

Winter Forecast

Issue: 15

Fri, December 12, 2025

Important Dates to Remember

Dec 9-18: **Mitten Tree** collections (see the letter from folders sent this Monday!)

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

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

Jan 6: Kinder students return to school (rest of elementary returns to school on 7th)

December Character Virtue

Generosity: Being watchful for needs around us and finding ways to meet those needs.

Currently in **math** the focus is:

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

Numbers more than, less/fewer than, equal to/same as.

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 60 days of school! 60 is 6 tens and 0 ones!

Missing numbers in sequence using number lines, counting on from a number – we will begin to stretch this up through 50 and to 100 by end of year.

Ordinal numbers 1st-10th.

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

This Week's Core Knowledge Curriculum was:

- **The Mitten Tree**, Christensen. **The Gingerbread Boy**, Galdone. **The Eight Nights of Hanukkah**, Mayer.
- **Holidays around the world – flags of countries, location of countries and how different countries or areas of the world celebrate.**

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

None

Written phonogram Test #4

r, t, v, w, x, y, z

We will always try a few real or nonsense words to practice the phonograms' most used sounds.

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, ar, ay, ai (not used at the end of an English word), oy, oi (not used at the end of an English word), **er** (of her), **ir** (of first), **ur** (of nurse.) 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, you can place a # above phonograms using their 2nd/3rd sound and underline 2 letter phonograms to build "It makes ONE new sound" and 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; ten, tan, tin, ton, bed, top, he - r. 4, she - r. 4, we - r. 4, be - r. 4.** Practice reading these words looking for any rule or 2nd sound – read like 'robots' to get the sounds then smooth like people talk! 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!

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 sent out a sign up genius to all kindergarten families requesting parent assistance to 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. Holiday Sweater and Denim day this day - children may add in holiday socks and hats, if they wish. 😊

- ✚ **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 (Irhardi@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.

✚ **Phonogram Tests:** We will test each Thursday through the year. For now we are testing all alphabet phonograms. Phonograms will continue to be tested through the year. Starting in January we will also add in 5 spelling words that have been taught and reviewed well. These will typically go in the order they were introduced but sometimes I will group them by rule or phonogram. Always see the box at the top of this newsletter for all items to study for the test the following week! I will write all items that were wrong or backwards correctly **in color** so that you know what was expected. For tests, sounds are given and the children write the letters that make those sounds using their phonogram knowledge.