



K.T. MURPHY

This Week in Kindergarten

Reader's Workshop

This week in Reader's Workshop the children practiced using **one-to-one correspondence** while reading. The children pointed under the word as they read.

The children were introduced to the strategy of **taking a picture walk** before reading a book. This is a strategy good readers use "**before reading**" that helps the reader **make predictions** about the book.

The children also learned that good readers **ask questions about the text** to help understand what they have read.

The children learned that good readers **participate in discussions about books**.

Finally, the children learned that good readers **use the picture and letter/sound relationships** to help read unknown words.



Hip-Hip-Hooray!

We started taking books out from the Media Center.

Read and enjoy the book at home for the week.

Return the book by your child's next Media center class so he/she may take out a new book.

Word Wall Words

This week's new words are **I** and **me**. The following are the words we have learned:

can, you, to, on, I, me, today, is, it, we, in, a

Please practice these words at home with your child.

*(*Have your child circle or highlight Word Wall Words in flyers or memos sent home from school, after you have read them, of course!)*

Writer's Workshop

During Writer's Workshop the children learned to add **details** to their story. Details make a story richer and more interesting. By using their **five senses**, the children can add interesting details to their stories.

The children also learned how to **give feedback** to other writers. The children gave **positive feedback**, (something the writer did well). They also give **constructive feedback**. Constructive feedback is designed to help the writer make

his/her story better.

The children learned that there are specific steps to starting a story and finishing a story. These steps are part of **the Writing Process**. First the child must **think of a story** to get it clear in his/her mind. Next the child **writes** the story. Then the child **illustrates** the story. Finally the student **re-reads** the story to make sure it is complete.

Handwriting

We are continuing to learn the "Frog Jump" letters.

We have taught the letters **F, E, D, P, B, R** and **N**.

Please watch your child when he/she writes letters. Encourage him/her to form the letters properly. Remember. . .

All letters start at the top!

Good handwriting & Good posture go hand in hand!

October 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Picture Day	5	6	7	8
9	10 No School	11 No School	12 PTO Meeting	13	14	15 Fall Clean Up
16	17	18	19	20 Banking	21 Movie Night	22 Fall Clean Up Rain Date
23	24 Eden Farms Fieldtrip	25 Restaurant Night & Walk-a-thon	26	27	28 All School Meeting	29
30	31 Spirit Day, Halloween Parade					

Schedule of Events
<ul style="list-style-type: none"> • 10/4 Picture Day • 10/10 Columbus Day, No School • 10/11 Teacher PD, No School • 10/12 PTO Meeting 7:00 • 10/15 Fall School Clean Up 9:00 (Rain date 10/22) • 10/20 Banking Day • 10/21 Movie Night 6:00 and Fall Fundraiser Kickoff • 10/24 Eden Farms Fieldtrip • 10/25 Restaurant Night, KTM Walk-a-thon 1:50 • 10/28 All School Meeting 9:00 • 10/31 Spirit Day (wear black/orange), Halloween Parade 2:00 (bring costume in a bag)

Math

We went on a **Pattern Hunt** around the school! We found **patterns** in many places!

The children did activities that will help them get ready to learn how to write the numerals.

We learned a **coin matching** game to help children recognize coins that are the same. We introduced the coin names: **penny, nickel, dime, and quarter.** (*You can help your child with coin recognition by having your child sort coins at home! Empty out your pocket, change purse or piggy bank and have your child sort the coins by pennies, nickels, dimes, quarters.)

Remember you can play Spin A Number on the Everyday Math Online!

Science

This week **guppies** were introduced to the class. The children **observed the similarities and differences** of the goldfish and guppies.

The children noticed that goldfish and guppies have the same body parts. Goldfish and guppies have the same survival needs.

The also noticed that goldfish and guppies are different colors, have different shaped bodies and are different sizes.

Skills

We continued to work on **phonemic awareness.** This is the ability to hear all of the sounds in a word.

The children were asked to hear the sounds in a given word. They were asked how many sounds they heard and what sounds they heard. For example: wag has 3 sounds, /w/ /a/ /g/.

Your child learned how to use his/her arm to sound out words with 3 sounds. He/she touches his/her shoulder and says the beginning sound, touches his/her elbow and says the middle sound, touches his/her wrist and says the final sound. (Wag: touch shoulder say /w/, touch elbow say /a/, touch wrist say/g/)