

Kindergarten News

December 2022

News and Notes

- ❖ It was a pleasure to meet with so many of you during our recent conference days. Thank you for taking time to meet with us to discuss your child's progress in kindergarten.
- ❖ Please remember to **check your child's take home folder daily** for upcoming events and important information.
- ❖ 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 (including the wind chill).



- ❖ We would like to wish you a very happy and safe holiday season and look forward to seeing you all in the New Year!

Science Standards

The students will understand...

- that forces, such as pushes and pulls, move objects.
- that when objects collide, motion changes.
- that pushes and pulls have different strengths and directions.

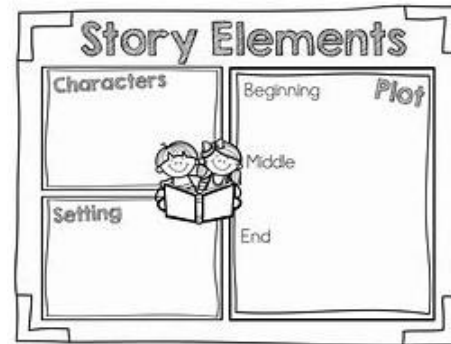


ELA Standards

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

Students will:

- blend three sounds together to read CVC (consonant-vowel-consonant) words.
- use frequently occurring nouns and verbs.
- identify all upper and lowercase letters by name.
- identify story elements.
- begin to sequence events in a story.
- begin to use correct spelling for sight words learned so far.
- begin to put spaces between words as well as use correct capitalization and ending punctuation.



Math Standards

This month we will learn about measurement and data. Please see the attached math cluster paper for specific information and things you can do to support your child at home. We will also continue to work on number sense.



Social Studies Standards

The students will identify customs and traditions of individuals and families.



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!

- ❖ In math, we are learning about addition and subtraction. Have your child practice adding two groups together to find out how many in all and subtracting some from a group to see how many are left. Use things like pennies, stickers, crayons, small toys, etc. to make the groups. Have your child write the equation to show what they did with the groups.
- ❖ In social studies, we will be discussing different wintertime traditions that are celebrated around the world. Talk with your child about some of your family's traditions.
- ❖ Let your child practice cutting by giving him/her some catalogues so they can cut out pictures for a holiday wish list. Your child can label the items by stretching out the words and writing the sounds they hear.

December Dates to Remember

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2 PJ Day
5 Scholastic Book Fair Browsing Week	6 Scholastic Book Fair Browsing Week Fall Picture Retakes	7 Scholastic Book Fair Browsing Week	8 Scholastic Book Fair Browsing Week	9 Scholastic Book Fair Browsing Week Interims Go Home
12 Scholastic Book Fair Buying Week	13 Scholastic Book Fair Buying Week	14 Scholastic Book Fair Buying Week	15 Starbucks Store Scholastic Book Fair Family Night 4:00pm-8:00pm	16 Scholastic Book Fair Buying Week PTA Holiday Shoppe
19 PTA Holiday Shoppe	20 PTA Holiday Shoppe <i>Winter Concert for Students</i> Chick-Fil-A Spirit	21 PTA Holiday Shoppe	22 PTA Holiday Shoppe	23 Holiday Shirt Day Early Dismissal
28 No School Winter Break	29 No School Winter Break	30 No School Winter Break	31 No School Winter Break	



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 4

Dear Families,

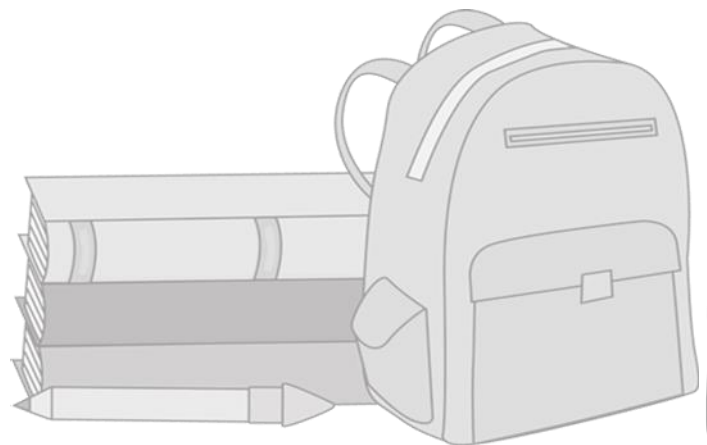
We have completed our study of another set of sight words. Any words that were not mastered should continue to be practiced at home.

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!

Warm Regards,

you	can	all
do	play	that
an	love	not





KINDERGARTEN MATHEMATICS – Unit 2

Dear Parents,

During Unit 2, your child will begin to develop an understanding of the meaning and processes of measurement. Students will spend the majority of their time in this cluster describing and comparing measurable attributes. Your child will also classify objects in a variety of ways. Classification involves making decisions about how to categorize things. Young children need experiences with categorizing things in different ways in order to learn to make sense of real-world data.

MEASUREMENT AND DATA

Your child needs to:

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (Use measurement and geometric vocabulary (e.g. sides) when describing the attributes of objects)
- Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (For example; directly compare the heights of two children and describe one child as taller/shorter.)
- Classify objects into given categories; count the number of objects in each category and sort the categories by count. (limit category counts to be less than or equal to 10)
- Continue to support adding and subtracting fluently to 20 with +1, -1, +0, and -0.

KEY WORDS AND PHRASES

Category	Long/Longer/Longest
Compare	Match
Describe	Measure
Greater	Measurement
Group	More of
Heavy/Heavier/Heaviest	Same
Least	Short/Shorter/Shortest
Length	Sort
Less of	Taller
Light/Lighter/Lightest	Weight

WAYS PARENTS CAN HELP

- When holding or observing objects help your child to use words like *heavier/lighter* and *longer/shorter*.
- When using bowls help your child to predict which one can hold more (capacity). Have fun checking the prediction by using glasses of water to fill each bowl.
- Compare a measurable attribute of two objects to see which has more of or less of the attribute (i.e. a regular fork is longer than a small fork, you are taller than they are, a book is heavier than a magazine...).
- Classify a bag of candy by color (M&M's, Skittles, Starbursts...). Count the number of pieces in each group. Sort the groups by the number of pieces in each group.
- Play a game, “Guess My Rule”, where each player sorts a group of objects and the other player has to guess the rule. When the guessing player guesses correctly, changes roles. First player to correctly guess 5 rules wins.
- Continue to practice adding and subtracting to 5.

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



Kindergarten Science

Forces and Interactions

Dear Families,

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

In this unit students need to:

- Understand that forces such as pushes and pulls move objects.
- Understand that when objects collide, motion changes.
- Understand that Pushes and pulls have different strengths and directions

Essential Questions:

- How can you make an object move?
- How can you make an object go faster/slower/change direction and stop?
- What are some of the causes for change in motion?
- What happens when objects collide?
- How are pushes and pulls the same and how are they different?
- How can you plan and use data to solve problems?

Key Vocabulary

Motion- a change in position over time

Force- a push or a pull. Pushing and pulling can move an object.

Friction- an opposing force that slows acceleration of an object.

Gravity- The invisible force that attracts an object to the center of the earth.

Push- to press upon or against (a thing) with force in order to move it away

Pull- to draw or haul toward oneself or itself, in a particular direction

Collide- to strike one another or one against the other with a forceful impact

Speed- rapidity in moving

Distance- the extent or amount of space between two things

Force- strength or power exerted upon an object

Ways FAMILIES Can Help

- Find things that can be pushed, pulled or both around the house
- Sort different toys into push and pull piles
- Read books about push and pull
- Incorporate the listed vocabulary words in family conversations