

[OCTOBER 5TH](#)[SEPTEMBER 28TH](#)[SEPTEMBER 14TH](#)[SEPTEMBER 21ST](#)[SEPTEMBER 7TH](#)[SCHEDULES](#)[MORE...](#)

Curriculum Night

Tuesday, September 20th

6:00-6:45 p.m. in Room 249 (followed by an all school meeting in the auditorium)

Children are best left at home for this meeting. There is no childcare. In addition to the school day, we will also be talking about our class budget, fundraising and field trips at this time. Come and find out about a proposed all day trip.

The following is a brief explanation of our class' learning this coming year. Reading it before Curriculum Night will help formulate any questions and thoughts you may wish to share Tuesday evening.

The early elementary years are a time for learning how to interact with peers and adults. It is also a great age for questioning and exploring. Much of the learning that occurs in our classroom is as a result of talking, exploring, investigating and experiencing with fellow class members. Children have a natural curiosity that can lead to very interesting and exciting activities in all subject areas. These experiences will become an avenue for learning reading, writing and math. Additional educational opportunities can be found on field trips as we explore and observe the world around us.

During conferences we will be looking for your input regarding your goals for your child. You will receive further information before your conference.

LANGUAGE ARTS

READING-As children go through the process of developing conventional reading skills they pass through several stages. Many children enter kindergarten at the pre-emergent stage of reading, knowing how to approach/hold a book and being aware that a story moves from the front to the back of the book. The next stage is the emergent stage when children become aware that the illustrations match the words exactly, that text moves from left to right and that there are patterns in reading. When reading at this level the reader relies both on the picture and the language pattern to identify the text. Gradually the child develops a larger sight vocabulary by reading more books and being exposed to more words. At the same time they are becoming familiar with the sounds that letters make and their symbols (graphophonics), the grammatical patterns of words in sentences (syntax) and the patterns of meaning clues (semantics). All three cue systems work together to create a fluent conventional reader. At this stage the reader is able to read a variety of materials for a variety of purposes. These developmental stages occur over the three to four year period.

The major focus of our reading program is to help children love reading, to see reading as useful and to develop the knowledge and experience base they need to become successful readers. While we will be working on the names and sounds of the letters of the alphabet, that is only a small part of our program. The children also will be developing the following skills to become successful readers:

- Understanding that speech can be written down.
- Developing familiarities with many different styles of stories.
- Learning the patterns of spoken and written language.
- Learning multiple strategies for figuring out unfamiliar words.
- Learning that reading is fun.
- Learning that we can discover information through reading.
- Developing a rich background of knowledge about the world.

It is very important that children develop a firm foundation in all of these areas, if they are to become competent readers. Our reading program incorporates a variety of interactive and independent reading and writing activities. There are six basic components to this balanced reading program supported by many language arts activities. The five components include:

1. Reading aloud to children offers them a chance to hear the diversity and richness of language and develop basic book knowledge.
2. Shared reading is an interactive process where through repeated readings of a book the children become familiar with the text enabling them to read the book independently.
3. Guided reading is a systematic method of modeling various reading strategies that children will use as independent readers.
4. Independent reading centers offer children opportunities to read, write, explore and create with Big Books, poetry, pocket chart activities, overhead transparencies, the listening post, skills centers, developmental centers(sand table, water table, drama box, blocks) and the simulation centers (enactments)

of real life situations).

5. Literacy-oriented activities such as talking, writing and reading about what is happening in the class and making bulletin boards, murals, class books, dramatic presentations or songs.

WRITING - We will be doing writing on a regular basis, two to three days a week for about 30 minutes. Our emphasis will be on writing, itself; your child will learn to plan, draft, and revise stories, poems and reports with confidence. As you look at our schedule you will notice writing is denoted by a title grown ups use, "Writing Workshop". It makes sense to borrow this term from the world of published authors because children learn to write like published authors. Like authors the world over, they are usually writing something for someone. They maybe writing stories or book reviews or poems or how-to books...and they may be writing for each other, for readers across the school, or for you. Like authors, they choose their own topics and write rough drafts, which they revise and edit before publication.

During our first few weeks of school we will be establishing a writing culture within the classroom and talking about storytelling through conversation, drawing pictures, and writing words, as well as learning the skills necessary to share our stories with others.

At Home Journals - There are two purposes for the Homework Journal. It will help establish a "homework" routine of reading, mathematics, and writing for your child. Most important this journal creates a link between parents and teachers and an opportunity for teachers to get insight into your child's learning in the home environment. As your child's first teacher, parents often are the first to see developments in your child's process of becoming a conventional reader, writer and mathematician. I would like to see it on a regular basis, possibly you could return it with your Wednesday Packet? More detailed directions are found in the front cover of the homework journals.

MATH

This year we will be using the "Investigations in Number, Data and Space" curriculum. "Investigations" embodies a new approach based on years of research about how children learn mathematics. The units of study are presented through investigations that involve students in the exploration of major mathematical ideas.

Approaching mathematics content through investigations helps students develop flexibility and confidence in approaching problems, fluency in using mathematical skills and tools to solve problems, and proficiency in evaluating their solutions. Students also build a repertoire of ways to communicate about their mathematical thinking, while their enjoyment and appreciation of mathematics grows.

The investigations are carefully designed to invite all students into mathematics-girls and boys, members of diverse cultural, ethnic, and language interests. Problem contexts often call on students to share experiences from their family, culture, or community. The curriculum eliminates barriers-such as work insulation from peer, or emphasis on speed and memorization-that exclude some students from participating successfully in mathematics. The following aspects of the curriculum ensure that all students are included in significant mathematics learning:

- Students spend time exploring problems in depth.
- They find more than one solution to many of the problems they work on.
- They invent their own strategies and approaches, rather than relying on memorized procedures.
- They choose from a variety of concrete materials and appropriate technology, including calculators, as a natural part of their everyday mathematical work.
- They express their mathematical thinking through drawing, writing, and talking.
- They work in a variety of groupings-as a whole class, individually, in pairs, and in small groups.
- They move around the classroom as they explore the mathematics in their environment and talk with their peers.

Throughout the year you will be receiving periodic notes about our studies with your Wednesday Packet. There are homework papers for your family to think and record your mathematical thinking to be returned to school as soon as possible.

SCIENCE

The science program is designed to encourage scientific inquiries, scientific discussions and conversation of interests that arise in the classroom, that will foster the growth of scientific thinking. That is, to help the children to think and act like scientists and to see themselves as scientists with inquisitive minds. We will be uncovering science rather than covering it. The five areas included in our studies are: Collection from Nature, Class Pet, Construction, Dirt, Sand & Water, and My Body.

SOCIAL STUDIES

A major part of the social studies learning we do in the beginning of the year relates to how we work, learn and play together in a class/team group. We have begun to develop an inclusive class circle and classroom procedures/routines that will help the children to be positive members of a learning community. As the year progresses the students will have the opportunity to be a part of a learning tribe, working in small groups, pairs and whole class groups.

We will be studying childhood and transportation as the year proceeds. As with mathematics you will be receiving homework assignments in the Wednesday Packet.

One of our major studies each year revolves around a culture or theme from around the world. The culminating activity is an evening festival in late January where displays are set up in each room, foods from around the world are served and music and dance is shared. We are just beginning to think about what we would like to study. If you have any ideas, materials or other information, please let me know.

Title Text.

Parent Helpers

For those of you who want to work in the classroom, indicate possible available times as well as the number of times you want to come to be in the classroom during the week. I will put together a tentative schedule and send it home in the Wednesday note for you to verify. i.e. I can come in Monday 12-1, Thursday 2-3. I want to come in once a week.

Put in when your might be available. I will choose one time that works for you and fits into our class schedule. Thanks for your help creating a balanced schedule!

In class

- Guinea pig cage cleaner.
- Swimming helper (supervise undressing and dressing & being an extra set of eyes while the class is swimming.)
- Come in once a week to help during Choice or Worktime.
- Organizing class library. This can be after school.
- Plan a project (art, science, math, language) and work with small groups of children.
- Spanish language exposure.
- Help with a teacher-planned project.
- Cook. We have some of the equipment.
- Share a hobby or tell about your job.
- Other

At home

- Once a week washing and filling class water bottles.
- Organize class parties, i.e. Halloween, Valentines, etc. Social organizer.
- Class Representative to Coordinating Council (PTO type organization. This is a once a month meeting obligation and is the parent link with the decision making process and involves reporting out on the meeting to the rest of our class.)
- Playdough making.
- Cutting out materials.

If you wish to volunteer or have mentioned something to me since the beginning of the school year, please write it down on paper or send it in an email and include the following information.

Your name.

What you would like to do. (see list above)

If you are volunteering to help in the classroom, when you are available, what time period, and how often you would like to come to school. We need parents to help at regular times during the week to help with stations. For example, coming in on Mondays from 12-1 every week.

Checkout the pictures of the class last week on Class Snapshot page

Swimming Routine

What to bring for Swimming Class.

Have your child dress for school wearing their swimming suit under an outfit your child can get off and on independently. Pull up pants and T-shirts work well. Girls, please don't wear tights. Putting them on a wet body is almost impossible.

In a grocery type plastic bag, put your child's underwear, towel and goggles,

Scholastic Book Order

CHAR HANCHAK-- PM KINDERGARTEN

SEPTEMBER BOOK ORDERS DUE: FRIDAY SEPT 23

ONLINE ORDERING

Sign up at: www.Scholastic.com/bookclubs

On the parent page, click the "Don't have a User Name and

Password?" link, then register for your own username and password.

if your child uses them. (Don't tie the bag handles together. Most children can't remove the knot and often the adult that helps them has to destroy the bag to get it open.)

Label everything: swimsuit, towel, underwear, and the outside of the bag. This saves time at school. Keeping over twenty swim bags with the right child can be challenging. It will help us get the wet swimming gear home efficiently, if everything is labeled.

When prompted, enter our one-time Class Activation Code shown below. This code ensures that your order is sent to our class.

Class Activation Code: H7MP9

ORDERING IN CLASS:

You can also order using the forms from the printed flyers. Staple all order slips with your name on top, combine the totals and give to Char with a check payable to "Scholastic" by the due date.

QUESTIONS TO: Laurie Wilson-PM Kindergarten Book Parent

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