Winter Forecast

Issue: 11

Fri, November 13, 2026

Important Dates to Remember

11-19: Thanksgiving Feast – see notes

12-4 OR 12-11: Kinder Literacy Testing

12-16 Christmas Around the World Kinder Concert – see notes

12- 17: Christmas Around the World class party – see notes

November Character Virtue

Gratitude: Being thankful for the good in our lives and thanking others for it.

This Week's Core Knowledge Curriculum was:

- Native or First Americans – learning about tribes and ways of life in different areas of our country. The Very First Americans, Ashrose.
- A-Z: An Alphabet of Native Americans, Bruchac.

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

None

Written phonogram test #7 on 11/ 19 /26

sh, ee, th, f, w, a, y, p

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, v, w, x, y, z, sh, ee, th, ow, oo

Spelling words introduced: me - r. 4, go - r.4, the- r.4, a- r.4, do, and

Rule 4: vowels at the end of a word/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/!

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. Number writing – please make sure direction is correct – give starting point for writing. Do lots of work counting one-to-one or by groups with items or pictures to 10 and then up to 20. Count ordinal numbers!

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.

Solid and flat shapes.

Length and height.

Numbers 1-10. Showing quantities in varied ways. 'Counting on' from a number that we see easily, instead of always counting from 1. Accurate counting up and back. Writing numbers 0-10 well. Number order - missing numbers.

Ordinal numbers 1st -10th.

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

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

Parent Notes/Reminders

Upcoming Kindergarten Events – Details to help you out!

***Thanksgiving Feast: Thursday, November 19. Next week, we will begin learning about First or Native Americans in North America. We will add to that the history of the Pilgrims who came to North America from Europe. Our study will culminate with a Kindergarten Thanksgiving Feast in our classroom. The dress that day is 'nice dress up' like your child would wear for their family Thanksgiving celebration. We will be feasting together and doing a game and craft together to replicate the first Thanksgiving. Thanks for your help with food and volunteer needs for this curriculum day. We appreciate your help and partnership to make history feel more real life. The event will be the last full hour of the school day, so plan to come a little earlier to get signed in as visitors. All foods can be sent in with your child or brought 10 minutes prior. All volunteers for set up, games, craft, please come 15 minutes early. Parents are welcome, please no siblings.**

***Kinder Holidays Around the World Concert: Wednesday, Dec 16th. School day is normal times for AM and for PM. 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.) **All teachers will be sending out a sign up for volunteers to help us 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 turn in tags at the kiosk.**

Concert times: AM class – 10:00-11:00 am. PM class 2:00-3:00 pm.

***Kinder Holidays Around the World Class Party: Thursday, Dec 17th. 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 – try to keep the theme of foods and games as ones from your country of heritage or a country around the world. I have ideas if needed if you sign up to run a game or craft. Regular uniform, but children may add in holiday socks and hats, if they wish. Parents are welcome, no siblings please. You are not required to come…but invited.**

- **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.
- **Vowels and consonants! Vowels have open sounds and turn on our voice for their sounds. Vowels have at least 2 sounds. We are learning when a vowel has to use its first sound, and when it is allowed to use its 2nd sound. All syllables have one vowel sound. Every word needs a vowel!**

- **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.
- **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-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!)

  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: 'the' and 'a' though spelled like rule 4 are read like we consistently speak them – the vowel says its schwa sound 'uh'. Teaching this early allows children to read these very common words smoothly 'like we talk' which is the goal of good reading.