

POWERFUL PARTNERS

November

Parents and Guardians,

You are powerful partners in education and learning does not have to end in the classroom. How can you help at home? Here are some engaging activities that will support learning at home and help your child become more successful in their studies.

READING

Build Phonemic Awareness

- Pick a story with repeated phrases or a poem you and your child like. For example, read:
- (Wolf voice:) "Little pig, little pig, let me come in."
- (Little pig:) "Not by the hair on my chinny-chin-chin."
- (Wolf voice:) "Then I'll huff and I'll puff and I'll blow your house in!"
- After the wolf has blown down the first pig's house, your child will soon join in with the refrain.

Increase Foundational Reading Skills

- Read slowly, and with a smile or a nod, let your child know you appreciate his or her participation.
- As the child grows more familiar with the story, pause and give him or her a chance to fill in the blanks and phrases.
- Encourage your child to pretend to read, especially books that contain repetition and rhyme. Most children who enjoy reading will eventually memorize all or parts of a book and imitate your reading. This is a normal part of reading development.
- When children anticipate what's coming next in a story or poem, they have a sense of mastery over books. When children feel power, they have the courage to try. Pretending to read is an important step in the process of learning to read.

MATH

Know number names and the counting sequence.

- Give your child a number of animals to draw on a sheet of paper and have them count them as they draw. (Example: 1 dog, 2 pigs, etc.)
- Have your child draw circles on a paper and then count them out loud together to see how many there are.

Compare Numbers

- Make two stacks of coins of the same denomination. Have your child compare which stack has the larger number of coins. Count them to justify.
- Have your child put 5 coins in one stack and 3 coins in another stack. Have them tell you which stack has less coins.

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