

Winter Forecast

Issue: 15

Fri, Jan 6, 2023

Important Dates to Remember

Jan 6 & 13: Mid-year Literacy Testing

Jan 16: No school – MLK Day

Jan 26: Date with Dad 6:30-8:00 pm – gym.

January Character Virtue

Bravery: having courage to do the hard things that are good for me to do.

Currently in **math** the focus is:

Comparing groups or sets of numbers 0-20: more, less/fewer, equal/same.

Teen numbers – building fluency in ten and how many more ones.

Writing numbers correctly.

Counting and making sets of numbers within 0 - 20 using manipulatives, pictures, dots, tally marks, ten frames, dice, counting on from a known number.

Using a number line to count up, count back, count 1 more than, count 1 less than, find missing numbers. Up to 20 now!

Ordinal numbers 1st - 10th.

Place value of 10's and 1's as we count days of school. Seeing patterns in numbers. We are up to 59 days!

Calendar concepts – seasons, months, days of week, years in time. Today, yesterday, tomorrow.

Patterning – recognizing & copying

This Week's Core Knowledge Curriculum was:

- **The Wright Brothers, James.** Inventing the airplane, First flight in their "Flyer." Using motion concepts to understand flight – lift, gravity, speed, pull and push.

We will experiment on Monday with 'flyers.' 😊

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

K, k

Written phonogram test

#7: on 1/12/23

Phonograms: sh, th, ow, ou,
Words: me, do, and, go, at

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, ay, ai (not used at the end of a word), oy, oi (not used at the end of a word), er (of her), ir (of first), ur (of nurse), ear (of early), wor (of works), ng, ea.

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, bed, top, he (r. 4), you, will (r. 17), we (r. 4), an, my (r. 5, 6), up, last, us, am, good, time (sfe 1). **Rule 4:** vowels /a/, /e/, /o/ usually say their second sound at the end of a word/syllable. **Rule 17:** in one syllable words ending in /l/ write two /l/ phonograms. **Rule 5, 6:** 'y' can say /long i/; 'y', not 'i' is used at the end of a word. (Don't use /i/ at end of words!)

Jobs of silent final e. SFE 1 – the sfe makes the first vowel in a word use its second sound.

Daily school focuses: Identifying all sounds in a word, including separating blends (ex: bl - /b/ /l/). Extra focus on middle sounds. **Other skill focuses include** clapping or drumming syllables in words; counting words in sentences; identifying rhyme, producing rhyme; using known phonogram sounds to write easy words and modeling how we blend sounds 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. Write phonograms - give a phonogram sound and have your child write the phonogram from memory. Review naming alphabet letters randomly; play sounds games – isolate beginning sound, then ending sound, then middle sound; **Read!**

Parent Notes/Reminders

Upcoming Kindergarten Events – Details to help you out!

Mid-Year Literacy (DIBLES) testing: Testing for all kinder will take place on Friday, Jan 6th OR Friday, Jan 13th. I will reach out to you by email with any concerns I see or error patterns that would be helpful for you to know as you practice at home. Report cards will also be sent home on Jan 23.

Date with Dad (optional event): Thursday, Jan 26th from 6:30-8:00 in our Central gym. All dads and students from my AM and PM class are invited to come for fun and bonding. This is a great way to meet other dads, get to know some of your kid's friends, have fun in our gym (maybe on our back field – bring a jacket) and build great beginning school memories with your child. Please eat before coming; there will be water and some light snacks provided by moms (moms see the sign up list on Shutterfly! 😊) This is a good time to build rapport with lots of kids and dads who you will continue to see over the years here at Central. Come prepared for action!

- ✚ **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. (Ex: a, me, go, November)

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 K 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)

Silent Final E jobs introduced

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

✚ **Spelling/Phonogram Tests: Ways to practice**

We will take a phonogram **AND SPELLING WORD** 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.**