boom! Boom!* (Martin)
Note: This book shows only lower-case letters going up the tree. You can also point to "big" and "little" letters in the story, and point out words. This book is good for showing how punctuation helps us 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.

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.

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UNDERSTANDING PRINT: 13P

Name: _____

Mom: _____

Dad: _____

_____

_____

Name: _____

Mom: _____

Dad: _____

_____

_____

UNDERSTANDING PRINT: 13S

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 is to know the difference between letters, words, and numbers.

ACTIVITY 5: Using a set of magnetic letters on the refrigerator door, point to individual letters. Tell the child that these are letters. Group the letters into simple two-letter words 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?”

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UNDERSTANDING PRINT: 14P

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

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

UNDERSTANDING PRINT: 14S

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 you 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 a 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.

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 you count the number of words, then ask the child to count the number of words. Repeat the activity again if needed.

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Did his dog get lost in the park?

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UNDERSTANDING PRINT: 15P

The little boy was looking for a dog.

Did his dog get lost in the park?

The little boy was looking for a dog.

Did his dog get lost in the park?

UNDERSTANDING PRINT: 15S

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 letter sounds is to be able to hear spoken sounds at the beginning, middle, and ending of words, and create rhyming words.

RELATED READ-ALOUD BOOK:
An Edward Lear Alphabet (Lear and Radunsky)

Parent Connection #6

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RELATED READ-ALOUD BOOK:
An Edward Lear Alphabet (Lear and Radunsky)

PHONEMIC AWARENESS: 16P

- **Example of of words with the same beginning sounds:**

Silly Sally sat in the sun.

- **Examples of same rhyming words:**

run	rat	rug
sun	sat	slug
bun	bat	bug

- **Example of of words with the same beginning sounds:**

Silly Sally sat in the sun.

- **Examples of same rhyming words:**

run	rat	rug
sun	sat	slug
bun	bat	bug

PHONEMIC AWARENESS: 16S

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, ____

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5. say, may, ____
6. spell, well, ____

PHONEMIC AWARENESS: 17P

PHONEMIC AWARENESS: 17S

PHONEMIC AWARENESS: 17S

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, then those of other family members or the family pet!

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PHONEMIC AWARENESS: 18P

PHONEMIC AWARENESS: 18S

PHONEMIC AWARENESS: 18S

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 sound, 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.

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PHONEMIC AWARENESS: 19P

S

P

C

M

T

J

PHONEMIC AWARENESS: 19S

S

P

C

M

T

J

PHONEMIC AWARENESS: 19S

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 an example: cat, sat, rat, *pig*. Now try some of the groups of words listed below. Help the child if needed.

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

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dog, tug, bug, dug	can, man, *tap*, tan

PHONEMIC AWARENESS: 20P

PHONEMIC AWARENESS: 20S

PHONEMIC AWARENESS: 20S

ACTIVITY 2: Tell the child he/she needs to listen carefully to the beginning sounds of some 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, *sit*	**3. read, run, *sun*, rock**
2. no, *yes*, nuts, nine	**4. *day*, fish, found, fun**

ACTIVITY 3: Tell the child he/she is 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 the child 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, *back*	**3. map, trip, *him*, chip**
2. fill, call, *cut*, tell	**4. fish, wash, *big*, mash**

ACTIVITY 2: Tell the child he/she needs to listen carefully to the beginning sounds of some 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?

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1. dog, rug, big, *back*	**3. map, trip, *him*, chip**
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PHONEMIC AWARENESS: 21P

PHONEMIC AWARENESS: 21S

PHONEMIC AWARENESS: 21S

Parent Connection #8

Lesson Objective: Orally blend word parts.

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

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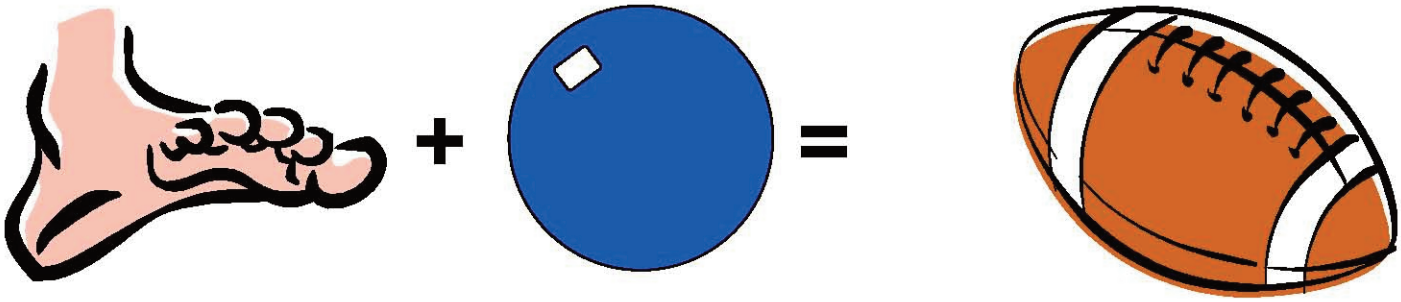
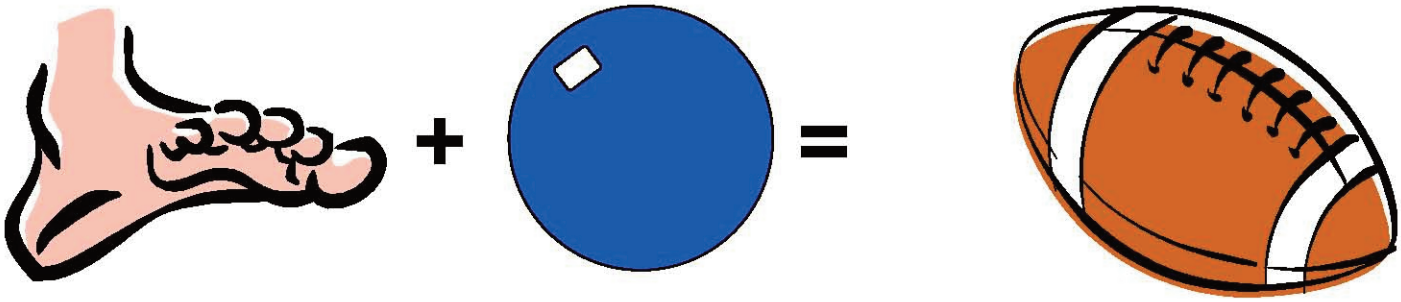
PHONEMIC AWARENESS: 22P





PHONEMIC AWARENESS: 22S

ACTIVITY 2:
Say, "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 listen to some other word parts, and 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.

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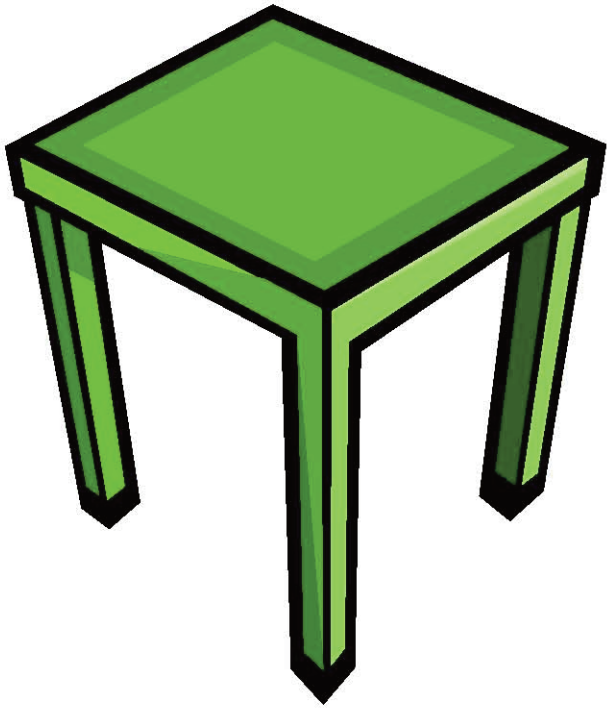
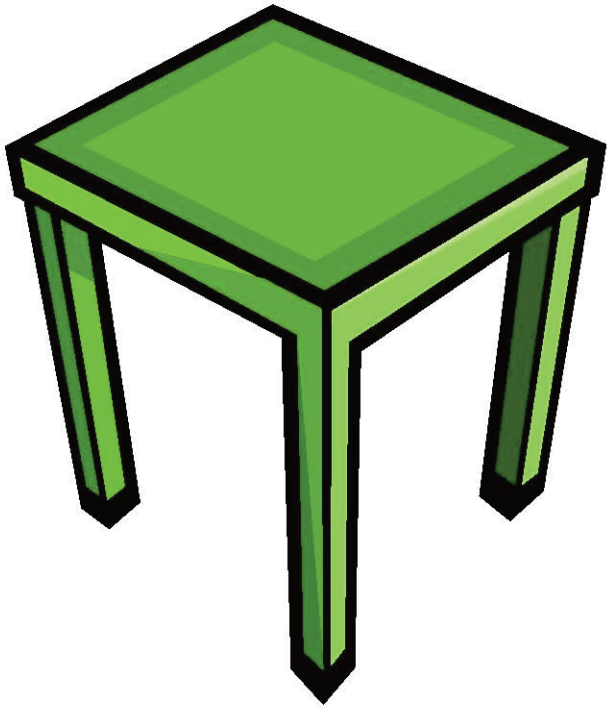


PHONEMIC AWARENESS: 23S



PHONEMIC AWARENESS: 23S

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/.

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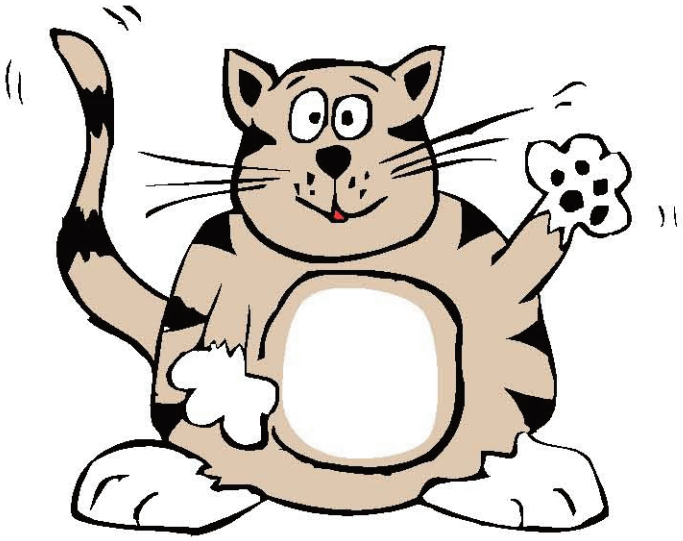
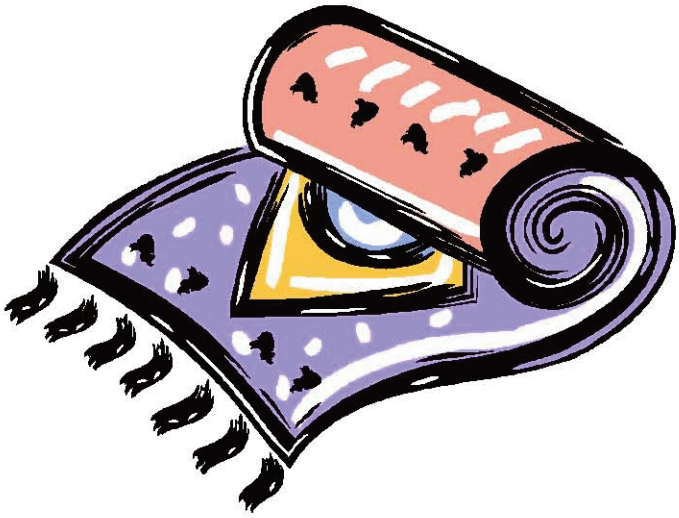
Other clues might be:

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/.

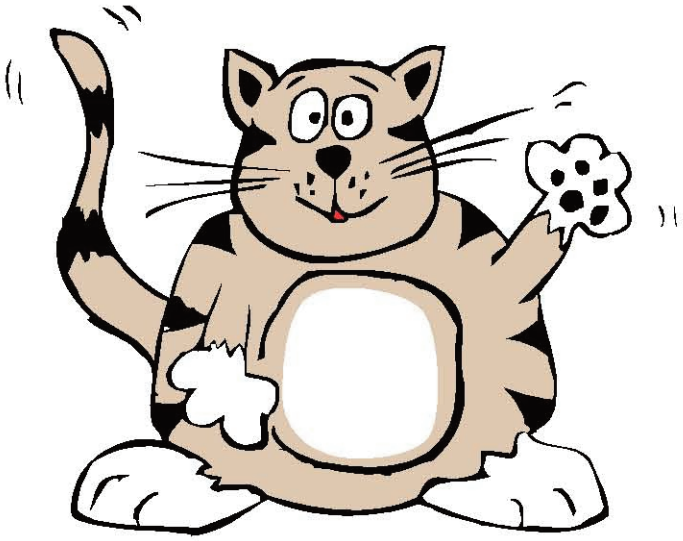
PHONEMIC AWARENESS: 24P

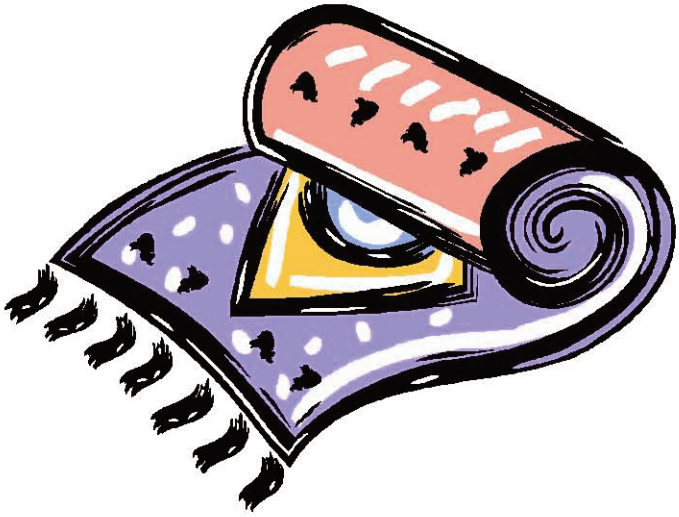
Rhymes with ???





Rhymes with ???





PHONEMIC AWARENESS: 24S

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 is about. Being able to take words apart and hear the individual sounds or parts is much of what writing is about. A child can learn to read and write many words if he/she becomes familiar with a few familiar 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 one or two letters to begin with, then add blends such as **st, pl, br, sp**, to make common words.

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	-ine	-ing	-ink	-ip	-ir	-ight
-ock	-oke	-op	-ore	-or	-uck	-ug
-ump	-unk					

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

PHONEMIC AWARENESS: 25P

PHONEMIC AWARENESS: 25S

PHONEMIC AWARENESS: 25S

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 those where there was an incorrect answer or none at all. Begin teaching the unknown letters. This can be done in many fun, informal ways.

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PHONICS: 26P

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	

PHONICS: 26S

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	

PHONICS: 26S

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 capital 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 out the same letter in lower-case and capital forms from newspapers or magazines and glue them 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:

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PHONICS: 27P

Playdough
Boil 2 cups water.
Add 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 Playdough
2 cups peanut butter 3 Tbsp. honey
2 cups powdered milk
Combine all 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.

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PHONICS: 27S

ACTIVITY 4: If your child is still having difficulty learning letter names, teach him/her the letters 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 that neither you nor the child gets frustrated! Below is a good script to follow as you introduce or practice each letter name.

1. "Now 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 a chart or flashcards, to practice mastery).

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PHONICS: 28P

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		

PHONICS: 28S

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		

PHONICS: 28S

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

ACTVITY 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 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 letters on license plates are upper-case.

RELATED READ-ALOUD BOOK: Any alphabet book

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RELATED READ-ALOUD BOOK: Any alphabet book

PHONICS: 29P

Binoculars

PHONICS: 29S

Binoculars

PHONICS: 29S

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

Don't worry about whether or not you should use 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 **l** – long stick down. That is the letter **l**. Now you write the letter." Or, "Watch me write the letter **p** – down, up, circle around." Simple prompts help guide a child with letter formation.

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PHONICS: 30P

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
r- short stick down, up, curve
s- curve over, curve, curve around, up
t- 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

Alphabet Writing Prompts

a- circle around and down
b- long stick down, up, circle around
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d- circle around, up long stick , down
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g- circle around, down, curve under
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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
r- short stick down, up, curve
s- curve over, curve, curve around, up
t- 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

PHONICS: 30S

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 their frequency 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.

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PHONICS: 31P

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	

PHONICS: 31S

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	

PHONICS: 31S

ACTIVITY 1: Make a set of 6” tag board squares. Write a letter (upper-case or lower-case) on each card. Tape the cards to 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.

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I Spy…

I Spy…

PHONICS: 32S

ACTIVITY 3: If your child is still having difficulty remembering the sounds of letters, teach the sounds 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 this 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 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!

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PHONICS: 33P

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		

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		

PHONICS: 33S

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 #12

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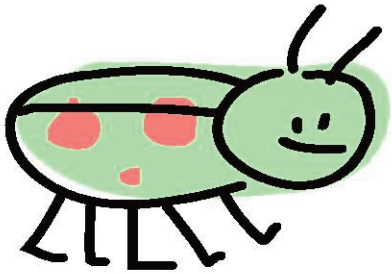
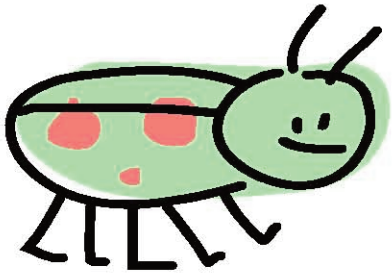
1. bug 2. hold 3. cap 4. rat

SPELLING: 34P



SPELLING: 34S



SPELLING: 34S

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: Using the chart with letters in alphabetical order, 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.

FLUENCY: 35P

Parent Connection #14

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- Read numerals from zero to ten in random order.

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FLUENCY: 35P

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

FLUENCY: 35S

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

FLUENCY: 35S

ACTIVITY 3: Point to the number line and ask your child to point to each number as he/she says its 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 number if he/she hesitates. It is important to gently correct children when answers are incorrect.

2 5 9 3 6 1 8 7 4 10

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FLUENCY: 36P

1 2 3 4 5 6 7 8 9 10

2 5 9 3 6 1 8 7 4 10

FLUENCY: 36S

1 2 3 4 5 6 7 8 9 10

2 5 9 3 6 1 8 7 4 10

FLUENCY: 36S

Parent Connection #15

Lesson Objective: Read grade-level text aloud 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 to let him/her hear you reading aloud from a good book with expression—that is, naturally, raising and lowering your voice 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 exclamation or question marks to add expression.

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FLUENCY: 37P

FLUENCY: 37S

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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 also send home a list of the words that have already been taught for children to practice.

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High Frequency Words:

it	to	no
on	do	so
is	here	mom
red	and	in
or	for	look
with	said	dad
dog	love	big
not	will	will
like	my	by
not	we	was

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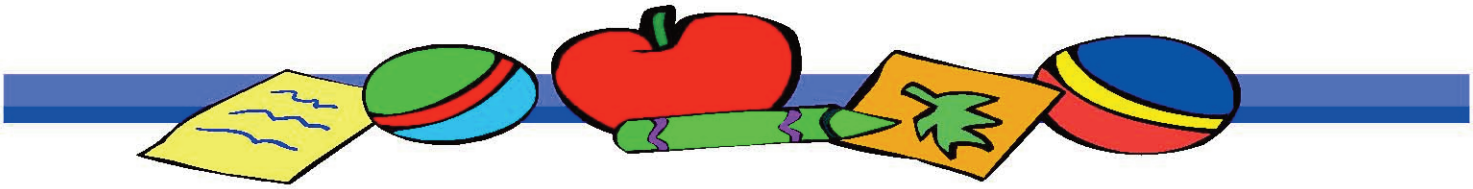
Kindergarten Parent/Student Core Curriculum Connections



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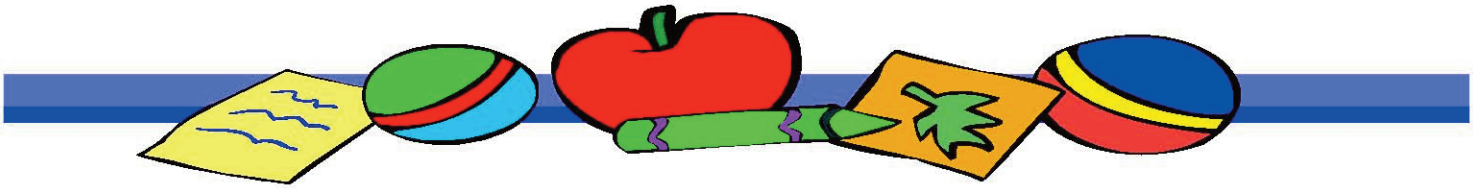

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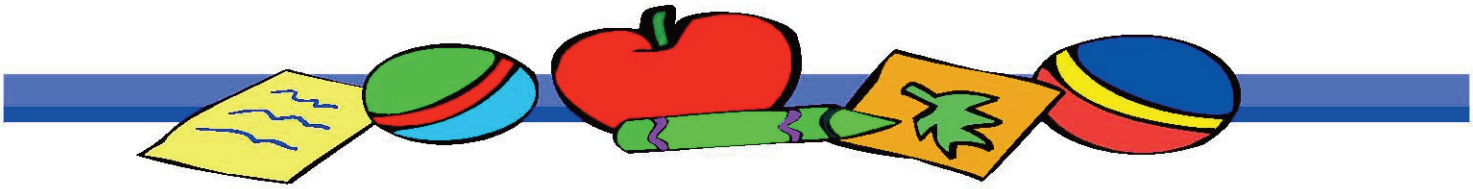

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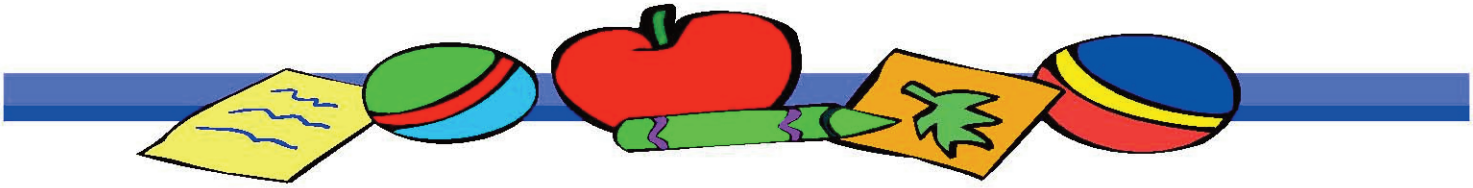

Patti Harrington, Ed.D., State Superintendent of Public Instruction

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

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