Ms. Pitler and Mrs. Hines’ Kindergarten Newsletter - April 2016

April Themes:

Chickens

Farm (2 weeks)

Bugs

Important Dates:

1st-3rd - NO SCHOOL (Vacation)

4th - Q4 Electives Begin

5th - Literacy Night, 5:30-7:30pm

11th - Report Cards sent home

14th - Science Night, 6:00-8:00pm

15th - Field Trip (NCSU Farm Days)

25th - Snow Make Up - Full Day of School

29th - Field Trip (NC Science Museum - Makeup)

Spring Picture Day

May 1st - Hunter Heritage, 5:30-8:00pm - Super Fun for All!

Our Classroom Needs: washable stamp pads

Homework Due Monday, April 11th : Farm Animal homework is due Monday April, 11th. Each student was to choose a farm animal and send in ONE photo and THREE interesting or unusual facts about the animal. The more unusual the better. We will be using this information to create a technology project with Mr. Hurlebrink, our Instructional Resource Teacher.

LetterLand Day: at Pullen Park Saturday, May 14, 2016 10am-4pm. Free admission into park. Rides $1 Information can be found on http://wakeupandread.org/

Scholastic Book Orders: April book orders are due by Wednesday April 13th. You can acess Scholastic through our class website link: mspitlerskindergarten.weebly.com

Online Resources: Big Universe and Raz Kids are great resources for practice for your child at home! If you are using either of these resources, we’d love to hear your feedback to help us make choices for continuing with them next year. Please send an email with your thoughts that we can share with the team.

Chaperones Needed: We are in need of chaperones for our Farm Days Field Trip on April, 15th and our NC Science Museum Trip on April 29th. Both trips will be from about 9:45am to about 12:15pm. Please email me if you can help.

Mark Your Calendars: Our final Student Led Conferences will be held on Wednesday, May 25th, 2:45-3:15pm We plan to introduce you to a new online portfolio called SeeSaw so you can share your feedback with us :0)

**Math:**

Addition & Subtraction within 10: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. Fluently add and subtract within 10.

**Literacy:**

Unit 6: In Our Community, We Learn About Ourselves and Our World by Reading for Information. In this unit students will discover more about the world around them through information books. Key Ideas and Details - identify the main topic and retell key details of a text, describe the connection between two individuals, events, ideas, or pieces of information in a text, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text and illustration depict), identify the reasons an author gives to support points in the text, and identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Unit 7: Readers Use All of Their “Tricks and Tools” in their Backpacks When It Comes to Tricky Parts. Readers will learn more strategies to use while they are reading including word solving, cross-checking, self-correcting and making meaning. In this unit students will ask and answer questions about unknown words in a text, compare and contrast the adventures and experiences of characters in familiar stories, identify the reasons an author gives to support points in a text, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.), demonstrate understanding of spoken words, syllables, and sounds (phonemes), count, produce, blend, and segment syllables in spoken words, know and apply grade-level phonics and word analysis skills in decoding words, associate the long and short sounds with common spellings (graphemes) for the five major vowels A,E,I,O,U, recognize and apply vowel patterns (two vowels out walking - feet, boat, magic e - cake, bike. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Writing:**

Unit 7: Informational Writing - All About Books

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Use a combination of drawing, dictating, and writing to narrate a single event or loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Participate in shared research and writing projects.

Word Wall Words: Please continue to work with your child on our High Frequency Word List. The words we have learned thus far are expected to be read and spelled correctly. Please practice reading and writing these words at home. Thus far we have learned: a, at, can, go, has, I, in is, it, look, like, me, on, see, the, to, you, come, and, here, said, with, have, big, little, up, down, she, he, we, be, by, my, no, so, of, if, as, an, not, out, but, had, her, for, his, him. In April we will add: all, some, what, was, were, will, do, are

**Science:** Animals Two by Two. Compare and contrast animals, compare characteristics of living and nonliving things in terms of structure, growth, changes, movement, basic needs, and understand the position and motions of objects and organisms observed in the environment.