Winter Forecast

Issue: 3

Fri, September 4, 2026

Important Dates to Remember

Sept 7: Labor Day – no school

Sep 10: Apple day during school – see notes

Sept 10 or 11: K Parent Spalding Training -see notes 2nd page

Sept 17: Grandparents Day - see notes 2nd pg.

Sept 24: Mother Goose Day – see notes

Oct 8 & 9: Parent/Teacher conferences

Oct 12-16 Fall Break

Oct 23: In school Field Trip – Friday school.

August Character Virtue

Respect/Love: Treating others politely and kindly; practicing the Golden Rule

Currently in math the focus is:

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

Foundational work with ones, tens using our daily counting.

Numbers 1-10. Writing, showing quantities in varied ways, ordering numbers.

Left and Right using our hands and bodies. Left and right directions and moving across a page L-R.

Following oral directions for math work.

Cutting and gluing work.

Sequencing.

Patterns.

This Week's Core Knowledge Curriculum was:

- Continuing conversations on respect and responsibilities at school. 'Titans love, protect, and respect.' "Titans do our best and give our best…"
- Unit on our bodies: Using Your Senses, Rissman. Experiments with our senses.
- Narrative stories have characters, are made up and are told for fun. Chicken Little, Radar.
- Mother Goose Nursery Rhymes
- It's Summertime, Goode. A Tree for all Seasons, Bernard.

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

None – starts week of Sept 14

We've started nursery rhymes. Talk with your child about which one they want to memorize and which character from it they want to be.

Spalding – Language Arts

Phonograms introduced, written and sound: We will learn one phonogram per school day (oral sounds and how to write it): o, c, a, d, f

School focus: Letter naming tied with key word picture and most used sound, letter naming and sequencing letters in order; beginning/1st sound in words; name writing and letters in our names; segmenting sounds in words in order. Rows, lines used to write letters on, pencil grip – our 'duck grip.' Building fine motor strength and skills to cut, write, glue, organize desks, carry out all jobs and get along socially with school expectations. Wow!!

Home Focuses: Play beginning/1st sound games with items in your home – pick a sound and find 2-3 things that begin 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; say a word and sound out the sounds orally, counting how many with blocks/fingers; practice following oral directions with games that include use of colors, shapes, letter names, numbers, left and right.

Learning to listen and do is key in kindergarten. Give 1-3 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 these positions using their hands/bodies, on paper or in books, or using toys: above, below, behind, in front of, after, before, on top of, under, front, middle, back, top, middle, bottom, LEFT, RIGHT (including looking for rows going across left to right or columns

Parent Notes/Reminders

Upcoming Kindergarten Events – Details to help you out!

*** Apple Day: Thursday, Sept 10th. This day ties in with our study on Johnny Appleseed and our Five Senses science unit. Please send in your child's favorite whole apple. They will have their first nature study observing it and painting it; get to eat it for snack, and we will do other related things with apples. Any volunteer needs will be sent out by email with a link for Signup Genius. This day is not a parent visiting day, at most I would need just a few people.**

*** Parent Spalding Training: Thursday, Sept 10th 6:00-7:00 pm OR Friday, Sept 11th 8:30-9:30 am. Please plan to come and learn how I teach literacy at school and how you can help practice and teach at home. I will go over the specific ways that we cover Spalding phonograms, writing letters, spelling, reading in kindergarten.**

***Grandparents Day: Thursday, Sept 17th. This event is for Grandparents only or 'adopted grandparents.' Normal uniform dress please. Our kindergarten classes will be presenting three short songs/poems to the grandparents in the all-school assembly. Grandparents will visit our classroom. There is an 'Adopt a Book' option held by our school library if grandparents want to 'purchase a book' in their grandchild's honor (it stays in the library but is dedicated in writing to your child!) MORE DETAILS will come from the office and all school emails. NOTE: Mrs. Winter will be out of town this day and Ms. Blair will be teaching.**

***Mother Goose Day: Thursday, Sept 24th . Please choose a Mother Goose Nursery rhyme with your child and have them memorize it to the point of being comfortable reciting it in front of peers and parents. (I can help them if they freeze up!) I will be sending a list of poems we cover in more depth at school – but they are not limited to these! Your child can dress up on this day in something that represents their Nursery Rhyme – as fancy or simple as you and they want. 😊 Parents – YOU are invited to join us for the last two hours of the day to enjoy your child's recitation and fun learning. Please JUST parents, no siblings and no extra guests. Thanks! We will have Mother Goose visiting us!**

***Upcoming in-school field trip with Catamount Institute: Friday, Oct 23rd. This will be a FRIDAY day of kindergarten with all AM and PM children attending from 8:15-12:15. The children will have part of their day for the field trip outdoor events and part of the day in class. We will have normal snack and recess. Please send a hearty snack due to the longer day and more outside time and water bottles, as well as jackets warm enough for being outdoors for a longer period, but no backpacks. Carpool will happen along with the 1st-6th graders at 12:15. A parent permission form with information will be sent home prior to Fall break.**

- **Mondays 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 (lrichardi@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 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. For now, you don't need to practice the writing of the phonograms as we are still building correct directionality and formation here. You can 'air write' with their finger in the air or sensory write in sand/shaving cream/etc. as you say sounds as long as you are 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 names looking 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 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, 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.**