

Winter Forecast

Issue: 20

Fri, January 30, 2026

Important Dates to Remember

- Feb 12: Valentines Party at school
- Feb 13: (Friday) – No school for students.
- Feb 16: President's Day – no school

January Character Virtue

Curiosity: exploring, discovering, taking active interest in new and ongoing learning.

Currently in **math** the focus is:

Number Bonds – a part and a part make a whole – early addition.

Numbers 1-20: Writing numbers. Showing quantity as ten and some more. Making tens and ones in varied ways. Counting 10's and 1's.

Teen numbers: 11-19. Teen numbers have 1 ten and more ones.

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 74 days of school! 74 is 7 tens and 4 ones!

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

Ordinal numbers 1st-10th.

This Week's Core Knowledge Curriculum was:

- Curiosity: Norman Rockwell's First Steps on the Moon painting; Footprints on the Moon, Haddock.
- Who Carved the Mountain, The Story of Mount Rushmore, Patrick. George, Keating. American Symbols and presidents on Mt. Rushmore. George Washington.

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

O, o

Written phonogram & Spelling
Test #8 2/5/26

er, ir, ur, qu, j

ten, tan, tin, ton, top

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), ear (of early), wor (of works), ng, ea, aw, au (not used at the end of an English word), or, ck (two letters), wh. 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, up, an (used before a vowel word), not, us, now, see, my - r. 5, 6, by - r. 5, 6, but, him, her. Practice reading these words looking for any rule or 2nd sound. Practice writing these words.

See Spelling info 2nd page. Rule 5, 6: 'y' can say /long i/; 'y', not 'i' is used at the end of a word.

Home Focuses: Review FIRST sounds and LAST sounds in words. Play MIDDLE (medial) sound games with items in your home – pick a VOWEL and find 2-3 things that have that vowel sound in the middle – just use 1st sounds of vowels for now!; 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. Please review phonograms weekly – the hard ones at least twice weekly until mastery. Build words with them to assist memory. Model written words with them and read together.

Parent Notes/Reminders

Upcoming Kindergarten Events – Details to help you out!

ALL Jan – May Events document can be found under the Newsletter Kindergarten tab on Central newsletters. I will send out details here a few weeks prior to big events.

****Valentines Party: In our classroom Thursday, February 12.** In our class, we celebrate Valentines a special way. A bag with special notes – one per classmate, has been sent home in your child’s folder. Please read the parent note and help your child to 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. **The notes are due back to school on Wednesday, Feb 11th!!**

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

***Parent-Teacher Conferences: Friday, March 6.** If you receive an email in mid-February to sign up for a Spring parent-teacher conference with me, please sign up. The email will contain the link. Thanks!

FYI only – new date! * Date with Dad (optional event): Thursday, 4/2/26 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!!

- ✚ **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.

- ✚ **Phonogram Tests:** We will test each Thursday through the year 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.
- ✚ **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. I emphasize that as soon as we confidently know the sounds we can just read the word smoothly like we speak. It is fine to say the letter names when reviewing but they also need to know the word by sounds tied to the correct phonogram as when testing I will say the word, give the sounds, and they will write it from memory using their sound knowledge. This skill of consistently tying sounds to letters (phonograms) accurately 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!)

Spelling Rules taught in Kindergarten:

Rule 4: vowels /a/, /e/, /o/ usually say their second sound (their name) at the end of a word or syllable. (Ex: a, me, go, November) (they are not closed in by a consonant so they can ‘shout their name!’) Note: words a & the - are spelled like r. 4 but the vowels are read like /uh/!

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

- ✚ **Spelling Tests:** We will typically test 5 words each week along with phonograms. If a word is not correct, a model in color will be written beside it. All incorrect words will be retested as the child shows readiness as the goal is to build solid use of these common words as much as a child can handle. Spelling is a hard skill as it requires solid letter recognition/accurate letter writing and quick, accurate sound-letter (phonogram) knowledge – skills that are in varied stages for many children. Later in the year we will also practice writing a simple sentence using the spelling words and following a teacher model for sentence formation. **Thursday tests will begin to show an additional sentence at the bottom or the back. We are working on application of word knowledge to the sentence level as well as how to read words and then sentences smoothly, like we talk. The children are also learning how punctuation tells us to read with expression. I will model the sentence for the test except for spelling words from that day, and the children will try their best to copy the sentence and write spelling words correctly within their own sentence.**