



ACADEMIC ACHIEVEMENT



PYP

Bradley International School Newsletter

Spring 2017

Kindergarten Classroom Teachers: Mrs. Rosales, Mrs. Eggleston and Miss Schulte



Classroom Curriculum

Literacy (Reading and Writing):

Reading

- Retell a story with a beginning, middle and end (Tell about a story in sequence starting with what happened first, next and last)
- Answer questions about key details in a text (Ex. What does a Red Eyed Tree Frog do during the night? What does the frog eat?)
- Identify characters and setting in a text (Ask and answer questions such as: Who was the main character in the story? Where does this story take place?)
- Identify common types of texts: Fiction and Non-Fiction (Fiction = imaginary events and people, Non-Fiction = stories based on facts, real events and real people)
- Compare and contrast familiar stories (How are the stories, 'The Three Little Pigs' and 'Goldilocks and the Three Bears' alike and different?)
- Read and write grade level sight-words (See list of sight-words in BEE book or use Word Bird sight-word flash cards)
- Read an independent Fountis & Pinnell level D book or DRA level 6 by the end of kindergarten (Levels are printed in A-Z paper books that come home with your child each week)
- Build oral language and vocabulary (Have your child practice answering and asking questions using full sentences and continue to increase your child's vocabulary through providing definitions for unknown words)
- Recognize and discuss features of non-fiction texts (Such as: Table of Contents, Index, Glossary, etc.) Read non-fiction texts at home (Such as: kids magazines, National Geographic, newspaper, grocery store ads, etc.)
- Continue to use strategies for independent reading (Tell your child to get their mouth ready, sound out words they don't know, look for parts they know, use their picture clues, reread the sentence, ask what would make sense)
- Make text-to-self and text-to-text connections (Have your child build on knowledge they already know about a topic, book or new learning)
- Begin to make text-to-world connections based on their culture

Writing

- Write about students' cultural experiences (Personal narratives such as: birthday parties, weekend experiences, visits with family members, etc.)
- Write and spell DRA 1-6 sight-words correctly (See sight-word list in BEE Book)
- View themselves as authors and illustrators
- Tell, draw and write non-fiction stories or personal narratives
- Write a small moment across pages (Focus on one event from their day and stretch it out into three complete sentences with beginning, middle and end)
- Write with accuracy (Spelling grade-level high-frequency words correctly and sounding out words phonetically)
- Read own writing aloud to a partner or group
- Use writing rubric to check writing and edit/fancy-up writing when finished (5 Star Writing: capital letter, finger spaces, punctuation, letters neat and on the lines, and sentence makes sense)

Mathematics:

- Count correctly to 100 by ones, fives and tens
- Write numbers 0-20, recognize numbers to 100
- Compare objects in a group as “greater than, less than or equal to” the number in another group
- Use tens and ones to make numbers from 11-20
- Solve addition and subtraction story problems through 10 (Examples: 6 bears were playing at the park. Three bears went home. How many bears are left at the park? My mom gave me 5 dollars. My dad gave me 4 more dollars. How many dollars do I have now?)
- Automatically recognize the number of dots on a dice, fives frame and tens frame
- Money recognition (pennies, nickels, dimes, quarters, dollars)
- Know ways to make 10 (2+8, 5+5, 10 = 7+3, etc...)
- Place value (ones and tens)
- Even and odd numbers up to 20
- 2D and 3D shapes (triangle → pyramid, circle → sphere, square → cube etc.)
- Measurement skills, standard measurement units (inches, feet)



PYP/Social Studies/Science:

February – “Where We Are In Place and Time”

Central Idea: People’s lifestyles are influenced by their location and culture

March & April – “Sharing the Planet”

Central Idea: Living things can be categorized by their characteristics and have basic needs to survive.

May & June – “How the World Works”

Central Idea: Humans use scientific principles to explain force and motion.



How to Support At Home

We ask that you continue to work with your child on completing their homework packets each week. Your support with homework is vital to their success in school! Please continue reading for **20 minutes per night**. Students should now be reading their A-Z books independently. We would like to ask you to continue to give your children opportunities to write complete sentences (capital letters, finger spaces, letters on the line, and punctuation at the end). You may consider buying them a notebook to use as their writing journal to write about their day at school! Continue to use your child’s ‘Word Bird’ to play sight-word recognition games. Please have them practice writing and spelling each word, too. Continue to play math games at home to encourage counting (Yahtzee, Tenzie, Chutes & Ladders, Candy Land, Sorry, Trouble, Memory & Uno). Continue to speak to your child about appropriate school behavior. Review what it means to be a good citizen and follow our I.B. Learner Profile Attitudes and Attributes in the classroom and at school. Complete your child’s I.B. Learner Profile Reading List by the end of the year. Continue to check and empty your child’s BEE book nightly. **Thank you for your support at home!**



Dates to Remember

- March 15th – Student-Led Conferences 4pm-7pm
- March 27th– March 31st – Spring Break – NO SCHOOL
- April 3rd – NO SCHOOL/TEACHER ASSESSMENT DAY
- April 15th – PTO Casino & Auction Night at Maggiano’s Downtown
- May 29th – Memorial Day – NO SCHOOL
- May 30th – All School Picnic Lunch
- May 31st – Field Day
- June 2nd – Last Day of School (½) Day! Kindergarten Bridging/Continuation Ceremony

*** We will be taking two spring field trips! Watch for special notes regarding upcoming field trips! ***