

# Western Hills Kindergarten

## Week 22

Dear Parents,

Next week begins the 5<sup>th</sup> 6 weeks. Report cards will be online in Family Access on Wednesday, February 21. Please review these skills with your child. There will be a paper sent home for you to sign to confirm you have viewed the report card on line. Rockin Roadrunner Awards on February 23 at 7:50 a.m. Spring Break is March 12 – 16 and we also have no school on February 19 and March 30. The Kindergarten Program is Tuesday, April 17 at 5:45 – Kindergartners need to be in the classroom at 5:15. Thanks for all of your support.

1. Be able to name basic needs of animals and plants.
2. Identify contributions of George Washington and Stephen F. Austin. ( required information for the report card)
3. Write numbers from 1 to 100. Call out any number between 1-100 and see if your child can write it. Show your child 2 number from 1-00 and have them name the number with the greatest value.
4. Give your child short oral word problems with 10 being the maximum amount. (addition and subtraction)
5. Count to 100 ; backward 20-0; Count by 10's, 5's and 2's
6. Identify a penny, nickel, dime, and quarter. Know each one's value.
7. Read your child a story. Ask your child to retell the story. Be sure it is retold in the correct sequence.
8. Read these high frequency words: to, I, see, a, can, am, yes, have, it, is, will, on, in, up, you, said, no, the, like, me, go, she, out, he, with, here, do, and, my, look, we, and be. These words will be evaluated for the report card.
9. Practice recognizing and writing capital and lowercase letters of the alphabet. (out of order)
10. Review all letters and the sounds they make.
11. Name the vowels: a, e, i, o, u and tell the short and long sound for each.
12. Identify that a compound word is made up of 2 smaller words. ( required information for the report card)
13. Identify the initial, middle and ending sound in a word and write the correct letter for each position. Ask your child to identify the middle sound in a word and record that on paper also. Example: bear = ber, said = sed Now experiment by writing a sentence. Ex: We get to go to school. Of course all the words will not be spelled correctly but trying is what counts. Reinforce using a capital letter at the beginning, spacing between words and a punctuation mark at the end.
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. Sequence events using: before, after, next, first, and last.
17. Read the color words: red, blue, white, brown, yellow, black, purple, orange, and green.
18. Name words that rhyme. Ex: What rhymes with hip, flip, sip? (made-up words are fine)
19. 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.