



# This Week in Kindergarten

## Reader's Workshop

This week in Reader's Workshop the children learned how to **Partner Read**. The children learned how to be a good reading partner. The children sit knee to knee/shoulder to shoulder. Partner 1 reads the book while Partner 2 listens. Then the roles are switched, Partner 2 reads while Partner 1 listens. Finally, the partners talk about the books they have read.

The children also learned how to have an **active role** during **Shared Reading**. Shared Reading occurs during the Opening Meeting. The teacher reads a

book or part of a book to the class. Usually the book read during Shared Reading is a **big book** or chart, with text large enough for the children to see from the carpet.

We continued reading ABC books. The children recognize that ABC books are in alphabetical order and that each letter has a sound.

We also read books and poems with **rhyming text**. The children listened for and identified the rhyming words in the text.

## Word Wall Words

This is a **Review Week!** It is an opportunity for you to make sure your child can read and write the words that have been taught thus far.

The following are the words we have learned.

**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

This week we continued to work on writing stories that have **characters**, people or animals, and a **setting**, time of day/place. The children are adding details to their stories so the reader can tell the setting by looking at the picture.

The children are learning how to add **labels** to their drawings. Labels help the reader identify the various characters and parts of the setting. The children are learning how to **stretch out words** to hear all of the sounds.

They are encouraged to write the sounds they hear.

Learning to read and write is like learning to speak. Every child does it at their own pace. Some children may hear the initial sound. Some children may hear the initial and final sound. Some children may even hear the beginning, middle and ending sounds. Every child learns at his/her own pace.

**Please encourage your child to write what he/she hears.**

## Handwriting

The first group of letters are called "Frog Jump Letters." The "Frog Jump Letters" start at the top on the left hand side, with a long line down. Then the child picks up the pencil and "jumps" back to the top for the rest of the letter.

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

Please watch your child when he/she writes letters. Encourage him/her to form the letters properly. Remember. . . **All letters start at the top!**

# 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
23	24 Eden Farms	25 Rest. Night & Walk-a-thon	26	27	28 All School Meeting	29
30	31 Spirit Day					

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

## Math

During Math, we worked on enriching and expanding **number concepts**. We learned to play the counting games **POP** and **Give the Next Number**.

We finished Unit 1 by observing numbers in our environment. We noticed numbers in the classroom, in the school and in the KT Murphy neighborhood. Numbers are EVERYWHERE!

We also worked on **comparing lengths**. We found objects in the classroom that were **longer/taller/shorter** or the **same length as** our bodies.

**(\*Your child should know the important numbers in their lives. . . Your phone number and address are essential for your child's personal safety!)**

## Science

Summer has come to an end and we are now in the **season of Fall or Autumn**. The children are using their **5 senses** to notice the changes that are happening in their environment.

With the change of seasons comes the change in temperature. The change in temperature dictates the clothes they should wear. (

The children are learning that Fall is the time of year when the leaves start to change color and fall to the ground.

They are also noticing that this is the time of year it starts to get dark earlier in the evening.

They are learning that certain foods are becoming ripe at this time of year like apples and pumpkins.

## Skills

The skill taught this week was **alliteration**. Alliteration is a literary device. It is when an author uses multiple words starting with the same sound in a sentence or phrase. (For example: *Peter Piper picked a peck of pickled peppers.*)

The children are listening for the sound that is used repeatedly in the sentence or phrase. They are able to hear and identify the letter that makes the sound. They were also asked to supply a word that begins with the given sound.

The children were asked to create an alliterative sentence or phrase for a given sound. (For example: *The dinosaurs danced and dined on donuts!*)