

LANGUAGE ARTS

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

- Following two- and three-step oral directions
- Naming at least 20 uppercase and at least 20 lowercase letters in the language of instruction
- Using information from books to describe, relate, categorize, compare, and contrast
- Asking and answering appropriate questions about a book
- Retelling or re-enacting a story after it is read aloud
- Separating a four-word spoken sentence into individual words
- Recognizing that text has meaning
- Producing a word that begins with the same sound as a given pair of words
- Using words to label and describe people, places, things, and actions
- Writing first name using legible letters in proper sequence
- Using marks, letters, or symbols to record language and verbally share meaning
- Blending syllables into words (e.g., /Ma/-/ry/=Mary; /pen/-/cil/=pencil)
- Segmenting a syllable from a word (e.g., /cup/-/cake/=cupcake)
- Making inferences and predictions in stories read aloud
- Recognizing rhyming words

MATH

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

- Counting items from 1-10, with one count per item (one-to-one correspondence)
- Using the verbal ordinal terms (e.g., first, second, last, etc.)
- Sorting objects that are the same and different into groups and using language to describe how the groups are similar and different
- Demonstrating use of location words (e.g., in, on, under, beside, inside, behind, above, below)
- Describing, naming, and creating common shapes (e.g., circle, square, rectangle, triangle)
- Recognizing and comparing heights or lengths of people or objects (e.g., shorter, longer, taller, etc.)
- Rote counting from 1 to 30
- Recognizing one-digit numerals, 0 through 5
- Measuring and recognizing how much can be placed within an object (e.g., marbles in a jar)
- Recognizing and creating patterns
- Collecting data and organizing it in a graphic representation

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PARENT GUIDE TO

PRE-K
SECOND 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?
- Is my child performing on grade level?
- What can we do at home to provide extra help?
- How did my child do on the BOY CIRCLE assessment, and what do these results mean?

BEYOND ACADEMICS SOCIAL & EMOTIONAL BEHAVIOR

Here are some milestones your child should be meeting:

- Follows classroom rules and routines with occasional reminders from the teacher
- Takes care of and manages classroom materials
- Regulates own behavior with occasional reminders or assistance from the teacher
- Sustains attention to personally chosen or routine (teacher-directed) tasks until completed
- Remains focused on engaging group activities for up to 20 minutes at a time
- Interacts with a variety of playmates and may have preferred friends

HOW CAN I HELP MY CHILD LEARN AT HOME?

- Promote independence by encouraging your child to do activities independently (e.g., dress, clean up, and feed themselves).
- Expose your child to a variety of experiences by visiting the zoo, library, parks, and museums.
- Help your child learn numbers and letters by singing songs and chants.
- Expand your child's vocabulary by talking and reading to your child every day.
- Model and help your child learn how to write their name.
- Invite your child to participate in household chores that allow them to practice sorting and other math skills (e.g., sorting laundry, putting away silverware from the dishwasher, counting how many toys can be put into the toy box, etc.)

TOOLS FOR SUCCESS

HISD Pinterest Boards:
[Pinterest.com/HISDechDept/](https://www.pinterest.com/HISDechDept/)

Frog Street Parent Portal:
http://portal.frogstreet.com/online_library/dashboard/bilingual/family_connections

Children's Learning Institute:
cliengage.org/public/parents

Frog Street Parent Library:
TinyURL.com/FSbookLibrary



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