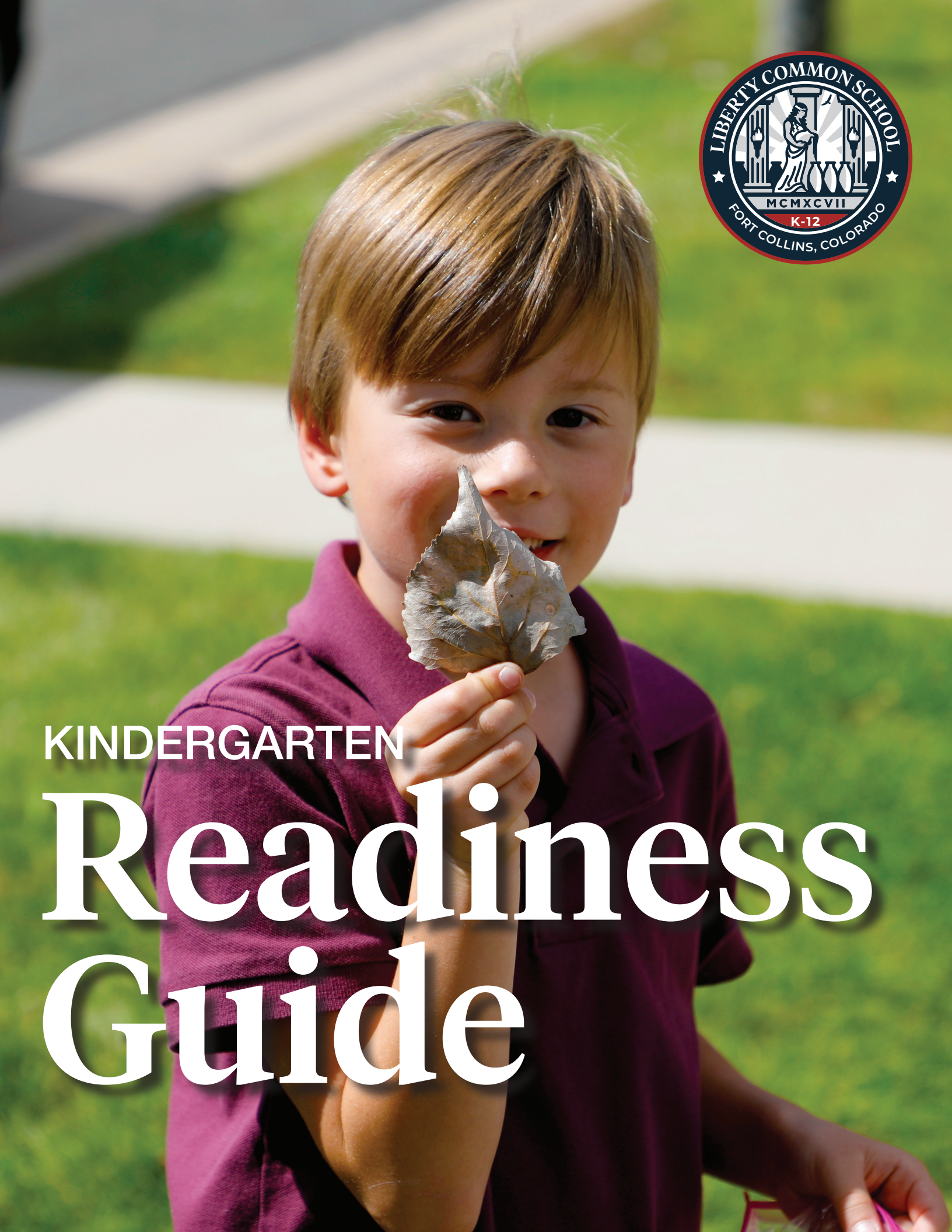


KINDERGARTEN

Readiness Guide

Welcome to Liberty Common School

Dear Incoming Kindergarten Families,

We are honored you have chosen Liberty Common School as the educational home for your child. We look forward to teaching your students and having your family join our Liberty Common School community.

To understand your child's developmental readiness for Liberty Common School's rich and rigorous kindergarten program, we will be hosting **Incoming-Kindergarten Assessments** in April. All incoming kindergarteners need to participate in this assessment. Please work with your child on mastering the following skills, as these are what your child will be assessed on and are part of our starting point for kindergarten.

Math Skills:

- Count – by ones to 100 (1,2,3,4…100)
- Number Recognition – visual and written, from 0–10 and 11–20
- Counting Sets – one-to-one correspondence with quantities 1–10 and labeling with the correct number
- Identify Numbers – as larger or smaller (9 and 3, which number is larger/smaller)

Literacy Skills:

- Rhyming – able to hear rhyming words in a set and to produce rhyming words ("Log, cat, hog, what two words rhyme? / "What rhymes with 'fox'?" Answer: box)
- Letter Recognition – naming upper and lowercase letters, not in ABC order (54 possible correct letters: A-Z upper and lowercase, plus fancy 'a' and 'g')
- Letter Naming Fluency – correctly naming as many upper and lowercase letters, that are randomly arranged, as possible in one minute
- Letter Sound Fluency Test – for one minute, correctly producing the first sound of written letters
- Initial Word Sound – hear and say the first sound in a word
- First Name Writing – write name with the first letter capitalized and all other letters lowercase (Samantha)

You will receive an email the first week of April to schedule your student's assessment through *SignUpGenius.com*. Please plan on being at Liberty Common School for 30-45 minutes for the assessment. While your child is being assessed, we would greatly appreciate your help in completing parent projects that will be available while you wait.

Please contact us via email if you have questions. We look forward to meeting your child and partnering with you on their educational journey.

Sincerely,

The Kindergarten Team

Becky Kleen (Aristotle, Part-Time Instructor)
bkleen@libertycommon.org

Heidi Kirkman (Aristotle, Full-Time Teacher)
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Emily Ronen (Aristotle, Full-Time Instructor)
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Rita Santini (Plato, Part Time Instructor)
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Kindergarten Philosophy

Liberty Common School *Board Policy Manual*
7. EDUCATIONAL PROGRAM
7.7 Kindergarten Philosophy

The objective of Liberty Common School's kindergarten program is to introduce children to school and prepare them for first grade and beyond. This will be a child's first step toward cultivating wisdom and virtue at LCS. The student's primary focus is to learn the content specified by the Core Knowledge Curriculum and the skills developed in Liberty's literacy and math programs. The Core Knowledge content is crucial to developing a foundation of knowledge to build vocabulary and reading comprehension. Students must learn letters and sounds, counting, number recognition, and how to hold a pencil to correctly form letters and numbers. Finally, students are taught the basic behavioral expectations of the school to facilitate learning and build habits of good character.

The Core Knowledge Curriculum for kindergarten is designed as a half-time curriculum acknowledging full-time kindergarten is not an academic necessity. This fact is readily evident by the academic performance of Liberty's half-time and full-time kindergarten students over the years Liberty has offered both options starting in 2003. Test results indicate no difference in long-term academic performance of full-time vs. half-time kindergarteners.

Liberty Common School acknowledges the right and responsibility of parents to direct the education and upbringing of their children. Many 5- and 6-year-old children are not developmentally ready to be in school full-time. Whether or not the state funds full-time kindergarten, Liberty is committed to maintaining a half-time kindergarten to support students who are better served by such a program.

Liberty established a full-time kindergarten program in 2002 to reduce kindergarten class size and provide an in-school childcare option for parents who desired to pay out-of-pocket for their kindergarten children to remain at school full-time. To ensure parity between half-time and full-time academic preparation for first grade, the full-time program is designed to be:

1) 50% academics and skill instruction/development; and,
2) 50% enrichment, skills practice to reduce homework, and supervised playtime.

Enrollment in half-time and full-time kindergarten programs is by lottery. Half-time and full-time kindergarten students are taught in separate classrooms in order to:

1. ensure half-time students receive the entire curriculum including science, history, and *mos maiorum* classes; and,
2. avoid singling out part-time students for leaving "early" and being excluded from the shared experiences of the full-time kindergarteners.

Adopted: 02/27/2020

Liberty Common School
Kindergarten Curriculum Map

	August/September	October	November	December	January	February	March	April	May
Reading	*Three Billy Goats Gruff, Goldilocks and the Three Bears, The Three Little Pigs, The three Blind Mice, Three Little Kittens* *One Two Buckle My shoe, Jack and Jill, Jack Be Nimble, Jack Sprat, This Little Piggie Went to Market*	*Little Red Riding Hood, Breman Town Musicians, The Wolf and the Seven Kids, The Dog and His Shadow* *London Bridges, There was an Old Woman, Old Mother Hubbard, Mary Had a Little Lamb, Baa Baa Black Sheep, Little Boy Blue, Little Bo Peep*	*Time to Rise, The Grasshopper and the Ant, The Legend of the Jumping Mouse* *Hey Diddle Diddle, Diddle Diddle Dumpling, Time to Rise*	*The Velveteen Rabbit, Excerpts from Winnie the Pooh, King Midas and the Golden Touch* *Little Jack Horner, Old King Cole, Ride a Cock Horse*	*The Tug of War, How Many Spots does a Leopard Have?, Lion and the Mouse* *Starlight, Star Bright, Ring around the Rosey, Little Miss Muffet, The More it Snows, Twinkle Twinkle Little Star*	*Snow White and the Seven Dwarfs, Aesop's Fables, The Tortoise and the Hare* *My Nose, Simple Simon, Sing a Song of Sixpence, PataCake, Hot Cross Buns, Hickory Dickory Dock, A Diller a Dollar, Roses are Red*	*Cinderella, Momotaro Peach Boy,* *Humpty Dumpty, Georgie Porgie, See Saw Margery Daw, I Don't Mind You Winter Wind*	*Rain, April Rain Song, Happy Thoughts, Rain Rain Go Away, It's Raining It's Pouring, Rock-a-bye Baby*	*Little Red Hen, The Ugly Duckling, Chicken Little* *Tommy, There was a little Girl, Mary Mary Quite Contrary, Ladybug, Ladybug*
Phonics	Intensive Phonics; Phonemic Awareness Through Use of Mother Goose Rhymes; Handwriting; Riggs Writing Road to Reading Skill map on back	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading Skill map on back	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading Skill map on back	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading Skill map on back	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading Skill map on back	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading Skill map on back	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading Skill map on back	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading Skill map on back	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading Skill map on back
Geography	Foster geographical awareness; Identify and locate the seven continents of the world; Make and use a simple map	Focus on Europe; Maps/Globes; Identify Rivers, Lakes, Mountains; Locate Atlantic & Pacific Oceans	Focus on North America; Locate town, state, country	Focus on Antarctica; Locate North and South Poles (Arctic & Antarctic); Locate Arctic and Indian Oceans	Focus on Africa	Focus on South America; Compare Location of North America/South America; Locate equator	Focus on Asia	Focus on Australia; Review equator	Review the Seven Continents of the World; Review oceans; Review north and south poles
History	U.S .Symbols and Figures; American Flag; Pledge of Allegiance, The Bald Eagle	Kings and Queens; Early Exploration; Columbus; Native Americans; Queen Isabella; Nina; Pinta; Santa Maria; New World	Native Americans—Past & Present; Compare four tribes; Pilgrims; Mayflower Plymouth Rock Thanksgiving Day	Colonial towns & townspeople; President—George Washington; Father of our Country; Legend of Cherry Tree; Symbol; Mount Rushmore	President—Thomas Jefferson; Declaration of Independence; Slavery; Democracy; 4th of July; The White House	President— Abraham Lincoln; Humble origins; Honest Abe; Slavery	President—Theodore Roosevelt; Symbol; The Statue of Liberty	President—Current; Review Mount Rushmore and 4 presidents	Review all Symbols and Figures
Math	Match & sort; Numbers 1–10; Order; Graphing	Shapes & Solids; Patterns; Length & Size; Compare objects	Weight; Capacity; Comparing sets; Comparing numbers; More than/less than	Tens and Ones; Number Words 1-10, 11-20; Numbers 1-30	Number Bonds; Addition; Measurement	Subtraction; Count by 2's, 5's	10's Time/Order; Time to the Hour; Calendar—days, months	Money/Economics, Fractions	Review addition and subtraction
Science	Plants and Plant Growth; Trees-Deciduous and Evergreen; Farming	Animals and their Needs	Seasons	Weather	The Human Body: Study of the Five Senses	The Human Body: Health and Nutrition Habits	Magnets	Taking Care of the Earth	Review Plants and Farming
Latin	Teacher/Student Hello/Goodbye Latin alphabet	omestic Animals Wild Animals	Seasons	Weather	Facial Features	Body Parts	Family Members	Gardening	Review
Sayings	A place for everything…; Do unto others….; Great oaks from little acorns grow.	A dog is a man's best friend; Better safe than sorry	The early bird gets the worm	Practice makes perfect	Look before you leap	Where there's a will there's a way	It's raining cats and dogs	April showers bring May flowers	Review all
Legends & Biographies Foundation Stones	Johnny Appleseed/John Chapman Respect	Responsibility	Self Control	Cooperation	Jane Goodall Citizenship	Casey Jones Integrity	Perseverance	The Wright Brothers Wilbur and Orville Review all	George Washington Carver Review all

Liberty Common School
Kindergarten Phonics Skill Map

Skill	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Phonics	*Learn the oral and written phonograms: c,a,d,f,o,g,s,qu,b,e,h,i *Recognize and name 14 letters of alphabet already taught *Recognize and name initial and end consonant sounds *Clap syllables in names and words, compound words, sound isolation *Understand rhyming words	*Learn the oral and written phonograms: j,k,l,m,n,p,r,t,u,v,w,x,y,z *Recognize and name 26 letters of the alphabet *Simple blending of phonograms *Recognize and name initial, middle and ending sounds *Segment spoken words into phonemes (ex: given bat.../b/ /a/ /t/) *Understand onsets and rhymes	*Learn the oral and written phonograms: sh,th,ee,er,ir,ur,wor,ear,ay,ai,ow,ou,aw,au *Blend phonograms through reading the phonetic readers *Read and write words with long vowels and silent e (ex: late, bite, note, cute) *Understand long and short vowels *Spell phonetic words (CVC) *Read and write words containing initial consonant clusters (ex: fl, tr, sp...) and consonant diagraphs such as sh, th, ch	*Introduce phonograms: ew,eu,oy, oi,ng,ck,oa,oe,ea,ch,ed,oo,igh *Blend phonograms through reading the phonetic readers *Spelling test utilizing short vowels, long vowels, and blends.
Reading	*Read one syllable words (hat) *Read sight words: the, of, and, a, to, in *Understand and follow oral directions *Distinguish fantasy from realistic text *Relate parts of a story (beginning/middle/end) *Predict what happens next *Identifies main character and setting	*Read one and two syllable words with blends (ex: snap) *Read sight words: is, you, that, it, he, for, was, on, are, as with, his *Follow oral directions *Describe an author, illustrator *Identifies problem, solution of story *Quarter 1 skills	*Read phonetic books with short vowels and a few sight words *Read sight words: they, at, be, this, have, from, I, or, by, had, not, but, what, all, were, when *Quarter 1 and 2 skills	*Read phonetic books with blends, short and long vowels and sight words *Read sight words: said, there, your, she, each, an, which, how, many, could, would *Quarter 1, 2, and 3 skills
Writing	*Begin to understand the concept of print *Copy print into Writing Log *Write single syllable words (hat) *Write letters to represent phonogram sounds	*Copy print into Writing Log *Write letters to represent phonogram sounds in Writing Log *Write single syllable words (ex: hat) *Begin to write single syllable words into Writing Log independently	*Write words with correct initial and final consonant sounds *Write simple responses on content in Writing Log *Name a noun/verb/adjective *Copy print from whiteboard	*Writes phonetically in Writing Log – simple responses on content *Write own simple sentences using capital initial letters and punctuation correctly. *Copy print from whiteboard
Penmanship	*Form 14 letters learned correctly *Write first name correctly *Copy print from whiteboard *Write left to right on writing line *Copy sayings and poetry	*Form 26 alphabet letters correctly *Copy print left to right on a writing line *Copy print from whiteboard (paying attention to spacing between words) *Copy sayings and poetry *Quarter 1 skills	*Form 26 alphabet letters correctly (upper and lower case) *Write first and last name correctly *Copy print from whiteboard (paying attention to correct spacing and punctuation) *Make own writing fit like an example given *Quarter 1 and 2 skills	*Form 26 alphabet letters correctly (upper and lower case) *Write first and last name correctly *Copy print from whiteboard (paying attention to spacing and punctuation) *Make own writing fit like an example given *Write address and phone number *Quarter 1, 2 and 3 skills

Starting Skills for Kindergarten

A goal of the Kindergarten Teaching Team is to help your student thrive academically and cultivate a lifelong love of learning. To ensure a smooth transition into kindergarten, we ask for your support in preparing your child for a successful year. Below are foundational skills we encourage you to work on with your incoming kindergartener, aiming for proficiency in these areas before the school year begins as this will help your student have the best start possible.

Literacy

- Identify and name all 26 upper and lowercase letters in random order
- Identify initial sounds in words (example: /p/ in pig)
- Write their name: first name with the first letter capitalized and the remaining letters lowercase (example: Samantha)
- Hear rhyming words in a set (example: “Mad, moose, sad, which words rhyme?)
- Produce rhyming words (example: “What rhymes with ‘fox’?”- box, locks, gox)
- Can sit and listen to a story read to them for 15 minutes
- Can retell the main points in a story read to them

Math

- Consistently recognize and name numbers 0-10 and have begun to work on numbers 11-20
- Write numbers 1-10
- Consistently and correctly count groups with quantities 1-10 and have begun to work on 11-20 (example: a pile of 8 blocks or a string of 5 beads)
- Differentiate between more and fewer in groups of items
- Orally count by ones to 100 (1,2,3,4,5,6…100)
- Identify the following shapes: square, circle, rectangle, triangle
- Identify the following colors: red, yellow, blue, green, orange, purple, pink, black, white, brown and gray

Other Skills

- Consistently and correctly follow 3 step directions
- Independently entertain her/himself for 10 minutes without using an electronic device
- Properly hold scissors and cut a long straight line
- Properly hold and write with a pencil (please use the provided handout for proper pencil hold)
- Clean up after her/himself in a timely way (supplies, lunch, toys, individual space)
- Basic manners (please, thank you, excuse me, take turns, wait patiently, share toys)
- Take care of hygiene practices (wash hands, bathroom needs, blow nose)
- Independently pack and unpack backpack and lunch box

Reading to Your Child

Your child will become a better learner with your involvement in their education. As one of the most important people in your child's life, you can make a critical difference in how successful they will be in school. Reading together is an essential way to support your child's education. The Liberty Common Great Books List is a curated collection of beautiful books that promote all that is good, beautiful and true. We suggest choosing books on the K-2nd list to share with your child in addition to other wonderful books of your choice. When reading with your child, use the following tips:

- Read to your child every night if you can. It is one of the most important activities the two of you can share. Use the time to cuddle together and make the reading experience loving and enjoyable.
- Remember not to turn every reading session into a lesson. Your overall goal is to provide a pleasurable reading experience.
- Choose books that are the appropriate level and of interest to your child.
- Occasionally, have your child place his or her finger under each word as the two of you read.
- Ask your child to predict what will happen next at a natural point in the story.
- Ask your child if he or she liked the way the book ended. If yes, ask why. If not, ask how he or she might change the ending.
- Children often choose to read or listen to the same books over and over. Go for it! This repetition helps your child with vocabulary, word recognition, and story sequence, among other important skills.
- Don't worry about having your child read to you. Your child will gain more from the experience if he or she is allowed to listen and take in the story while you read.

According to our **Charter**, *"The development of literacy will be one of the primary aims and focuses of effort in the School. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. Particularly in the early grades, the School will emphasize reading and more reading."*

*"Parents will also be encouraged to spend time reading aloud to children at school and/or in the home, coaching them in skill development, and otherwise contributing time and talents in a variety of ways." (**Board Policy Manual**, Section 1.10 Parent Involvement and Responsibility)*

*"Reading is our first priority. This means the ability to read at grade level supersedes all other academic goals for students." (**Board Policy Manual**, Section 7.1 Academic Priorities)*

80 Skills to Have Before Starting Kindergarten

Everyone knows learning begins at home, but what should be taught? Are there skills and concepts kids should master before entering kindergarten? This list, compiled by researchers for World Book, Inc. based on a survey of 4,500 kindergarten teachers, represents the ideal – something parents can aim for. Don't try to cram in all the lessons at once. Teaching these skills and concepts doesn't require large blocks of time. School-readiness skills are best taught in small doses with repetition over months – and without pressuring your child.

Social-Emotional

- knows their own first and last name
- expresses self verbally and talks easily
- joins in family conversations
- can be away from parents for 7 hours
- recognizes authority
- maintains self-control
- works independently for multiple minutes
- meets visitor without much shyness
- looks forward to going to school
- identifies other children by name
- gets along with other children
- shares with others
- cares for own belongings
- puts away toys
- helps with family chores
- can take care of toilet needs independently
- knows when and how to use a tissue
- dresses self
- brushes teeth
- carries a plate of food
- independently packs and unpacks own backpack
- knows parents' names
- knows own birthday
- knows a parent's phone number
- knows city and state of residence

Ways to Strengthen These Skills:

- eat meals at a table, without devices
- host and attend playdates
- give your child responsibilities at home
- get involved in activities outside your home
- practice, practice, practice

Reading Readiness

- answers questions about a short story
- looks at pictures and can tell a story
- pretends to read
- has been read to frequently
- understands that one reads from left to right
- repeats a 6-to-8-word sentence
- identifies own first name in writing
- prints some alphabet letters
- prints own first name (only first letter in upper case)
- names the letters of the alphabet
- knows some nursery rhymes
- knows the meaning of simple words

Ways to Strengthen These Skills:

- read to your child daily
- have books available to your child at home, including audiobooks
- recite nursery rhymes together
- talk about the definitions of words
- visit the library

Math

- recognizes primary colors
- recognizes circles, triangles, squares, rectangles
- orally counts to 100
- writes numbers 1-10
- can count objects to 10

Ways to Strengthen These Skills:

- count out loud together
- give your child things to count
- look for shapes all around you

Gross Motor Skills

Is able to:

- run
- walk a straight line
- jump
- hop
- alternate feet walking down stairs
- march
- stand on one foot 5-10 seconds
- walk backward for 5 feet
- throw a ball

Ways to Strengthen These Skills:

- play outside a lot
- create obstacle courses
- ride scooters or bicycles
- walk/hike as a family
- go to the park, pool
- practice, practice, practice

Fine Motor Skills

Is able to:

- paste pictures on paper
- control pencil and crayon well
- draw and color beyond scribbling
- draw and cut simple shapes
- handle scissors
- clap hands
- button and zip clothes
- build with blocks
- complete simple puzzles (5 pcs or less)

Ways to Strengthen These Skills:

- play with playdough
- squeeze things: glue bottle, squish ball
- build with Lego, blocks
- draw, paint, cut, glue
- color in coloring books
- bead things: necklaces, bracelets
- practice, practice, practice

Listening & Sequencing

- follows simple 3-step directions
- pays attention for five or more minutes
- recognizes common sounds
- retells a simple story in sequence
- repeats a sequence of sounds
  repeats a sequence of at least 4 orally given numbers

Ways to Strengthen These Skills:

- read or tell a story and have your child retell it to you
- play “Simon Says”, “Red Light, Green Light”
- practice, practice, practice

Concepts

- knows body parts
- understands night and day
- understands:
  big and little
  long and short
  up and down
  in and out
  front and back
  top and bottom
  over and under
  empty and full
  more and less
  fast and slow
  hot and cold

Ways to Strengthen These Skills:

- talk about opposites
- play “Simon Says”

Foundation Stones

Academic and personal integrity are essential to the success of our educational mission. The school helps parents develop the student's intellect and character by grounding them in strong morals and responsible citizenship. Liberty Common invests thirteen years of character education into the lives of its students, providing scholars with the moral tools needed to live in a democratic republic and share in common virtues.

As a Liberty Common School student, I will practice the following character qualities:

Respect
Showing consideration for the rights and wellbeing of others and ourselves; treating all with due esteem and honor.

Responsibility
Keeping our commitments, being accountable for our actions, being dependable stewards of ourselves, our families, our property, and our community.

Self-Control
Being proper in words and deeds, relying upon ourselves to correctly regulate our own thoughts and behavior.

Perseverance
Being steadfast in our duties, responsibilities, and in achieving worthy goals despite adversity.

Cooperation
Exchanging with others ideas, effort, and virtue toward achieving a noble goal; uniting talents in pursuit of positive outcomes.

Integrity
Knowing right from wrong and having the courage, in every situation, to do what is right.

Citizenship
Leading a community by loving our family, being loyal to friends, promoting liberty and justice for all, being self-reliant, courageous, and living with honor.

Manners

We believe in manners, some might call them old fashion manners, here at Liberty Common School. In Kindergarten, manners are one way we instill our Foundation Stones. If you are not already, we ask parents to please work on these manners at home while we work on them at school. Thank you.

1. **"Please" and "Thank You"** – We ask students to politely request things by saying, "please," and to say, "thank you" when they are given something. Showing consideration for others supports our Foundation Stone of RESPECT.

2. **Making Eye Contact and Greeting Others** – We ask students to make eye contact with people and say, "Good morning, _____," when they are greeted upon their arrival in the morning. This supports our Foundation Stone of RESPECT.

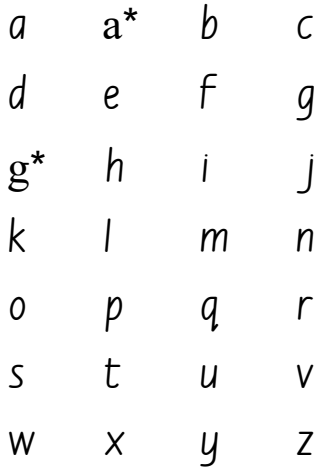
3. **Not Interrupting** – When an adult or student is speaking to the class, we ask students to raise their hand if they have something to share or need something. When an adult is talking to another person, we ask students to wait patiently for their turn. They may touch the adult's arm to let her/him know they are waiting and then wait patiently. This supports our Foundation Stones of SELF CONTROL and RESPECT.

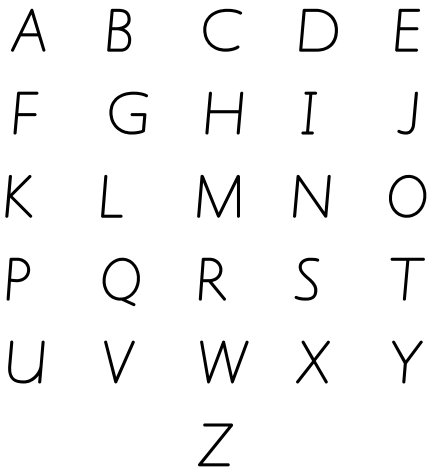
4. **Celebrating Other's Successes and Helping** – We encourage students to celebrate each other's successes. We are a community and any one success is a success for all of us. We also encourage students to help in the classroom and learn to serve others. This supports our Foundation Stones of CITIZENSHIP and COOPERATION.

5. **Clean Up After Yourself** – Early in the Kindergarten year, we teach students the saying, "A place for everything and everything in its place." We ask students to clean up after themselves. We want them to take responsibility for their materials, possessions, and actions. This supports our Foundation Stones of RESPONSIBILITY and INTEGRITY.

Letter Identification

A set of flashcards is included with this packet. When practicing with your child, please present letters in a random order, not alphabetical order.





Strategies for Teaching the Alphabet

- Work on 3–5 letters at a time to prevent frustration
- Use sidewalk chalk, bath paint, window markers, a dry erase board and markers, magnet letters, and flashcards, etc. to practice recognition
- Lay flashcards out on the ground and have child jump, crawl, run, skip, etc. to the letter you name
- Make a fishing line with a magnet attached; have child fish for letter flashcards that have paper clips attached
- Play “I Spy the ABCs” while driving in the car, look for letters on signs and license plates
- Have a scavenger hunt with letters, write letters on sticky notes or use the flashcards and place them around the house, have your child name them when found
- Play “Memory” matching the upper and lowercase letters, have your child name each letter that is flipped over
- Use water and a paintbrush, paint a letter on the driveway and have your child identify it before it evaporates
- Form letters with playdough

Riggs Phonograms

The 40 phonograms kindergarteners will be learning are presented on video which can be accessed on YouTube at:

- Liberty Common Kindergarten — Riggs 1 Letter Phonograms
  https://www.youtube.com/watch?v=w1V-BtkWaJc
- Liberty Common Kindergarten — Riggs 2–3 Letter Phonograms
  https://www.youtube.com/watch?v=9T-S_L6zNSc

Oral and Written Phonograms (1-40)

Your kindergartener will learn 55 phonograms. For the first 40 phonograms (1-40), kindergarten students need to be able to recite every sound associated with each phonogram. They also need to write the phonograms when all the sounds are dictated to them. Kindergarteners should have 100% mastery of the first 40 phonograms by May.

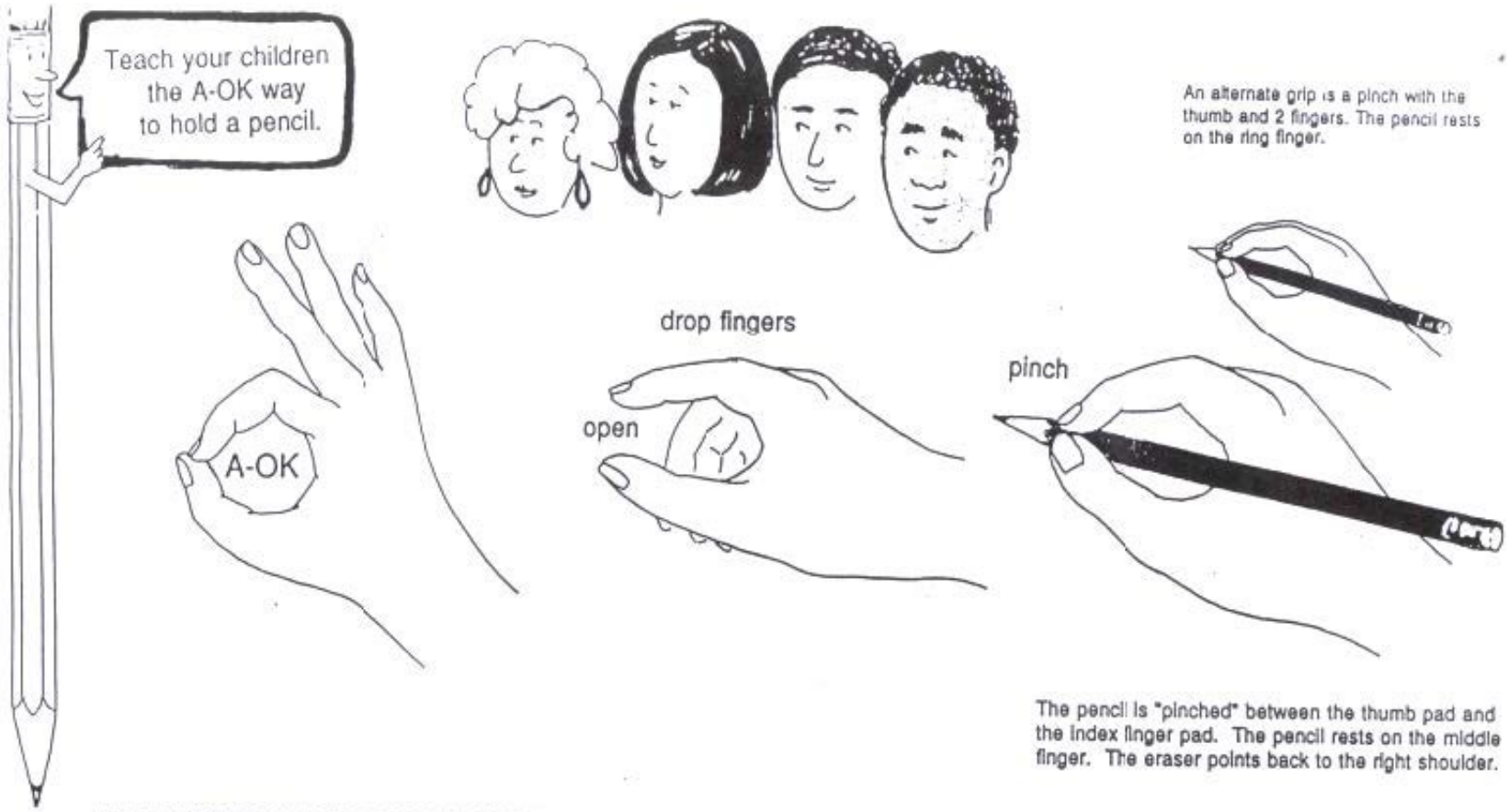
	Phonogram	Sounds Represented	Word Examples
1	a	ă – ā – ah – aw	**a**t – t**a**pe – w**a**nt – t**a**lk
2	c	k – s	**c**at – **c**ent
3	d	d	**d**id
4	f	f	**f**ast
5	g	g – j	**g**ood – **g**entle
6	o	ah – ō – ōō – aw	**o**dd – **o**ver – d**o** – c**o**st
7	s	s – z	**s**it – a**s**
8	qu	kw	**qu**it
9	b	b	**b**ig
10	e	ĕ – ē	**e**nd – **e**ven
11	h	h	**h**ead
12	i	ĭ – ī – ē	**i**t – s**i**lent – rad**i**o
13	j	j	**j**ust
14	k	k	**k**ind
15	l	l	**l**et
16	m	m	**m**et
17	n	n	**n**ice
18	p	p	**p**et
19	r	r	**r**ound
20	t	t	**t**ent
21	u	ŭ - ū – ōō - o͝o	**u**p – m**u**sic – tr**u**e – p**u**t
22	v	v	**v**ase
23	w	w	**w**et
24	x	ks	bo**x**
25	y	y – ĭ – ī – ē	**y**ippie – m**y**th – b**y** – bab**y**
26	z	z	**z**ero
27	er	r	her
28	ur	r	n**ur**se
29	ir	r	f**ir**st
30	wor	wr	works
31	ear	r	early
32	sh	‘sh’ used at the beginning of a word, end of a syllable, not at the beginning of any syllable after the first one, except for the ending “ship”	**sh**oe – fini**sh**
33	ee	ē – double ee always says ē	f**ee**t
34	th	th – th	**th**in – **th**is
35	ay	ā – “ay” that we **do** use at the end of English words	may
36	ai	ā – “ai” that we **do not** use at the end of English words	f**ai**l
37	ow	ow – ō	c**ow** – l**ow**
38	ou	ow – ō – ōō - ŭ	**ou**t – f**ou**r – y**ou** – t**ou**ch
39	aw	‘aw’ that we **do** use at the end of English words	saw
40	au	‘au’ that we do not use at the end of English words	s**au**ce

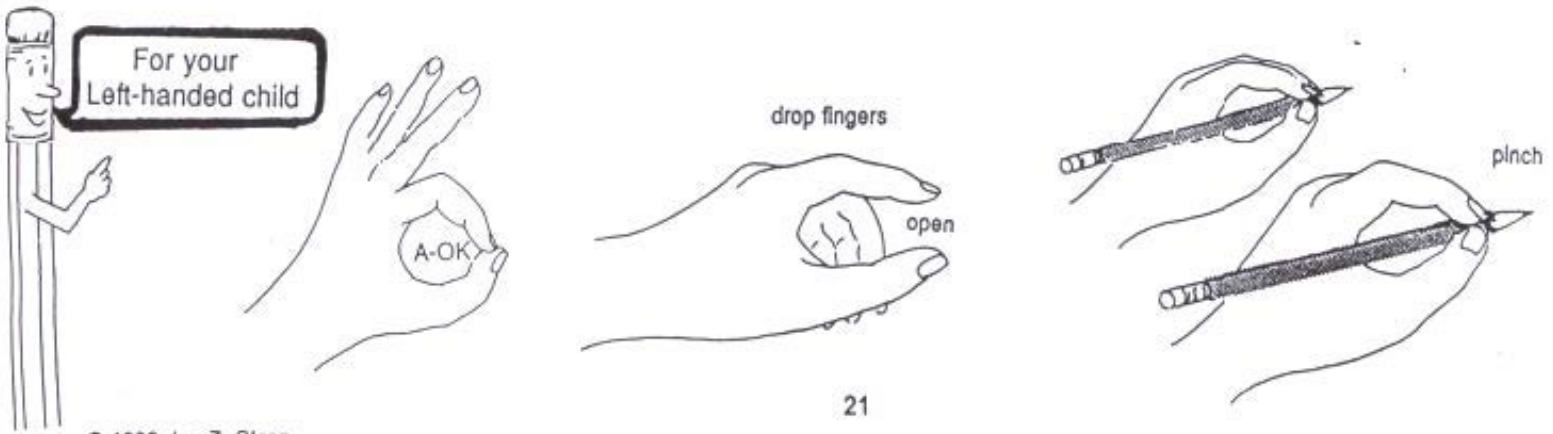
Oral and Written Phonograms (41-70)

We will go over the 15-starred phonograms in class. We do not require 100% mastery of these 15 phonograms, but we do hope the kindergarteners will learn them as they will help them in their reading.

	Phonogram	Sounds Represented	Word Examples
*41	ew	ōō – ū that we **do** use at the end of English words	gr**ew** – f**ew**
*42	eu	ōō – ū that we **do not** use at the end of English words	n**eu**tral – f**eu**d
*43	oy	oy that we **do** use at the end of English words	toy
*44	oi	oi that we **do not** use at the end of English words	n**oi**se
*45	oo	ōō – o͝o – ō	r**oo**m – l**oo**k – d**oo**r
*46	ch	ch – k- sh	**ch**eck – e**ch**o – **ch**ef
*47	ng	ng	ri**ng**
*48	ea	ĕ – ē – ă	**ea**t – h**ea**d – br**ea**k
49	ar	ar	c**ar**d
*50	ck	/k/ - 2-letter 'k' used only after a single vowel which says ă – ĕ – ĭ – ŏ – ŭ	pa**ck**
*51	ed	ed – d- t past-tense ending	grad**ed** – lov**ed** – mix**ed**
52	or	or	for
*53	wh	hw	**wh**en
54	ui	ōō – ī – ĭ that we **do not** use at the end of English words	fr**ui**t – g**ui**de – b**ui**ld
*55	oa	ō – the 'o' of boat	b**oa**t
56	ey	ā – ē that we **do** use at the end of English words	th**ey** – vall**ey**
57	ei	ā – ē that we **do not** use at the end of English words	v**ei**l – c**ei**ling
58	eigh	ā – 4-letter ā	weigh
59	igh	ī – 3-letter ī	hi**gh**
60	ie	ē – ī	f**ie**lds – l**ie**
*61	kn	/n/ - 2-letter 'n' used only at the beginning of a base word	know
62	gn	/n/ - 2-letter 'n' used both at the beginning and end of a base word	**gn**aw – rei**gn**
63	wr	/r/ - 2-letter 'r'	**wr**ite
*64	ph	/f/ - 2-letter 'f'	**ph**onogram
65	dge	/j/ - 3-letter 'j' used only after a single vowel which says ă – ĕ – ĭ – ŏ – ŭ	badge
*66	oe	ō – the 'o' of toe	toe
67	tch	/ch/ - 3-letter 'ch' used after a vowel which says ă – ĕ – ĭ – ŏ - ŭ	catch
68	ti	/sh/ - tall letter 'sh' used at the beginning of any syllable after the first one	na**ti**on - sta**ti**on
69	si	/sh-zh/ used at the beginning of any syllable after the first one	ses**si**on – vi**si**on
70	ci	/sh/ - short letter 'sh' used at the beginning of any syllable after the first one	works

Pencil Grip Image





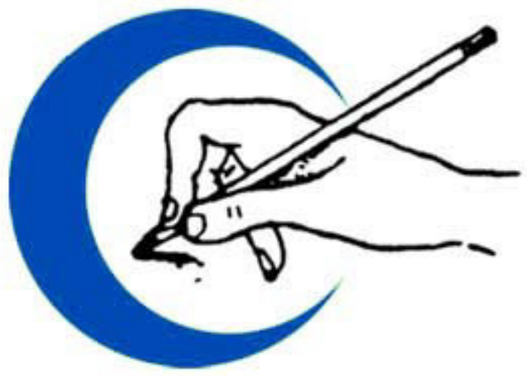
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Chart of **CORRECT** and **INCORRECT**
Handwriting Positions

Correct



1. The pencil rests on the first joint of the middle finger with the thumb and index fingers holding the pencil in place.



2. Same as Figure 1, except the fingers are closer to the pencil point.



3. Same as Figure 1, except the pencil is held perpendicular to the table.

Incorrect



4. Thumb and index finger holding pencil, with index finger overlapping the thumb.



5. Pencil held by tips of fingers, thumb on one side, middle and index fingers on the other.



6. Thumb wraps around pencil with index and middle fingers pressing pencil to ring finger.



7. Pencil is held between the index and middle fingers, pressing pencil to the thumb.



8. Index, middle and ring finger tips hold one side of the pencil, the thumb holds the other.



9. Thumb on one side, index and middle fingers on the other, all pressing the pencil to ring folder.



10. Index finger holds pencil to middle finger with the thumb overlapping the index finger.



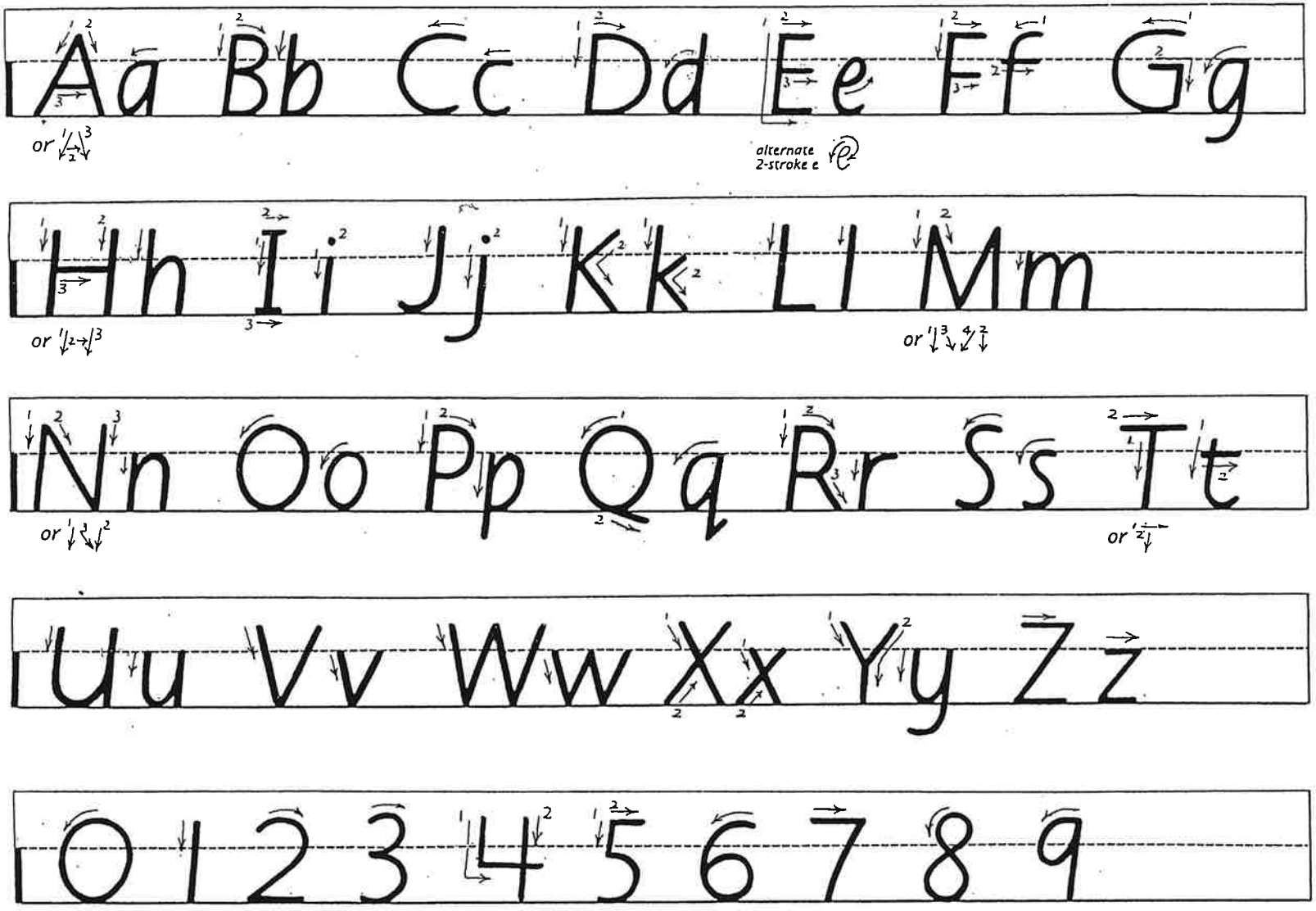
11. The thumb holds the pencil along the first joints of the rest of the fingers.



12. The pencil is grasped in the first and held up against the thumb.

BASIC ITALIC ALPHABET

All letters written in one stroke unless otherwise indicated.



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Uppercase Alphabet Cards

Cut and use these cards to help your child learn to identify and name the uppercase letters of the alphabet.

A	B
C	D
E	F
G	H

I	J
K	L
M	N
O	P
Q	R

S	T
U	V
W	X
Y	Z

Lowercase Alphabet Cards

Cut and use these cards to help your child learn to identify and name the lowercase letters of the alphabet.

a	b
c	d
e	f
g	h

i	j
k	l
m	n
o	p
q	r

s	t
u	v
w	x
y	z

Number Cards

Cut apart and use these cards to help your child learn to identify and name numbers 0-20.

0	1
2	3
4	5
6	7

8	9
10	11
12	13
14	15
16	17

18	19
20	