

Winter Forecast

Issue: 9

Fri, Oct 28, 2022

Important Dates to Remember

Nov 17: **Thanksgiving** Feast

Nov 21-25: **Thanksgiving** Break

October Character Virtue

Perseverance: No quitting, keep trying. Working to do your best even when it is hard.

Currently in **math** the focus is:

Writing numbers with correct formation

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

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

Ordinal numbers 1st - 10th.

Place value of tens and ones as we count days of school and add 1 each day. Seeing patterns in numbers. We are up to 31 days!

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

Number sense – Varied ways to make and recognize numbers 1-10. Use manipulatives or things around your yard/home to show a number. Explain your thinking.

Patterning – recognizing and copying or making patterns

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 First Americans, Ashrose. Learning about varied tribal groups and their location in North America as well as some ways of life. This is a beginning overview.
- Fall leaves – nature study and artist work.

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

E, e

Fall/WINTER are here – send jackets, gloves, hats!
(Labeled with names!!)

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.** Focus on all vowels and using the first sound of a phonogram in words! Building words with phonograms, reading words.

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.

Home Focuses: Practice all phonograms learned orally and with air writing. Now begin to 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 beginning sounds games with items in your home; Read rhyme books and be silly with rhymes; practice following oral directions with games that include use of colors, shapes, letter names, numbers.

Learning to listen and do is key in kindergarten. Give 2-3 step directions in varied activities, play games with following directions.

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. I will have sign-ups for 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.

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. You can practice the writing of the 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.

✚ **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.