

Week of May 29 to June 2, 2017

Week of June 5 to 9, 2017

Week of June 12 to 16, 2017

**In 3 weeks, your child will be asked to write an independent personal story for the final reporting period of the school year. Students are being asked to complete one story per week at home to reinforce their writing skills. The below ‘I can’ statements outline the outcomes for Kindergarten Writing by the end of June.**

I can think about a topic. (Nov)

I can make a drawing to tell my story. (Nov)

I can talk about my drawing. (Nov)

I can add details to my drawing. (Nov)

I can label my drawing. (Nov)

I can use letters to write. (Nov)

I can make my words match my drawing. (Mar)

I can sound out words that I don’t know how to spell. (Mar)

I can write left-to-right and top-to-bottom. (Mar)

I can read my writing. (Mar)

I can write a sentence that makes sense. (Mar)

I can write some word wall words. (Mar)

I can begin to use finger spaces between my words. (June)

I can begin to use a period at the end of my sentences. (June)

I can use upper and lower case letters appropriately. (June)

I can start to use an upper case letter at the beginning of my sentence. (June)

I can write a story with more than one sentence. (June)

I can put “describing” words in my sentences. (June)

In **math**, create or use already made flash cards of numbers 0-10. Have your child identify the numbers at random and then place them in order on a flat surface. Ask your child, “what number comes before a given number? What number comes after a given number?” Have them point and count on from a given number to 10 and back to zero from a given number. Have your child represent the numbers with objects/toys from around your home. Choose a number at random for your child to show on a two-part mat. To make a two-part mat fold a piece of paper in half and draw a line down the middle i.e. when representing 5 have them organize the object into two group. Have them identify the number of objects in each group and then tell automatically how many there are all together. Have them show this same number in a different way on the two-part mat. This can be done with all numbers except 0 and 1 and each number can be shown in a variety of ways.

We also learned how to count sets more quickly by, for example, if there is 3 in one group and two in the other. Begin counting at 3 (the larger group) and count on 4, 5. This is a strategy for counting where the child is not starting to count from 1 every time to find the whole number.

Have your child show you how they form number 0-10 using sounds and their body. Have them print these numbers on paper or a wipe board, using their sounds.

**The following weekly plan will be home work for the month of June:**

Monday – Read two new home reading books. Have your child tell what the stories were about. Work on the Math activities above.

Tuesday – Read home reading books for second night. Can you find any of the top 12 sight words in your books? Have your child think, tell, draw and label a personal narrative story. Stop here and go through the above checklist for (November) outcomes for your child to check and see if they’ve got everything. Fancy and fix it up!

Wednesday – Read two new home reading books and discuss the meaning of the books. Revisit writing piece from Tuesday – Have your child remember their story by looking at the pictures. Next, have them retell the story. Then, plan how the story will go or what they will write on the page(s) by touching the pages and rehearsing the sentences. Get the first sentence down and stop. Read through the above checklist for (March) outcomes. Have your child check and see if they have done it. Fix it up! For a writing draft, the focus is getting the story down on paper. We are not concerned with capitals or punctuation – but spaces between words can be reinforced as you go.

Thursday – Read home reading books for a second night. Can you spy sight words in the book? Revisit writing piece – Have your child reread what they have written. Again, have them rehearse what they will write on each page. Continue to write the next sentence. They can begin with the word ‘Then,’ for the second page or they may want to write an additional sentence on the first page. Again read through the (March) outcomes. Focus on getting the story down without directing to use capitals or punctuation – reinforce spaces.

Friday & Weekend: Write a third sentence to your story. Begin by having your child reread what they’ve written so far. The last sentence should reflect on the personal experience. This is a closing to their story: How they felt about the experience, something they learned or any thoughts about the experience. Read through June ‘I can’ statements from above. Have your child check and see if they’ve included all of these elements. Have them fix up their writing by adding punctuation to end their sentence, check to see if they began sentence with an uppercase letter, are all the 12 sight words spelled correctly, did they stretch a word and get all the sounds (begin, middle, end), does their story make sense, can they reread their writing, etc…

Please review all letter names and sounds with your child. Focus on those letters that they are not able to tell automatically. Have your child match uppercase letters and lowercase letters. Talk about how we use lowercase letters much more when writing. Uppercase letters are used at the beginning of a sentence and for special words like your name, months of the year, days of the week and holidays.

Have your child read through the top 12 sight words for end of Kindergarten. These are also the words that are expected to be spelled correctly when writing stories. Focus your child’s learning on the words they are not reading automatically.

**I a to be in is it of and was the that**

Note: These are the 12 words that make up approximately 25 percent of all reading. These words go a long way in helping your child feel like a reader and actually becoming one.

Special Dates:

**June 16th Showcase and School Picnic-** We will be hosting a school-wide showcase and picnic on Friday, June 16th.  More details to follow.

**There will also be a class trip in June. This will include a visit to Winsor Court Retirement Home, where students will perform songs for the folks living there. The afternoon, will be a picnic and play time in the park across the street. Parent(s)/family are welcome to attend. More details to follow.**

**June 22nd End of year *class* party for students.**

**June 23rd Last day for students.**