Reading Room News

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Tier Highlights

The children continue to practice foundational skills. We apply phonics skills with decoding (sounding out letters) and encoding (building cvc words). They read decodable sentences (A bug sat in a web.). They practice sight words in isolation and in context. Children read books at their instructional levels. We discuss the main idea, retell the details, tell our favorite part, and connections we had while reading.
All of the students have been working so hard. They "knock our socks off" on a daily basis!

Have fun at home:

- Play Sight Word Hopscotch with chalk in the driveway. (list on back)
- Play Ball. Write sight words or decodable cvc words on a beach ball and toss it around.
- Spell out sight words while jumping rope.
- When reading, use My Reading Strategies Bookmark when trying to figure out a tricky word (on back)
- Find reasons for your child to write. Ask him or her to write the grocery list, menus, how to books, thank-you notes, or birthday cards.
- Read it again and again. Your child may want to hear a favorite story over and over. Go ahead and read the same book for the 100th time! This is beneficial for your child. Retell stories and encourage your child to share his favorite parts.
- Log onto Lexia Core 5 at home. Allow your child to answer independently. Activities adapt based on the student's individual performance to provide support and instruction specific to the type of errors the student is making.
- Take a trip to the Peabody Museum in New Haven.

Earth Day is April 22, 2015

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.

What can you do???

Recycle newspapers, cans, bottles ☺

Turn off the lights and faucets ☺

Plant a tree ☺

Grow vegetables ☺

Clean up after yourself. Don't litter ☺

Kindergarten Sight Words

I	many	say	have
like	*where*	*said*	one
the	find	*was*	ask
and	from	could	help
black	*but*	then	every
orange	this	good	walk
see	came	ate	look
we	*on*	*she*	very
a	will	all	their
brown	into	over	saw
to	your	when	put
green	be	*her*	out
red	*that*	some	off
come	who	*he*	*our*
me	go	must	day
with	*here*	there	take
my	*soon*	away	too
you	for	no	*show*
what	up	by	*him*
are	they	do	*in*
now	make	want	*had*
blue	give	just	*can*
yellow	them	down	over
is	play	little	of
how	new	*only*	so

My Reading Strategies

1. the picture.

2. Get my ready.

3. Say "___" & read to the end.

4. Go back & read it again.

5. Does it right?

6. Does it right?

7. Does it make sense?

8. Find the chunks I know.