

Western Hills Kindergarten Week 25

****We have learned about trick words (words you cannot sound out), character, plot and setting, poetry, addition and subtraction word problems, shapes, our community, how to maintain a healthy heart and healthy teeth.**

Friday, March 9 – Career Day

March 12 – 16 Spring Break

Wednesday, March 21 – Progress reports home

March 30 – No school/ Good Friday

April 6 – Kindergarten Graduation Pictures

Saturday, April 7- TISD Carnival

Tuesday, April 17 - Kindergarten Program at 5:45. Kindergartners need to be at school by 5:30.

Wednesday, April 18– Report cards

Tuesday, May 29- Kindergarten graduation: 8:45 a.m.

Over spring break, March 12– 16, please review these skills with your kindergartner.

- 1. Identify things as living or nonliving (required information for the report card)**
- 2. Identify and name objects in the environment that are the shape of a square, circle, rectangle, triangle, cylinder, cube, sphere, and cone.**
- 3. Answer addition and subtraction problems with +1 and +2.**
- 4. Count and write from 1 to 100. Call out any number between 1-100 and see if your child can write it.**
- 5. Give your child short oral word problems with 10 being the maximum amount.**
- 6. Count to 100. Count by 10's, 5's, and 2's. Count forward 0-21; backward 20-0.**
- 7. Write any number you say up to 20 correctly. (no reversals)**
- 8. Count sets of items correctly up to 20.**
- 9. Write first and last name neatly using correct capitalization.**
- 10. Read your child a story. Ask your child to retell the story. Be sure it is retold in the correct sequence.**
- 11. Read these high frequency words: to, I, see, a, can, am, yes, had, it, is, will, on, in, up, you, said, have, no, the, like, me, go, do, here, with, he, out, and, my, look, we, and be. These words will be evaluated for the report card.**
- 12. Name the vowels: a, e, i, o, u and tell the short and long sound for each.**
- 13. Continue to write sentences making sure the beginning, middle and ending sounds are represented in each word. Reinforce the need for punctuation at the end of each sentence.**
- 14. High frequency words that we read daily in class are: want, any, because, your, know, says, knew, said, always, school, by, he, do, does, for, over, what, out, was, now, come, some, one, two, three, four, five, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, of, under, says, very, every, new, want, who, why, kind, only, she, around, our, would, they, have, what, about, here, could, there, where, were, been and to.**
- 15. Continue writing words appropriately using capital and lowercase letters. Ex: Patricia, cat**
- 16. Read words with the silent e rule (an "e" at the end of the word makes the vowel before it say its name.**
- 17. Read words that have 2 vowels together (rule: the first vowel does the talking and the second vowel does the walking.) Examples: bean, meat, goat, ...**
- 18. Identify and read words that have these word chunks (phonograms) in them: au, ir, er, ur, kn, ew, ed, oo, or, ee, ay, ou, aw, ar, oy, oi, ow, all, air, ch, tch, ing, ear, ly, ph, wr, wh, gh, tion, ey, ea and th.**
- 19. Identify and make compound words.**
- 20. Deleting beginning sound from words. Ex: say pin without the "p" = in**
- 21. Deleting final sound from words. Ex: say grace without the "c" - gray**