Kindergarten News

February 2025

News and Notes

- It is hard to believe that we will soon be celebrating the 100th day of school! The 100th day will be on February 11th, unless inclement weather pushes the day back.

- Students will have the opportunity to celebrate Valentine's Day by bringing in cards for their classmates. This is an optional activity. If participating you must have enough cards (20) for everyone in the class. **Please remember to only have your child sign the card.** Distributing cards will be easier if the students do not have to match the names on the cards with the names on the card bags.

- The weather has been very unpredictable this winter. We do try to go outside for recess even when the weather is cold. Please make sure your child has appropriate clothing for outdoor recess.



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.

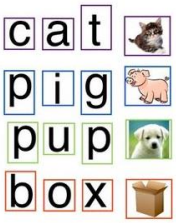


ELA Standards

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

Students will:

- use frequently occurring nouns and verbs
- identify key details in informational text
- identify story elements
- sequence events in a story
- begin to use correct spelling for learned sight words
- continue to put spaces between words as well as use correct capitalization and ending punctuation
- blend 3 sounds together to read CVC (Consonant, Vowel, Consonant) words



Math Standards

This month we will work on **Unit 3: Counting and Cardinality to 20 and Number and Operations in Base Ten.**

Please see the attached math unit paper for specific information and things you can do to support your child at home.



Social Studies Standards

Students will:

- Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current President.
- Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Presidents' Day.



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!

- After reading a story with your child, have him/her tell you about the characters and setting. Also, see if your child can identify the important events in the correct order.
- Please continue to have your child work on letter formation at home. The more he/she practices, the easier it will be for him/her to complete writing activities.
- Please have your child practice sight words at home. Your child will be expected to read at least 50 sight words by the end of the year.
- Practice math facts (+/- 0, +/- 1, ex: 4+1, 6-0)
- Have your child continue to work on self-help skills like zipping, snapping, buttoning, and tying.

February Dates to Remember

Monday	Tuesday	Wednesday	Thursday	Friday
3 LSE Reads Begins	4 Kindergarten Starbuck Store	5	6	7
10	11	12	13	14
17 **No School** Presidents' Day	18 **Chick-fil-A Spirit Day**	19	20	21
19	20	21	22	23
24	25	26	27	28

KINDERGARTEN MATHEMATICS – Unit 3

Dear Parents,

During Unit 3, your children will use numbers to 20, 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. Students will develop the understanding of groups of ten and leftover ones to form numbers up to 20.

UNDERSTANDING BASE TEN AND OPERATIONS

Your child needs to:

- Review counting to 100 by ones and tens
- Review counting forward from a number other than 1
- Write the numbers 0-20 and represent an amount of object with a written numeral
- Count up to 20 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 20 things arranged in a line, a rectangular array, or a circle, or a scattered configuration
- Count out a set of up to 20 objects
- Review identifying whether the number of objects in a one group is greater than, less than, or equal to the number of objects in another group
- Review comparing two numbers between 1 and 10 presented as written numerals
- Compose and decompose numbers from 11 to 19 into tens and ones and further ones. (E.g. use concrete materials to make groups of ten and ones) by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., 18= 10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- Continue to work on pairs that make 10.
- Continue to work towards goal of fluently adding and subtracting within 20 using +1, -1, +0, -0 strategies.

WAYS PARENTS CAN HELP

- Practice reading numbers as they appear in the world around you with your child.
- Practice counting forward beginning with numbers other than 1.
- Use the words after, before and between when talking about numbers. (I.e. What number would come after __?)
- Use objects around the house (buttons, macaroni, pennies…) to show two numbers up to 20 and compare the groups using the terms greater than, less than or equal to.
- Use objects to show numbers 11-19 as a group of ten and some ones (i.e. 16 is 1 group of ten and 6 ones).

KEY WORDS AND PHRASES

Add/Addition
As many as
Compare
Count backwards
Double ten frames
Greater than
Equal
Fewer than
Join
Least
Less/Less than
Missing part
More/More than
Numbers 0-20
Number line
One less
One more
Part-part-whole
Plus
Put together
Same
Separate
Subtract/Subtraction
Take apart
Ten frame

Fundations Level K - Unit 3

Dear Family,

We are now ready to move forward to Unit 3 in Fundations®. Unit 3 will last for approximately 6 weeks. At this point in the year, your child has been taught all uppercase and lowercase letters, letter sounds, and letter formation. We will move towards using and applying the sounds. In Unit 3, we will continue to practice and learn:

<table>
<tr><th>Skill</th><th>What is it?</th><th>How can you help at home?</th></tr>
<tr><td>Identify the difference between long and short vowel sounds</td><td>
<table>
<tr><th>vowels</th><th>Short sound keyword</th><th>Long Sound keyword</th></tr>
<tr><td>a</td><td>apple</td><td>safe</td></tr>
<tr><td>e</td><td>Ed</td><td>Pete</td></tr>
<tr><td>i</td><td>itch</td><td>pine</td></tr>
<tr><td>o</td><td>octopus</td><td>home</td></tr>
<tr><td>u</td><td>up</td><td>mule, rule</td></tr>
</table>
</td><td>Ask your child:
• What vowel sound do you hear in _____?
• What vowel makes that sound?

Example words:
Short sounds: mad, hop, pin, cot
Long sounds: made, hope, pine, coat</td></tr>
<tr><td>Phonemic awareness skills</td><td>Identify the beginning and ending sounds of words</td><td>Say a word aloud and have your child tell the beginning or final sound.</td></tr>
<tr><td>Blend 3 sounds into words</td><td>Put sounds together (blending) to make words</td><td>• Have your child say each sound of a word while tapping a finger to the thumb. http://video.carrollk12.org/view/CCPS_ELA_PR_1008_2013
• Build words with magnetic letters or letter cards for your child to read.
• Give your child a word. Each time, tap and blend the word. sap → sip → sit → hit → hot

Example words: rap, fat, hip, dot, set, bug</td></tr>
<tr><td>Spell words with 3 sounds</td><td>Pull sounds apart to spell words</td><td>*Your child should tap and spell words before writing.*

• Have your child build words with magnetic letters or letter cards.
• Practice writing words on dry erase boards or paper.

• Example words: wax, tug, gap, jab, nod</td></tr>
</table>

Did you know?

If a word has the 'k' sound at the beginning and it is followed by **a**, **o**, or **u** is usually spelled with a **c** (as in cat, cot, cut). If it is followed by **e** or **i**, it is usually spelled with a **k** (as in Ken and kid).

High Frequency Word Practice

Write, Clap, and Chant - Call out a high frequency word. Have your child write the word, say the word aloud, and then chant the spelling (may involve snapping, clapping, stomping, cheering, etc.).

Word Hunt - Help your child search for high frequency words in books, magazines, posters, etc. and record the words or highlight them.

Practice writing/building words – Have your child write/build high frequency words using different materials, ex. magnetic letters, letter tiles, letter cards, letter stamps, wikki stix, air writing, Magna Doodle, shaving cream, salt or sugar, sand, sandpaper, etc.

Tic-Tac-Toe

- You and your child each pick one of his/her high frequency words to practice. The first player writes his/her word in one of the squares on the tic-tac-toe board. The second player then writes his/her word in a difference square on the tic-tac- toe board. The first player to write his/her word in 3 consecutive squares is the winner.
- Choose 9 words to place on the tic-tac-toe board. Take turns choosing a spot and reading the word aloud. If your child reads the word correctly, he/she puts an X or O. Continue the game until someone gets tic-tac-toe.

Go Fish – Using two identical sets of high frequency word cards, two players shuffle all of the cards together. Each player begins play with seven cards (the number of cards can be reduced if necessary), and out of those seven cards, sets aside any matches. The players then begin playing "Go Fish," drawing a card from the remaining pile of cards when the other player does not have the card he/she needs. Play continues until all cards are matched. The player with the most matches is the winner.

Memory/Concentration – Using two identical sets of high frequency word cards, two players mix all of the cards together, and then spread them out face down in rows. The first player turns over two cards, saying the word on each card aloud. If the cards contain the same word, the player has made a match. He/she keeps the match, and takes another turn. If the cards contain two different words, the player returns the cards to their original positions, facedown, and the other player takes a turn. Play continues until all cards are matched. The player with the most matches is the winner.

Three Times Fast – The purpose of this game is to have children practice writing their high frequency words quickly so that they learn to write/spell the words fluently and automatically. The adult calls out a high frequency word, and the child writes the word three times, as quickly as possible. If desired, you may time your child and see if he/she can increase his/her speed.

***For the next two activities, create a set of word cards using your child's high frequency words. You can write the words on index cards, post-its, or small strips of paper.*

My Pile, Your Pile – Show one high frequency word card at a time to your child. If the child automatically identifies the word (within 3 seconds), the card goes into the child's pile. If the child is unable to identify the word automatically or does not identify the word correctly, the card goes in the adult's pile. Whoever had the most cards in his/her pile after all of the high frequency word cards have been shown is the winner.

High Frequency Word Pick Up – Spread out the high frequency words face up on the table or floor. Have your child look at the high frequency words and picks up only the cards containing words he/she knows. The adult can prompt the child by asking, "How do you know that word is _____?"

High Frequency Word List

The following is a list of sight words for Kindergarten and the beginning of First Grade. The county expectation is for kindergarteners to know 50 sight words by the end of Kindergarten. Your child should be able to identify the words correctly when reading in a text or within 3 seconds or less in isolation. Words sounded out are considered incorrect and are re-assessed at a later date. These words are not assessed in any particular order. Please continue to practice sight words by identifying them while reading books, and completing sight word activities provided in the Kindergarten Monthly Newsletters (school website).

1 Child's First Name	2 I	3 the	4 me	5 we
6 at	7 on	8 see	9 am	10 my
11 a	12 in	13 by	14 like	15 look
16 it	17 no	18 up	19 yes	20 to
21 and	22 is	23 come	24 got	25 here

High Frequency Word List

26 go	27 some	28 little	29 you	30 can
31 all	32 do	33 that	34 play	35 an
36 love	37 not	38 but	39 went	40 will
41 are	42 his	43 out	44 with	45 he
46 then	47 be	48 your	49 she	50 was

51 put	52 now	53 away	54 going	55 them
56 for	57 have	58 girl	59 of	60 they
61 as	62 said	63 want	64 down	65 into
66 so	67 if	68 this	69 what	70 gave
71 these	72 home	73 began	74 help	75 too
76 has	77 let	78 saw	79 where	80 did
81 our	82 good	83 who	84 had	85 came
86 does	87 get	88 him	89 her	90 or
91 from	92 use	93 own	94 ask	95 its