

# Kindergarten News

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We are so proud of your children! They came to us nearly 50 days ago and have made amazing transitions from their lives at home to their days at school. Your children are becoming writers, readers, thinkers, listeners, speakers and problem solvers.....in essence, they are becoming learners. We're moving along at a good pace now, adding targets, increasing stamina and practicing the application of skills. Learning targets for the next few weeks are listed below. As we build curriculum you will see some repetition from last month as well as new skills. We appreciate your support at home, as practice of basic skills at this age is the key to future academic success. We're looking forward to conferences next week, so get ready to hear great things about your children!

Happy Thanksgiving from Team Kindergarten!

### Parenting Tips

This is a great time for Kindergarteners to practice "bundling up" for wintery school days. As moms, we know it's faster to zip those zippers for your child but as teachers, we hope you will take the time to encourage independence. When children are bundling themselves for outdoor recess it's important that they know how to do this in the right order. It might seem silly to mention this but year after year, we see children struggling with their jackets and zippers because they've put their mittens on first. In order to fully participate in outdoor recess during the winter months, children need to be covered from head to toe with a hat/hood, jacket, snow pants, boots and gloves/mittens. Please put your child's last name on every single item! We usually have about eight pairs of black snow pants hanging in our coat racks. And did we mention all the Spiderman gloves and pink boots? If your children practice winter bundling now, that first morning when they wake up and everything is covered in snow will be magical rather than stressful!

### News from the Nursery

Some of you may already know, but Mrs. Eby had a very healthy baby boy on October 22. Raymond was welcomed into the family by Mom, Dad, and big sister Emily. Everyone is doing very well. Also, Mrs. Hurley, our music teacher, is expecting a baby girl sometime in mid-January. Lastly, Mrs. Jehnzen will be expecting her second child in early May. We will keep you up to beat with breaking news as it rolls in!

### Spelling

The target for spelling is for each child to be able to spell the first fourteen words on the High Frequency word list. Though most of these words are also on the reading Dolch list, we are trying to keep the two areas separate. Our goal is for each child to spell these words from memory and this will be documented through their writing. We are not going to have formal spelling tests. We will however have bi-weekly units, starting in January, to build these fourteen words in their memory for a quick retrieval while writing during writer's workshop or any other writing lesson. From now until January, we will be exposing the children to the words so there are some familiarities come winter. One great tip on ways you can help at home is by starting with one word. Have your child look at the word, say the word, cover the word, practice writing the word (without peeking), then check to see if the spelling is correct. This can be repeated three times. If they look at the word and just copy it, they are developing their skill for close copying, but they are not imprinting the spelling word in their memory. Please let us know if you want other suggestions. The fourteen spelling words are: a, and, for, he, in, is, it, of, on, that, the, to, was, you.

### Literacy

As we move into Unit 2 of Making Meaning, students will continue to make "text-to-self connections." An example of this skill can be taken from the story, The Kissing Hand. Chester the raccoon is nervous about his first *night* of school. When children recall their fears on the first *day* of school, they are making a connection from the text (story words) to themselves.

### Target skills for Unit 2:

I can make text-to-self connections.

I can answer questions to understand stories.

I can identify important ideas in stories.

Socially, children will focus on taking responsibility for their learning and behavior. They will practice the group skills of talking and listening to each other through great stories such as, I Was So Mad and Noisy Nora.

### Mathematics

I can use objects to demonstrate 1 to 1 correspondence to 10.

I can read numbers to 10 out of order.

I can write numbers to 10.

I can use objects to demonstrate "same number", "more than" and "less than" to 10.

I can use flash cards to compare and order numbers to 10.

I can identify the simple 2 dimensional shapes: square, circle, oval, rectangle, triangle, diamond/rhombus.

I can create, describe and extend geometric patterns using pattern blocks to make a simple ABAB pattern.

I can identify a penny by name.

I can count to 30 by 1's.

### Science

I can make observations of the natural world using the appropriate senses.

I can identify that living things have basic needs.

I can identify and compare living and non-living things.

I can ask questions based on observations.

I can plan and do simple investigations.

I can share ideas about science through purposeful conversation.

I can share my findings of observations.

I can think of different ways to gather information (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

### Penmanship Targets

I can write my first and last name using uppercase and lowercase letters, with a space between each name.

I can follow the #1 rule for Penmanship: No letters or numbers start on the bottom line.

I can practice forming these letters: Aa Oo Vv Xx Zz

### Social Studies Target: "Myself and Others. "

"Where am I?"

I can use positional words. (up/down, in/out, above/below)

I can compare the position of an object. (above, below, in front of, behind, on)

### Writing Targets

I can write my name.

I can draw pictures to tell my story or idea.

I know that letters are used to make words.

I can tell you about my pictures and writing.

I can tell you that each sound has a letter.

I can use beginning sounds to write.

I can copy names and some words.

I can match letters to their sounds.

I can write about my pictures.

I can use beginning and ending sounds to write.

I can see myself as a writer.