



Kindergarten News

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Reading:

Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books

WE MADE IT! This is our final reading unit for the year. We have worked so hard to become super readers this year. In our final unit, we will focus on learning additional strategies for figuring out tricky words while learning to be flexible and transfer strategies from one tricky word to the next and across texts. We will learn to never give up, but instead try multiple strategies to solve hard words. We want to be careful readers that ask ourselves, "Does my reading make sense (Meaning), sound right (Structure), and look right (Visual)?" We will not only use the word-solving strategies, but also pay attention to parts of our books to help us understand and retell our books. We will spend time learning many ways to reread. Readers reread for many purposes: to solve tricky words, to notice new things in their books, and to smooth out their reading. We will also continue to build up our sight word recognition so that we can recognize sight words in our books as well as notice patterns as we read. We also want to strengthen our reading stamina so that we stay focused in our reading for longer periods of time. As children read, their voices should sound smooth and not like a robot. Have your child practice reading in phrases by scooping (reading multiple words at a time and not one at a time). Reading levels D and above, no longer require one-to-one pointing. Instead, children should scan the words with their eyes. At home, please make sure your child is reading every day and is sharing their books with you. As you talk about the books, ask them to retell what the story is about telling: characters, setting, problem/plot and ending. It is important that they begin to include important details about the story and retell the story in order especially when they are reading in higher levels. Reading baggies must be returned each day. Please log on to MyOn to further support reading time at home.

Below is a list of helpful suggestions that you can use when reading **Fiction Books** with your child:

Readers...

- Use information from the cover to make predictions about the story
- Flip through the book and look at the pictures to gain clues as to what the story will be about
- Use pointer finger to read each word
- Look at the beginning sounds of words
- Look at the ending sounds of words
- Look for repeating word wall words
- Look for smaller words within a larger word ex. **looking** ->**look**
- Pay close attention to their reading to make sure it makes sense, sounds right and looks right
- Group words together as they read, to make their reading sound more like talking
- Retell the story in order being sure to include characters, setting, problem/plot, ending/solution

When reading **Nonfiction Books**, readers always...

- Look at the cover/title and think about what they may be learning: "I think that this book is going to teach me about..."
- Stop and think about what they already know about the topic: "I already know that..."
- Take a quick book walk noticing pictures and learning from them: "Wow, here I see... this makes me think..."
- Stop and jot ideas, questions, what they have learned on post its: "I think..." "I wonder why...?" "So far I learned..."

*****Looking Ahead: These are June Benchmark Levels*****

June Reading Level: D/E

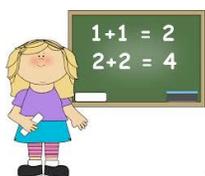
Sight Word Recognition: minimum of 64 words



Writing: Writing True stories: Narrative Writing



This is our final writing unit! We have done a great job in becoming super writers! In this unit, we will revisit personal narrative writing. We will be thinking about small moments from our own lives and write about them. The children will be elaborating or adding more details to their stories by adding a strong beginning, characters' feelings and speech bubbles. Our goal is for the children to write at least 2 sentences on a page across 4 page booklets. Help your child to think of something that happened or they did, practice telling it using a storyteller's. Then to help plan their story, they can draw pictures with labels across pages just like a book. Then they can go back to write sentences that match how their story goes. Writing and pictures should include: who, what, where, why and how. Just like in reading, we will continue to go back to reread our writing to make sure it makes sense, sounds right and looks right. We will continue to work on revising and editing our own work using checklists. Children should reread and self-correct their own work. Sight word knowledge is extremely important to help advance your child's writing. Please continue to have your child say words slowly and listen for the sounds they hear to ensure that they can write across the whole word.



Math: Unit 8: Ten frames and teen numbers

In this math unit, we will work on counting to 100, including counting from numbers other than 1 and by 10s, adding and subtracting in a variety of contexts, making sense of teen numbers as a group of ten ones and some number of leftover ones. The children will be playing games: **Build and Remove, Race to the Sun, Toss 10 chips, How many to 10?** These games will be sent home for continued support. Please continue to play math games sent home weekly to help reinforce math skills taught in school. **Please do not throw out math games because they will be reassigned throughout the year.** You can also log on to pearsonrealize.com for further explanations of lessons and to play games on line.

Sight Words: Every week we send home 4 to 6 word wall words to help with recognition. Please make sure your child is reading and practicing these words. It is important that they can easily recognize these words as they read them in their books as well as be able to incorporate them in their daily writing. You can visit www.sightwords.com for games and ideas to play at home with your child.

****Reminder: a minimum of recognizing 64 sight words should be reached by June.****

Reminders: Please be sure to set aside time for homework everyday. Our children still need your help reading directions and completing their homework. Please log on to MyOn to read extra books and reinforce reading skills. Please log on to Pearson Realize to further support math skills taught in school. Thank you for all your support while the children become independent learners. If you have any questions please feel free to contact us.

Helpful Resources:

- www.sightwords.com
- www.starfall.com
- www.MyOn.com
- www.pearsonrealize.com

Thank you,

The Kindergarten Teachers

Looking Ahead:

- **June 7th: Brooklyn-Queens day, no school for students**
- **June 11th: Clerical Day: no school for students**
- **June 15th: Eid al-Fitr No school**
- **June 21st: Kindergarten Moving-up Ceremony. K-202, K-204, K-205 will be having their ceremony at 9:45 am in the main building's auditorium. K-203 will be having their ceremony at 8:30 am in the main building's auditorium.**
- **June 22nd: Trip to the movie theater to see "The incredibles 2".**
- **June 26th: Last day for all students (early dismissal)**