

Winter Forecast

Issue: 11

Fri, Nov 11, 2022

Important Dates to Remember

Nov 17: **Thanksgiving** Feast

Nov 21-25: **Thanksgiving** Break

November Character Virtue

Gratitude: being thankful for the good in our lives and giving thanks for it.

Currently in **math** the focus is:

Solids – cube, sphere, cylinder, cone. Flat shapes – comparing characteristics to identify quickly.

Writing numbers correctly.

Counting and making sets of numbers within 0 - 10 using manipulatives, pictures, dots, tally marks, ten frames, dice, etc.

Building number sense to 10 – learning to find known groups and patterns; then counting on.

Using a number line to count up, count back, count 1 more than, find missing numbers.

Ordinal numbers 1st - 10th.

Place value of 10's and 1's as we count days of school and add 1 each day. Seeing patterns in numbers. We are up to 40 days!

Calendar concepts – seasons, months, days of week, years in time. Counting on and counting back numbers on a calendar; today, yesterday, tomorrow.

Patterning – recognizing & copying

This Week's Core Knowledge Curriculum was:

- Using maps, globe, map skills and continent knowledge to apply to learning about real times, places, people.
- The Pilgrims First Thanksgiving, McGovern.
- Mayflower 1620: A look at a Pilgrim Voyage, Nat'l Geog.
- Squanto, Metaxas – pictures only with short description of his life and how he was able to help the Pilgrims.

Next Week's
"What's in the Bag?"

G, g

Written phonogram test

#3: on 11/17/22

New: h, u, i, j, k

Review: b, qu, s

Spalding – Language Arts

Phonograms introduced, written and sound: We will learn one phonogram per school day (oral sounds and how to write it): o, a, c, d, g, s, f, qu, e, b, h, u, i, j, k, l, m, n, p, r, t, v, w, x, y, z, sh, ee, th, ow, ou, oo, ch, ar.

Spelling words introduced: me (r.4), do, and, go (r.4) at, on, a (r.4), it, is, she (r. 4), can, see, run, in, the (r.4), so (r.4), no (r.4), now, man, ten, tin, ton, tan. **Rule 4:** vowels /a/, /e/, /o/ usually say their second sound at the end of a word/syllable.

Daily school focuses: Review of the beginning sound in a word; Identifying ending sounds of words. Identifying letter names until we are fluent in random identification of both upper and lowercase letters. Other skill focuses include clapping or drumming syllables in words; counting words in sentences; identifying rhyme, producing rhyme; using phonogram sounds that are known to build easy words and modeling how we can put sounds together to read. **Types of literature:** Narrative – has characters, tells a story for fun, usually made up/fiction. Informative – tells true information. Narrative/informative – story style to tell real facts.

Home Focuses: Practice all phonograms learned orally and with air writing. Now work on written phonograms - give a phonogram sound and have your child write the phonogram from memory. Look for alphabet letters in print all around you and see how fast you/your child can name the letters – review all letters not known using tactile writing while naming; play sounds games with items in your home – isolate beginning sound, then ending sound; Read rhyme books and be silly with rhymes; practice following oral directions with games that include use of colors, shapes, letter names, numbers, and positional words.

Parent Notes/Reminders

Upcoming Kindergarten Events – Details to help you out!

Thanksgiving Feast: Thursday, Nov 17th. Children may dress in clothing that they would wear to celebrate Thanksgiving with family. Check for ways to help with food and volunteer help on our Shutterfly class site.

- ✚ **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 homemade recipes 1- 2 days ahead for our nurse to check. 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 at school 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 HAVE TAUGHT number writing specifically. Use the rhymes I sent home to help with number writing at home. On all written work: **Backwards numbers** are underlined, and your child corrects them in class. Please correct at home as well. **IF something is circled on a math page, it was incorrect. Your child is asked to re-think and correct it in class and then we give it a star or smiley face. As you see these markings, please work on areas that you see are difficult for your child. By now we want children to have correct one-to-one counting whether counting pictures or objects. We also want them to use groups as much as they can when counting so that they aren't dependent on always counting from 1. We are working on starting with a known group and counting on to bigger numbers. These are good skills to practice outside with nature objects, or use hands, dominoes, dice, pictures in books, legos or mini toys...to build these skills. Focus 1-10 for now.** We are modeling and showing how to count on and identify numbers using place value to show tens and ones for numbers beyond ten and many children are grasping this well.
- ✚ **Number writing:** Please use the number rhymes (all the verbiage I use to help them form numbers correctly) that were sent out October 21.
The biggest helps to your kindergartner as they write numbers at home are: 1. Tell them where to start the number (“Start on the left.” “Start on the right.”) 2. Immediately have them correct any backwards numbers so that muscle memory and visual memory are not poorly affected. We want them to see and feel the correct directionality of numbers now so that they don't have more to correct later. ***When writing numbers on lines or rows, all numbers SIT on the baseline and are medium size – shorter than the top line, taller than the midpoint.**

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 most of the letters we write are lowercase. We will teach capital formation later in the year. Practice writing all phonograms that we have learned now, **just please check for correct directionality and formation.** You can also ‘air write’ with their finger in the air or sensory write in sand/shaving cream/etc. as you say sounds. **Begin to make practice harder as your child is ready** – give the sounds of a phonogram that is well known and have them write it from memory. Then show the phonogram, model it, if needed and have them correct anything needed. They are working on checking their own writing now in class to see if it is neatly and correctly done. 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. We will begin written phonogram tests in a few weeks beginning with the first ones learned, so this is helpful to begin to do in short chunks at home.

- 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) or pull straight down to the basement and curve a tail (g.)
- All letters with lines – the tall or short line must start at the top (topline for tall letters, midpoint for short letters) and pull down (l, h,t) or pull diagonally down (v, w.) All short cross lines start from the left and go to the right. Cross lines are written just above the midpoint and are short and neat.
- 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 practicing 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. 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.

✚ 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!)

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

✚ Spelling/Phonogram Tests: Ways to practice

We will take a phonogram test most Thursdays now. All items to be tested will be in the box on the first page of this newsletter the week before for those that want to practice at home. 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.

I will introduce the idea of writing spelling words on tests by giving one or two to try. In a few weeks after we have tested the first 26 phonograms, we will begin tests that will include five written phonograms and five written spelling words, going in order of how they were introduced (see my lists on the first page.) 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 2nd or 3rd 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.**