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| Kindergarten Kiddos Newsletter Click to view  October 8-12 | | | |
| **Reading is part of our daily homework. Please listen to your child read and/or read to your child daily for a minimum of 10-15 minutes. Please track your child’s reading on the APPLE CORE bookmark provided by the Triggs ES Library.**   |  |  |  | | --- | --- | --- | | **Venture Calendar** | | | | **Monday, October 8** | **G Day** |  | | **Tuesday, October 9** | **S Day** |  | | **Wednesday, October 10** | **T Day** |  | | **Thursday, October 11** | **R Day** |  | | **Friday, October 12** | **I Day** |  |   **Our Concept of the Week is RESPECT.**  **Upcoming events:**  **Friday, October 12: PTSO general Meeting at 8:15**  **October 15 - 19: College Awareness Week**  **Wednesday, October 17: First day of Voyages**  **Friday, October 19: Fall Festival from 5:00-8:00**  **Friday, October 26: No school for Nevada Day**  **Thank you,**  **Kindergarten Teachers** | | | **Sight Words**  **to**  **do**  **We will be testing sight words this week for the following words:**  **To, do,a, I, like, said, can, am, at, an, and, he, be, we, she, see.** |
| **Teacher’s Corner** |
| **Reading Standards** | **Writing Standards** | **Math Standards** | |
| **We will be able to name the author and illustrator of a text and define the role of each in presenting the ideas or information.** | **We will brainstorm, organize our thoughts, and write an informational text about a fictional character.** | **We will understand the relationship between numbers and quantities. We will be able to show ways to make 3,4, and 5.** | |

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| **Name:** | **Kindergarten homework for the week of October 8-12** |

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|  | **Reading/Writing** | **Math** |
| **Mon.** | Walk around your home and find things that ***begin*** with the /Mm**/** sound.  Draw a picture for five of those things.  Challenge: Write the name for each picture. | Draw a picture of 4 cubes like in the picture below. Color some cubes red and some cubes blue .Keep the red ones together and keep the blue ones together. How many cubes did you color red? How many cubes did you color blue?   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   Show your thinking. \_\_ and \_\_ make 4.  Please show your work in your homework journal. |
| **Tues.** | Walk around your home and find things that ***begin*** with the /Rr**/** sound.  Draw a picture for five of those things.  Challenge: Write the name for each picture. | Draw a picture of 3 cubes like in the picture below. Color some cubes red and some cubes blue .Keep the red ones together and keep the blue ones together. How many cubes did you color red? How many cubes did you color blue?   |  |  |  | | --- | --- | --- | |  |  |  |   Show your thinking. \_\_ and \_\_ make 3 .  Please show your work in your homework journal. |
| **Wed.** | **Sight word practice**  Complete the handwriting page for ***to*** and ***do.*** Use your very best handwriting.  Parents, please watch your child closely. Make sure he/she is writing the letters from TOP to BOTTOM. Also make sure your child says each letter and READS the word.  **We will be testing sight words this Friday for the following words:**  **to, do, a, I, like, said, can, am, at, an, and, he, be, we, she, see.** | Draw a picture of 5 cubes like in the picture below. Color some cubes red and some cubes blue .Keep the red ones together and keep the blue ones together. How many cubes did you color red? How many cubes did you color blue?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  |   Show your thinking. \_\_ and \_\_ make 5 .  Please show your work in your homework journal. |
| **Thur.** | **Think, Draw, and Write**  **THINK** of something you would like to write about.  **DRAW** a picture of your thinking.  Say out loud what you are thinking and drawing about.  **WRITE** a sentence about your thinking.  \*Parents, please encourage your child to write down the sounds he/she hears. We know most kindergarten kids can not write complete sentence now. Please refer to the attached article, so you can prepare your child for the stages of writing. | Draw a picture of 5 cubes like in the picture below. Color some cubes red and some cubes blue .Keep the red ones together and keep the blue ones together. How many cubes did you color red? How many cubes did you color blue?  Show a different way than yesterday’s homework.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  |   Show your thinking. \_\_ and \_\_ make 5 .  Please show your work in your homework journal. |

## Source: <http://www.thelearningcommunity.us/resources-by-format/tips-for-parents/invented-spelling.aspx>

## How We Learn to Write

Most people think of learning to write as making letter forms and practicing phonics. Actually, children learn to write the same way they learn to speak—by trial and error. Children learn to write before they begin to read. Their first writing usually consists of pictures. **Pictures are their way of telling about something that has happened.**

You may also see your child writing long, somewhat “snaky” lines across a page. Even though the scribbles have no literal meaning to you, if asked, your child may tell you a story based on this “writing.”

In the next stage of writing, letters and numbers are grouped together representing words. There may be no relationship between the letters used and the sounds of the words, but that’s okay.

## Invented Spelling

When children understand that there is a connection between the sounds that make up words and the letters used to write the words, they begin using what we call “invented spelling.”

“Invented spelling” is the way children explore the language and express themselves creatively. They are learning to write the way they learned to speak.

Many parents worry that unless they reinforce proper spelling right from the beginning, their children will never learn to spell correctly.

Children will move toward conventional spelling as they make repeated, and more sophisticated, attempts at writing. As students realize there is only one correct way to spell most words, they begin to use conventional spelling.

If you want your children to become confident, competent writers, focus on the positive. Demonstrate your support and enthusiasm so they keep on writing.

## Encourage Writing

Make writing convenient. Provide a place for your child to write, such as a desk or a smooth table. Be sure there is plenty of light. Stock up on lined and unlined paper, and keep it handy at the desk. Also, provide a variety of writing materials such as pencils, pens, colored markers, and crayons. Make sure the area is clean and organized so that your child views writing as a pleasant and important activity.

Show interest. Let your son or daughter know that you care about what they write. Select ideas or sentences that you particularly like. Ask your children how they came up with the idea or thought. By demonstrating your own support and enthusiasm, you will help foster your child’s confidence in writing.

Avoid criticism. Instead, focus on the positive. This well help your children think of writing as something they do to please themselves, not others. Although you may be tempted to correct your child’s writing, try not to. Minor errors should be ignored. The most important point is that your child is writing.

## Write-on: Tips for Parents

* Encourage note writing. Have your child help write the grocery list, leave notes for other family members, or have them persuade you they deserve a special privilege—in writing. But keep it fun!
* Send a message in your child’s lunch box. A short “I love you” gives children a hug away from home and, at the same time, gives your child the message that writing is important.
* Encourage your kids to write letters. Be an example and write letters to family and friends. When they respond, have your child write back. Or, if possible, have your children write to a pen pal.
* Encourage your child to keep a daily journal. Kids not only get good writing practice when they keep journals, they can also vent feelings, record goals, and write poems.