

KINDERGARTEN NEWSLETTER

MAY 2026

What's Happening:

Happy May! It's hard to believe we are nearing the end of the 4th quarter. I am so proud of these kindergartners and have cherished every moment. These students have learned their letter names & sounds, counting forward and backwards, addition & subtraction, and are starting to write their own storybooks. We are working on math fluency with addition and subtraction. Our goal is to solve 20 addition and subtraction problems within 5 in 2 minutes. To help with fluency we are working so hard to learn how to use number touch points. Keep up all the great work.

ABC Letter Sounds & Names:

Keep practicing saying their letter names and sounds at home nightly. Work on how many sounds they can get in one minute for fluency.

Heart Words:

Keep working on Q1, Q2, Q3, and Q4 words. I highly encourage students go through these cards multiple times a week.

Monthly Reading Challenge:

Complete as many of the challenges as you can before Wednesday, May 20, 2026.

IRI (Idaho Reading Indicator)

Kindergarten will be taking the IRI (Idaho Reading Indicator) the week of May 11th-15th. Please make sure your child is getting plenty of sleep during this week!

Upcoming Events

- **May 13:** Music Concert
 - 5:00pm
 - Troy High School Gym
- **May 20:** Summer Birthday Bash
- **May 21:** Early Release
 - Last Day at School
 - School ends @ 1:15pm

Mandatory Dress Rehearsal

All students are required to attend the **mandatory dress rehearsal** in preparation for our upcoming music performance. This is a full run-through. Attendance is essential to ensure everything runs smoothly.

When: Wednesday, May 13, 2025

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Academic Standards

Math:

1. Count to 100 by 1's, 2's, 5's, and 10's.
2. Can count forward beyond 100.
3. Can count backwards from 30 consecutively.
4. Can write & identify numbers greater than 100 and make a model.
5. Students can create addition equations, when given the sum 10.
6. Students can create addition equations when given the sum of 0-9.
7. Students can add and subtract 20 problems in 2 minutes.
8. Student can identify a number, make a model using 10's and 1's, and write an equation for the number.

Reading:

1. Know letter names & sounds.
2. Fluently read all Quarter 1, 2, 3, and 4 sight words.
3. Student reads and uses question words to ask and answer questions about details in a story or non-fiction book with support.

Writing:

1. Write all letters of the alphabet.
2. Can use a variety of end punctuation marks correctly throughout their writing.
3. Students can write a story with events, using words and illustrations.
4. Can add details to strengthen their writing.

Science:

1. Using Force to Change Motion
 - *Pushes and Pulls
 - *Speed and Direction

Social Studies:

1. Observe that all people have needs and wants.
2. Describe some jobs that people do to earn money.

Our last library story time with Mrs. Malm will be Thursday, May 14th. **All books are due back by the week of May 11th.**

Summer Practice Skills:

Attached is a resource I created to encourage reading and writing at home during the summer break. Please let me know if you have any questions.

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KINDERGARTEN SUMMER PRACTICE SKILLS

**A RESOURCE TO ENCOURAGE READING AND WRITING AT
HOME DURING THE SUMMER.**

14 Ways to Encourage Reading

1. Create a home library.
2. Set aside family reading time.
3. Read aloud together.
4. Talk about what you read.
5. Bring stories to life.
6. Play word games.
7. Take reading on the road.
8. Play board games.
9. Get crafty.
10. Tell your own stories.
11. Go exploring.
12. Have your child help with shopping.
13. Make good use of technology.
14. Take advantage of library programs.

Kindergarten Skills to Practice and Teaching Ideas for Parents

Detect Rhyme:

- Shared Story: Listen to stories, poems, and/or jingles that include rhyming words.
- Have your child draw pairs of rhyming pictures, such as fish/dish; cat/bat; star/car. Show their rhyming pictures to a family member and have them name other words that rhyme with the picture.
- Say each pair of words below and ask the child to repeat them and tell you if the words rhyme. They rhyme if all the sounds are the same except the beginning sound. Then you can make up your own sets of words.
go / top in / lap yes / my mad / sad cat / rat tip / lip lamp / camp rest / test fox / box shoe / sit nose / rose sock / soup tie / by spoon / moon man / mop
- Matching Game: Match two pictures that represent rhyming words or sort pictures into rhyming word groups.
- Movement Activity: Stand up if two words rhyme; sit down if words do not rhyme.

Produce Rhyme:

- Rhyming Game: Child says rhyming word match for answer. Example: Parent says, "I'm thinking of something that rhymes with cup." Child responds, "Pup, tup, gup. Other possibilities: bit, hit, sit, pit, it; sad, dad, had, bad, rad; hem, rem, lem, gem (they can be nonsense words).
- Rhyming Game: Child says rhyming word match for answer. Example: Parent says, "I spy something (in the house) that rhymes with cook." (book), rock- clock, more - door, fable - table, etc.
- Going on a Trip: Child thinks of a rhyming word to put in the suitcase. "I'm going on a trip and I'm taking a pan and a can."
- Body Part Game: Child points to a body part to complete rhyme (i.e. Parent says, "Bed." child points to head).

Sheet-Feet Tree-Knee Land-Hand Pie-Eye Deck-Neck Rose-Nose Tear-Ear Hose-Nose Peg-Leg Bib-Rib Pack-Back

- Child completes the rhyming pattern. Example: Parent says, "Hop, pop, _____." Child responds with any real or made-up word that rhymes. "Stop, drop, yop, etc."
Hen, pen, _____ (den, Ben, ten).
Pot, dot, _____ (cot, lot, tot).
Cat, rat, _____ (Pat, bat, tat).

Detect Syllables:

- Song and Rhyme: Sing and clap beats (syllables) in songs and nursery rhymes.
- Games: Play Duck, Duck, Goose and Mother May I. (Step the number of syllables)
- Manipulatives: Pull an object out of a bag, child names it and indicates number of syllables.

Identify Uppercase & Lowercase Letters:

- Games:

1. Alphabet Bingo (make bingo cards)
2. Alphabet Scavenger Hunt (hide letters around the room)
3. Alphabet Cake Walk (Write letters on a piece of paper and put them in a circle on the floor. Turn on some music. As the music plays, your child walks on the letters. When you stop the music, have your child tell you the letter they are standing on.)

- Movement: Draw big letters in the air. Use finger to make a letter on palm. Make letters on someone's back. Make letters with your whole body.
- Stamp letters, paint letters, magnetic letters, letter tiles, letter cubes.
- Trace letters in salt, sugar, sand, hair gel in a plastic bag, or on sandpaper.
- Find and circle letters in magazines or newspapers.
- Make letters with clay.
- Sort magnetic alphabet letters (letters with sticks, letters with dots, and letters with circles).
- Lacing letters: lace cardboard letter shapes with yarn or string.

Matching Beginning Sounds:

- Object/Picture Sort: Sort objects into beginning sound groups.
- Play Telephone: With family members in a circle, pass around a telephone. Child say a word into the telephone that begins with the sound of another word. The telephone is passed around the circle with each person contributing a different word with the same beginning sound.
- Movement: Stand up, sit down, thumbs up or down for matching beginning sounds heard orally.
- Art: Make an initial sound collage. All pictures begin with the same sound.
- Make an initial sound necklace or headband. Child can illustrate pictures that begin with the same sound or use magazine pictures or pictures from old workbooks.

Identify Beginning, Middle, and End Sounds:

- Object/Picture Sort: Sort objects into beginning, middle, and end sound groups.
- Going on a Trip or picnic: Say an item that matches the spoken sound given to put in the suitcase or picnic basket. Example: Parent says a word "cup" and asked your child where do you hear the "u" sound and the child respond with saying either beginning, middle, or end.
- Picture Dominoes: Make dominoes using pictures glued to each end of craft sticks. Match dominoes with same beginning, middle, or end sounds.

Identify a letter, a word, and a sentence:

- Count words in a single sentence in a story you are reading.
- Movement: Write letters, words, and sentences on a piece of paper. Tell your child to step on a letter, a word, or a sentence.
- Writing a sentence on a piece of paper. Cut-up the sentence and have your child put the sentence back together.
- Encourage your child to point to words as they read books, charts, and poems. Pointing helps children understand the link between written and spoken words.

Reading Sightwords:

- Review Quarter 1, 2, 3, and 4 flash cards.
- Movement: Write word on palm, in the air, on another person's back.
- Make words using clay, magnetic letters, or noodles. Write words in salt, sugar, or sand. Write words on white board, chalkboard, or using MagnaDoodle.
- Play word games such as Bingo, Hangman, Word Dominoes, Concentration, Go Fish, or memory.
- Practice writing sight words.

Your child reading stories:

- Have your child read at least one story a day.
- Then have your child retell the story to you.

Writing sentences:

- Have your child write a weekly journal-writing prompt of your choice.
- Write a story about their summer vacation.
- Create an ABC storybook.

