



Kindergarten News

November 2022



News and Notes

- ❖ Please remember to **check your child's take home folder daily** for upcoming events and important information.
- ❖ Please remember to have your child wear tennis shoes on PE days.
- ❖ If you would like to volunteer in the school or for any upcoming field trips, you must complete the online volunteer training.
- ❖ Fall is finally here and cooler temperatures have arrived too. Please make sure your child has appropriate clothing for outdoor recess. Label your child's items. Items that look similar tend to get mixed up very easily and it is difficult to determine the rightful owner. We will continue to go outside unless the temperature is below 32 degrees.



Social Studies Standards

The students will...

- ❖ identify ways people travel.
- ❖ compare tools and toys of the past and present.
- ❖ be aware of technology in their environment.

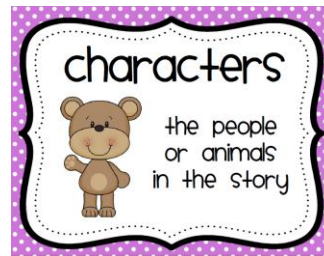


ELA Standards

The following is a list of some of the benchmarks that will be covered this month.

The students will...

- make predictions about a story.
- read high frequency words that have been taught.
- use text features to learn information in nonfiction texts.
- use correct lower case letter formation when writing.
- identify characters and the setting in a story.



Math Standards

This month, we will continue to work on number and quantity. Please see the following math family letter regarding specific benchmarks. This paper also includes activities that you can do at home to support what is being taught at school.



Science Standards

The students will continue...

- ❖ learning that their five senses help them observe and describe the world around them.
- ❖ discussing and recording observations made using their senses.



CCPS Curriculum Information

To find out more information about our curriculum, please click on the following links:

Math: <https://www.carrollk12.org/academics/curriculum-and-instruction/curriculum/elementary-curriculum/math/kindergarten>

ELA: <https://www.carrollk12.org/academics/curriculum-and-instruction/curriculum/elementary-curriculum/ela>

Science: <https://www.carrollk12.org/academics/curriculum-and-instruction/curriculum/elementary-curriculum/science/elementary-science-kindergarten>

Social Studies: <https://www.carrollk12.org/academics/curriculum-and-instruction/curriculum/elementary-curriculum/social-studies/kindergarten>

Home Activities

Each month we will list several activities which you can practice at home with your child. These activities may be: curriculum related, involve self-help skills, or will work on improving motor skills.
Remember to make learning FUN!

- ❖ Now that the weather is getting colder, please help your child practice putting on his/her coat. Help them practice zipping, buttoning, and snapping.
- ❖ With the leaves changing colors and various types of seeds falling from trees, take a nature walk with your child. Look for different types of leaves, seeds, and nuts. Take them home and sort them by color, size and shape. Your child can continue to work on using his/her senses to describe these fall objects. He/she may want to be a Kindergarten Scientist and record their observations.

November Dates to Remember

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8 School and Offices Closed for Election Day	9	10 Breakfast with the Brave	11 2hr. 45min. Early Dismissal
14	15 Chick-fil-a Spirit Day- Drive Thru Only	16	17 General PTA Meeting 6:00PM	18 Quarter 1 Report Card Sent Home PTA Bingo Night Gym @ 6PM
21	22 Parent Conference Night 3:30-6:30 PM	23 2hr. 45min. Early Dismissal	24 No School Thanksgiving	25 No School Thanksgiving Break
28	29	30		



Review Letter Formations With Your Child

For the next 12 weeks, your child will practice writing the letters in **lowercase**. As you may notice, these will not be taught in alphabetical order. This is because we group letters with similar formations.

WEEK	LETTERS	WEEK	LETTERS	WEEK	LETTERS
1	t b f	5	a g	9	l h k
2	n m	6	d s	10	v w
3	i u	7	e r	11	y x
4	c o	8	p j	12	z q

Encourage correct pencil grip

Be sure your child has the pencil between the index finger and the thumb and then rests it on the other fingers.



Right Hand Pencil Grip

Left Hand Pencil Grip



When your child writes, both elbows should be on the table and feet should be on the floor, if possible. You can use an old box under the table if the table is too high. Also, have your child hold the paper with the non-writing hand.



Help Your Child Develop Print Awareness

Print awareness means an understanding that spoken words can be transferred to written print.

The importance of reading to your child as often as possible cannot be overstated. While you read to him or her, you can do some things to help develop an awareness of print.

As you read a story, you can help your child **develop print awareness** by doing these three things:

1. **Following the printed word with your finger.**
2. **Indicating the left to right progression of words.**

3. **Noting periods between sentences with pauses.**

Rhyming is also an important skill. Help your child do this by letting them fill in the rhyming words in stories that contain rhymes. For example: ***Is Your Mama a Llama?***, ***The Cat in the Hat***, etc.

You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

Reading with your child is a great "end-of-the-day" activity.

Title	Author	Publisher / Date
<i>The Cat in the Hat</i>	Seuss, Dr.	Houghton Mifflin; 1957
<i>Green Eggs and Ham</i>	Seuss, Dr.	Random House; 1960
<i>In the Tall, Tall Grass</i>	Fleming, D.	Holt, Rinehart & Winston; 1991
<i>Is Your Mama a Llama?</i>	Guarino, D.	Scholastic; 1989
<i>Jesse Bear, What Will You Wear?</i>	White Carlstrom, N.	Little Simon; 1996
<i>Little Bear Sleeping</i>	Johnston, T.	G.P. Putnam's & Sons; 1991
<i>Lyle, Lyle, Crocodile</i>	Waber, B.	Houghton Mifflin; 1965
<i>Owl Moon</i>	Yolen, J.	Putnam & Grossett; 1987
<i>There's a Wocket in my Pocket</i>	Seuss, Dr.	Random House; 1996



In Addition to the Letter Formation Activity Help Your Child Develop Comprehension Skills

When you read to your child, he or she will develop **comprehension** and **story re-telling** skills.

Reading Comprehension

Develop comprehension by pausing on some of the pages to talk about the story:

- 1. Let your child discuss how the characters feel.**
- 2. Let your child predict how the story will end.**
- 3. Let your child discuss what "they" would do.**
- 4. Ask your child, "Where is (name an object)?" to develop vocabulary.**

Story Re-telling

Children love to hear the same story read over and over. **After your child knows a story well, have them tell you the story, using the pictures as a guide.**

Encourage them to do this in their own words, not mimicking the exact written words.

You can say, "You know this story so well, tonight you tell me what happens on each page and then I'll read the words to see if you are right. On this page do you remember what happened?"

The **suggested books** listed below focus on comprehension and re-telling. They should be available at your local library.

Title	Author	Publisher / Date
<i>Alexander and the Terrible Horrible, No Good, Very Bad Day</i>	Worst, J.	Atheneum; 1972
<i>A Baby Sister for Frances</i>	Hoban, R.	Harper Trophy; 1992
<i>Are You My Mother?</i>	Eastman, P.D.	Random House; 1988
<i>Lily's Purple Plastic Purse</i>	Henkes, K.	Greenwillow Books; 1996
<i>Mike Mulligan and His Steam Shovel</i>	Burton, V.	Houghton Mifflin; 1967
<i>The Mitten</i>	Brett, J.	G.P. Putnam's Sons; 1989
<i>The Runaway Bunny</i>	Wise Brown, M.	HarperCollins; 1970

Sight Word News

Unit 3

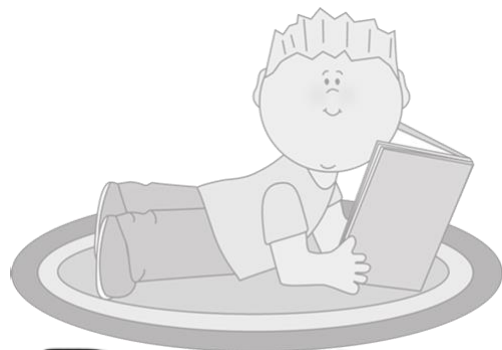
Dear Families,

We have completed our study of another set of sight words. Any words that were not mastered should continue to be practiced at home.

We are ready to move on to our next set of sight words. They are listed below. At the end of this unit, your student will be assessed on his/her ability to read these words (as well as the words from previous units) automatically, within 3 seconds, and without sounding out.

Please continue to review old words and practice these new words. Making sight word practice a priority at home will help your student become a successful kindergarten reader and writer!

to	and	is
come	got	here
go	some	little



Sight Word News

Unit 4

Dear Families,

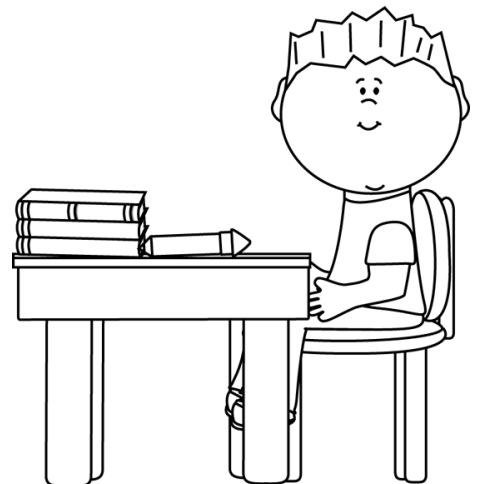
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Warm Regards,

you	can	all
do	play	that
an	love	not





KINDERGARTEN MATHEMATICS – Unit 1

Dear Parents,

During Unit 1, your children will use numbers to 10, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.

INTRODUCING THE NUMBERS 0-10

Your child needs to:

- Count to 100 by ones and tens
- Count forward from a number other than 1
- Write the numbers 0-10 and represent an amount of object with a written numeral
- Count up to 10 objects one at a time, giving each object a number name
- Understand that the last number said names the total amount for a group of objects
- Understand that each successive number name refers to a quantity that is one larger
- Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or a scattered configuration
- Count out a set of up to 10 objects
- Identify whether the number of objects in a one group is greater than, less than, or equal to the number of objects in another group
- Compare two numbers between 1 and 10 presented as written numerals
- Represent and solve addition and subtraction word problems and add and subtract within 10 (e.g. using objects or drawings to represent the problem).
- Separate a number into two parts and understand that there is a relationship between the parts and the whole for numbers 0-10 and record with a drawing or equation and understand that the values on each side of the equal sign are the same
- For any number from one to nine find the number that makes ten when added to the given number
- Begins to work towards goal of fluently adding and subtracting within 5 by applying knowledge of decomposition.

WAYS PARENTS CAN HELP

- Practice counting forward with your child to 100
- Practice counting forward starting with a number other than 1
- Practice putting number cards in order
- Count things around the house (steps, toys, food items...)
- Use a die to see if your child can name the number without counting the dots
- Practice writing the numbers up to 10
- Build sets representing a number 0-10 together using things around the house
- Practice adding and subtracting things around the house (i.e. 3 red grapes and 3 green grapes - how many grapes in all or start with 6 grapes eat two - how many are left)

KEY WORDS AND PHRASES

Add/Addition	Most
As many as	Number path
Compare	One less
Equal	One more
Fewer than	Part-part-whole
Five frame	Plus
Greater than	Put together
Join	Same
Least	Separate
Less/Less than	Subtract
More	Subtraction
More than	Take apart
	Ten frame

BACKGROUND INFORMATION AND EXAMPLES FOR PARENTS

Ten frames:

<http://video.carrollk12.org/view/YINGERSUBITIZE>
<http://video.carrollk12.org/view/ROTHSCHILDUSINGTENFRAMES>

Decomposing:

<http://video.carrollk12.org/view/KNIGHTDECOMPOSING>

Problem Solving:

<http://video.carrollk12.org/view/GROFTPROBLEMSOLVING>

Addition and Subtraction:

<http://video.carrollk12.org/view/ROTHSCHILDSOLVINGADDPROBLEMS>
<http://video.carrollk12.org/view/ROTHSCHILDSOLVINGSUBTPROBLEMS>

KINDERGARTEN SOCIAL STUDIES

Me and My Family

Dear Families,

Here is what your child is learning in Kindergarten, during our unit, "Me and My Family" with some specific ways you can help. Look for additional newsletters for upcoming units.

ME AND MY FAMILY

Students need to be able to:

- Discuss and explain ways that people travel
- Explain how and where people get the things we need
- Describe ways that people communicate
- Explain how people adapt to the environment
- Compare how people, toys, and tools have changed from the past to the present
- Discuss daily schedules and the concept of yesterday, today, and tomorrow
- Recognize that individuals, families, and their traditions are unique and special
- Explain how technology affects the way people live, work, and play

KEY VOCABULARY

Transportation - how people and/or goods move from one place to another

Goods - items for sale or things that can be moved

Communicate - to give information to others by talking, writing, body movement, or signals

Environment - the areas in which people, animals, and plants live

Schedule - things to be done at or during a particular time

Needs - things a person must have to live

Unique - being special or unusual in some way

Family - a group of people who are related to each other

Technology - human-made tools that make tasks easier for people

WAYS FAMILIES CAN HELP

- Identify different modes of transportation in your community as you see them
- During a visit to the grocery store, discuss how your goods were transported to the store
- Play a game of charades to show an example of communicating through body language
- Involve children in choosing appropriate clothing according to the weather
- Discuss your family traditions at holidays or other special times
- Go on a Treasure Hunt for examples of technology in your home