



Kindergarten News

October 2022



News and Notes

- ❖ Please remember to check your child's take home folder daily for upcoming events and important information.
- ❖ We understand that birthdays are an exciting time for your child. Unfortunately, due to the increase in the number of food allergies, we can no longer accept edible birthday treats. If you wish to send in birthday goodies, please consider sending in stickers, erasers, or other small non-edible items.
- ❖ We hope everyone is participating in Project ACES. Remember to fill in the log in your child's folder. Logs are due Friday, October 7.
- ❖ Please remember to have your child wear tennis shoes on PE days.
- ❖ Please remember, if you would like to volunteer in the school or for any upcoming field trips, you must complete the online volunteer training.

Social Studies Standards

The students will...

- ❖ identify ways people communicate.
- ❖ explain how transportation is used to move goods and people from place to place.
- ❖ 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...

- ❖ begin to recognize that the title and illustrations provide meaning.
- ❖ make predictions about a story.
- ❖ identify the setting of a story.
- ❖ recognize that spoken words can be represented by print.
- ❖ develop an awareness of spaces between words.
- ❖ begin to use correct lower case letter formation when writing.
- ❖ develop an awareness of beginning capitalization and punctuation.



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...

- ❖ learn that their five senses help them observe and describe the world around them.
- ❖ discuss and record observations made using their senses.
- ❖ observe and record the life cycle of the monarch caterpillar.



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!

- ❖ Practice tying shoes.
- ❖ Practice fastening buttons, snaps, zippers of clothing, and zippers on backpacks.
- ❖ Play some rhyming games and read rhyming books.
- ❖ Take the letters of the alphabet and mix them up. See if your child can identify the letters out of order.
- ❖ Practice writing first names using an uppercase letter for the first letter ONLY!
- ❖ Practice cutting skills by cutting pictures from old magazines. Your child can glue the pictures on paper and you can assist them with writing words to label the pictures.

October Dates to Remember

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|--|-------------------------|---|---|
| 3 | 4 | 5 | 6 | 7 Fun Run 1:05-2:05 Interims Go Home |
| 10 | 11 | 12 | 13 PTA Advocacy Meeting 6pm | 14 Fun Run Rain date 1:05-2:05 |
| 17 CAPS tour with CJ Lucky | 18 Bus Drive Appreciation Day Chick-fil-A Spirit Day | 19 Flu Clinic | 20 Parent Conference Night Teacher Requested | 21 No School Professional Day for Teachers |
| 24 PTA Spirit Dress Up Week | 25 Fall Pictures | 26 | 27 Starbuck Store | 28 PTA Trunk or Treat |
| 31 | | | | |

Fundations Level K - Unit 1

Dear Family,

Carroll County teachers are providing direct and explicit teaching about “how English works.” The goal is for students to learn word patterns and apply them in reading and spelling.

This year we'll be using a program called **Fundations®** to teach some important basics of reading and spelling. Please refer to the chart below for the skills we will learn (or review) in Unit 1. Unit 1 will last approximately 12 weeks.

| Skill | What is it? | How can you help at home? |
|---|--|--|
| Letter recognition (a-z) | Being able to name a letter | <ul style="list-style-type: none">• Have your child identify letter names.• Read alphabet books.• Go for a treasure hunt to find letters. |
| Letter formation | Correctly writing a letter | Practice tracing or writing letters. |
| Sound recognition (consonants and short vowels) | Being able to say the sound that a letter makes | Have your child identify the sound that the letter makes. Make sure your child “clips” the consonant sounds instead of putting an “uh” on the end of a sound. Ex. The letter “t” says /t/ not “tuh.” |
| Print awareness | Understand that spoken words can be transferred to written print | While reading a story with your child: <ul style="list-style-type: none">• Follow the printed word with your finger.• Indicate the left to right progression of words.• Note punctuation (periods, question marks, etc.) between sentences with pauses. |
| Word awareness | To hear an individual word in a spoken sentence | Say a short sentence. Have your child count the number of words in the sentence. |
| Rhyming | Words that have the same ending sound (ex. cat and hat, weigh and hay) | <ul style="list-style-type: none">• Read nursery rhymes and other stories that contain rhymes. For example: <i>Is Your Mama a Llama</i> and <i>The Cat in the Hat</i>.• Give your child a word, and have your child give a word that rhymes. |
| Story retelling and comprehension | Understand what has been read | Read with your child. Pause after a few pages and have your child tell what has happened in the story. <ul style="list-style-type: none">• Name the characters and tell how they feel.• Predict what will happen next in the story.• Tell something that you have learned.• Ask your child “Where is the (name an object)?” and have them point to it in the picture. |
| Phonemic awareness skills | Identify beginning and final sounds in words | Say a word aloud and have your child tell the beginning or final sound. |

Did you know?

Qu is referred to as the “buddy letter” because **q** always has his buddy **u** right next to him in English words.

For additional practice activities, you may contact your child's teacher. Remember to make it FUN!

Sincerely,

The Kindergarten Team

Sight Word Newsletters

Unit 1

Dear Families,

Our class will be focusing on the following words for the next several weeks. At the end of Unit 1, your student will be assessed on his/her ability to read these words automatically, within 3 seconds, and without sounding out. Please remember to make sight word practice a priority at home!

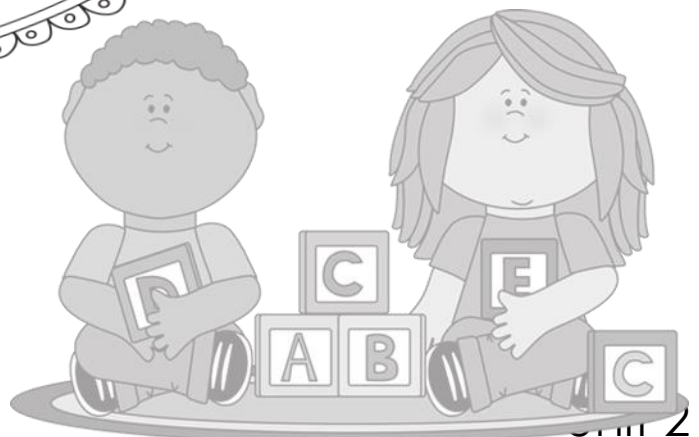
| | | | | |
|-----|--------------|-----|----|----|
| the | Child's name | me | I | we |
| at | on | see | am | my |

F.A.Q.

Frequently Asked Question

My child can read all of this month's words automatically. What can we do to practice?

You can support your child's growing literacy skills by helping him learn how to spell these words. Try using magnetic letters, Scrabble Tiles, etc.
Be creative and have fun!



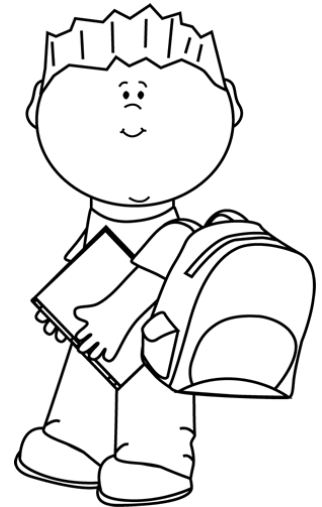
Dear Families,

We have completed our study of our first 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 words from the last unit) automatically, within 3 seconds, and without sounding out.

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

| | | |
|------|------|----|
| a | in | by |
| like | look | it |
| no | yes | up |



F.A.Q.

Frequently Asked Question

What happens if my child doesn't master each unit's sight words?

As teachers, we are constantly monitoring student progress. Students who demonstrate a need for additional practice are included in small reteach groups, work with parent volunteers, and may be assigned to an instructional assistant for sight word intervention. You can help by reviewing your child's

assessment and including the missed words when you practice at home.



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 Science

Interdependent Relationships and Ecosystems: Monarch Butterflies and Ladybugs

Dear Families,

Here is what your child is learning in kindergarten, during the study of Interdependent Relationships and Ecosystems with some specific ways you can help. Look for additional newsletters for upcoming units.

Interdependent Relationships and Ecosystems: Monarch Butterflies and Ladybugs

Essential Questions:

- How are the needs of humans, plants and animals the same?
- How does the Monarch butterfly depend on milkweed?
- How can we help increase the number of Monarch butterflies?

In this unit students need to:

- Identify that Living things have specific needs in order to survive.
- Identify that in many cases, plants and animals depend on each other to meet their needs.
- Identify that there are ways to reduce the impact that humans have on the environment.
- Understand that all living things grow and change.

Key Vocabulary

Monarch butterfly- large, deep-orange butterfly, *Danaus plexippus*, with black and white markings

Nectar- the saccharine secretion of a plant, which attracts the insects or birds

Chrysalis - the hard-shelled pupa of a moth or butterfly

Habitat- the natural environment of an organism

Metamorphosis- a profound change in form from one stage to the next in the life of a living thing

Ways FAMILIES Can Help

- Read books about the life cycle of butterflies, as well as other living things
- Go on walks with your child to try and find Milkweed and Monarchs in the different stages during the fall
- Extend your child's knowledge by reading non-fiction books about other kinds of Butterflies

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

