

Kindergarten Curriculum Night



English Language Arts



- English Language Arts
 - Reading -Literature and Informational Text
 - *Writing - Opinion, Informative/Explanatory, and Narrative Pieces*
 - Foundational Skills - Print Concepts, Phonics, Word Recognition, and Fluency
 - Language - Conventions of Standard English and Vocabulary
 - Speaking and Listening - Comprehension, Collaboration, and Presentation
 - ✦ Content- Science & Social Studies (built into the curriculum)

Math








- **Mathematics**







- Counting & Cardinality- compare numbers, number names, number of objects, sequencing
- Operations and Algebraic Thinking - Addition and Subtraction within 10
- Numbers in Base 10 - Place Value, Counting to 100
- Geometry - Identify, describe, compare & compose 2D/3D Shapes
- Measurement & Data -compare measurable attributes & classify objects in a category

CHAMPS



- Conversation
- Help
- Activity
- Movement
- Participation
- Success

Voice Levels	
Level 0	No talking 
Level 1	Whisper 
Level 2	Partner or Group 
Level 3	Whole group or presentation 
Level 4	Outside Voice 

Whole Group Instruction	
C	Level 0 - no talking Level 3 - Whole group! 
H	Raise your hand 
A	Whole group instruction 
M	Stay in your spot 
P	Actively listening and raising hand to speak 
S	Success! 



100 Book Challenge Parent Introduction



STEP UP TO THE CHALLENGE!



Objective/Rationale



- Our goal tonight is to be able to understand and implement 100 Book Challenge at home and provide information to promote reading at home.

Rationale: How is this program effective?

- Research based program
- Choice is a powerful motivator.
- Conferences provide ongoing monitoring and assessment of student performance and provides **immediate feedback!**
- Differentiates instruction



What is 100 Book Challenge?



- It is an independent reading program
- It's designed to maximize the effectiveness of a school's reading curriculum.
- It provides opportunity for students to read fluently and become proficient readers!
- Its **GOAL** is to develop lifelong readers!!!

How is it used at school?



- Students choose books on their level each day
- Students practice "read to someone/buddy reading" and "read to self"
- Teacher conferences one-on-one or in small groups to work on skills for their level
- Teachers provide immediate feedback
- Students independently record 2 steps daily at school (30 min.)
- Power words

How does it look at home?



- Students will read 2 steps (30 min.) nightly and independently record their steps in their log
 - Ex. 1 step : child reading leveled books with an adult or family member
 - 1 step: working on sight words and/or power words, and beginning sounds in words
- Leveled book and logs must be returned daily to get new books
- Books need to be treated kindly
- Role of the parents 😊 (no distractions, one-on-one, sign the log, foster a love of reading)

My Home Reading Log



My Home Reading Log

Name: KEISEY

Enter one title for every 15 minutes of reading

#	Title	Date	Level	Parent Signature
1	RA	8-29	F	KJ2
2	SW	8-29	F	

Skill Cards



1-3Y: Skills Card

Reader: _____ Room: _____

Active Reading Habits

Listen to books read aloud.

"Read" by myself.

Read at home every night.

Tell someone what the book was about.

1Y Listen to and remember the pattern in Yellow books. Use the pattern and pictures to read the rest of the book.


2Y Point to each word as I read. Use the spaces to separate words.
Try again if what I say doesn't match the number of words.


3Y Make the sound of the first letter of the new word on the page, check the picture, then say something that matches both.


I can get my mouth ready for:


b	c	d
f	g	r
j	k	
m	n	
r	s	
v	w	


1Y: I use the pattern and picture to read each sentence.
2Y: I touch each word as I read.
3Y: I make the sound of the first letter, check the picture, then say something that matches both.


I see a coat. 


I see a dollar. 

I see a frog. 

I see a lady. 

I see a puppy. 

I see a cup. 

I see a crocodile. 

Copyright © 2010 by American Reading Company®
 For more teaching help with this level, visit www.arn.com/arnreading@home.com.

1G: Skills Card

Reader: _____ Room: _____

Active Reading Habits

1. Read 1G Power Words at Flash Speed.
2. When you come to a word you don't know, make its first letter sound.
3. Look at the pictures for clues.
4. Say one word for each written word.
5. Stop if something doesn't look right, sound right, or make sense, and try again.
6. Reread when I'm stuck.
7. Tell someone what the book was about, main idea, and key details.
8. Hear words that do and do not rhyme (cat, dog).
9. Read by myself for 15 minutes without a book.
10. Read at home for at least 30 minutes.

Make the first letter sound for all consonants.

b	c
f	g
j	k
n	p
s	t
x	y

* soft sound

1G Power Words

a	all	am	an
and	are	at	be
big	can	can't	come
do	down	for	get
go	had	has	have
he	here	I	in
is	it	like	little
live	look	lots	love
me	my	no	of
on	one	said	see
she	that	the	there
they	this	to	up
want	was	we	went
what	where	who	why
will	with	yes	you

Copyright © 2010 by American Reading Company®

Question you might be asking yourself at this moment...



- At home, my child reads much harder books than the books he brings home for his 100 Book Challenge reading. Does this mean my child is in the wrong color level?
- Student may want to read a difficult book on a subject of particular interest, this kind of challenging, interest-driven reading is fine, as long as a student is able to enjoy and understand the book!
- Additional Questions