

# Learning Guide for Families

A summary of what children should know and be able to do and ways for families to increase learning at home.



*"We believe families are our partners.  
They are the first and most powerful  
educators of children. Together we will  
ensure success for all students."*

- Superintendent Emmanuel Caulk,  
Fayette County Public Schools

## About our learning guides:

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This guide represents some of the most essential things your child should know and be able to do by the END of the school year in English Language Arts (ELA) and Math. Learning goals help families and teachers know when students may need extra support and when they need to be challenged even more.

## What can families do?

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There is a lot you can do to support your child's learning and help prepare them for their future. Here are a few things that will help students succeed:

1. Let your child know that education is important to you.  
Tell them education matters, that it's the foundation for success.
2. Make school a priority, get your child to school on time every day.
3. Work cooperatively with the school and demonstrate respect for teachers and staff.
4. Encourage independence, allow your children to make mistakes, learn by doing and accept responsibility for their choices.
5. Talk to your child about what is happening in school.
6. Talk to your child's teacher to make sure your child is making progress throughout the year.
7. Attend parent-teacher conferences and other school events whenever possible.
8. You have a right to know how your child is doing, don't hesitate to contact his/her teacher if you have questions.

## Talking with your child's teacher

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It's important to talk with your child's teacher regularly about your student's progress toward learning goals. Here are some questions or topics you may want to discuss:

- Where is my child strong and where does he/she need to improve?
- How is my child's progress being measured throughout the year?
- Can I see examples of my child's work? How do they meet or do not meet learning goals?
- Is my child on track to meet grade-level learning goals? If not, what supports will the school offer? What can I do at home?
- Is my child at or above learning expectations? If so, what else does the school offer? What can I do at home?
- Have you read my child's IEP? What accommodations are being made for my child?
- My child is an English language learner. How is my child's language development supported at school?

## Talking with your child

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Does this sound familiar?

“How was school today?”

“Fine”

“What did you do?”

“Nothing”

That’s okay, keep asking!

Students whose parents talk with them about school do better academically in school. Here are some ways you can engage with your child and support their success:

- Designate a time of day every day to talk with your child about school.
- Ask your child to tell you one thing they learned today. What does your child think is most interesting? What seems hard?
- Review papers and projects your child brings home from school. Ask your child: How do you know that? What do you think? What do you notice? Why did you do it that way? Is there another way to find that answer?
- Praise your child for hard work and effort, not just “right answers”.
- Ask questions about what your child is thinking: How do you know that? What do you think? What do you notice? Why did you do it that way? Is there another way to find that answer?

## Supporting learning away from school

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Learning doesn’t stop when students leave school. Here are some ways you can support learning outside of the classroom:

- Read to your child, read with your child, and encourage family reading time - in the language you are most comfortable.
- Set up a quiet and comfortable place and establish a regular schedule for your student to do homework or other learning activities.
- Be sure you and your child have a library card and participate in reading activities for the whole family
- Try to establish a regular schedule for doing homework or other learning activities.
- Use this guide to focus on a few learning goals, try some of the suggestions for learning at home.



# What your student should know and be able to do in English Language Arts (ELA)

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## Speaking and Listening

- Take part in conversations involving multiple exchanges with another child or an adult about topics and books being studied in school.
- Use new words and concepts outside of the story or lesson in which they were learned.
- Retell a recent event or a familiar story and discuss what happened.
- Speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events.
- Understand and use question words (e.g., who, what, when, why, how) in discussions.

## Reading and Literature

- Read familiar words at home, in the neighborhood, or elsewhere in your child's environment. For example: common signs, such as EXIT, and frequently used words, such as "the".
- Figure out new words using the sounds of the letters in each word.
- Read a book designed for early readers and identify the title, author, and illustrator, such as "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr. and Eric Carle, or "Mrs. Wishy Washy", by Joy Cowley.
- Identify the main problem, characters, and events in a book that your child reads independently or that is read to them.

## Writing

- Use a combination of drawing, talking, and writing to convey messages to others.
- Write letters the student hears in a word. For example: "dg" for dog or "hs" for house
- Independently write at least one complete thought using sounds heard in words. For example: "I lik to swm bcz it fn!"

## Foundational Skills

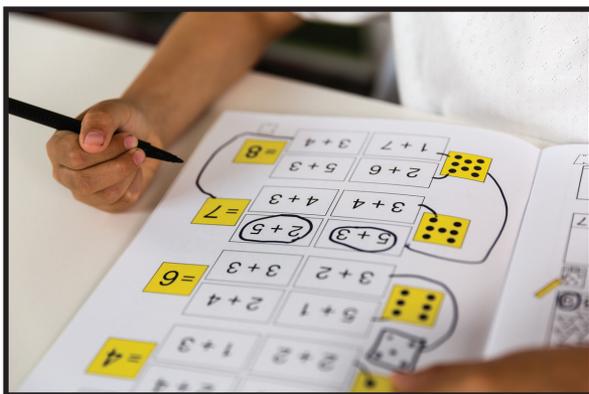
- Name and write uppercase and lowercase letters, matching those letters with corresponding sounds
- Learn how to recognize, spell, and properly use the words that frequently appear in language (e.g., a, to, the, of, from, I, is, are)
- Read and write their name.





## What your student should know and be able to do in Math:

- Count objects to tell how many there are in a group.
- Recognize and write numbers 1–20.
- Count forward and backward to 100.
- Compare two groups of objects to tell which group, if either, has more or less. For example: say, “I know that 4 is less than 7 because...”
- Act out addition and subtraction word problems and draw pictures or models to represent them.
- Understand addition and subtraction within 10 as adding some to a group or taking some away from a group.
- Describe two-dimensional shapes based on their characteristics (i.e. attributes). For example: a square has four corners or angles.
- Use fingers to show numbers to 10.
- Identify, describe, extend, and create simple patterns. For example: ABABABA or red, blue, red, blue, red, blue, red, blue.
- Organize objects into categories and count how many are in each group. For example: “How many M&M’s are red?”





**FAYETTE COUNTY PUBLIC SCHOOLS**

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*This brochure was published by the Fayette County Public Schools.*

*Created Fall 2016*