

Kindergarten Family Meeting

Reunión Para Familias del Jardín de Infancia

Kinzie Elementary School

11-20-17

7:45-9:00 AM

Facilitators:

Elsa Diaz-Santiago

Karen McLinden

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Meeting Objectives/ Objetivos de la Reunión

- **Understand the expectations of the Common Core Standards for Kindergarten/ *Entender las expectativas de los estándares Common Core para el Jardín Infantil***
- **Provide parents with resources for helping their child build and increase foundational literacy and reading comprehension skills/ *Proveer recursos a los padres para ayudar a fomentar las destrezas de alfabetización y comprensión de lectura***

Attendance/ Asistencia

- **An estimated 1 out of 10 students in kindergarten and 1st grade are chronically absent (Chang et al, 2008)/** *Se estima que 1 de cada 10 estudiantes en el jardín de infancia y primer grado están ausentes crónicamente (Chang et al, 2008)*
- **Research has shown a direct correlation between good attendance and student achievement (Dekalb, 1999).** *Las investigaciones indican que hay una correlación directa entre el logro académico y la asistencia de los estudiantes (Dekalb, 1999)*

Attendance/ Asistencia

Absences to Date/Ausencias Hasta La Fecha

Room/Salón 122--- 29 absences/*ausencias*

Room/Salón 127--- 57 absences/*ausencias*

20% of the School Report Card is based on attendance

20% de la Boleta Escolar está basada en la asistencia

7:30 am---2:30 pm

Common Core Standards

Estándares

- **College and Career Ready**
- *Preparados Para Colegio y Carrera*
- **Critical and analytical thinking**
- *Razonamiento critico e analítico*
- **Formulate arguments and opinions supported by EVIDENCE**
- *Formular argumentos e opiniones basados en EVIDENCIAS*

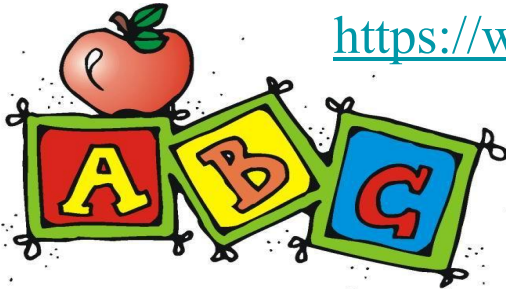
Common Core Standards/**Estándares** Foundational Skills/**Destrezas Fundamentales**

□ **Print Concepts/Conceptos de Imprenta**

1. Reading LEFT to RIGHT/**Leer de IZQUIERDA a DERECHA**
2. Spoken words are represented in writing using sequences of letters/
Las palabras habladas son representadas en escritura a través de secuencias de letras
3. Written words are separated by spaces/
Las palabras escritas llevan espacio que las separa
4. Recognize and name ALL uppercase and lowercase letters/
Reconocer e identificar TODAS las letras mayúsculas y minúsculas

<https://www.youtube.com/watch?v=0jjuDkHJVLg>

<https://www.youtube.com/watch?v=T4n-KS3MJOU>



Common Core Standards/**Estándares** Foundational Skills/**Destrezas Fundamentales**

□ Phonological Awareness/ **Conocimiento fonológico**



1. Rhyming words/**Palabras que riman**
2. Syllables/ **Silabas**
3. Onsets and rhymes of 1 syllable words/ **Letra inicial y la rima con que termina una palabra de una sílaba** (i.e “cat”—”c”in the onset and “at” is the rhyme)
4. Isolate and pronounce beginning, middle, and end sounds/ **Aislar los sonidos al inicio, medial, y al final de una palabra**

Cat---/c/ beginning sound; /a/ middle sound; /t/ ending sound

Common Core Standards/**Estándares** Foundational Skills/**Destrezas Fundamentales**

□ Phonics and Word Recognition

□ Fonética y reconocimiento de palabras

1. Long and short vowel sounds/**Sonido de las vocales en inglés**
2. Consonant sounds/ **Sonidos de las consonantes**
3. Read high frequency words/ **Leer palabras de uso frecuente**
4. Distinguish similarly spelled words by identifying the sounds of the letters that differ/ **Distinguir entre palabras que se escriben similarmente identificando los sonidos de las letras que son distintos**

Fifty High-Frequency Words

I	like	me	can	see
am	is	look	a	my
the	and	we	come	go
to	are	here	you	in
on	up	was	saw	said
do	went	play	out	have
he	she	with	they	were
has	for	came	them	this
him	her	his	what	be
us	as	at	who	it

What is reading comprehension?

¿Qué es comprensión?

- **Understanding**
what we read and
being able to
identify the
author's purpose
- ***Entender lo que
estamos leyendo y
poder definir la
intención del autor***



Why is it *important* to be able to comprehend?

¿Por qué es importante comprender?

- It is through reading that we can become knowledgeable about our world.
- *A través de la lectura podemos obtener mucho conocimiento de nuestro mundo.*



Kindergarten Standards--Comprehension/ Estándares del Jardín Infantil—Comprensión

ASK and ANSWER questions about unknown words in a text
HACER y CONTESTAR preguntas sobre palabras desconocidas en un texto

Example: The Black Sheep by L. Frank Baum

Baa, baa, black sheep One for my master

Have you any wool? And one for my dame,

Yes, sir, yes, sir And one for the Little boyu who lives down the lane.

Three bags full

Question: What is wool?

Kindergarten Standards/

Estándares del Jardín Infantil

- **ASK and ANSWER questions about key details in a text/**
- **HACER y CONTESTAR preguntas sobre detalles en el texto**

Jack Hartman “6 Questions” Song

<https://www.youtube.com/watch?v=0Bz4-1YKI1M>

Frog and Toad Together by Arnold Lobel

Example:

Who?	Who were the characters in this chapter?
What?	What does Frog give Toad?
Where?	Where did the story take place?
When?	When did Toad’s seeds begin to grow?
Why?	Why did Toad think his seeds were not growing?
How?	How does Toad feel at the end of the chapter?

Kindergarten Standards/ Estándares del Jardín Infantil

- **Identify story elements: character, main character, setting, problem and solution./** Identificar elementos de un cuento: personaje, personaje principal, escenario, problema, y solución.

Examples:

Who were the **CHARACTERS** in the story?

Who was the **MAIN CHARACTER** in the story?

What was the **SETTING** for the story?

What was the **PROBLEM** in the story?

What was the **SOLUTION** to the problem in the story?

Kindergarten Standards/ Estándares del Jardín Infantil

Compare and contrast text and character experiences in the text/
Comparar y contrastar texto y experiencias de personajes

Compare and Contrast
(The Magic Treehouse #1)

CRAFTING CONNECTIONS

Characters

Jack	Both	Annie
1. likes real things	1. curious	1. likes pretend things
2. cautious	2. likes to learn new things	2. adventurous
3. likes to read books to learn		3. likes to learn by experience
4. analyzes		4. impulsive decisions

Settings

Cretaceous Period	Both	Now
1. dinosaurs exist	1. treehouse is present	1. no dinosaurs
2. ferns, tall grasses, volcanoes		2. tall trees, clouds
3. no other humans		3. humans nearby (now)

Events

Jack	Both	Annie
1. Finds a gold medalion	1. Both find something	1. Finds a treehouse
2. Saves Annie from a duck-billed dinosaur	2. Both save one another's life	2. Saves Jack from a T-Rex.
	3. rides parashute	
	4. ...	

Comparing Words
both
similar/same
also/too
as well as

Contrasting Words
however
in contrast
differ/different
while/whereas
on the other hand
but/yet
though/although

Reading Data/**Datos de lectura**

Students' reading skills and LEVELS are assessed 3 times a year: Beginning, Middle, and End of the Year using DIBELS and TRC/ **Las destrezas y los NIVELES en la lectura de los estudiantes se miden 3 veces al año: Principio, Medio, y Fin de año**

Beginning of the Year Goal---Level RB

Middle of the Year Goal---Level B

End of the Year Goal---Level C

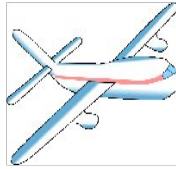
2017 BOY TRC Data

Classroom	Far Below Proficient	Below Proficient	Proficient	Above Proficient	Grand Total
122 Zinn	6	7	13	3	29
125 Terrill	8		1		9
127 Mendoza	12	9	7	1	29

Reading Levels for Kindergarten Students---passages from Reading A-Z.com

Level A This Plane

This plane goes up.
This plane goes down.
This plane goes in.
This plane goes out.
This plane goes over.
This plane goes and goes.



Level A is the expected level for students when they enter kindergarten at the start of the school year.

Level B is the expected level for kindergarten students in the middle of the school year (December/January).



Level B Near the Pond

A bug is near the pond.
A snake is near the pond.
A bird is near the pond.
A duck is near the pond.
A goat is near the pond.
A sheep is near the pond.
A lion is near the pond.
The pond has water.

Level C The Moon Can Look Different

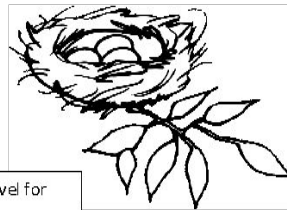
The moon can look different.
It can look orange, white and red.
I see an orange moon at night time.
What is under the orange moon?
These trees are under it.
These leaves are under it.
These yummy apples are under it.
This brown fox is under it.
This white owl is under it.
I like to see the orange moon.



Level C is the expected level for students at the end of kindergarten to be considered as reading "at level."

Level E Where Birds Make Nests

Different birds need different nests
Birds make their nests in many different places.
The places birds make nests are where they like best. Some birds make nests in trees in forests.
Some birds make nests on the ground in fields.
Some birds make nests near mud at ponds. Some birds make nests on mountains. Some birds make nests near oceans. Some birds make nests on farms. Different birds need different nests.
Different birds make nests in the places they like best.



Level E is the expected level for students at the end of kindergarten to be considered as reading "ABOVE level."

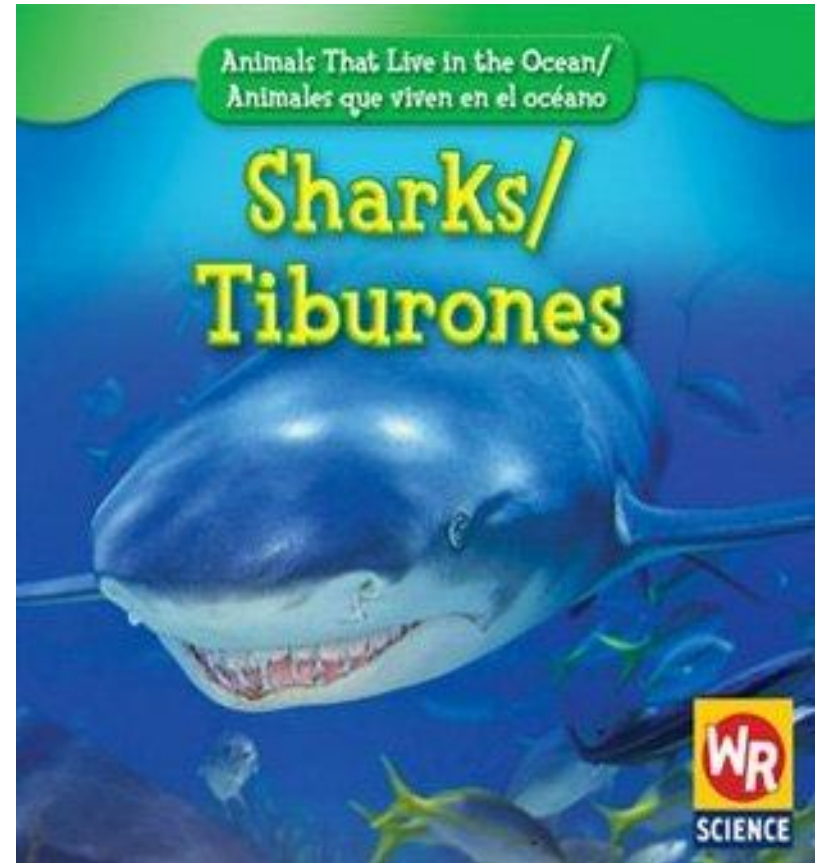
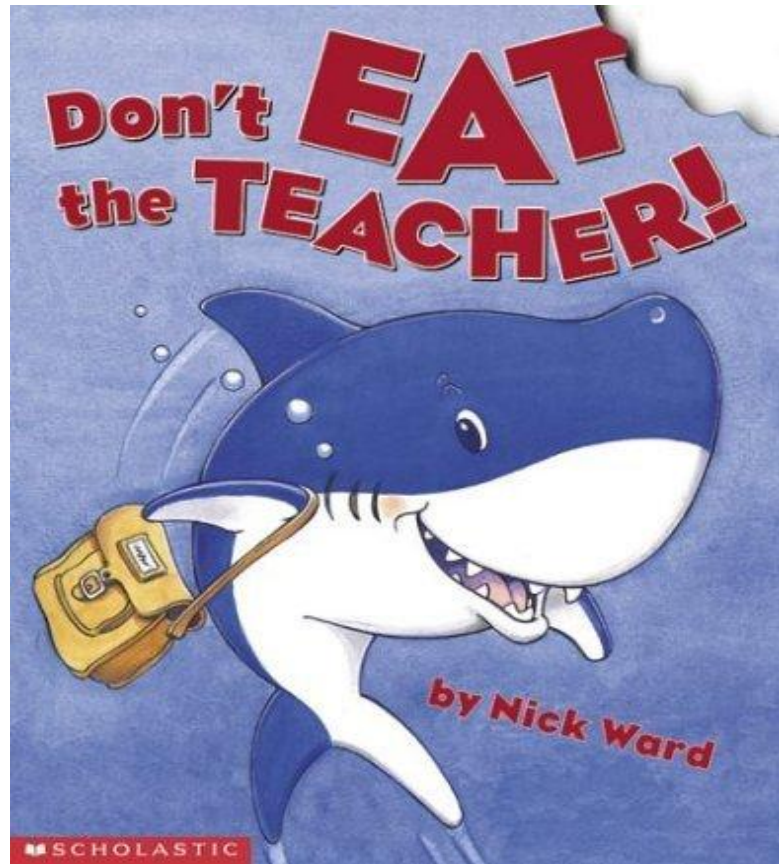
What should I read with my child?

¿Qué debo leer con mi hijo/a?

- It is important to read books in different genres. *Es importante leer libros de diferentes géneros.*
- Students should comprehend both nonfiction and fiction books. *Los estudiantes deben comprender libros de cuentos y libros de información.*

Fiction and Informational Texts

Textos de fantasía e información



When do we ask questions?

¿Cuándo hacemos preguntas?

- Before** we read
- Antes de leer*
- During** reading
- Durante la lectura*
- After** reading
- Después de leer*



Before we read

Antes de leer

- **What do you think the story will be about?**
¿De qué piensas que se va tratar el libro?
- **What is the author's purpose?**
¿Por qué piensas que escribió el autor el libro?
- **What words do you think we will find in the book?**
¿Qué palabras piensas que vamos a encontrar en el libro?

During reading

durante la lectura

- **What do you think will happen next?** *¿Qué crees que va pasar ahora?*
- **What does this word mean?** *¿Qué significa esa palabra?*
- **How does the character feel? Why?** *¿Cómo se siente el personaje? ¿Por qué?*
- **What is the problem in the story?** *¿Cuál es el problema en el cuento?*
- **How do you think the character will solve the problem?** *¿Cómo crees que el personaje va resolver el problema?*

After reading

después de la lectura

- **Who is the main character in the story?** *¿Quién es el personaje principal del cuento?*
- **Where does the story take place?** *¿Dónde se lleva acabo el cuento?*
- **When does the story take place?** *¿Cuándo se lleva acabo el cuento?*
- **What happened in the story?** *¿Qué pasó en el cuento?*
- **What is your opinion on the book?** *¿Cuál es tu opinión del libro?*

Suggestions on how to help your child

- Read everyday (Visit the library)
- Track each word across the page as you read
- Choose books that are at your child's reading level
- Revisit a book several times
- Ask your child to tell the story in his/her own words
- Ask and answer questions before, during and after reading a text
- Teach your child that when he does not know the answer he/she can go back to the book to find the answer

Sugerencias para ayudar a sus hijos

- Lean todos los días (Visite la biblioteca)
- Siga con su dedo cada palabra que lee
- Elija libros al nivel de su hijo/a
- Visiten el mismo texto varias veces
- Hagan que sus hijos vuelvan a contar el cuento en sus propias palabras
- Hagan y contesten preguntas antes de leer, durante la lectura y después de leer
- Enséñeles a sus hijos que cuando no sepan la respuesta pueden regresar al texto

Suggestions on how to help your child

- **Teach your child to support his/her answers**
Enseñenles a sus hijos que apoyen sus respuestas
- **Motivate your child when he/she takes the initiative to ask questions about the book/**
Motiven a sus hijos cuando toman la iniciativa en hacer preguntas de un libro
- **Show your child the LOVE of reading/**
Muéstrenles a sus hijos el amor a la lectura

Thank you for your support

- We all have the same goal: To ensure that **every student reaches academic success.** Working together we can reach our goal!



Gracias por su apoyo

- Todos tenemos la misma meta: **Que los estudiantes tengan éxito académico y trabajando juntos podemos lograrlo.**

