



WELCOME TO 2ND SEMESTER PARENT NIGHT

PLEASE READ EACH SLIDE.

TONIGHT'S HANDOUTS WILL BE SENT HOME
IN YOUR CHILD'S FOLDER.

FOR THOSE THAT MISSED PARENT NIGHT

- One of the topics we discussed throughout the night was what a valuable resource the green Practice Folder is for your family. For most of our students, these sentences and passages are their “Just Right” reading. It is difficult to find books at home or in the library that are on this level. So enjoy the GIFT of the Practice Folder and let your child read to you from it each day.
- We ask that you devote **10 minutes daily** to spend with your child on the Practice Sheet, the Practice Folder activities, and sight word flashcards. If you get through all of it in 10 minutes, GREAT! If not, it is okay, just pick up where you left off the next day. Stay positive and calm. Encourage your child and we'll see growth.
- I added **blue boxes** throughout the slides to help explain what we discussed at Parent Night. Unfortunately, even with adding the extra explanations, it does not capture everything that was shared.

POWER STANDARDS

- Power standards are the standards in which mastery is critical for success in the subsequent grade level.
- You'll see "Possible Retention" on 3rd Nine Weeks Report Card if your child has several ones on the Power Standards.

English Language Arts Power Standards

- 1) Identify the initial, final, and medial sounds of spoken words.
- 2) Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.
- 3) Produce the sounds for all consonants, short vowels and long vowels.
- 4) Identify and produce the vowel sounds in close and open syllables.
- 5) Read CVC words in decodable text.
- 6) Consistently reads kindergarten high frequency words accurately and automatically.
- 7) Consistently and automatically recognizes and names all uppercase letters of the alphabet.
- 8) Consistently and automatically recognizes and names all lowercase letters of the alphabet.
- 9) Read and reread grade-appropriate decodable texts smoothly, accurately and with expression to support comprehension.
- 10) Comprehend literature and informational text when the text is read aloud.
- 11) Express ideas orally and connect these ideas through drawing and emergent writing using spacing, punctuation, capitalization, and grade-appropriate spelling.
- 12) Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
- 13) Consistently prints first and last name using proper letter formation and capitalization.
- 14) Spell simple words phonetically by writing a letter consonant and short vowels.

Math Power Standards

- 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 with concrete objects, fingers, drawings, role play or equations and when solving word problems.
- 8) Fluently add within 5.
- 9) Fluently subtract within 5.

BLENDING

- Goal- Blend closed one syllable 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.

Listen to your child read this reading sheet from the Practice Folder each day. We ask that you sit by your child as they read to you so you know if they are reading the words correctly.

Reading Practice

Read the blending words:

bud	run	fun	dug	sub	quit	quiz
-----	-----	-----	-----	-----	------	------

Read the sight words:

down	must	at	can	he	went	when
------	------	----	-----	----	------	------

Read the sentences:

1. We can not quit.
2. I saw the sub at the top. Can it go down?
3. He must run to his van.
4. Liz is my bud.

Read the passages and answer the questions:

The Mud

Ron went in the mud. He dug and dug.
When will he quit?

What did Ron do in the mud?

My Bud

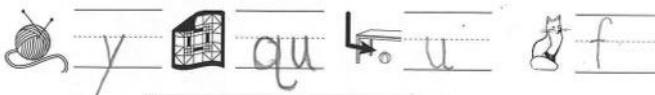
Dan is my bud. We like to look at bugs. We play with my dog too. We have fun.

What do they like to do?

Read Sentences there, was, see, no, saw, like

There was a fox. Did Wes and
Mom see it? No, they saw a cat.
It was red like a fox.

Writing • Initial Sound Practice



Write Sentences has, she, he, little, you, have

Who has a box?

She has a big box.

He has a little box.

Do you have a box?

This is from our 95% Phonics Workbook. Always listen to your child read the passages and the dictation sentences when these workbooks come home. Thank you!

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 within 3 seconds to be counted correct.

Blending Words

1. quit
2. tux
3. wax
4. quiz
5. six
6. box
7. rug
8. mud

Sight Words

9. down
10. can
11. must
12. at

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

NONSENSE WORD FLUENCY

lat bif fuz sig

CLS:12
WRC:0

tep vaz hom rud

CLS: 12
WRC:4

dos yiz wub bip

CLS: 12
WRC: 4

This shows how we get 2 scores from the one minute Nonsense Word test. We do not want you to practice reading nonsense words at home. Only practice reading real words.

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.**

This is how we
practice Letter
Naming.

Practice #13

Name: _____

Due Monday, February 5th

The goal is to say more than 50 letters in one minute. Set a timer for 1 minute and record how many letters your child correctly identifies during the minute. If they get to the end before the minute, they need to go back to the first line and keep going until the timer beeps.

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	1	j	X	b	E	q	r

How many letters did your child correctly identify in one minute? Day 1: _____ Day 2: _____

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

- quit
- tux
- wax
- quiz
- six
- box
- rug
- mud
- down
- can
- must
- at

Sight Words

Listen to your child read these sentences:

The dog got mud on the rug.

We will have a quiz.

I must run to my dad for help.

Can he come down at six?

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/ /i/ /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/ /m/	_____ /3	boat	/b/ /o/ /t/	_____ /3
hip	/h/ /i/ /p/	_____ /3	sack	/s/ /a/ /k/	_____ /3
shut	/sh/ /u/ /t/	_____ /3	ripe	/r/ /i/ /p/	_____ /3

Parent Signatures:

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

This is how we practice Phoneme Segmentation. We're going to move on to include new phonemic awareness skills in this box in the coming weeks. Save your old Practice sheets if your child needs additional practice with Phoneme Segmentation.

PRACTICE FOLDERS

Aim for 5-10 minutes per night.

Practice #13 Name: _____

Due Monday, February 5th

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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

How many letters did your child correctly identify in one minute? Day 1: _____ Day 2: _____

Word List

Please have your child read 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 Sight Words

1. quit	9. down
2. tux	10. can
3. wax	11. must
4. quiz	12. at
5. six	
6. box	
7. rug	
8. mud	

Parent Signatures:

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

Listen to your child read these sentences:

The dog got mud on the rug.

We will have a quiz.

I must run to my dad for help.

Can he come down at six?

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/ /i/ /t/ /	/3	set	/s/ /e/ /t/ /	/3
wish	/w/ /i/ /sh/ /	/3	men	/m/ /e/ /m/ /	/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

Reading Practice

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-----	-----	-----	-----	-----	------	------

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------	------	----	-----	----	------	------

Read the sentences:

1. We can not quit.
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4. Liz is my bud.

Read the passages and answer the questions:

The Mud

Ron went in the mud. He dug and dug.
When will he quit?

What did Ron do in the mud?

My Bud

Dan is my bud. We like to look at bugs. We play with my dog too. We have fun.

What do they like to do?

Kindergarten High Frequency Word List

Please practice the following 50 sight words with your child. Sight words need to be read automatically (within three seconds and without blending the sounds). The daily use of flashcards is a great way to practice. Thank you for your support!

a	was	for
no	like	find
jump	said	are
this	do	that
to	by	how
what	at	play
see	we	go
she	come	little
an	saw	my
be	with	will
have	now	where
can	me	why
is	and	as
so	too	must
look	he	you
the	I	am
there	down	

SIGHT WORD INSTRUCTION

- Kindergarten students need to learn our 57 high frequency words.
- Sight word knowledge helps carry your child through emergent reader texts.
- As of this week, 30 sight words have been taught during whole group and small group instruction.

SIGHT WORD INSTRUCTION

Heart Words and Flash Words

must

of

my



We teach sight words by having the students use their phonics knowledge. Some words just have to be learned by heart though. Please help your child learn the sight words. Daily practice at home is a game changer. Write the words on index cards and practice daily.

KINDERGARTEN HIGH FREQUENCY WORDS

- Make flashcards with all 57 words.
- During the sight word assessment, students must say the word within 3 seconds, without blending.

SPELLING SIMPLE WORDS PHONETICALLY

- Students are expected to write simple 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.

When your child spells words with phonetic spelling, they write the letter that spells each sound they hear. These are examples of great phonetic spelling.

Lesson 15

1-30-24

quit

fox

quiz

six

Bun

tux

The dog got mud on
the fog.

They had fun in the
hot sun.

This is Phonics Framework. We read words, write words, read sentences, and write sentences.

We follow the I Do, You Do, We Do format when writing sentences. The first sentence they write is with the teacher. The next sentence is independent. That is why you might see more errors. .

Who has gum in a box?
They had fun in sun.

You can tell your child a word and ask them to write a sentence using that word. This is an example of what that would look like.

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?





CONVERSATIONS

READING
TOGETHER

PLAYING GAMES

SPENDING TIME
OUTDOORS

SPEND TIME
TOGETHER WITHOUT
TECHNOLOGY



On this slide we talked about the importance of limiting technology so we can spend time engaging our children in conversations and reading together. We also challenged families to set a rule for no devices at the dinner table and to stay seated until everyone is finished...we will see positive results from this in the school cafeteria.



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

$0-0=$

$2-2=$

$1-0=$

$3-2=$

$2-0=$

$4-2=$

$3-0=$

$5-2=$

$4-0=$

$3-3=$

$5-0=$

$4-3=$

$1-1=$

$5-3=$

$2-1=$

$4-4=$

$3-1=$

$5-4=$

$4-1=$

$5-5=$

$5-1=$

$0+0=$	$1+0=$	$2+0=$	$3+0=$	$4+0=$	$5+0=$
$0+1=$	$1+1=$	$2+1=$	$3+1=$	$4+1=$	
$0+2=$	$1+2=$	$2+2=$	$3+2=$		
$0+3=$	$1+3=$	$2+3=$			
$0+4=$	$1+4=$				
$0+5=$					

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

Make a set of addition flashcards and subtraction flashcards like these and begin practicing at home.

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

$0-0=$		
$1-0=$	$1-1=$	
$2-0=$	$2-1=$	$2-2=$
$3-0=$	$3-1=$	$3-2=$
$3-3=$		
$4-0=$	$4-1=$	$4-2=$
$4-3=$		
$4-4=$		
$5-0=$	$5-1=$	$5-2=$
$5-3=$		
$5-4=$		
$5-5=$		

MATH

2-Dimensional Shapes

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

Three Step Sort

- Sort
- Count
- Sort by Amount

3-Dimensional Shapes

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

Measurement

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

QUICK REMINDERS

- Students need to wear velcro or slip-on tennis shoes and socks each day. They should not come to school in boots, sandals, crocs, ballet flats, etc.
- Please continue to help your child learn how to zip their jacket.
- Please send one healthy snack (no candy) and a water bottle filled with water.
- Please empty your child's folder everyday.
- Parent Square is our main form of communication. Please continue to check it when you get a notification.
- School begins at 7:40. Car line opens at 7:10. Please drop off by 7:20, so your child can make it to our classroom, get unpacked, and be ready for their day.

ANNOUNCEMENTS

- Please send the new green Practice Folder to school every Monday.
- Please send the completed Practice Sheet inside the front pocket of the Practice Folder.

THANK YOU FOR
READING THESE
SLIDES!

