

Dear Parents/Guardians,

As a way to gauge where your child should be at this point in Kindergarten- here are a few skills that you can informally assess them on during this week.

Student will blend sounds into words:

when	yum
quiz	math
vet	box
wish	yes
Ken	this

Student should know without sounding out the following "red" words:

a	I	for	the	and	is	see	has	of	was
he	to	his	go	she	by	do	from	put	how
you	saw	come	what	want	does	have	who	they	are

Student will read passages/parent/guardian will ask questions about what they read:

### Developing

"Ken and Gus"

Ken is a lad. He is six. Gus is his chum. Gus is ten. Gus and Ken ran to the shed to get a big bag. By the shed was a red fox . . . a big red fox! (37)

(Questions: Who is Ken's chum? Where did Ken and Gus run to? What did they see by the shed?)

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### At Grade level

"Rex and the Pup"

Rex and his mom did go to shop for a dog. Rex got a big red pup. Mom got a big bag of dog mix for it. "This is my big red pup, Gus." Gus did yip and yap at Tom. Gus did yap and yip at Dad. He did yip and yap at Mom. Mom got mad. (58)

(Questions: Where did Rex and his mom go? What did Rex get? What did mom get? Why was Mom mad?)

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## Enrichment

"The Quiz"

Don is a lad. He does not want to do his quiz. His quiz is on quags . . . but what is a quag?

A quag is a wet bog. It has lots of mud. The mud in the quag is wet. A quag has a lot of bugs by it.

Will Don do OK on his quiz? Don is a whiz, but can you do his quiz? Fill in the \_\_\_\_\_. Do not quit, you can do the quiz. (77)

Questions-Student reads and writes the correct answer.

1. A \_\_\_\_\_ is a wet bog.
2. \_\_\_\_\_ will be by the quag.
3. The mud in the quag will be \_\_\_\_\_.

Did you do it? Let's see.

1. A quag is a wet bog.
2. Bugs (or mud) will be by the quag.
3. The mud in the quag will be wet.

\_\_\_\_\_ was a whiz at this quiz

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## Rhyming

Say three words, ask student which two rhyme:

- |     |       |      |       |
|-----|-------|------|-------|
| (1) | house | dog  | mouse |
| (2) | cat   | fish | wish  |
| (3) | star  | bag  | car   |

Say word, ask student for a word that rhymes with it. (can be a nonsense word-ex. pot/mot)

- (1) pop
- (2) mat
- (3) pen

Have student count to 20 aloud/continue to count to 100-what comes next? (101)

- skip count by 10's to 100 aloud
- skip count by 5's to 100 aloud
- skip count by 2's to 10 aloud

Count 20 objects using 1:1 correspondence

Ask which number is greater than/less than: 2 or 7 / 10 or 5 / 15 or 17 / 10 or 20

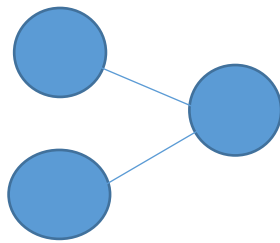
Identify the following shapes:



Make a number bond and write a number sentence for the following story:

John had 10 pieces of candy and his sister gave him 7 more pieces, how many pieces of candy does he have in all?

$$\square + \square = \square$$



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**Blending:** Students should have between 80%(8/10)-100%(10/10) accuracy on these words

**Reading a passage:** Please start with the first passage then, depending on ability, you may continue with the others or have your child try reading them on another day. Some students will read a passage in 45 seconds. It may range all the way to 6 minutes. Some students will concentrate more on blending the words, so they will be unable to answer the comprehension questions. That is why daily blending/reading practice is important.

Thank you!