



This Week in Kindergarten

Reader's Workshop

This week in Reader's Workshop the children learned about **character traits**. They learned that a character's actions can help you **infer** his/her character traits.

The children learned that good readers ask questions during and after reading a story to further their understanding of the story. We reviewed the **Question Words: who, what where, when, why and how!**

The children continue to practice expressing an opinion about a part of the story and explain why they felt that way.

We worked on making predictions based on the title and the cover. Then the children **confirmed** or **revised** their prediction as they read the story.

The children also learned to identify **important events** in the **beginning, middle** and **end** of the story.

| | | |
|---|-----------------------|---|
| ? | Question Words | ? |
| | Who? | |
| | What? | |
| | Where? | |
| | When? | |
| | Why? | |
| ? | How? | ? |

Word Wall Words

This week is a **Review Week!** The following are all of the Word Wall Words taught so far:

a, am, and, at, can, go, I, in, is, it, like, me, my, no, of, on, said, see, the, this, to, today, we, went, yes, you

Please practice these words at home with your child.

Remember your child is expected to **read** and **write** these words.

Writer's Workshop

During Writer's Workshop the children learned about good leads. A **lead** is the opening line of a story. It should grab the reader's attention. In the lead the setting is introduced. The children listened to a sample of leads read from favorite stories to hear good leads. After hearing good leads the children tried their hand at writing their own good lead.

The children learned that it is important to give the reader **all of the information** when

writing a story. After reading Seven Blind Mice, the children realized that problems can occur if the reader has gaps in their understanding or if they do not have all of the information.

The children learned that in a good **ending** the author is going to convey the narrator or character's **feelings**.

Handwriting

We are learning the "**Corner Start Letters!**"

This week's "Corner Start Letter" is the letter **Z**.

We have learned the following "Corner Start Letters" **H, K, L, U, V, X, Y** and **Z**.

We are also learning how to write the numerals. We have learned to write the numbers **1, 2, 3, 4, 5** and **6**.

Please watch your child when he/she writes letters and numbers. **Remember...**

All letters and numbers start at the top!

January 2012

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--------------|--|------------------------------|----------------|-------------------------|--------------------|
| 1 | 2 No School | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 Early Release, Spirit Day | 12 | 13 | 14 |
| 15 | 16 No School | 17 | 18 High Touch/ High Tech | 19 Banking Day | 20 Movie Night- "Smurf" | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 KTM Ice Skating |
| 29 | 30 | 31 Restaurant Night @ Elm Street Diner | | | | |

| Schedule of Events |
|--|
| <ul style="list-style-type: none"> 1/2 No School 1/11 Early Release, Spirit Day- Inside Out Day! 1/16 No School- MLK Day 1/18 High Touch/High Tech 1/19 Banking Day 1/20 Movie Night- "Smurf", 6:00 PM 1/28 KTM Ice Skating 1/31 Restaurant Night @ Elm Street Diner |

Math

This week the children learned how to use a **number line** to help solve story problems.

The children learned a new game called "**Top-It!**" It is a card game. You can play at home with a regular deck of cards. (Just use the number cards.) Or you can **play "Top-It!" on EM Online.**

The **addition (+) symbol** was introduced this week. The children solved story problems with counters and used a stick that had the addition (+) symbol on it. (This is a concrete way of introducing the concept. Then we move into writing the number sentences.)

The children practiced **extending patterns.** They created their own patterns using a pattern block stencil.

Important News!

It is very important that your child knows how to **read** and **write** the **word wall words!** Starting in January the children will be practicing **dictation.** This is a form of assessment that lets the teacher know how your child is progressing with letters, sounds and word wall words.

The teacher will say a simple sentence that has word wall words and words your child can sound out! Your child will be expected to write the sentence.

You can practice this at home by saying simple sentences using the word wall words.

I can see you.

My cat is fat.

The fan is on.

I am sad.

Skills

This week focused on **short ā word families.** Word families rhyme and are spelled the same at the end of the word.

Here are a few words for the short ā word families we have learned.

| _am | _at | _an | _ap | _ad |
|------------|------------|------------|------------|------------|
| ham | hat | man | lap | bad |
| Sam | fat | can | map | lad |
| Pam | cat | ran | gap | sad |
| dam | rat | Dan | nap | mad |
| slam | that | tan | trap | dad |
| tram | flat | plan | chap | glad |

Your child should be able to sound out these words!