

# Winter Forecast

Issue: 22

Fri, February 7, 2025

## Important Dates to Remember

Feb 3-7: STARS Ryan & Henry

Feb 13: Valentines party at school

Feb 17: President's Day – no school

Feb 27: Regular school day for Kinder

Feb 28: No school; P/T conferences – for Kinder, by teacher request only.

## This Week's Core Knowledge Curriculum was:

- American Symbol Mt Rushmore – Who Carved the Mountain? Patrick. President Thomas Jefferson – A Picture Book of Thomas Jefferson, Adler. President Abraham Lincoln – Abe Lincoln Remembers, Turner.
- Honesty – “George Washington and the Cherry Tree.” Honest Abe as a storekeeper– honest in actions & words

Next Week's  
“What's in the Bag?”

O, o

Written phonogram & spelling  
word test #9: on 2/13/25

Phonograms: ch, ear, wor, ng, ea

Spelling: tan, tin, ton, bed, top

## February Character Virtue

**Honesty: Being truthful in my words, actions, and thoughts.**

**C**urrently in **math** the focus is:

**Number Bonds – early addition.**  
**Adding two parts to get a whole.**  
**Finding the missing part needed to make a whole.**

**Number sense – Varied ways to make and recognize numbers 1-20; focused work with teen #'s. These are ten and some more.**

**Familiarity with number words zero-twenty.**

**One more than; one less than, missing numbers within 0-20.**  
**Counting on and counting back.**

**Creating equal groups that have the same quantity. Creating groups that have more or less/fewer.**

**Calendar concepts**

**Counting and showing days of**

## Spalding – Language Arts

**Phonograms introduced, written and sounds:** o, c, a, d, g, f, s, qu, e, b, u, h, i, j, k, l, m, n, p, r, t, v, w, x, y, z, sh, ee, th, ow, ou, oo, ch, ar, ay, ai (not used the end of English words), oy, oi (not used the end of English words), er (of her), ir (of first), ur (of nurse), ear (of early), wor (of works), ng, ea, aw, au (not used), ck (2 letters), wh (soft and breathy, catch it in their hand), ed (used at end of words to make it past tense), ew, ui (not used), oa (of boat), gu (guess, guest). Practice small groups of cards until mastery of all sounds in order. Start more written practice – you give the sound & children write the letter that makes those sounds. Practice building words with known phonograms.

**Spelling words introduced:** me (r.4), do, and, go (r.4), at, on, a (r.4), it, is, she (r.4), can, see, run, the (r.4), in, so (r.4), no (r.4), now, man, ten, tan, tin, ton, bed, top, he, will (r.17), you, we (r.4), an, my (r.5, 6), up, last, not, us, am, good, time (sfe1), have (sfe2), blue (sfe2), chance (sfe3), charge (sfe3), little (sfe4), are (sfe5), ago (r.4), bad, red, old (r.19). of (silly word – does not use its normal sounds!), be (r. 4), but, this, all (r.17), you, your, out, may (r. 18), into, today (r. 18), him, look, book, did, like (sfe1), six.

See rules and silent final e jobs in parent notes.

Home Focuses: **READ** – with and to your child!! Now is the time to have them ‘partner’ read with you – any words they can sound through they can help you read. Keep them reading in easy books to use the first sounds of phonograms or build words with phonogram cards and switch out sounds to see how fast they can keep reading the new words. **Letter naming randomly until quick and correct! Play first, last and middle sounds in words games – give a word, identify the sound, find 2-3 objects that share the sound. Practice following oral directions - include use of letter names, numbers, left and right. Shoe tying! Please work on this!**

# Parent Notes/Reminders

## Upcoming Kindergarten Events – Details to help you out!

**\*\*Valentines Party:** In our classroom we celebrate Valentines a special way. A few weeks prior to our party on **Thursday, February 13<sup>th</sup>**, I will send home a bag with special notes – one per classmate and one for your child. Your child will write (or dictate to you) a note of encouragement to each classmate about how they are special or a good friend to them. We share these instead of sharing candy and Valentines. You will not need to make a valentine's box; we will make a bag in class for our notes. **\*\*Valentines Notes have been sent home in your child's folder. They are due back to school on Wednesday, Feb 12<sup>th</sup>!!**

Our party focus is also about encouraging one another as friends and being thankful together for our classroom friendships. **\*\*Valentines volunteer needs have been sent out via signup Genius.** 😊

**Tuesdays** are gym shoe days (CLOSED TOE, NOT SLIPPERY), and shorts/pants/skorts work best.

- ✚ Birthdays: Each child will get a birthday day at school. We will work together to plan the closest day to their actual birthday. If it falls on an actual day of school, assume that we will celebrate it that day. You are welcome to send in a treat to share during snack time, or if your child wants to share something else, that is also fine. Please remember to send in any recipes 1 day ahead for our nurse to check AND no nuts, please.
- ✚ Check take-home folders each day after school and be sure folders get put back in backpacks. **Any math worksheets that come home blank or unfinished are NOT homework – just additional practice.** If your child misses school for more than two days, I will send home items missed with notes on worksheets with ideas of how to teach the concept at home or items to practice. I can also email you ideas to use. Often, we can catch up if only one-two days are missed. If you are doing make up work from days missed, please return any math or literacy items done at home for me to check.
- ✚ **Math:** All concepts of math are better practiced with manipulatives and physical connections (ex: jump the number of jumps while practicing what number 5 looks like, or hold up fingers to show five, or build a tower of 5 Legos.) We will teach number writing specifically and I will send home the rhymes we use to help build correct directionality. **All numbers should be corrected immediately if they are backwards** and work to build consistent memory of where they start and how they are formed.
- ✚ **Phonogram practice:** Please only practice the phonograms I have introduced. They should practice the sounds several times a week with you, carefully saying each sound that a phonogram makes in the order listed on the back of the card. I use my hand to direct, so they make each sound distinctly. For writing – each phonogram is taught only as a lowercase for now. This is because the majority of letters we write are lowercase. We will teach capital formation later in the year and are modeling it now as it is needed. **You should now be**

practicing the writing of learned phonograms with models as needed. Grow mastery in: you give the sound (s); they remember the written letter that corresponds to those sounds and write it correctly. They can 'air write' with their finger in the air or sensory write in sand/shaving cream/etc., or write on paper - following the correct formation. Once a phonogram is learned well, they will be asked to write it correctly in their name the way we learned it – so you can practice and expect names to look like a capital first letter and all lowercase after.

- All letters that are round are taught by way of a clock. We teach them that for short clock letters they find the midpoint (dotted middle line), then they move two baby jumps down to where 2 o'clock would be on a clock, then they go up and around (to the LEFT) the clock to touch the midpoint, come down to sit on the baseline, then come back up to close (letter o), or leave a cookie with a bite out of it (letter c) or pull a straight line down after they close (letter a.)
- IF you are writing for practice, please do NOT let your child write tons of 'tries' incorrectly. It is more helpful to practice one correctly with you and then try 1 or 2 more with you watching for formation while saying the sounds as they write. Muscle memory is huge, so we don't want them to practice incorrectly. Pairing saying, hearing, and writing together really builds memory of both formation and sounds.
- All phonogram writing papers will have colored models written by a teacher, as needed. We will always put corrections or models in a different color than regular pencil. We are no longer giving stars as normal practice -they are learning to check their work and see how they can improve or keep it consistent.

✚ **Spelling words:** We are beginning to learn spelling words, starting with the most used words in English. Each word is taught with oral sounds first, then they tell me the word the sounds would make, and they help me write the word with the phonograms needed. If there is a new rule that is needed for correct spelling, I teach it in context of the word and explain it simply. All words are reviewed by saying sounds and then blending. We do not say the letter names but use our sound knowledge to learn spelling. This skill will help them immensely in learning to spell other words and in reading words that are not familiar to them. When writing with you at home you can use this system to say the sounds of a word and have them help you figure out the phonograms to write. If a word uses a two-letter phonogram, show them that by underlining it. Many children will now be able to write simple or even harder words correctly just by you telling them the phonogram sounds to use (flag -- /f/ /l/ /a/ g/ - and they did it!)

**Rule 4: vowels /a/, /e/, /o/ usually say their second sound at the end of a word or syllable. (Ex: a, me, go, November)**

**Rule 17: often in one syllable words with a vowel followed by a /l/ you will write two 'l' phonograms. Ex: will, ball, (this rule applies to doubling /f/ and /s/ following a vowel in 1 syllable words too – but in Kinder we only introduce spelling words that use rule 17 related to /l/. When we come across additional words in class that use this rule, we do point it out.) Ex. toss, fluff**

**Rule 5, 6: 'y' can say /long i/; 'y', not 'i' is used at the end of a word. (Ex: my, by)**

**Rule 19: in 1 syllable words with a vowel followed by 2 consonants, the vowel can use its second sound. (Ex: old)**

**Rule 18: Use the phonogram /ay/ not /ai/ at the end of a word. In upper grades they will learn "use the phonogram that says /ay/ at the end of a base word." (Ex. May, say, today)**

## Silent Final E jobs

**Job 1:** (ex: time) Silent final e (sfe) makes the first vowel say its second sound.

**Job 2:** (ex: have, blue): SFE sits at the end of a word when it would end with a 'v' or a 'u' as these letters cannot be at the end of a word. Note on 'blue' – it is using sfe 1 & sfe 2.

**Job 3:** (ex: chance, charge) SFE tells a letter 'c' or letter 'g' to use its second sound when sfe comes after them.

**Job 4:** (ex: little – lit tle) Every syllable needs a vowel. SFE sits at the end of last syllables to be the vowel.

**Job 5:** (ex: are) No job e! Some words were written long ago with a SFE even though it doesn't do any of its other jobs – so we put it in the word, but it is a no job e. 😊

## ✚ Spelling/Phonogram Tests:

We will take a phonogram **and spelling word** test on Thursdays now. All items to be tested will be in the box on the first page of this newsletter the week before for practice at home. Please practice! The tests will usually follow the order of how they were introduced (see my lists on the first page.)

Ways to build confidence for tests: When you practice, please use sound knowledge to quiz your children.

Example: ask your child to write the phonogram that says /d/ and check that they write it with correct formation, size, and directionality.

**For spelling word practice,** give the word orally, then give each sound showing a finger for each sound in order. Then work together to write the word using their sound knowledge. I always give a sentence as well when I give the word. If there is a rule or a 2<sup>nd</sup> or 3<sup>rd</sup> sound, tell them that and model as needed until they understand which phonograms to use.

We will practice in class each week to review test items. The goal of these tests is to build solid knowledge of these phonogram sounds independently both orally and in writing and to build good memory of most-used words tying sounds/written letters together. **I will mark any incorrect items by writing it correctly next to their try in a different color pencil. If might also see the number correct at the top or number incorrect at the bottom. We will work to give them a chance (s) to retry all missed items throughout the year. Please don't stress tests – the goal is application of knowledge independently, not perfect scores.** 😊