



# Kindergarten News

## February 2012



It is hard to believe that we will soon be celebrating the 100<sup>th</sup> day of school! This day will be celebrated with lots of reading, writing, and math activities that focus on the number 100. The 100<sup>th</sup> day of school will be on February 3<sup>rd</sup> unless we have any snow days.

Students will also have the opportunity to celebrate Valentine's Day by bringing in cards for their classmates. **Please remember to only have your child sign the card. Distributing cards will be easier if the students do not have to match the names on the cards with the names on the bags.**

Parent/Teacher conferences will be held on February 6<sup>th</sup> between 2:50 and 6:30. You may call the office to schedule a conference.

The weather has been very unpredictable this winter. We do try to go outside for recess even when the weather is cold. Please make sure your child has appropriate clothing for outdoor recess.



### ILA Benchmarks

The following is a list of some of the benchmarks that will be covered this month.

Students will:

1. Begin to hear middle sounds in words.
2. Begin to segment and blend syllables in words.
3. Recite nursery rhymes and poems with expression.
4. Begin to blend letter sounds in consonant-vowel-consonant words to read the words. (ex. /c/, /a/, /t/ is cat)
5. Identify the setting of the story.
6. Share his/her writing by reading it to a family member or classmate.



### Math Benchmarks

This month we will work on Cluster 4- Understanding Base Ten Operations. Please see the attached paper for more information about the specific concepts that will be covered in this cluster.



### Social Studies Benchmarks

The students will ...

1. Identify some important Americans and their contributions to America.
2. Discuss why we have holidays for some important Americans.



### Science Benchmarks

The students will ...

1. Classify objects as being human made or natural.
2. Explore how the sun affects the earth.
3. Identify objects in the day and night skies.
4. Describe how weather can change.
5. Describe how objects and materials on earth change.

## Home Activities

Each month we will list several activities, which you can be practicing at home with your child. These activities may be: curriculum related, involve self- help skills, or will work on improving motor skills. Remember to make learning FUN!

1. After reading a story with your child, have him/her tell you about the characters and setting. Also, see if your child can identify the important events in the correct order.
2. Please continue to have your child work on letter formation at home. The more he/she practices the easier it will be for him/her to complete writing activities.
3. Please have your child practice sight words at home. Your child will be expected to read 50 sight words by the end of the year.
4. Have your child continue to work on self-help skills like zipping, snapping, buttoning, and tying.



## Websites for Parents and Children

To find out more information about our curriculum please visit the Carroll County Public Schools Webpage at <http://www.carrollk12.org/instruction/instruction/elementary/levels/default.asp> Scroll down the page and click on the word **kindergarten**. Then click on ILA, math, social studies, or science to learn more about that subject.

Remember if you do not have a computer at home, the local library has computers with internet access available to everyone. Check the information desk to learn how to sign up to use one of their computers.

This month's featured sights are...

<http://pbskids.org/lions/games/ears.html>

<http://pbskids.org/lions/games/blending.html>

<http://pbskids.org/lions/games/pounce.html>

## February Dates to Remember

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Report Cards	2	3 100 <sup>th</sup> day of school (if there are no snow days)
6 Parent Teacher Conferences 2:50-6:30	7	8	9	10 2 hr. 45 min. early dismissal
13	14	15	16 Tentative date for 100 <sup>th</sup> day of school	17 Jump Rope Challenge Book Fair preview
20 No School! President's Day	21 No School! Professional Day	22 Book Fair Preview	23 Book Fair Preview	24 Book Fair Preview
27 Book Fair	28 Book Fair	29 Jump Rope for Heart Book Fair	1 Book Fair Literacy Night	2 Book Fair

Parents/ Guardians,

Below is a list of sight words your child will be continuing to work on throughout the school year. By the end of the year they will be expected to read 50 of these words automatically (without sounding out). These words are not taught in a specific order as students may be exposed to them at different times depending on the books used in guided reading groups. Please help to reinforce the reading of these words at home. If your child can read all these words, have them practice writing them. *Isn't it amazing all your child can do?*

Thanks,

The Kindergarten Team

it	no	do	can	and	like
to	in	at	the	a	I
we	is	so	up	see	go
he	said	me	my	am	an
for	you	this	with	on	put
had	all	or	will	of	as
did	she	saw	by	but	was
look	here	went	play	get	come
have	make	his	be	has	now
from	one	what	there	are	then
want	how	they	her	down	that



# KINDERGARTEN MATHEMATICS – Cluster 4

Dear Parents,

During Cluster 4, your children will use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

## UNDERSTANDING BASE TEN AND OPERATIONS

### *Your children need to:*

- Begins to count to 100 by 1's using rote counting.
- Begins to count to 100 by 1's using verbal counting (meaningful counting using such things as concrete materials, hundreds chart and number line).
- Begins to count to 100 beginning from a given number other than 1 (using such things as concrete materials, hundreds chart and number line).
- Begins to count to 100 by 10's using rote counting.
- Begins to count to 100 by 10's using verbal counting (meaningful counting using such things as concrete materials (building bundles of ten to make sense of counting by ten), hundreds chart and number line).
- Fluently adds and subtracts within 5
- Identify and write numbers to 20
- Represent a number of objects with a written number 0-20 (0 representing no count)
- Match a set with a number card that states its' quantity.
- Given a number 0-20 count out that many objects
- Count to answer "how many?" questions about as many as 20 objects arranged in a line, rectangular array, or a circle.
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (0-20) (one-to-one correspondence)
- Understand that the last number name said tells the number of objects counted (cardinality) and that the number of objects is the same regardless of their arrangement or the order in which they were counted (conservation of number).
- Identify and represent whole numbers up to 20 on a number line using manipulatives, symbols, and one-to-one correspondence
- Understand that each successive number name refers to a quantity that is one larger (when one more is added to a number set this new number includes all the previous objects in the set plus the new one e.g.  $6+1=7$ ). (0-20)
- Use double ten frames to show number relationships of zero to twenty
- Subitize to 20 (instant reorganization of quantity without counting, i.e., dot cards, double ten frames, dot cubes)
- Identify and compare numbers (groups up to twenty) to see whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g. by using matching, counting strategies and concrete materials). Students need to have a solid understanding of cardinality and one to one correspondence before beginning to compare sets.
- Compose and decompose numbers from 11 to 19 into tens and ones and further ones. (E.g. use concrete materials to make groups of ten and ones) by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g.,  $18= 10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## WAYS PARENTS CAN HELP

- Practice reading numbers as they appear in the world around you with your child.
- Practice counting forward and backward beginning with numbers other than 1.
- Use the words after, before and between when talking about numbers. (i.e. What number would come after \_\_?)
- Use objects around the house (buttons, macaroni, pennies...) to show two numbers up to 20 and compare the groups using the terms greater than, less than or equal to.
- Use objects to show numbers 11-19 as a group of ten and some ones (i.e. 16 is 1 group of ten and 6 ones).

## KEY WORDS AND PHRASES

Add/Addition	Numbers 0-20
As many as	Number line
Compare	One less
Count backwards	One more
Double ten frames	Part-part-whole
Equal	Plus
Fewer than	Put together
Join	Same
Least	Separate
Less/Less than	Subtract/Subtraction
Missing part	Take apart
More/More than	Ten frame
Most	