

Hello, Family!

Welcome to kindergarten! Your child is probably full of questions about what's in store for the year ahead. Over the next month, our class will answer a lot of those questions as we work together to discover what kindergarten is all about.

We will read books about school and find out about schools around the world. Children will write about their favorite things and create a "Kindergarten Guide" packed with information to share with children heading to kindergarten next year.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

| GIVE ME SOME DIRECTION! | BIG IDEA WORDS |
|---|--|
| <p>Build listening skills by giving directions and helping your child follow through:</p> <ul style="list-style-type: none"> Start with one-step directions and gradually work up to two- and three-step directions. Use words like <i>first</i>, <i>then</i>, and <i>next</i> to help children remember directions. For example: <i>First, brush your teeth. Then put on your shoes.</i> | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>discover dream partners</p> |
| WORD PLAY | WORDS TO KNOW |
| <p>Play with letters and sounds to help develop skills that are important for reading:</p> <ul style="list-style-type: none"> Sing the ABCs and songs that rhyme. Play "I Spy" to find alphabet letters around home or when you are out and about. Read alphabet books and recite nursery rhymes. Ask your child to name the letters or tell you words that rhyme. | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <p>a I see the</p> |
| LET'S READ TOGETHER | OPINION WRITING |
| <p>Make a special time and place to read with your child every day. While you read, ask:</p> <ul style="list-style-type: none"> <i>What's happening in the picture?</i> <i>Who is the story about? Where does it happen?</i> <i>What is the book about? What did you learn?</i> <i>Can the picture help you with the word ____?</i> | <p>Support your child to write about how he or she thinks or feels about something and why:</p> <ul style="list-style-type: none"> Ask your child to share opinions throughout the day. For example: <i>Would you rather have ____ or ____ for dinner? Tell me why.</i> Share opinions with your child using "I think" and "In my opinion." Make sure to give reasons why! |

Hello, Family!

Thank you for continuing to support your child's learning! Over the next month, our class will celebrate what makes each of us special. We will read books to explore how we are the same and different—from our names, to our style, to our favorite things.

Children will write stories about their experiences with making friends and learning new things. Partners will interview each other as part of a class project and use what they learn to create a "flap book" that reveals how they are each one-of-a-kind.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

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| ASKING FOR HELP | BIG IDEA WORDS | | | | | | | | | | | | |
| <p>Support your child with asking for help. Show your child how to politely ask people for help. Encourage your child to make eye contact and use this language:</p> <ul style="list-style-type: none">• <i>Excuse me. Could you please help me ____?</i>• <i>Thank you. You're welcome.</i> | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>celebrate different special</p> | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none">• Show your child how to write different family members' names. Say the letters together.• Point out words that rhyme and challenge your child to think of another rhyming word.• Say words with more than one syllable. Clap and say each syllable with your child. | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>am</td><td>and</td><td>at</td><td>by</td></tr><tr><td>can</td><td>go</td><td>is</td><td>man</td></tr><tr><td>my</td><td>no</td><td>to</td><td>you</td></tr></table> | am | and | at | by | can | go | is | man | my | no | to | you |
| am | and | at | by | | | | | | | | | | |
| can | go | is | man | | | | | | | | | | |
| my | no | to | you | | | | | | | | | | |
| LET'S READ TOGETHER | STORY WRITING | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. While you read:</p> <ul style="list-style-type: none">• Ask questions such as, <i>What is the problem? How did the characters solve it? What lesson did the characters learn?</i>• Point out words with the same meaning (<i>kind/nice, big/large, sad/unhappy</i>) or opposite meanings (<i>hot/cold, big/small, happy/sad</i>). | <p>Support your child to write stories with characters and a setting:</p> <ul style="list-style-type: none">• Look at a photo. Have your child tell you about it and write down what he or she says. Ask: <i>Who is in the picture? Where did we take the pictures? When did this happen?</i>• Tell your child the story of his or her name and stories from when you were a child. Make sure to share a lot of details! | | | | | | | | | | | | |

Hello, Family!

Over the next month, our class will learn about what makes a community. We will read books about the people and places in a community, and the ways in which we all work together to make a community strong.

Children will write letters to teach others about our community, and the whole class will collaborate to build a 3-D map of the places around school that make up our community.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

| SPEAK UP! | BIG IDEA WORDS | | | | | | | | | | | | |
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| <p>Show how to speak clearly and use an appropriate voice level:</p> <ul style="list-style-type: none">• Remind your child that people can hear you better if you keep your hands away from your face when speaking.• Tell your child when he or she is using a voice that is too loud, too quiet, or just right for the situation. | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>community</p> <p>location</p> <p>neighbor</p> | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none">• Think of words that start with the same sound as your child's first name. Then do the same for names of other people in your family.• Practice making letters and words with all different materials. Try sidewalk chalk, playdough, sand, and shaving cream! | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>an</td><td>did</td><td>has</td><td>he</td></tr><tr><td>in</td><td>it</td><td>me</td><td>put</td></tr><tr><td>ran</td><td>she</td><td>sits</td><td>with</td></tr></table> | an | did | has | he | in | it | me | put | ran | she | sits | with |
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| ran | she | sits | with | | | | | | | | | | |
| LET'S READ TOGETHER | LETTERS AND LISTS | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. While you read, ask:</p> <ul style="list-style-type: none">• <i>What happens in the beginning/middle/end?</i>• <i>What is the story about? Tell me in your own words.</i>• <i>What clue in the picture shows what the word ____ means?</i> | <p>Support your child to write letters and lists:</p> <ul style="list-style-type: none">• Work together to write shopping lists or "to do" lists with pictures and words.• Send cards, letters, or e-mail to family members who live far away. Your child will love getting a response!• Write thank you notes for gifts or other acts of kindness. Have your child tell you what to write, and "sign" his or her name. | | | | | | | | | | | | |

Hello, Family!

Over the next month, our class will learn what we can do to be healthy. We will read about eating the right foods, staying fit, and getting enough sleep. We'll also find out that we can eat a rainbow (and it's delicious)!

As we read about good health habits, we will research to find out about different ways to exercise and the reasons why we need sleep. As a class, we will collaborate to write a "Happy, Healthy Blog" so that we can teach others all we have learned.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

| EXPRESSING NEEDS AND WANTS | BIG IDEA WORDS | | | | | | | | | | | | | | | | |
|--|---|------|------|-----|----|------|-----|-----|------|-----|-----|-----|----|----|-----|------|-----|
| <p>Show your child how to politely tell others what he or she needs or wants. Encourage your child to make eye contact and use this language:</p> <ul style="list-style-type: none">• <i>Excuse me. May I go to ____?</i>• <i>Could you please pass me the ____?</i>• <i>Thank you. You're welcome.</i> | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>energy</p> <p>exercise</p> <p>healthy</p> | | | | | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none">• Say three-letter words, such as <i>pan</i>, <i>fit</i>, and <i>hop</i>. Ask your child to tell you the beginning, middle, and end sounds for each word.• Help your child think of sentences with mostly words that start with the same letter sound. For example: <i>Sara sang a silly song.</i> | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>are</td><td>be</td><td>big</td><td>do</td></tr><tr><td>good</td><td>got</td><td>had</td><td>here</td></tr><tr><td>his</td><td>lot</td><td>not</td><td>of</td></tr><tr><td>on</td><td>ten</td><td>very</td><td>was</td></tr></table> | are | be | big | do | good | got | had | here | his | lot | not | of | on | ten | very | was |
| are | be | big | do | | | | | | | | | | | | | | |
| good | got | had | here | | | | | | | | | | | | | | |
| his | lot | not | of | | | | | | | | | | | | | | |
| on | ten | very | was | | | | | | | | | | | | | | |
| LET'S READ TOGETHER | RESEARCH WRITING | | | | | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. Point out how to use the different features in nonfiction books:</p> <ul style="list-style-type: none">• Have your child pick a topic from the table of contents. Then find it in the book together.• Read diagram labels and photo captions.• Look up unfamiliar words in the glossary.• Show children how to use the index to find information in the book. | <p>Support your child to find facts and answer questions about a favorite topic:</p> <ul style="list-style-type: none">• Take your child to the local library to check out books about the topic.• Show your child how to go online to answer questions about the topic and learn more.• Seek out family members, friends, or people in the community who are experts, and encourage your child to ask questions. | | | | | | | | | | | | | | | | |

Hello, Family!

Over the next month, our class will explore what it means to try hard. We will read books about kids who are taking on new challenges—from jumping off a diving board to learning to ride a bike. Children will work hard to write stories and make connections to their own experiences.

We will learn about a young boy who makes a difference by raising money to buy wheelchairs for people in need. Then as a class, we will collaborate on a project to make a difference at our school.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

| MEETING AND GREETING | BIG IDEA WORDS | | | | | | | | | | | | | | | | |
|---|--|------|------|------|------|-----|-----|------|-----|------|------|-----|----|----|------|----|-----|
| <p>Show your child how to meet and greet people. Encourage your child to shake hands, make eye contact, and use this language:</p> <ul style="list-style-type: none">• <i>Hello. My name is ____.</i>• <i>Nice to meet you.</i>• <i>How are you? Fine, thank you.</i> | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>practice</p> <p>proud</p> <p>success</p> | | | | | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none">• Sing songs that rhyme and ask your child to tell you more words that rhyme.• Ask your child to find letters or words around town—on street signs, in stores, anywhere!• Say words and ask your child to tell you the beginning or end sound. | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>but</td><td>for</td><td>have</td><td>help</td></tr><tr><td>her</td><td>him</td><td>look</td><td>six</td></tr><tr><td>some</td><td>they</td><td>too</td><td>up</td></tr><tr><td>us</td><td>want</td><td>we</td><td>yes</td></tr></table> | but | for | have | help | her | him | look | six | some | they | too | up | us | want | we | yes |
| but | for | have | help | | | | | | | | | | | | | | |
| her | him | look | six | | | | | | | | | | | | | | |
| some | they | too | up | | | | | | | | | | | | | | |
| us | want | we | yes | | | | | | | | | | | | | | |
| LET’S READ TOGETHER | STORY WRITING | | | | | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. While you read, ask:</p> <ul style="list-style-type: none">• <i>What do you think will happen next? Why?</i>• <i>What happens in the beginning/middle/end?</i>• <i>What do you think the word ____ means? How do you know?</i> | <p>Support your child to write stories that have a beginning, middle, and end:</p> <ul style="list-style-type: none">• Have your child tell you a story about something that happened during the day. Ask: <i>What happened first/next/last?</i>• Tell your child stories about different times when you felt unsure or when you didn’t give up. Make sure to share a lot of details! | | | | | | | | | | | | | | | | |

Hello, Family!

Over the next month, our class will explore our country to find out what makes the USA so special. Through books, children will meet some of our greatest leaders, sing our songs, experience our traditions, and explore our different landscapes and diverse people.

We will read about baseball, America's favorite game, and children will write a "how-to" book about how to play their own favorite games. As a class, we will learn about the American flag, and then children will design a flag for our town.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

| START TALKING | BIG IDEA WORDS | | | | | | | | | | | | | | | | |
|---|---|------|-------|-----|------|-----|-----|----|------|----|-----|-----|------|------|------|------|-------|
| <p>Show your child how to start a conversation. Encourage your child to speak politely and clearly and to use this language:</p> <ul style="list-style-type: none">• <i>Excuse me. Would you like to play with me?</i>• <i>I would like to tell you about ____.</i> | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>belong country right</p> | | | | | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none">• Challenge your child to hunt for objects that start with a particular letter sound.• Read familiar books. Pause before the last word in a sentence, allowing your child to chime in with the word. | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>as</td><td>come</td><td>cut</td><td>from</td></tr><tr><td>get</td><td>hot</td><td>if</td><td>must</td></tr><tr><td>or</td><td>our</td><td>red</td><td>said</td></tr><tr><td>stop</td><td>that</td><td>when</td><td>where</td></tr></table> | as | come | cut | from | get | hot | if | must | or | our | red | said | stop | that | when | where |
| as | come | cut | from | | | | | | | | | | | | | | |
| get | hot | if | must | | | | | | | | | | | | | | |
| or | our | red | said | | | | | | | | | | | | | | |
| stop | that | when | where | | | | | | | | | | | | | | |
| LET'S READ TOGETHER | WRITING TO TEACH | | | | | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. While you read:</p> <ul style="list-style-type: none">• Encourage your child to picture what's happening in a story by hiding the pictures. Talk about the picture in your child's mind, and compare it with the pictures in the book.• Look for compound words (<i>doghouse</i>, <i>cupcake</i>). Talk about how the two smaller words help you understand the meaning. | <p>Support your child to write "how-to" texts:</p> <ul style="list-style-type: none">• Work with your child to read and follow the directions in "how-to" texts, such as recipes or instructions for a game.• When your child asks how to do something, write a list of steps and read them aloud.• Encourage your child to teach other family members the steps to something he or she enjoys. | | | | | | | | | | | | | | | | |

Hello, Family!

Over the next month, our class will find out what we can learn when we take a closer look. We will read books that “zoom in” on ordinary experiences and objects. We will learn about Jane Goodall, who made a career out of studying chimpanzees, and we will look at the world from an ant’s perspective.

Writing will get creative as we make up stories and look closely at nature to write poems. As a class, we will observe the world around us and work together to present posters about our five senses.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

| IT'S ALL IN THE DETAILS | BIG IDEA WORDS | | | | | | | | | | | | | | | | |
|---|---|------|-------|------|-----|-----|-----|----|------|------|------|------|------|------|-----|------|------|
| <p>Use these prompts to encourage your child to add details when talking about a favorite topic or answering questions.</p> <ul style="list-style-type: none">• <i>Tell me more about ____.</i>• <i>What happened next?</i>• <i>I wonder why ____.</i> | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>watch wonder world</p> | | | | | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none">• Say a word and take turns thinking of words that rhyme until you can't think of any more!• Ask your child to tell you a word that starts or ends the same way as another word: <i>Tell me a word that starts/ends like ____.</i> | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>back</td><td>could</td><td>down</td><td>let</td></tr><tr><td>now</td><td>off</td><td>so</td><td>tell</td></tr><tr><td>then</td><td>this</td><td>well</td><td>were</td></tr><tr><td>what</td><td>who</td><td>will</td><td>your</td></tr></table> | back | could | down | let | now | off | so | tell | then | this | well | were | what | who | will | your |
| back | could | down | let | | | | | | | | | | | | | | |
| now | off | so | tell | | | | | | | | | | | | | | |
| then | this | well | were | | | | | | | | | | | | | | |
| what | who | will | your | | | | | | | | | | | | | | |
| LET'S READ TOGETHER | STORIES AND POEMS | | | | | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. When you read, ask your child to make connections:</p> <ul style="list-style-type: none">• <i>Who does this character remind you of?</i>• <i>Where have you been that is similar?</i>• <i>Have you ever felt this way?</i>• <i>This part makes me think about another book.</i>• <i>We learned about this when we ____.</i> | <p>Support your child to write stories and poems:</p> <ul style="list-style-type: none">• Read aloud and enjoy collections of poetry together. Look for any rhyming words.• Sing songs together and have children tap along to the beat.• Encourage your child to use the five senses to describe experiences and objects. <i>What do you see/hear? How does it smell/feel/taste?</i> | | | | | | | | | | | | | | | | |

Hello, Family!

Does everyone in your family like the same foods? We each have our own opinion about which foods taste best. Over the next month, we will read books about how food gets from plants to our plates. We will even take a look underground to find out about special animal helpers that work behind the scenes to make gardens grow.

In writing, we will share our opinions about school food and favorite fruits and vegetables. All along the way, we will observe growing plants and create a slide show to share our discoveries.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

| KEEP TALKING | BIG IDEA WORDS | | | | | | | | | | | | | | | | |
|--|---|-------|-------|------|------|------|------|------|------|------|-----|-------|------|------|------|-----|-------|
| <p>Support your child to keep conversations going:</p> <ul style="list-style-type: none">• Make statements that start with "I wonder" to get your child talking.• When your child answers with one word, ask questions to find out more.• Encourage your child to ask you questions. | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>garden</p> <p>harvest</p> <p>plant</p> | | | | | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none">• Play with your food! Say the names of fruits or vegetables. Clap the syllables in the words together. Then ask your child to say the beginning and end sounds for each word.• Collect words with vowels that say their name like <i>cake</i>, <i>bee</i>, <i>hide</i>, <i>nose</i>, and <i>cute</i>. | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>all</td><td>home</td><td>into</td><td>keep</td></tr><tr><td>know</td><td>like</td><td>made</td><td>make</td></tr><tr><td>many</td><td>out</td><td>right</td><td>same</td></tr><tr><td>take</td><td>time</td><td>why</td><td>would</td></tr></table> | all | home | into | keep | know | like | made | make | many | out | right | same | take | time | why | would |
| all | home | into | keep | | | | | | | | | | | | | | |
| know | like | made | make | | | | | | | | | | | | | | |
| many | out | right | same | | | | | | | | | | | | | | |
| take | time | why | would | | | | | | | | | | | | | | |
| LET'S READ TOGETHER | OPINION WRITING | | | | | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. While you read:</p> <ul style="list-style-type: none">• Ask questions to compare characters, such as, <i>How are the characters the same/different?</i>• Ask questions about sequence, such as, <i>What happens first/next/last?</i>• Look for and talk about words that have more than one meaning (<i>bark</i>, <i>watch</i>, <i>ring</i>). | <p>Support your child to share how he or she thinks or feels about something and why:</p> <ul style="list-style-type: none">• Ask your child to share opinions throughout the day. For example: <i>Do you think we should walk or take the bus? Why?</i>• Share opinions with your child using "I think" and "In my opinion." Make sure to give reasons why! | | | | | | | | | | | | | | | | |

Hello, Family!

It's hard to believe, but our kindergarten year is almost over. Thank you for taking the time to read, write, and learn along with your child.

Over this last month, we will explore what makes a habitat a home. As a class, we will read about how animals live in forests, deserts, and polar regions. Children will use sources to research and answer their questions about animals, and everyone will create their very own model of an animal habitat.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

| DON'T CHANGE THE SUBJECT | BIG IDEA WORDS | | | | | | | | | | | | |
|---|---|-------|-------|-----|---------|------|------|-----|------|-----|------|------|------|
| <p>Support your child to stay on topic:</p> <ul style="list-style-type: none">• Remind your child what you are talking about if he or she gets distracted.• Show your child how to ask a question or make a comment during a conversation.• Teach your child to wait until a conversation is over before talking about a new topic. | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>habitat</p> <p>protect</p> <p>provide</p> | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none">• Play word changer games! Say a two-syllable animal name and ask your child to drop a syllable. <i>Say rabbit without rab. (bit) Say beetle without tle. (bee)</i>• Say a word and ask your child to change the first or last letter-sound. <i>Change the f in fog to d. (dog) Change the g in dog to t. (dot)</i> | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>about</td><td>again</td><td>ate</td></tr><tr><td>because</td><td>came</td><td>gave</td></tr><tr><td>how</td><td>just</td><td>one</td></tr><tr><td>pick</td><td>play</td><td>them</td></tr></table> | about | again | ate | because | came | gave | how | just | one | pick | play | them |
| about | again | ate | | | | | | | | | | | |
| because | came | gave | | | | | | | | | | | |
| how | just | one | | | | | | | | | | | |
| pick | play | them | | | | | | | | | | | |
| LET'S READ TOGETHER | RESEARCH WRITING | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. Point out how to use the different features in nonfiction books:</p> <ul style="list-style-type: none">• Have your child pick a topic from the table of contents or index and find it in the book.• Show how to read diagrams and learn information from them.• Stop when you encounter an unfamiliar word and look it up in the glossary or a dictionary. | <p>Help your child use different sources to find information about a family pet or a pet that your child would like:</p> <ul style="list-style-type: none">• Check out books about the pet from your local library to read together.• Think of questions about the pet and ask a veterinarian or expert at a local pet store.• Show your child how to find information and answer questions about the pet online. | | | | | | | | | | | | |