

TK Suggestions for Help at Home

Language arts:

UPPERCASE/LOWERCASE LETTER RECOGNITION: When shown uppercase letters randomly, the student will say what the name of the letter.

*Practice with flash cards to see how quickly your child can say them. Use the flashcards to play games like “Go fish” or “Concentration.”

LETTER SOUNDS: When shown letters randomly, the student will say the sound that the letter makes.

*Practice with flash cards to see how quickly your child can say the sounds of the letters. Use the flashcards to play games like “Go fish” or “Concentration” – using sounds instead of letters.

BLENDING SOUNDS: When orally given separate syllables, the student will blend the syllables together to create a word.

* Practice by saying syllables such as /pic/ and /nic/. Your child should blend the /pic/ and the /nic/ syllables to create the word “picnic.”

* As your child masters this skill, start blending onset and rime such as /p/ and /ig/ to create the word “pig.” * Then practice up to 3 phonemes such as /c/, /a/, /t/ to create “cat.”

ISOLATING SOUNDS: When orally given a simple word, the student will give the sound of the word that is requested. First start with beginning sounds.

*Practice by saying a simple word such as “red.” Your child needs to isolate and say the beginning sound /r/. Please note that this is not the letter itself but just the sound that the letter makes.

*As your child masters this skill, practice by saying a simple word such as “dog.” Your child needs to isolate and say the ending sound is /g/. Please note that this is not the letter itself but just the sound that the letter makes.

* Then practice isolating the middle sound such as /a/ in “cat.”

IDENTIFYING RHYMES: When orally given a simple word and three other words (1 that rhymes and 2 that do not rhyme), the student must identify and say the word that rhymes.

PRODUCING RHYMES: When orally given a simple word, the student must give another word that rhymes.

*Practice by saying a simple word such as “you” and have your child generate words such as “blue, moo, two, Sue, etc.”

CONCEPTS OF PRINT: When shown a written page, the student answers questions about what he/she knows about the written word.

*When reading books together, ask questions such as:

1. Where is the front of the book?
2. Where is the back of the book?
3. Where is the title of the book? What is it?
4. Where do you start reading?
5. What do you do when you get to the end of a line?
6. Where do you end reading?
7. What is a letter? A word? A sentence?
8. What is a punctuation mark?
9. Can you find a number?

* Have your child point to each word as it is read.

*****BELOW ARE EXTRA ACTIVITIES THAT CAN HELP FUTURE LEARNING:**

COUNTING WORDS IN A SPOKEN SENTENCE: When orally given a simple sentence, the student tells you how many words are in the sentence.

*Practice by saying a simple sentence such as “The sky is blue.” Your child should count the words on his/her fingers and tell you how many words are in the sentence. It is helpful for your child to repeat the sentence as he/she uses his/her fingers to keep track of the words.

SEGMENTING: When orally given a simple word, the student segments or separates the word into sounds.

*Practice by saying a simple word such as “get.” Your child needs to divide the word into the 3 sounds /g/, /e/, /t/. Make sure they are making the sounds that are heard in the word – not how the word is spelled!

READING 1-SYLLABLE WORDS: When shown a simple 3-letter word, the student sounds out each letter and blends the sounds together to read the word.

*Practice by writing a simple 3-letter word for your child to read such as “pin.” Have him/her say the first sound /p/, the second sound /i/, and the third sound /n/. Then he/she blends the sounds together to make the word. It is helpful if he/she touches his/her arm with each sound and then slides his/her hand down his/her arm as the sounds are blended. Or your child may use his/her thumb and fingers as the sounds are said and then he/she puts all fingers together to blend. These techniques should be helpful as your child learns to read the simple words.

HIGH FREQUENCY WORDS: When shown simple high frequency words such as “the, like, we,” the student must read the word QUICKLY and FLUENTLY.

*Practice with flash cards to see how quickly your child can say the words. Use flashcards to play games like “Go fish” or “Concentration” – using the words. Please remind them that these words cannot be “sounded out” but rather memorized.

WRITING LETTERS: Writing letters properly is also a crucial skill of transitional

kindergarten. When orally given letters randomly, he/she writes the letters without looking at the alphabet. Note that the letters must be formed and placed on the lines correctly, starting from the top. Please watch your child as your child writes his/her letters! Bad habits are hard to break! Have him/her write letters with chalk on the sidewalk, with his/her finger in shaving cream on the table, with his/ her finger in salt in a tray, etc. Have fun practicing – but make sure they are doing it properly!

Math:

ROTE COUNTING TO 20 . . . and beyond: Have your child count multiple times a day in different daily situations.

*Count how many steps it takes to go from the front door to the kitchen or how many seconds it takes to tie his/her shoes.

SUBITIZING NUMBERS: The ability to recognize and discriminate small numbers of objects without counting is helpful as your child progresses in math.

*Play games with dice so your child sees the numbers of dots and the number becomes automatic.

COUNTING OBJECTS: Have your child count objects multiple times a day in different daily situations.

*Practice counting objects that are 0-10, such as the number of forks in the drawer or how many socks are in the dryer. Make sure that your child touches each object as he/she counts. You can show the number for that amount.

NUMBER RECOGNITION: When shown numbers 0-10 randomly, the student will say what the number is. (Note: In TK, we are only required to teach 0-10 but you may go higher if your child is ready.)

*Practice with flash cards to see how quickly your child can say the numbers. Use the flashcards to play games like “Go fish” or “Concentration” – using numbers instead of letters.

*****BELOW ARE EXTRA ACTIVITES THAT CAN HELP FUTURE LEARNING:**

SORTING AND CLASSIFYING OBJECTS:

*Practice: What is different? Same? What does not belong? Which is less? More? Equal?

PATTERNING:

*Practice creating AB, AAB, ABB, and ABC patterns. What comes next in the pattern? Practice comparing patterns. Is the pattern the same or different from the other pattern?

COMPARING NUMBERS:

*Practice: Which is less? More? Fewer? Most? Least? What number is missing in the order? (Example, 2,3,__,5)