



WELCOME TO
2ND SEMESTER
PARENT NIGHT

PLEASE TYPE YOUR TEACHER'S NAME
IN THE CHAT BOX.
MAKE SURE YOU HAVE YOUR HANDOUTS
NEARBY.

POWER STANDARDS

- These are the standards in which mastery is critical for success in the subsequent grade level.
- “Possible Retention” on 3rd Nine Weeks Report Card

English Language Arts

- 1) Recognize and name all uppercase letters of the alphabet.
- 2) Recognize and name all lowercase letters of the alphabet.
- 3) Identify beginning, middle, and end sounds in CVC words.
- 4) Produce the sounds for all consonants, short vowels and long vowels.
- 5) Blend sounds together to read words.
- 6) Read Kindergarten High Frequency words accurately and automatically.
- 7) Independently read grade level appropriate text with purpose and understanding
- 8) Draw dictate AND write to express thoughts. (an opinion, information about a topic, and tell about an event).
- 9) Print all uppercase and lowercase letters.
- 10) Spell simple words phonetically by writing a letter for consonant and short vowels.

Math

- 1) Count forward to 100 by ones.
- 2) Count forward to 100 by tens.
- 3) Count backward from 10 to 0 by ones.
- 4) Count to 100 by ones beginning at any number between 0-99.
- 5) Write numerals 0-20.
- 6) Identify that one number name goes with one object when counting and use the final number in the counting sequence to tell the quantity being counted.
- 7) Represent addition and subtraction up to 10.
- 8) Fluently add within 5.
- 9) Fluently subtract within 5.

BLENDING

- Goal-
 - Blend CVC (consonant, vowel, consonant) words automatically
- How do we make this happen?
 - 1) Know short vowel sounds
 - 2) Practice, Practice, Practice

BLENDING

pig

job

set

mug

- You push the sounds to read words.
- You segment sounds to write words.

Practice #13

Name: _____

Due Tuesday, January 18th

Please listen to your child say the names of the letters as quickly as possible. The goal is to say more than 50 letters in one minute.

z m P R y k L V m w p a x Y L
 N u c V M P z a g H B n D l m
 b v B w G q p l H N m Y X z i
 e L i b N d y F l j X b E q r

Please write how many letters your child said in one minute: _____

Word List

Please have your child practice reading these words several times during the week. Your child will have a one-on-one test on reading these words next week. When your child is reading the blending words, encourage your child to push the sounds to read the word. Sight Words have to be read automatically within 3 seconds to be counted correct.

Blending Words

1. set
2. pen
3. pet
4. met
5. ten
6. men
7. Ted
8. den

Sight Words

9. but
10. are

Parent Signatures:


Day 1: _____
 Day 2: _____
 Day 3: _____

Listen to your child read these sentences:

The dog can beg from the pen.

Ted met his mom at the 

My pet cat is in the den.

Ben set the 

This section is done orally. Your child should not look at the paper. Say the word. Have your child tell you each sound they hear in the word. Record how many your child said correctly.

kite	/k/ /a/ /t/	___/3	set	/s/ /e/ /t/	___/3
wish	/w/ /i/ /sh/	___/3	men	/m/ /e/ /n/	___/3
den	/d/ /e/ /n/	___/3	dug	/d/ /u/ /g/	___/3
hot	/h/ /o/ /t/	___/3	with	/w/ /i/ /th/	___/3
farm	/f/ /a/ /r/ /m/	___/3	boat	/b/ /o/ /a/ /t/	___/3
hip	/h/ /i/ /p/	___/3	sack	/s/ /a/ /k/	___/3
shut	/sh/ /u/ /t/	___/3	ripe	/r/ /i/ /p/	___/3

Name: _____

Write the Room

a	e	i
fax	yes	hip
gap	beg	tib
bat	pet	d/m
cab	ten	pit

o	u
dot	hug
job	cut
hop	sun
cod	cup

Name _____



Read the words.

_he _are _fit _hip
_with _and _hen _red
_my _you _ran _fed

Read the sentences.

1. He ran with Ron and Rod.
2. My fan and my pen are with Pam.
3. He fed the red hen.
4. Can you go with Ron?

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Progress Monitoring:
High-Frequency/Decodable Words

High-Frequency Words (he, with, my, are, and, you) ____/6
Decodable Words (fit, hen, ran, hip, red, fed) ____/6

Progress Monitoring • Grade K • Unit 5 • Week 3 **15**

Name _____

Phonics

initial/medial e

Red Pet

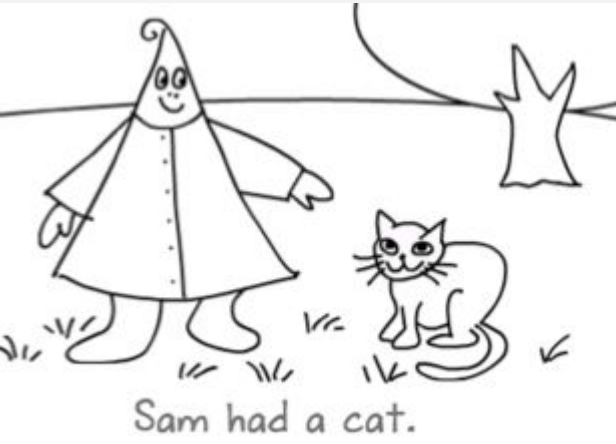
1. Ed has a red pet.
2. His pet is a red hen.
3. Red Hen is in a red pen.
4. Ed can let Red Hen nap.



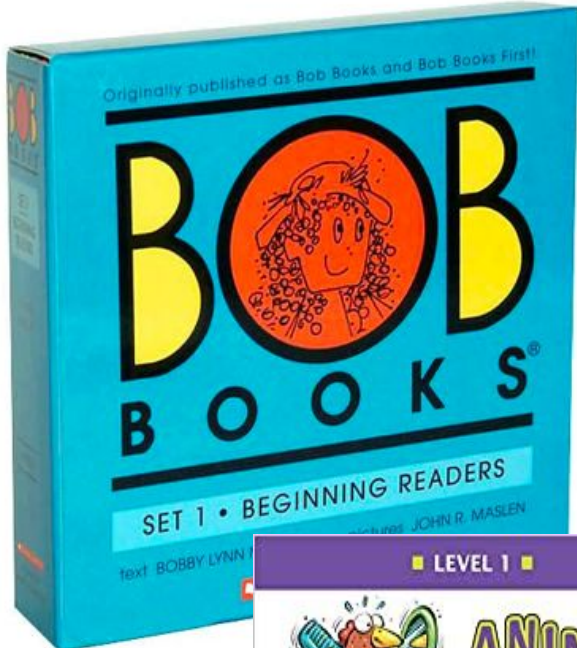
★Activity★

Tell what kind
of pet you want.
Why?

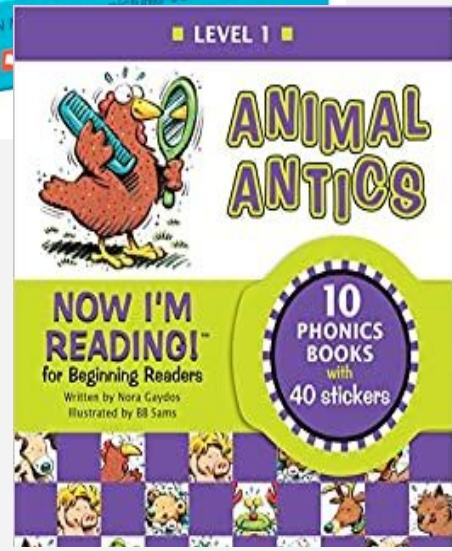
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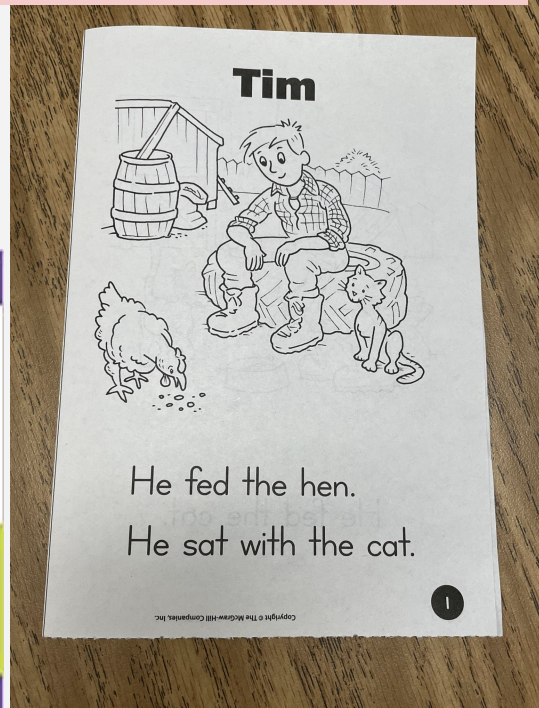
Sam had a cat.



Dot had a dog. The dog is Mag.
Mag got the bag. Dot got Mag.



Wonders Readers - All sounds included in the CVC words and all sight words in these books have been taught during classroom instruction.



HOW DO WE ASSESS BLENDING?

Word List

Please have your child practice reading these words several times during the week. Your child will have a one-on-one test on reading these words next week. When your child is reading the blending words, encourage your child to push the sounds to read the word. Sight Words have to be read automatically with in 3 seconds to be counted correct.

Blending Words

1. sick
2. kit
3. dock
4. lick
5. sack
6. kiss
7. kid
8. tack

Sight Words

9. she
10. was

Parent Signatures:
Day 1: _____
Day 2: _____
Day 3: _____

Winter Assessment Scores

In December, the children took the DIBELS benchmark test. The official report is attached, but the following chart will help you easily understand how your child performed compared to the mid-year goal and where they need to be by May.

DIBELS Test	Mid- Year Benchmark*	Your Child's Score	End of Year Benchmark*
Letter Naming Fluency	37		42
Phoneme Segmentation Fluency	29		44
Nonsense Word Fluency** Correct Letter Sounds	25		31
Nonsense Word Fluency** Words Recoded Correctly	3		7
Word Reading Fluency	4		10
Composite Score	371		420

DIBELS

Letter Naming Fluency- End of Year benchmark is 42

Phoneme Segmentation Fluency- End of Year benchmark is 44

Word Reading Fluency - End of Year benchmark is 10

****Everything you need to support and help your child at home is in your child's Practice Folder.**

Practice #12

Name: _____

Due Monday, January 10th

Please listen to your child say the names of the letters as quickly as possible. The goal is to say more than 50 letters in one minute.

h m B c G J e p A c z x R q N
 V l P f y U o S e V n c B p y
 C n i U n f B u h J K A f v h
 x M s y I o q X k l P i w h i

Please write how many letters your child said in one minute: _____

Word List

Please have your child practice reading these words several times during the week. Your child will have a one-on-one test on reading these words next week. When your child is reading the blending words, encourage your child to push the sounds to read the word. Sight Words have to be read automatically within 3 seconds to be counted correct.

Blending Words

1. hid
2. hop
3. hip
4. hit
5. hat
6. hot

Sight Words

7. if
8. by
9. in
10. not



Parent Signatures:

Day 1: _____

Day 2: _____

Day 3: _____

Listen to your child read these sentences:

The  can hop.
 My mom has a hot pot.
 My dad hid the hat in the .

This section is done orally. Your child should **not** look at the paper. Say the word. Have your child tell you each sound they hear in the word. Record how many your child said correctly.

fish	/f/ /i/ /sh/	___/3	bet	/b/ /e/ /t/	___/3
wag	/w/ /a/ /g/	___/3	chief	/ch/ /ee/ /f/	___/3
raise	/r/ /ai/ /z/	___/3	boss	/b/ /o/ /s/	___/3
tap	/t/ /a/ /p/	___/3	kick	/k/ /i/ /k/	___/3
burn	/b/ /er/ /n/	___/3	late	/l/ /ee/ /t/	___/3
gate	/g/ /ee/ /t/	___/3	knock	/n/ /o/ /k/	___/3
come	/k/ /o/ /m/	___/2	sight	/s/ /ee/ /t/	___/3

SIGHT WORD INSTRUCTION

- Madison City Schools uses the Fry sight word list.
- Kindergarten students need to learn the first 50 Fry words.
- Sight word knowledge helps carry your child through emergent reader texts.
- As of this week, 31 sight words have been taught during whole group and small group instruction.

SIGHT WORD INSTRUCTION

Heart Words and Flash Words

his


of


but

FRY SIGHT WORDS

- Make flashcards with all 50 words.
- During the Fry sight word assessment, students must say the word within 3 seconds, without blending.

SPELLING SIMPLE WORDS PHONETICALLY

- Students are expected to write CVC words correctly. This includes all consonant and vowel sounds.
- It is essential for your child to be automatic with letter sounds. As well as know how to write each letter.
- It even includes spelling:
 - the final /k/ after a short vowel sound as **-ck**
For example, deck, tick, sock, pack, yuck
 - **qu**
For example, quit, quiz, quack, quick

EXAMPLES OF PHONETIC SPELLING

famule = family

pepl = people

The budrfli is prite.

Mi favrit fud is pesu.

1-19-12

I just

STrdid
like eg

Brockley.

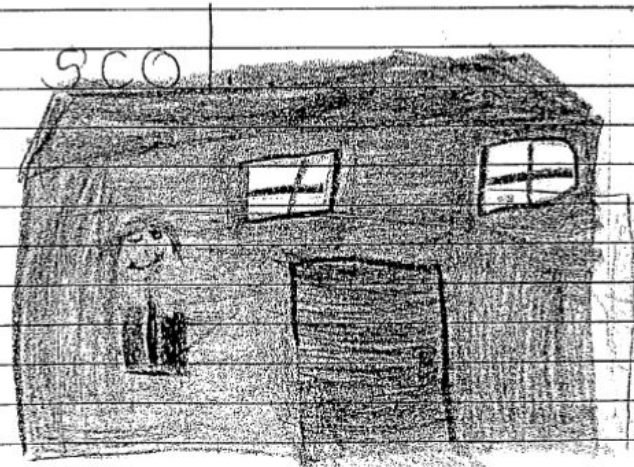
It is rite

gud.

1-10-12

I am goeg to
git a s pars cot.

I am goeg to
war it to



fed	hip	red
-----	-----	-----

fin fit

fat ran

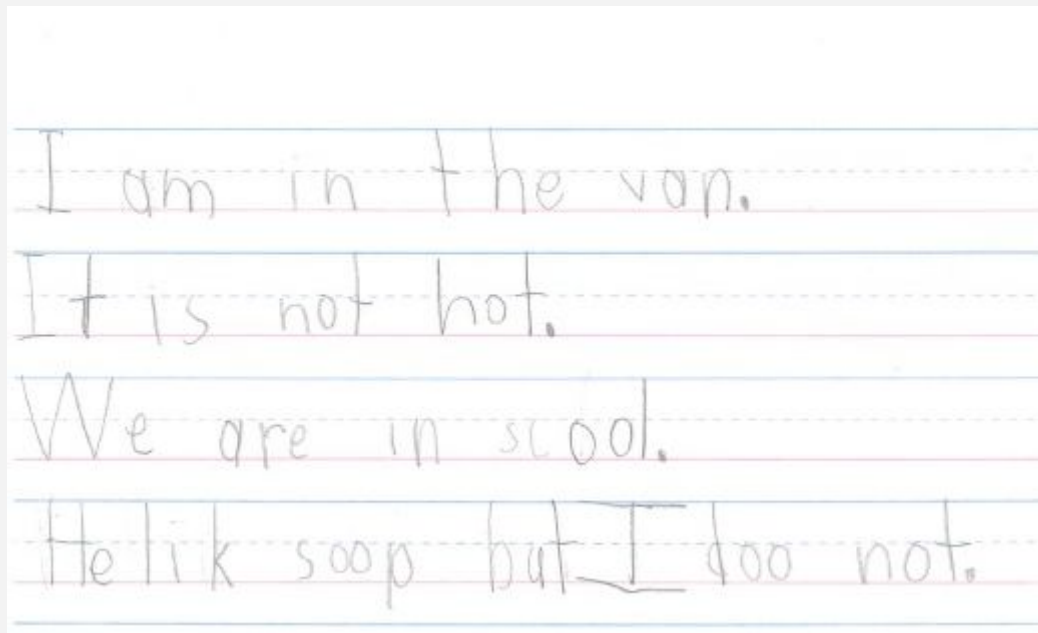
rip fan

He fed the red hen.

Can you go with Ron?

He ran with Rod.

My dad can fix the fan.



WRITING

Questions to ask your child when writing:

- Did you begin your sentence with a capital letter?
- Did you write all of the sounds you heard in the words?
- Did you spell your sight words correctly?
- Did you put spaces between your words?
- Did you put a period at the end of your sentence?
- Are both your sentences on the same topic?



MATH

- Numeracy-
 - The ability to understand and work with numbers.
 - The capacity for quantitative thought and expression.

- Operations and Algebraic Thinking
 - Addition and subtraction word problems
 - Fluency facts: 21 addition and 21 subtraction

Addition Facts

$0+0=$ $2+0=$

$0+1=$ $2+1=$

$0+2=$ $2+2=$

$0+3=$ $2+3=$

$0+4=$ $3+0=$

$0+5=$ $3+1=$

$1+0=$ $3+2=$

$1+1=$ $4+0=$

$1+2=$ $4+1=$

$1+3=$ $5+0=$

$1+4=$

Subtraction Facts

$0-0=$ $2-2=$

$1-0=$ $3-2=$

$2-0=$ $4-2=$

$3-0=$ $5-2=$

$4-0=$ $3-3=$

$5-0=$ $4-3=$

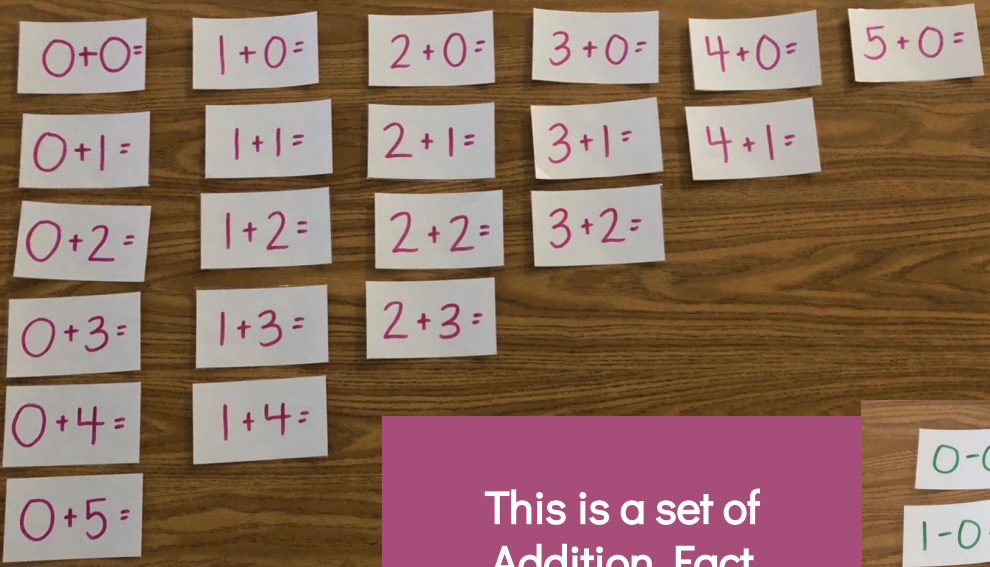
$1-1=$ $5-3=$

$2-1=$ $4-4=$

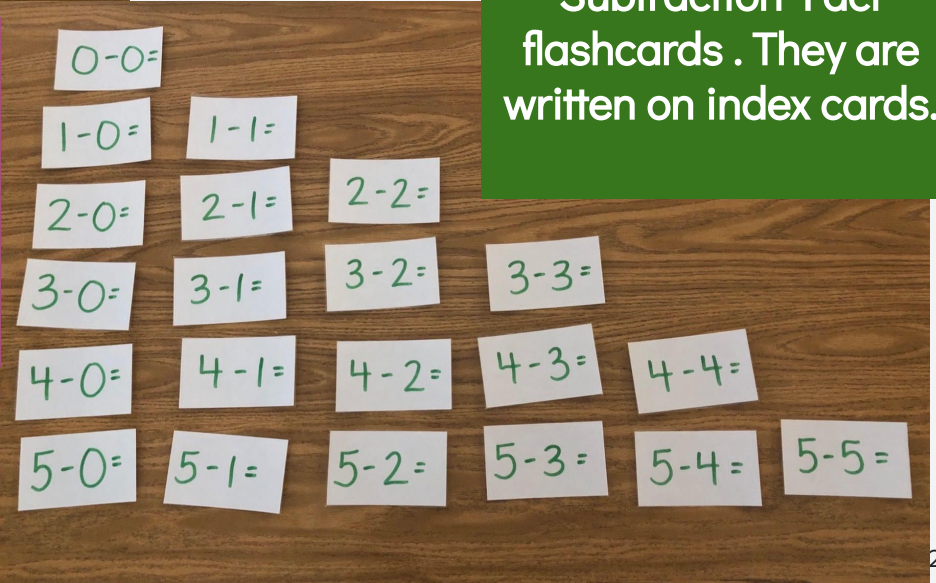
$3-1=$ $5-4=$

$4-1=$ $5-5=$

$5-1=$



This is a set of Addition Fact flashcards . They are written on index cards.



This is a set of Subtraction Fact flashcards . They are written on index cards.

MATH

2-Dimensional Shapes

- Square, circle, rectangle, triangle, hexagon
- Identify and compare

3-Dimensional Shapes

- Sphere, cylinder, cube, cone
- Identify and compare

Three Step Sort

- Sort
- Count
- Sort by Amount

Measurement

- Weight- heavier/lighter
- Height- taller/shorter
- Length- longer/shorter

ANNOUNCEMENTS

- The class website is our main form of communication. Please continue to check daily.
- Please empty your child's folder everyday.
- Please send the Practice Folder every Monday.
- Questions from the chat box.



THANK YOU FOR
COMING!