

# Winter Forecast

Issue: 26

Fri, April 12, 2024

## Important Dates to Remember

April 24: Kindergarten music concert – see notes below

May 2 & 3: No students. End of year literacy testing.

## April Character Virtue

**Forgiveness: A choice to forgive or give someone a second chance when they are wrong or hurtful.**

## This Week's Core Knowledge Curriculum was:

- Plants – parts of a plant and which parts we eat, how plants grow, what jobs plant parts have.
- Tops and Bottoms, Stevens. Painting carrots.
- Plants Feed Me, Rockwell.

## THIS Week's "What's in the Bag?"

W, w

Written test #15: on 4/14/24

Phonograms: ey, igh, gn, wr, ie

Spelling Words: over, must, make, street, say, come, hand

## Spalding – Language Arts

**C**urrently in **math** the focus is:

**Numbers to 20** – recognizing and making ten and how many more. **Written numbers to 20.**

**Addition to 10** using part and part make a whole or makes \_\_ 'in all', "all together" – using manipulatives, sets/groups, pictures, number bonds. **Addition number sentences.**

**Addition math facts.**

**Subtraction to 10** using whole, take away a part, what part remains or is left over. **Subtraction number sentences, number bonds.**

Using number lines and oral sequences. **Counting up and back within 20, knowing 1-5 more than and 1-5 less than a number.**

**Ordinal numbers 1<sup>st</sup>-10<sup>th</sup>. Higher!**

**Calendar** – seasons, months, days of week, today, yesterday, tomorrow.

**Counting by 1's, 10's and 5's to 100; by 2's to 20.**

**Phonograms introduced, written and sound:** o, c, a, d, g, f, s, qu, e, b, u, h, i, j, k, l, m, n, p, r, t, v, w, x, y, z, sh, ee, th, ow, ou, ch, oo, ar, ay, ai (not used at the end of English words), oy, oi (not used), er (of her), ir (of first), ur (of nurse), ear (of early), wor (of works), ng, ea, aw, au (not used), or, ck (2 letters), wh, ed, ew, ui (not used), 54<sup>th</sup>: oa (of boat), gu, ph (2 letters), ough, oe (of toe), ey, igh (3 letters), kn (2 letters, beginning); gn (2 letters); wr (2 letters); ie (opposite phonogram!); eigh, ei, ti (tall letter), ci (short letter), si.

**Spelling words introduced:** me (r.4), do, and, go (r.4), at, on, a (r.4), it, is, can, see, run, the (r.4), she (r.4), in, now, so (r.4), no (r.4), man, ten, tan, tin, ton, bed, top, you, your, will (r. 17), he (r.4), we (r.4), an, my (r. 5, 6), up, last, not, us, am, good, time (sfe1), have (sfe2), blue (sfe2), chance (sfe3), charge (sfe3), little (sfe4), are (sfe5), ago (r.4), old (r. 19), bad, red, of, be (r.4), but, this, all (r. 17), out, may (r. 18), him, into, today, look, book, did, like (sfe1), six, boy, by (r. 5, 6), had, over (r.4), must, make (sfe1), street, say (r. 18), come (sfe5), hand, ring, live (sfe 2), live (sfe 1&2), hill (r. 17), let, late (sfe1), big, bag, beg, bug, bog, mother, child, land, hot, hat, ice (sfe1&3), play, sea. **See rules and silent final e jobs in parent notes!**

School newer focuses: **Sentence reading & writing**– capitals at beginning and end marks at end, spaces between words. **Listening stories to build focused attention and ability to tell back in detail.** **Nouns** – identifying the subject of the sentence.

**Home Focuses:** Practice all phonograms learned orally and with air writing, practice them in words to see the practical use. **Write phonograms in words. Practice spelling words in writing and reading! Work on tying shoes independently. Read!**

# Parent Notes/Reminders

Upcoming Kindergarten Events – Details to help you out!

**Kindergarten Music concert: Wednesday, April 24<sup>th</sup>.** Children may wear dress up/spring concert style clothing, otherwise nice uniform clothing. Concerts happen during regular music class in K Specials room, #176. **AM: 10:45-11:15. PM: 1:35-2:05.** School will happen before and after the concert. Any questions on attending – email [scampos@asd20.org](mailto:scampos@asd20.org).

**End of year Literacy Testing: Thursday, May 2<sup>nd</sup> & Friday, May 3<sup>rd</sup>.** No school for kinder students. Final testing of reading progress and skills.

**Kindergarten Mother's Day Tea: Thursday, May 9<sup>th</sup>.** During normal school day. Mothers (or another special woman if mom can't make it) are invited to join us for a special Mother's Day Tea in our classroom. We will be celebrating you! Please join us for the last hour of our school day. **AM: 10:30-11:30. PM: 2:25-3:25** with wrap up before the loudspeaker begins. Children may dress up this day, moms too. 😊

**Kindergarten Field Day: Tuesday, May 14<sup>th</sup>:** AM classes will be from 10-11 am. PM classes will be from 2-3 pm. We will return to class afterwards and close with some core knowledge learning. Regular school day. Children can wear sports clothing (modest, that meet school standards of covered midriff, long shorts, no tank tops.) Mrs. Campos usually sends out a volunteer sign up for helpers.

**End of School Kinder Picnic (Kinder last day): Wednesday, May 22<sup>nd</sup>.** Students and families are invited to join us for this last day. We usually meet at Fox Run Park and spend 2 ½ -3 hours there as families. Bring snacks or lunch and a blanket or chairs to sit on. We will play games similar to our Date with Dad night. Each child is recognized up front and given a certificate. A parent permission form with details will come home – if you need to give permission to another adult to be in charge of your child, that can be noted on the form.

- ✚ **Tuesdays** are gym shoe days (CLOSED TOE, NOT SLIPPERY), and shorts/pants/skorts work best.
- ✚ **Birthdays:** Each child will get a birthday day at school. We will work together to plan the closest day to their actual birthday. If it falls on an actual day of school, assume that we will celebrate it that day. You are welcome to send in a treat to share during snack time, or if your child wants to share something else, that is also fine. Please remember to send in any recipes 1 day ahead for our nurse to check AND no nuts, please.
- ✚ Check take-home folders each day after school and be sure folders get put back in backpacks. **Any math worksheets that come home blank or unfinished are NOT homework – just additional practice.** If your child

misses school for more than two days, I will send home items missed with notes on worksheets with ideas of how to teach the concept at home or items to practice. I can also email you ideas to use. Often, we can catch up if only one-two days are missed. If you are doing make up work from days missed, please return any math or literacy items done at home for me to check.

- ✚ **Math:** All concepts of math are better practiced with manipulatives and physical connections (ex: jump the number of jumps while practicing what number 5 looks like, or hold up fingers to show five, or build a tower of 5 Legos.) We will teach number writing specifically. **Number writing rhymes were given out at our parent Spalding trainings or were sent home in folders. Please use them when writing numbers at home to build correct directionality and have them correct any backwards numbers right away.**
  
- ✚ **Phonogram practice:** Please only practice the phonograms I have introduced. They should practice the sounds several times a week with you, carefully saying each sound that a phonogram makes in the order listed on the back of the card. I use my hand to direct, so they make each sound distinctly. For writing – each phonogram is taught only as a lowercase for now. This is because the majority of letters we write are lowercase. We will teach capital formation later in the year. For now, you don't need to practice the writing of the phonograms as we are still building correct directionality and formation here. You can 'air write' with their finger in their air or sensory write in sand/shaving cream/etc. as you say sounds **as long as you are following the correct formation**. Once a phonogram is learned well, they will be asked to write it correctly in their name the way we learned it – so you can practice names looking like a capital first letter and all lowercase after.
  - All letters that are round are taught by way of a clock. We teach them that for short clock letters they find the midpoint (dotted middle line), then they move two baby jumps down to where 2 o'clock would be on a clock, then they go up and around (to the LEFT) the clock to touch the midpoint, come down to sit on the baseline, then come back up to close (letter o), or leave a cookie with a bite out of it (letter c) or pull a straight line down after they close (letter a.)
  - IF writing for practice, please do NOT let your child write tons of 'tries' incorrectly. It is more helpful to practice one correctly with you and then try 1 or 2 more with you watching for formation while saying the sounds as they write. Muscle memory is huge so we don't want them to practice incorrectly. Pairing saying, hearing, writing together really builds memory of both formation and sounds.
  - All phonogram writing papers will have colored models written by a teacher, as needed. We will always put corrections or models in a different color than regular pencil. For now, we are giving more encouragement by way of 'stars' or 'smileys' but soon we will get them to a place where they look for their best work to star. Eventually stars will go away, and they will always be looking to check their work and see how they can improve or keep it consistent.
  
- ✚ **\*\*NOTE on phonograms:** In kindergarten we introduce 70 phonograms and practice all 70, however the 2<sup>nd</sup> semester grade for phonograms will be based on accuracy and use of the first 54 (oa of boat is #54.) There are several beyond 54 that are seen often enough in words that we continue to teach and practice them. This also helps them when they review all 70 in 1<sup>st</sup> grade but at a faster pace. If your child is struggling to remember AND USE in READING the first 26 phonograms– spend most of your practice time there until mastery is built, then move on slowly to master the first 54. If your child is working well in reading and ready for the challenge, work to master through 70. **\*\* Keep practice to smaller bunches of phonograms including some easy and a few harder and use them in making words so that your child makes the connection to how**

the phonogram sound is used in reading and writing. This modeling is key to understanding the why for all the work and to see **YOU** add additional modeling to what they get in school. The more kids see and hear how people they love and trust read/write, the more they are motivated to do it themselves.

✚ **Spelling words:** We are beginning to learn spelling words, starting with the most used words in English. Each word is taught with oral sounds first, then they tell me the word the sounds would make, and they help me write the word with the phonograms needed. If there is a new rule that is needed for correct spelling, I teach it in context of the word and explain it simply. All words are reviewed by saying sounds and then blending. We do not say the letter names but use our sound knowledge to learn spelling. This skill will help them immensely in learning to spell other words and in reading words that are not familiar to them. When writing with you at home you can use this system to say the sounds of a word and have them help you figure out the phonograms to write. If a word uses a two-letter phonogram, show them that by underlining it. Many children will now be able to write simple or even harder words correctly just by you telling them the phonogram sounds to use (flag -- /f/ /l/ /a/ g/ - and they did it!)

**Kindergarten Rules taught with words and reviewed in practice:**

**Rule 4: vowels /a/, /e/, /o/ usually say their second sound at the end of a word or syllable.** (Ex: a, me, go, November, ago)

**Rule 17: often in one syllable words with a vowel followed by a /l/ you will write two 'l' phonograms.** (Ex: will, ball.) This rule applies to doubling /f/ and /s/ following a vowel in 1 syllable words too – but in Kinder we only introduce spelling words that use rule 17 related to /l/. When we come across additional words in class that use this rule, we do point it out. (Ex. toss, fluff)

**Rule 5, 6: 'y' can say /long i/; 'y', not 'i' is used at the end of a word.** (Ex: my)

**Rule 19: in 1 syllable words with a vowel followed by 2 consonants, the vowel can use its second sound.** (Ex: old)

**Rule 18: use /ay/ not /ai/ at end of words.** (Ex: may, say)

### Silent Final E jobs

**Job 1:** (ex: time) Silent final e (sfe) makes the first vowel say its second sound.

**Job 2:** (ex: have, blue): SFE sits at the end of a word when it would end with a 'v' or a 'u' as these letters cannot be at the end of a word. Note on 'blue' – it is using sfe 1 & sfe 2.

**Job 3:** (ex: chance, charge) SFE tells a letter 'c' or letter 'g' to use its second sound when sfe comes after them.

**Job 4:** (ex: little – lit tle) Every syllable needs a vowel. SFE sits at the end of last syllables to be the vowel.

**Job 5:** (ex: are) No job e! Some words were written long ago with a SFE even though it doesn't do any of its other jobs – so we put it in the word, but it is a no job e. 😊

✚ **Spelling/Phonogram Tests:**

We will take a phonogram **and spelling word** test on Thursdays now. All items to be tested will be in the box on the first page of this newsletter the week before for practice at home. Please practice! The tests will usually follow the order of how they were introduced (see my lists on the first page.)

Ways to build confidence for tests: When you practice, please use sound knowledge to quiz your children. Example: ask your child to write the phonogram that says /d/ and check that they write it with correct formation, size, and directionality.

**For spelling word practice**, give the word orally, then give each sound showing a finger for each sound in order. Then work together to write the word using their sound knowledge. I always give a sentence as well when I give the word. If there is a rule or a 2<sup>nd</sup> or 3<sup>rd</sup> sound, tell them that and model as needed until they understand which phonograms to use.

We will practice in class each week to review test items. The goal of these tests is to build solid knowledge of these phonogram sounds independently both orally and in writing and to build good memory of most-used words tying sounds/written letters together. **I will mark any incorrect items by writing it correctly next to their try in a different color pencil. We will work to give them a chance (s) to retry all missed items through the year.**