

Theme 1

August - November

Theme 2

November - February



Kindergarten - Fountas and Pinnell
**Phonics, Spelling and
Word Study**

Click a theme to learn ways to support your student at home.

Theme 3

February - April

Theme 4

April - June



THEME 1

Students are learning to...

At home you can...

recognize their name.

create a list of names of family and friends. Encourage children to include their own name in the list and read the chart several times a day.

recognize rhyming words.

read poems and books with rhymes and have children identify the rhyming words.

recognize and name most letters.

have children identify lowercase letters on cereal boxes, signs, and other print materials.

hear, say, and clap syllables.

say a word and have them clap the number of syllables they can hear.

hear and say sounds in beginning of words.

encourage children to think of words that start with the same sounds. Start the game by saying, "Let's think of words that start with the letter 'm.' I'll start - monkey."



Students are learning to...

At home you can...

recognize and say the common sounds that are connected to most letters.

write a letter at the top of a paper and have children draw or cut pictures of objects whose names start with that letter.

hear and say the ending sounds in words.

listen for the last sound in a series of words. Give children a category (i.e. food) and have them say words (i.e. cereal, chicken) and identify the ending sound of each word (i.e. /l/, /n/).

hear and say middle sounds in words.

look at one syllable pictures in advertisements (i.e.gum, pan, jam) and have children say the vowel sound they hear in the word.

recognize and write high frequency words.

have children create their own set of high-frequency word cards and read them aloud.

write letters to match spoken sounds.

go on a one syllable word hunt around the home. Have children write each word that is found and have family members read the list of words together.



Students are learning to...

At home you can...

change the beginning sound or sounds to make and solve a new word.

play a word game by changing the first sound in the names of family members, classmates, or familiar objects (i.e. jump, bump, lump etc.)

recognize and use the CVC pattern.

read a rhyming book to help children hear and notice the spelling patterns in words. Draw attention to the similarly spelled words.

hear and say sounds in a word.

read a book with familiar pictures and have children say the name of the picture slowly in order to hear each sound. As children say a word, tap fingers for each sound they hear.

delete the beginning sound of a word.

make up a riddle that includes a clue that is missing the beginning sound. (i.e. This is something I wear. I have a blue one on today. It is my -irt.) Have children guess the answer and make up the next riddle.

recognize and write high frequency words.

have children look at their high frequency word cards and read the words and sort them by the number of letters.



THEME 4

Students are learning to...

At home you can...

recognize beginning and ending consonants sounds and the letters that represent them.

give children a clue about a word you are thinking about (i.e. I'm thinking of a yellow fruit) and have children guess the word (i.e. lemon, banana) and say the letter it starts and ends with (i.e. l, n).

recognize and write high frequency words.

have children read familiar books and identify the high frequency words in the text.

uses onset and rimes to read and write other words with the same parts.

play a game by having children draw pictures of words that sound similar (i.e. dog/log, hat/cat, box/fox). Help children write the words to the pictures, pointing out that the beginning sound changes, and the rest of the word stays the same.

change the ending sounds to make and solve a new word.

play an oral game in which children string words together by changing the last sounds (i.e. pig/pit/pin/pick). See how many words you can string together by changing the last sound. If possible, have children generate the list by writing the one syllable words.