

## Kindergarten Parent Note Room 124

### October 2017

Hello everyone! You're little ones are doing terrific I have been **very** impressed with their enthusiasm and abilities to roll with the new routines and expectations. During this month, I will be introducing all sorts of new units and areas of letter and number studies. Please mark your calendar with the upcoming special events.

**LANGUAGE ARTS:** We are well on our way to becoming **great** readers. The children have actively involved themselves in all the aspects of our balanced literacy program. Our focus has been "Welcome to Kindergarten". We have done very well meeting our new school family and learning about all the ins and outs of Kindergarten life.

They are doing a great job in Readers Workshop learning how to choose and handle books in our classroom library and in their individual book boxes. They are exploring books during independent reading time with gusto. We "read" for 3 minutes the other day!!!! You could have heard a pin drop! Everyone was using some great focused reader habits. Oh, wait a minute, ...didn't you know we can read????! Well, we can. We can "read" the pictures, we can retell an old favorite (a book we have heard several times) and we are on our way to reading words, like you grown-ups!!! Also during Reader's workshop, we have had many lively discussions about a shared reading book, (i.e. a big book where children are modeled different reading strategies) or a read-aloud story (a story I read to them that is tied to a literacy, math, science or social studies topic). This class loves to learn!

We have begun our letter studies (via the Foundations phonics' program augmented with the songs and stories about the letters via the Lively Letter program). Our letters so far are : "c,a,d,g,o,. October's letters will be: s,q,pr, mn, and hb. Please help your child practice identifying these letters, formation (we are currently focusing on lowercase formation) and letter/sound correspondence. We are also working on playing with sounds. We use fun drills, games and activities that focus on rhyming, isolating beginning, end or middle sounds in words, putting compound words together/apart and identifying different types of sentences– statement, questions, exclamations, etc.

We have already learned 3 sight words (words you memorize): "I", "am", and "go." and "the" is coming up soon . We are also working with other words that are frequently used in our science/social studies thematic unit. (i.e. fall vocabulary for this month)

The opportunities for writing in our day are numerous: During Writers workshop, we have been learning the rules and routines. We have had lively discussions about who uses writing and why, and we've discussed different types of sharing: oral storytelling, drawing and actual writing. We will also talk about how we are all at different places with our writing/drawing and how we need to be respectful of each other's abilities. In shared writing: I write, modeling the process and they help (i.e. morning message, charts, lists, Venn diagrams, etc), During open-ended drawing/writing time the children are using the information that we generated in our lessons. i.e. drawing people with bodies, clothes, facial expressions, adding details such as using at least 5 colors, scenery, etc. I will be using "Grown-up writing" on their paper's , acting as a scribe, writing down their words about the picture. I want to send the message that their words are important. (this is also another potential teaching moment, where I can model the writing process. ) As we gain phonetic skills, my friends well begun to label and/or write sentences; writing the sounds that they know. (this is called Kindergarten writing or inventive spelling. As young children get more proficient with their phonics skills, their learn more conventional spelling.)The children are doing a wonderful job, and we are very proud of their efforts.

**MATH:** Our math program, (enVisions2) is finishing up it's focus on understanding the numbers 0-5. We have explored: how to write them, 1:1 correspondence, the fact that the last number counted is the total amount, we can use different tools to show a number (i.e. 2 sided counters, a number line, 10 frame, a domino or dice and tally marks.) and that a number can be arranged in a variety of ways. we have learned mathematic vocabulary such as count, number, number names, order, part and whole. In October, the we will work with comparing numbers 0-5. We will learn vocabulary such as: compare, equal, same as, greater than, less than, model. We will start unit 3 before the month's end which looks at counting to ten. In our large group mini lessons, we will be using tools (manipulatives) to help us explore the main concept of the lesson. We focus on using the mathematical practices that are part of our standards. (these practices were part of the packet that I sent home from our open house) These practices..."are the habits of mind, processes and dispositions that enable a learner to understand mathematics and to use or do mathematics with understanding". We infuse our learning with there practices and strongly encourage the children to use their "math talk" to explain how and why they obtained their answer to a math question or problem. I have designed these small group center activities that follow the lesson everyday, to help provide several things: hands on practice of the skills presented, fun games that re-visit a concept to help