



# Kindergarten Bradley International School Newsletter

## Fall 2018

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Kindergarten Classroom Teachers: Mrs. Eggleston, Ms. Laura and Mrs. Rosales



### Classroom Curriculum

#### **Literacy (Reading and Writing):** **Reading - Literature and Informational Text**

##### **Key Ideas and Details:**

With prompting and support, ask and answer questions about key details in a text.

With prompting and support, retell familiar stories, identify the main topic, including key details.

With prompting and support, identify characters, settings, and major events in a story.

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### **Craft and Structure:**

Ask and answer questions about unknown words in a text.

Recognize common types of texts (e.g., storybooks, poems).

Identify the front cover, back cover, and title page of a book.

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story / presenting the ideas or information in a text.

##### **Integration of Knowledge and Ideas:**

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

With prompting and support, identify the reasons an author gives to support points in a text.

#### **Reading - Foundational Skills**

##### **Print Concepts:**

Follow words from left to right, top to bottom, and page by page.

Recognize that spoken words are represented in written language by specific sequences of letters.

Understand that words are separated by spaces in print.

Recognize and name all upper- and lowercase letters of the alphabet.

##### **Phonological Awareness:**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Recognize and produce rhyming words.

Count, pronounce, blend, and segment syllables in spoken words.

##### **Phonics and Word Recognition:**

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Associate the long and short sounds with the common spellings for the five major vowels.

Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Writing

### Text Types and Purposes:

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

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 several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Math

**Counting & Cardinality:** Know number names and the count sequence. Count to tell the number of objects. Compare numbers; greater, lesser, smaller, bigger, more, etc.

**Operations & Algebraic Thinking:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

**Number & Operations in Base 10:** Work with numbers 11-19 to gain foundations for place value.

**Measurement & Data:** Describe and compare measurable attributes. Classify objects and count the number of objects in each category

**Geometry:** Identify and describe shapes. Analyze, compare, create, and compose 2D and 3D shapes.



### **PYP/Social Studies/Science:**

How We Organize Ourselves (Citizenship)

- How the World Works (Force & Motion)
- Sharing the Planet (Plants and Animals)
- Where We Are In Place And Time (Personal Histories)
- Who We Are (Our Senses)

### **How to Support at Home:**



Continue to work with your child in completing the math pages and sight word worksheets each week. Read to your child for at least 20 minutes per night. Give opportunities for writing (lists, simple sentences, names, labeling pictures, etc.) Play board games that encourage mathematical thinking and counting (such as, Tenzies, Uno, War, Candy Land, Chutes & Ladders, Memory, Sorry). Speak to your child nightly about their day at school (ex. What did you learn in \_\_\_? What was challenging? What did you like best? What did you do in specials today? Who did you play with today? What are looking forward to?) These daily conversations support our learning standards for Speaking & Listening as well as Language. Most of all, enjoy your time together as a family!



**Other Announcements:** Please remember that we go outside multiple times a day for recess, so dress your child appropriately for the changing weather throughout the seasons and days. Label all personal items with first and last names.



### **Dates to Remember for Kindergarten**

- November 19-23<sup>rd</sup> - THANKSGIVING BREAK – NO SCHOOL
- December 7<sup>th</sup> - Early Dismissal – 12:45 pm
- December 13<sup>th</sup> - PTO meeting
- January 15<sup>th</sup> – Feb. 15<sup>th</sup> - DPS School of Choice Enrollment
- December 17<sup>th</sup> - Last week of 2<sup>nd</sup> Enrichment
- December 24-January 4<sup>th</sup> - Winter Break – NO SCHOOL
- January 10<sup>th</sup> – PTO Meeting
- January 21<sup>st</sup> – Martin Luther King Jr. Day – NO SCHOOL
- February 1<sup>st</sup> – Teacher Planning Day – NO SCHOOL
- February 8<sup>th</sup> – PTO Spelling Challenge
- February 12<sup>th</sup> – PTO Meeting
- February 18<sup>th</sup> – President’s Day – NO SCHOOL

\* February 22<sup>nd</sup> – End of 2<sup>nd</sup> Trimester