Parent Guide to K-2 Instructional Resources

The K-2 instructional resources were designed to align with and support grade level Virginia Standards of Learning in literacy and numeracy. An explanation of each type of activity is included in the table below.

English Language Arts The English language arts activities included in the instructional resources were designed to mirror classroom literacy activities. While these activities cannot replace the high quality literacy instruction students receive in the classroom from APS teachers, these at-home activities align to Virginia Standards of Learning and provide K-2 students with opportunities to engage in reading, writing, speaking, and listening.	
Calendar Activity	Parent Information
Phonemic Awareness Parent Article VA SOLs: K.3 1.3 2.3	Phonemic awareness is a critical early literacy skill that helps students recognize and work with the sounds of spoken language. It is defined as the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words. ALL children can benefit from being taught directly how to break up spoken words into smaller units and how letters represent sounds, regardless of their reading level. Research on phonemic awareness indicates that it is: • The most potent predictor of success in learning to read. • Critical in learning to read and spell.
Nursery Rhymes Parent Article VA SOLs: K.3, K.4, K.5, K.8 1.3, 1.5, 1.7, 1.9 2.3, 2.6, 2.7	Nursery rhymes help students develop an ear for language. Rhyme and rhythm highlight the sounds and syllables in words. Understanding sounds and syllables helps students learn to read. Nursery rhymes provide students with familiar texts to develop concept of word, phonemic awareness, sight word vocabulary, rhyme awareness, reading fluency, and comprehension. Research on nursery rhymes indicates: • Hearing, learning, and reciting nursery rhymes can help young children take the first steps toward becoming proficient readers. • Music and rhyme increase a child's ability in spatial reasoning, which leads to greater success in math and science. • For students who are already reading, guided repeated readings improve reading fluency.
Text Discussion Parent Article VA SOLs: K.1, K.8, K.9 1.1, 1.9, 1.10 2.7, 2.8	Text discussion builds oral literacy skills and provides an opportunity for students to participate in collaborative, text-based discussions. Using the discussion prompts and sentence frames, students can discuss various aspects of the text that support the following comprehension skills/strategies: • Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end

	• Make and confirm predictions • Ask and answer questions about what is read • Identify the conflict and resolution • Draw conclusions • Summarize • Identify theme • Identify main idea Research on text discussion indicates the following: • Text-based discussions can help students develop deeper understandings of complex material. • Discussion increases students' engagement, helps them take responsibility for their learning, prompts higher-level thinking, offers room for clarification, encourages students to build and share knowledge, and gives them opportunities to apply comprehension strategies.
Writing in Response to Reading Parent Article VA SOLs: K.8, K.9, K.11 1.9, 1.10, 1.12 2.7, 2.8, 2.10	Each week students write in response to a fiction and nonfiction text. The writing activities included in the instructional resources are designed to support text comprehension and boost writing skills. Sentence frames are included to support language development and writing organization, if needed. Research on writing in response to reading indicates the following: • Writing is a powerful tool for improving reading, thinking, and learning. • Writing, an essential skill itself, also improves reading comprehension. • Writing about a text proved to be better than just reading it, reading and rereading it, reading and studying it, reading and discussing it, and receiving reading instruction.
Mathematics The mathematics activities included in the instructional resources were designed to mirror the Math Workshop structure and instructional routines that are used daily in K-2 classrooms. Math Workshop is a model of instruction and a philosophy of how math class can be structured to maximize opportunities for differentiated instruction and student-centered learning. It is promoted in all elementary classrooms in Arlington. While these activities cannot replace the high quality mathematics instruction students receive in the classroom from APS teachers, these activities meet Virginia Standards of Learning and provide K-2 students with at-home activities to engage in mathematical thinking.	
Calendar Activity	Parent Information
Number Sense Routine	Number sense is fundamental to success in mathematics and involves developing an understanding of number, patterns inside numbers, patterns throughout sets of numbers and the effect that operations have on numbers. Each Math Workshop included in the instructional routines includes a number sense routine. Number sense routines are: • valuable routines for developing efficient computational strategies, making sense of math, promoting flexibility with composing and decomposing numbers, and communicating mathematical reasoning.

	• structured to help students conceptually understand math without memorizing a set of rules and procedures.
Activity	Math activities included in the instructional materials mirror those that K-2 students complete in the classroom. Students work on these activities independently or collaboratively to practice mathematical topics.
Reflection	Student reflection is the final component of the Math Workshop and is included as a daily part of students' classroom instruction. It is a deliberate and meaningful time for students to reflect on what they've learned and experienced during Math Workshop. Reflection helps to solidify student comprehension and gives them a chance to practice metacognition, which is thinking about their own thinking. Students get a chance to synthesize their understanding, check on their progress, and set goals for the next day.