Ms. Pitler and Mrs. Hines February Kindergarten Newsletter

February Themes:

100th Day of School

Valentines & Sweetness

Dragons (Chinese New Year) & Teeth

Presidents & Careers

Upcoming Events:

4th - Skate Night, 5:30pm

5th - 100th Day Projects Due

8th - 100th Day of School!!

 Bus Driver Appreciation Week

12th - Early Release (Dismissal begins at 1:00pm)

15th - Snow Makeup Day (Full Day of School)

22nd-26th - Career Week

Classroom Needs: HP ink #61 (color and black), white cardstock, 1 bag of each: Hersey’s Hug, Kisses,and caramels, fruit snacks, candy hearts, bubble wrap with large bubbles,

Report cards were sent home last week (Monday, January 25th). Please sign and return the envelope, the paper inside is for you to keep.

Career Week Speakers Welcome! We will learn about careers and community helpers during the last week of February. We are in need of volunteers to come speak to Kindergarten about their careers. We are scheduling time on Wednesday, February 24th between 9:30-11:30am. If you would like to share, please contact our organizer, Miss Pitler, at cpitler@wcpss.net

Valentines/Friendship - In an effort to promote healthy Hunter stars, we are requesting that if you send in a treat that you consider healthy choices (strawberries, fruit snacks etc.) Also, if your child would like to send in cards to friends, please be sure include a card for EVERYONE in our class. We have 23 students. You can find a list of friends in our class on our website. We are planning some educational activities (graphing, sorting, voting) with candy. If you would prefer for your child not to eat the candy, please let us know and we will provide them with another snack after the activity.

RAZKids – An account has been created for your child on RAZKids. If you have computer or tablet, you are able to access RAZKids at home. These resources are a great way to practice! (Thank you to those who have been using it already.) Login in at Raz-Kids.com > Click on Kids Login > cpitler1

BYOD - We will continue to work out the kinks for BYOD. Your student is welcome to bring their device on Friday during the month of February.

Math

Positional Words & Shapes– Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Correctly name shapes regardless of their orientations or overall size. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Addition and Subtraction Within 5 - 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 5.

Literacy

Literacy Unit: Review and practice community partnership rules. Establish new partnerships. Careful readers get their minds ready to read before reading. Readers teach each other in partnerships. Readers reread, rather than abandon books.Readers share and celebrate the funny parts. Participation in collaborative conversations with diverse partners . With prompting and support, identify the main topic and retell key details of a text. Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. Read common high frequency words by sight.High Frequency 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. 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. In February we will add: this, that, be, are, has, have

Reading Strategies we have learned: listen for interesting words, use the pictures, read good fit books, play with rhyming words, know letters and sounds, stretch or blend sounds in words, check for understanding, name the characters, identify fiction, and nonfiction, predict what happens next, retell the beginning, middle and end, identify beginning and ending sounds, identify problem and solution, connect to the story, chunk letters and sounds, name the author's purpose, making predictions, flip the sound (long/short vowels), practice sight words, and using punctuation.

Writing

How- To Writing - Use 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. Spell simple words phonetically drawing on knowledge of sound-letter relationships. Recall information from experiences or gather information from provided sources to answer a question.

Science – Quarter 3

We have begun our Unit on Investigating Properties. Understand how objects are described based on their physical properties and how they are used. Classify objects by observable physical properties including size, color, shape, texture, weight and flexibility. Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.

Social Studies – Quarter 3

We are Alike! We are Different! Understand how individuals are similar and different. Change over time. Understand the interaction between humans and the environment.