Winter Forecast

Issue: 7

Fri, October 9, 2026

Important Dates to Remember

Oct 12-16 Fall Break – enjoy!

Oct 23: In school Field Trip with Catamount Institute – Friday school for kindergarten. Please return the parent signature pages on Monday when you return. We will also have some hands on fun with items from around the world as we wrap up our Continents unit.

This Week's Core Knowledge Curriculum was:

- Continents – we have learned about all except Antarctica. Book series written by Lindeen. Map skills locating continents, making our own map, discovering fascinating facts about each continent.
- Review of using our compass rose, map key, using maps and globe to find oceans, equator, north and south poles, continents.

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

D, d

Written phonogram test # on 10/ 22/26
NONE – we will review informally as we learn 4 more.

October Character Virtue

Perseverance: Working hard, doing my best and not giving up when it is tough! No quitting,

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. Accurate counting and writing numbers 0-7 well.

Learning to 'count on' from a number that we see easily, instead of always counting from 1.

Following oral directions for math work. Growing independence as well as recognition of common words.

Comparing numbers using graphs – more, less, least, most.

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, g, s, qu, e, b, h, i, j, u, k, l, m, n, p, r, t. Vowels and consonants! Vowels have open sounds and turn on our voice for their sounds. All syllables have one vowel sound. Every word needs a vowel!

School focuses: Letter naming tied with key word picture and most used sound, letter naming and sequencing letters in order; segmenting sounds in words in order; identifying the first sound, the last sound, the medial sound in words. Building accuracy and automaticity with tying letter to sound in oral and written work. Building fine motor strength and skills to carry out all jobs. Social skills and independence with school expectations. Wow!!

Home Focuses: **LETTERS – identify by name and shape, writing if learned, both capital and lowercase. 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 positional words; LEFT, RIGHT (including looking for rows going across left to right or columns going up and down.)

Parent Notes/Reminders

Upcoming Kindergarten Events – Details to help you out!

***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, as well as jackets warm enough for being outdoors for a longer period, but no backpacks or water bottles. Carpool will happen along with the 1st-6th graders at 12:15. A parent permission form with information was sent home prior to Fall break. Please return both the catamount waiver and the bottom portion of the information sheet with your signature. Chaperones will be chosen by Tuesday and sent out to the class. **During our inside time we will have 7 stations with hands on items to learn more about each continent.** ☺

- **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.**
- **Phonogram Tests: We will test each Thursday through the year. Phonograms will continue to be re-tested through the year. Starting later on we will also add in 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. For spelling, the word will be given, the word will be sounded through twice. Children will be able to visually see teachers fingers showing the sounds and if the sound is made by a 1 or 2 letter phonogram.**