

LANGUAGE ARTS

What should my child be working on in the fourth nine weeks of school?

- Recognizing all 26 letter sounds
- Producing the correct sounds for all 26 letters
- Retelling or re-enacting a story after it is read aloud
- Making inferences and predictions in stories read aloud
- Using information from books to categorize, compare, and contrast
- Combining sentences that give a lot of detail, sticking to topic, and clearly communicating meaning
- Separating a four-word spoken sentence into individual words
- Producing a word that begins with the same sound as a given pair of words
- Using marks, letters, or symbols to record language and verbally share the meaning
- Using directionality when writing (top to bottom, left to right)
- Writing short words and simple sentences
- Build simple four-word sentence
- Using proper punctuation and capitalization rules when writing sentences
- Segmenting a syllable from a word (e.g., ladder is /ladd/... /er/) SPANISH ONLY: (árbol is /ár/... /bol/)
- Combining words to make a compound word (i.e., snow + man = snowman)
- Identifying rhyming words
- Producing a word that rhymes with a given pair of words
- Blending syllables to make words
- Recognizing sight words (it, he, she, go, I, is, the, have, has)

MATH

What should my child be working on in the fourth nine weeks of school?

- Counting up to 10 items and demonstrating that the last count is the total
- Counting 1-10 items, with one count per item (one-to-one correspondence)
- Verbally identifying, without counting, the number of objects from 1 to 5
- Rote counting from 1 to 30
- Recognizing one-digit numerals, 0 through 9
- Using objects to create and verbally share pictorial models for adding up to five objects
- Sorting objects that are the same and different into groups and using language to describe how the groups are similar and different
- Recognizing and comparing heights or lengths of people or objects (e.g., shorter, longer, taller, etc.)
- Measuring and recognizing how much can be placed within an object (e.g., marbles in a jar)
- Creating patterns (e.g., AB, ABB, AAB, ABC)
- Collecting data and organizing it in a graphic representation
- Using concrete objects and pictorial models to solve simple word problems (adding and taking away)
- Creating simple word problems with pictorial models (adding and taking away)
- Using technology to complete simple tasks
- Identifying the technology components

NEWS AND RESOURCES ALL YEAR LONG

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PARENT GUIDE TO

PRE-K FOURTH 9 WEEKS

QUESTIONS TO ASK YOUR CHILD'S TEACHER



- How is my child's behavior?
- How is my child doing socially? Emotionally?
- In what areas is my child doing well?
- In what areas does my child need improvement?
- How has my child improved this school year?
- How can I help my child over the summer?
- How did my child do on the EOY CIRCLE assessment, and what do these results mean?
- How can I ensure my child is ready for kindergarten?

BEYOND ACADEMICS SOCIAL & EMOTIONAL BEHAVIOR

Here are some milestones your child should be meeting:

- Regulates own behavior with occasional reminders or assistance from the teacher
- Remains focused on engaging group activities for up to 20 minutes at a time
- Able to express feelings in a complete sentence
- Interacts with a variety of playmates and may have preferred friends
- Assumes roles and responsibilities as part of classroom community
- Follows familiar/routine three-step directions correctly
- Initiates problem-solving strategies and seeks adult help when necessary
- Demonstrates empathy and caring for others
- Understands the connection between emotions and feelings

HOW CAN I HELP MY CHILD LEARN AT HOME?

- Expand vocabulary by talking to your child in the car or grocery store and pointing out letters and words on signs (e.g., What did you do at school? What was your favorite activity? Why?).
- Ask your child questions after reading a story (e.g., What happened at the beginning? What happened at the end? If you could change the ending, how would you end it? How do you think the character felt?).
- When reading, have your child hold the book and point to each word.
- When reading, point out sight words and words your child may not know.
- Review sight words (is, are, to, go, have, has) by playing games (building words with magnetic letters, playing Memory and Bingo).
- Model and help your child write their first and last name, letters, numbers, and words.
- Help your child practice math skills (e.g., counting food at grocery store, sorting laundry, sorting dishes, etc.)

DATES TO REMEMBER



- 3/30.....Spring Holiday
- 5/1-25.....CIRCLE Middle of the Assessment Window
- 5/28.....Memorial Day
- 6/1.....Last Day of School for Students/Report Card Day

TOOL FOR SUCCESS

HISD's Community Resource Guide is a searchable database of after-school programs, summer camps, ESL and GED services, tutoring, food and shelter assistance, and much more. Visit HoustonISD.org/CommunityResource.

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