



Kindergarten News

October 2026



News and Notes

- ❖ Please remember to check your child's take home folder daily for upcoming events and important information.
- ❖ We understand that birthdays are an exciting time for your child. Unfortunately, due to the increase in the number of food allergies, we can no longer accept edible birthday treats.
- ❖ Please remember to have your child wear tennis shoes on PE days.
- ❖ Please remember, if you would like to volunteer in the school or for any upcoming field trips, you must complete the online volunteer training.
- ❖ If your child is absent, please send an email to the school at LSEattendance@carrollk12.org or send a note with your child upon their return to school. The note/email should contain the dates of the absence, reason for the absence, the student's name and the teacher's name. If a reason for the absence is not provided, the absence will remain unverified.

Social Studies Standards

The students will ...

- ❖ Examine the concept of freedom.
- ❖ Examine the role of conflict and compromise.
- ❖ Analyze how groups and people in authority use roles to promote the common good.



ELA Standards

The following is a list of some of the benchmarks that will be covered this month.

The students will...

- ❖ begin to recognize that the title and illustrations provide meaning.
- ❖ make predictions about a story.
- ❖ identify the setting of a story.
- ❖ recognize that spoken words can be represented by print.
- ❖ develop an awareness of spaces between words.
- ❖ begin to use correct lower case letter formation when writing.
- ❖ develop an awareness of beginning capitalization and punctuation.



Math Standards

This month we will continue to work on number and quantity. Please see the following math family letter regarding specific benchmarks. This paper also includes activities that you can do at home to support what is being taught at school.



Science Standards

The students will...

- ❖ learn that their five senses help them observe and describe the world around them.
- ❖ discuss and record observations made using their senses.
- ❖ observe and record the life cycle of the monarch caterpillar.



CCPS Curriculum Information

To find out more information about our curriculum, please click on the following links:

Math: <https://www.carrollk12.org/academics/curriculum-and-instruction/curriculum/elementary-curriculum/math/kindergarten>

ELA: <https://www.carrollk12.org/academics/curriculum-and-instruction/curriculum/elementary-curriculum/ela>

Science: <https://www.carrollk12.org/academics/curriculum-and-instruction/curriculum/elementary-curriculum/science/elementary-science-kindergarten>

Social Studies: <https://www.carrollk12.org/academics/curriculum-and-instruction/curriculum/elementary-curriculum/social-studies/kindergarten>

Home Activities

Each month we will list several activities which you can practice at home with your child. These activities may be: curriculum related, involve self-help skills, or will work on improving motor skills.

Remember to make learning FUN!

- ❖ Practice tying shoes.
- ❖ Practice fastening buttons, snaps, zippers of clothing, and zippers on backpacks.
- ❖ Play some rhyming games and read rhyming books.
- ❖ Take the letters of the alphabet and mix them up. See if your child can identify the letters out of order.
- ❖ Practice writing first names using an uppercase letter for the first letter ONLY!
- ❖ Practice cutting skills by cutting pictures from old magazines. Your child can glue the pictures on paper and you can assist them with writing words to label the pictures.

October Dates to Remember

Monday	Tuesday	Wednesday	Thursday	Friday
		Interims Go Home	1	2 Fall Pictures
5 Clark's Elioak Farm Field Trip	6	6	8 Fun Run 1:05-2:05	9 Fun Run Rain date 1:05-2:05
12	13	14 Parent Conference Night Teacher Requested	15 Early Dismissal	16 No School Professional Day for Teachers
19	20 Chick-fil-A Spirit Day Mention SPIRIT DAY or enter code: LSE2026	21	22	23
26	27	28	29	30 PTA Trunk or Treat

Foundations Level K - Unit 1

Dear Family,

Carroll County teachers are providing direct and explicit teaching about "how English works." The goal is for students to learn word patterns and apply them in reading and spelling.

This year we'll be using a program called Foundations® to teach some important basics of reading and spelling. Please refer to the chart below for the skills we will learn (or review) in Unit 1. Unit 1 will last approximately 12 weeks.

Skill	What is it?	How can you help at home?
Letter recognition (a-z)	Being able to name a letter	- Have your child identify letter names. - Read alphabet books. - Go for a treasure hunt to find letters.
Letter formation	Correctly writing a letter	Practice tracing or writing letters.
Sound recognition (consonants and short vowels)	Being able to say the sound that a letter makes	Have your child identify the sound that the letter makes. Make sure your child "clips" the consonant sounds instead of putting an "uh" on the end of a sound. Ex. The letter "t" says /t/ not "tuh."
Print awareness	Understand that spoken words can be transferred to written print	While reading a story with your child: - Follow the printed word with your finger. - Indicate the left to right progression of words. - Note punctuation (periods, question marks, etc.) between sentences with pauses.
Word awareness	To hear an individual word in a spoken sentence	Say a short sentence. Have your child count the number of words in the sentence.
Rhyming	Words that have the same ending sound (ex. cat and hat, weigh and hay)	- Read nursery rhymes and other stories that contain rhymes. For example: <i>Is Your Mama a Llama</i> and <i>The Cat in the Hat</i>. - Give your child a word, and have your child give a word that rhymes.
Story retelling and comprehension	Understand what has been read	Read with your child. Pause after a few pages and have your child tell what has happened in the story. - Name the characters and tell how they feel. - Predict what will happen next in the story. - Tell something that you have learned. - Ask your child "Where is the (name an object)?" and have them point to it in the picture.
Phonemic awareness skills	Identify beginning and final sounds in words	Say a word aloud and have your child tell the beginning or final sound.

Did you know?

Qu is referred to as the "buddy letter" because **q** always has his buddy **u** right next to him in English words.

For additional practice activities, you may contact your child's teacher. Remember to make it **FUN!**

Sincerely,

The Kindergarten Team

Sight Word Newsletters

Unit 1

Dear Families,

Our class will be focusing on the following words for the next several weeks. Please remember to make sight word practice a priority at home!

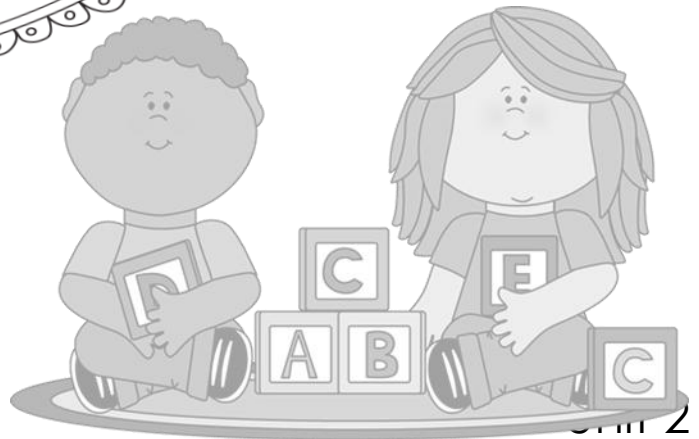
the	Child's name	me	I	we
at	on	see	am	my

F.A.Q.

Frequently Asked Question

My child can read all of this month's words automatically. What can we do to practice?

You can support your child's growing literacy skills by helping him learn how to spell these words. Try using magnetic letters, Scrabble Tiles, etc.
Be creative and have fun!



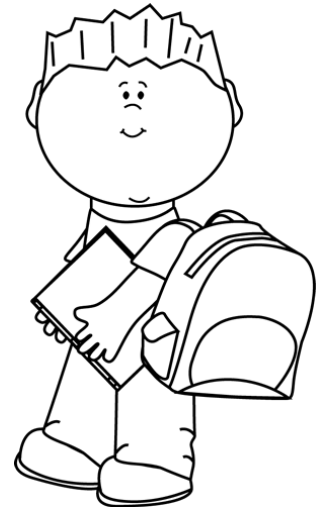
Dear Families,

We have completed our study of our first set of sight words. Any words that were not mastered should continue to be practiced at home.

We are ready to move on to our next set of sight words. They are listed below.

Please continue to review words from the last unit and practice these new words. Making sight word practice a priority at home will help your student become a successful kindergarten reader and writer!

a	in	by
like	look	it
no	yes	up



F.A.Q.

Frequently Asked Question

What happens if my child doesn't master each unit's sight words?

As teachers, we are constantly monitoring student progress. Students who demonstrate a need for additional practice are included in small reteach groups, work with parent volunteers, and may be assigned to an instructional assistant for sight word intervention. You can help by reviewing your child's

assessment and including the missed words when you practice at home.



Kindergarten Mathematics

Unit 1: Numbers to Ten

Dear Parents,

During Unit 1, your children will use numbers to 10, including written numerals, to represent quantities. Your child will count objects in a set; count out a given number of objects; and compare sets or numerals.

Introducing the numbers 0-10

Your child will learn to:

- Count to 100 by ones and tens
- Count forward from a number other than 1
- Write the numbers 0-10 and represent an amount of object with a written numeral
- Count sets of objects within 10, one at a time, giving each object a number name
- Understand that the last number said names the total amount for a group of objects
- Understand that each successive number name refers to a quantity that is one larger
- Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or a scattered configuration
- Count out a set of up to 10 objects
- Identify whether the number of objects in a one group is greater than, less than, or equal to the number of objects in another group
- Compare two numbers between 1 and 10 presented as written numerals

Key words

As many as	Number path
Compare	One less
Equal	One more
Fewer than	Part-part-whole
Five frame	Same
Greater than	Separate
Least/Less/Less than	Ten frame
Most/More/More than	

Ways Parents Can Help

- Practice counting forward with your child to 100
- Practice counting forward starting with a number other than 1
- Write numbers on Post-it Notes and have your child put them in order
- Count things around the house (steps, toys, food items...)
- Use a die to see if your child can name the number without counting the dots
- Practice writing numbers up to 10
- Build sets representing a number 0-10 using things around the house (Lego's, cars, dry pasta noodles, crayons, etc.)

Number Cards

0 zero	1 one	2 two	3 three
4 four	5 five	6 six	7 seven
8 eight	9 nine	10 ten	



Kindergarten Science

Interdependent Relationships and Ecosystems: Monarch Butterflies and Ladybugs

Dear Families,

Here is what your child is learning in kindergarten, during the study of Interdependent Relationships and Ecosystems with some specific ways you can help. Look for additional newsletters for upcoming units.

Interdependent Relationships and Ecosystems: Monarch Butterflies and Ladybugs

Essential Questions:

- How are the needs of humans, plants and animals the same?
- How does the Monarch butterfly depend on milkweed?
- How can we help increase the number of Monarch butterflies?

In this unit students need to:

- Identify that Living things have specific needs in order to survive.
- Identify that in many cases, plants and animals depend on each other to meet their needs.
- Identify that there are ways to reduce the impact that humans have on the environment.
- Understand that all living things grow and change.

Key Vocabulary

Monarch butterfly- large, deep-orange butterfly, *Danaus plexippus*, with black and white markings

Nectar- the saccharine secretion of a plant, which attracts the insects or birds

Chrysalis - the hard-shelled pupa of a moth or butterfly

Habitat- the natural environment of an organism

Metamorphosis- a profound change in form from one stage to the next in the life of a living thing

Ways FAMILIES Can Help

- Read books about the life cycle of butterflies, as well as other living things
- Go on walks with your child to try and find Milkweed and Monarchs in the different stages during the fall
- Extend your child's knowledge by reading non-fiction books about other kinds of Butterflies

Kindergarten Social Studies

Unit 1: Civics

Dear Parents,

This quarter your child will be learning about civics. Below is an outline of the objectives studied during the Kindergarten civics unit as well as some of the vocabulary.

Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community.

Unit Question: What are the rights and responsibilities of people in a group, and those in authority?

Essential Question 1: What does it mean to be free?

Students will examine the concept of freedom by:

- defining freedom as being able to choose what your life looks like without interference from others
- defining equality as the same freedoms that are held by all people

Essential Question 2: Why do Americans use compromise to resolve conflicts?

Students will examine the role of conflict and compromise by:

- identifying school or community conflicts that require working with groups to resolve
- identifying how multiple perspectives and the freedom to express varied opinion in a democratic society can complicate conflict resolution
- explaining the role of authority in promoting compromise and how it can resolve conflict
- exploring how compromise is used in civic life at home, school, and community

Essential Question 3: Why do we have rules at home, at school, and in the community?

Students will analyze how groups and people in authority use roles to promote the common good by:

- explaining that rules serve to support order and protect individual rights
- comparing rule sat home, school, and community
- explaining why rules are different based on location
- evaluating classroom rules for their ability to promote freedom and equality

How to Support your Student

- Review key vocabulary and key concepts previously taught in school.
- Ask your child about their thoughts and opinions on what they learned that day.
- Look over the work your child is bringing home.

Key Vocabulary

- **Civics:** learning about how people live together and make rules
- **Citizen:** a member of a group or community
- **Community:** A place where people live, learn, work, or play.
- **Free:** able to make your own choices
- **Freedom:** the power to make your own choices
- **Equal:** the same for everyone
- **Equality:** everyone is treated fairly and has the same chance to do things
- **Conflict:** a problem or disagreement between people
- **Communication:** talking or writing and listening to share ideas

- **Compromise:** a way to solve problems where everyone gives a little to agree
- **Resolve:** to fix a problem or make it better
- **Leader:** a person who leads or organizes a group of people
- **Respect:** to accept somebody for who they are, even when they are different from you, or you do not agree with them
- **Differences:** things that are not the same
- **Rule:** a guide for the correct way to behave. Something you follow to keep you and others safe.
- **Law:** rules made by the government that people must follow
- **Responsibility:** something you should do

KINDERGARTEN SECOND STEP

Unit 1: Skills for Learning

Dear Families,

We want your child to be as successful as possible at school. Success in school is not just about reading and math. It is also about knowing how to learn and how to get along with others. We will be using the **Second Step** program in your child's classroom to teach these critical social and emotional skills. In this unit, students will gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork. Look for additional newsletters for upcoming units.

WHAT IS MY CHILD LEARNING?

- Rules for how to be a good listener. These rules help your child know how to listen and act in a group so everyone can learn.
 - **Listening Rules** (with actions)-
 - **Eyes watching** (Point to the corners of your eyes)
 - **Ears listening** (Cup your ears with your hands)
 - **Voice quiet** (Put your fingers to your lips)
 - **Body still** (Hug your torso with both arms)
- How to use your eyes, ears, and brain when you focus attention on something.
 - **Attent-o-scope** (with actions)-
 - Cup hands around each eye like binoculars. Say "Focus" or "Listen" to switch on.
- Repeating directions to yourself helps you remember what to do.
- **Self-Talk** for staying on task. Self-talk is when you talk to yourself in a quiet voice or in your head.
- How to ask assertively for help from an adult when he/she is stuck and doesn't know what to do.
 - **Be Assertive**-
 - Face the person you're talking to, Keep your head up and shoulders back, Use a calm and firm voice, Use respectful words.

PRACTICE AT HOME

- Before giving directions for daily activities, such as picking up toys or washing hands, remind your child to use the **Listening Rules**. Say each rule and do the **actions** along with your child, then give directions. Ex: "We are getting ready to leave now, so put on your shoes and coat."
- Before giving important information, let your child know that you really need his/her focused attention. Suggest that your child use the **attent-o-scope**. Ex: "This is important. You may need your **attent-o-scope**. (Pause) I am working this afternoon, so Aunt Janet will pick you up from school today."
- Before giving directions for daily activities, remind your child to listen and focus. Then ask your child to repeat back the directions before starting. Ex: "Please take your plate from the table and put it on the counter next to the sink. Now repeat out loud what I asked you to do."
- When you see your child becoming distracted while doing daily tasks, remind him/her to use self-talk. Ex: "I see you are having trouble focusing on getting ready for school. What can you say to yourself to help you stay on task?"

WHY IS THIS IMPORTANT?

- Following the Listening Rules helps children listen and pay attention in class.
- Being able to focus attention helps children be better learners. It helps them ignore distractions and focus on what is important in class.
- Being able to remember and follow directions helps children be better learners.
- Self-talk is an important learning tool that children can use to help themselves listen, follow directions, and focus.
- When there is something children don't understand, being assertive helps them continue to learn rather than being stuck.