

Winter Forecast

Issue: 12

Fri, November 14, 2025

Important Dates to Remember

Nov 20: Curriculum Day – **Thanksgiving Feast.** See notes.

Nov 24-28: **Thanksgiving Break**

Dec 17: **Holiday Around the World Concert**

Dec 18: **Holiday Around the World party**

November Character Virtue

Gratitude: Being thankful for the good in our lives and thanking others for it.

Currently in **math** the focus is:

Calendar concepts – seasons, months, days of week, counting up numbers on a calendar; today, yesterday, tomorrow.

Counting by 1's, counting by groups of 10. We have had 49 days of school! 49 is 4 tens and 9 ones!

Numbers 1-20: Writing numbers. Showing quantity. Making numbers by varied groups using cubes, dice, fingers, pictures, etc.

1 more than; missing numbers in sequence using number lines, counting on from a number.

Ordinal numbers 1st-10th.

Length, height, weight, capacity!

Solid and flat shapes!

Left and Right

Following oral directions for math work. Learning some common written words for math work.

This Week's Core Knowledge Curriculum was:

- **The Pilgrim's First Thanksgiving, McGovern.**
- **We are Grateful - Otsaliheliga (Cherokee thanksgiving book), Sorell. We Give Thanks, Rylant.**
- **Weaving and Gratitude crafts**

Next Week's "What's in the Bag?"

J, j (M, T, W)

Height (High/Tall, short) – Length (long, short) – Weight (heavy, light)
Have fun using common things like hands, feet, cubes, lego or woodblocks to measure and compare items. (taller, tallest, shorter, shortest, etc.)

Spalding – Language Arts

Phonograms introduced, written and sound: Phono = sound; gram = written letter. We will learn one phonogram per school day - sounds and how to write it: o, c, a, d, f, g, s, qu, e, b, h, u, i, j, k, l, m, n, p, r, t, v, w, x, y, z, sh, ee, th, ow, **ou, oo, ch.** Please practice these sounds. Also tie them in with simple words, first discovering the sounds in the word, then determining which letter makes that sound, then THEY can write the word and read it with you. Build ongoing awareness that letters make the sounds on paper that we say/hear in words. When writing words, place a 2 above phonograms using their second sound and underline 2 letter phonograms to assist with correct reading/spelling.

Spelling words introduced by sounds and in writing: and, at, on, it, me - r. 4, go - r.4, a - r. 4; the - r. 4; do, is, can, run, in, man, **to, into, so - r. 4; no - r. 4.** Practice reading these words looking for any rule or 2nd sound – read like 'robots' to get the sounds then smooth like people! They can practice writing them if ready – but model correctly.

Rule 4: vowels at the end of a word or syllable can say their 2nd sound/'shout their name.' Note: words a & the - are spelled like r. 4 but the vowels are read like /uh/!

Home Focuses: Review **FIRST** sounds in words with games. Play **LAST** sound games with items in your home – pick a sound and find 2-3 things that **END** with that sound; look for alphabet letters in print all around you and see how fast you/your child can name the letters; read rhyme books and be silly with rhymes; practice following oral directions with games that include use of colors, shapes, letter names, numbers, left and right.

Learning to listen and do – purposefully build attention to details, vocabulary, directions. Give multi-step directions in varied activities to build this skill of listening carefully. Read out loud and ask questions to build recall and telling back of what they heard. Work on knowledge of positional words.

Parent Notes/Reminders

Upcoming Kindergarten Events – Details to help you out!

Thanksgiving Feast: Thursday, November 20. We have learned about First or Native Americans in North America. We are adding to that the history of the Pilgrims who came to North America from Europe. Our study will culminate with a Kindergarten Thanksgiving Feast in our classroom. The dress that day is 'nice dress up' like your child would wear for their family Thanksgiving celebration. We will be feasting together and doing games and a craft together to replicate the first Thanksgiving. Thanks for your help with food needs and volunteer needs!! The event will be the last full hour of the school day, so plan to come a little earlier to get signed in. All foods can be sent in with your child or brought 10 minutes prior. All volunteers for set up, games, craft, please come 15 minutes early. Parents are welcome, please no siblings. ****I have sent out a parent volunteer sign up for all items and help needed for our feast day. Please check how you can help out!! Thanks.****

Kinder Holidays Around the World Concert: Wednesday, Dec 17th. Concert is all kindergarten classes together by AM or PM, held in the Central gym. Families, please plan on coming to enjoy. A formal invitation will be sent out! Children should dress nicely for this day (no jeans please, concert or holiday dress.) ****I will be sending out a sign up for volunteers to help us provide some food items for all to share during a reception following the concert. You are free to leave following the reception, just sign out in the classroom as you gather backpacks and at the kiosk.**

Concert times: AM class – 10:00-11:00 am. PM class 2:00-3:00 pm.

Holidays Around the World class party: Thursday, Dec 18th. AM class – 10:30-11:30 am. PM class 2:30-3:30 pm. I will be sending out a sign up for volunteer and food needs – we do try to keep the theme of foods and games from our country of heritage or a country around the world. Regular uniform, but children may add in holiday socks and hats, if they wish.

*** Date with Dad (optional event): Date coming?? 6:00-7:30 pm.** Both of Mrs. Winter's AM and PM classes together – Dads are invited to come with their kindergartner (no siblings please) to enjoy games and getting to know each other. Mr. Winter helps me lead this and it is our hope to build bonds for you with other TCA dads and with your child as you start out kindergarten together. Come ready to play games and have fun in our Central school gym and possibly on the field. Moms – check the sign up genius link if you want to help provide a few snacks for dads and kids to enjoy. **Thanks!! RESCHEDULED – sorry and thank you for understanding. I will get a date out soon, likely in the Spring.**

✚ 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. I will email parents for each month 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 to me/our school nurse (Irichardi@asd20.org) to check AND no nuts, please. If store-bought, keep in original packaging. Parents can

also bring items in at snack time and can sing with us & pass it out with their child. **AM class snack starts at 9:45. PM class snack starts at M/TH: 1:30; T/W: 2:00**

- ✚ Check and empty take-home folders each day after school, and be sure folders get put back in backpacks. You can send notes to me via the folder, and that is where I will put anything for you from the office, etc. **Any math worksheets that come home blank or unfinished are NOT homework – just additional practice.**
- ✚ **Missing school:** 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. We can catch up if only 1-2 days are missed. For now, we will catch up kids on phonograms missed as we are learning correct writing, but later on I will email you with phonograms missed if they are absent so that you can introduce the sounds and model the writing or where it is seen in words. 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. If your child does not recognize numbers 0-10, or cannot count to 10, please begin to work on that in play at home – don't stress it, just provide exposure.
- ✚ **Letters:** Reading research shows that it is key for children to know letters with automaticity – this includes being able to name, recognize, place in alphabetical order, and correctly write each letter when hearing the name. Writing is especially key for lowercase letters. Learning that every letter represents 1 or more sounds and knowing those specific letter-sound connections is key to reading. Letter practice is key to building a solid 'letter file' in their working memory to store everything they learn about each letter. This happens by lots of practice. We will be working on this in class, but it is helpful to do at home, especially if your child cannot accurately name and recognize letters. If your child needs more practice, I will send home practice items.
- ✚ **Sound awareness:** In order to read, a child must grow their recognition that words are made up of individual sounds. We teach this explicitly through the year starting with focusing on the 1st/beginning sound in a word. Many children will get practice items sent home for literacy that will grow sound awareness, often just using oral work and then later tying the oral work to the printed letters that represent the sounds.
- ✚ **Phonogram practice: The goal of phonograms is to teach the letter-sound connection critical to reading and spelling.** 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. You may begin to practice the writing of the phonograms at home, saying the sound and having your child recall and write the letter that makes that sound (or all sounds of the phonogram). You can 'air write' with their finger in the air or sensory write in sand/shaving cream/etc. as you say sounds as well. Just please **ensure you are following the correct formation.**
 - 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 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. For now, we are giving more encouragement by way of 'stars' or 'smileys' but soon we will get them to a place where they look for their best work to star. Eventually stars will go away, and they will always be looking to check their work and see how they can improve or keep it consistent.