

News from the Nest



D.C.H. Kindergarten update

November 3, 2017

Dear Families,

This week we had two mystery readers! On Monday Katrina's dad, John, came and told the story of Tikki-Tikki-Tembo, a Chinese myth about why names are now so short. Then on Friday Molly's grandmother came from out of state to surprise the class with a few fun stories.

Fall conferences are quickly approaching on Thursday, November 16th. A sign-up sheet has been posted outside of our classroom door, beginning at 5:50 and ending at 7:50. Please let me know if you would like to have a conference, but are unable to make these evening times. Progress reports will be handed out a few days before conferences for you to review before meeting with me that night.
Jayma

Science: This week we conducted a unit on leaves, an extension of our tree unit. On Tuesday we read an issue of Weekly Reader Magazine called "Explore Autumn Leaves" that looked at fall foliage through our five senses. The children all enjoy watching the video clips and mini games using the digital issue on the computer. On Wednesday children completed a leaf diagram by filling in the labels for each part of the leaf. Finally during our SCI-FRI activity, we ventured back outside to observe the trees on our property in the fall state. Children noted how the leaves on some trees have begun to change color, and/or fall from the trees, while other evergreen trees remain the same as they were last season.

Math: Early in the week children worked on interpreting information about leaves on a chart to answer some questions. Throughout the year we will continue to look at various types of graphs and chart to help children learn to interpret the information being displayed. Our estimation jar was very tricky this week, containing over 160 corn kernels from our popcorn themed texture table! Several children noted that they didn't think that there were that many kernels because they didn't take up much space in our jar. This led to a discussion about the size of the objects in the jar being a factor in determining the quantity. Children took turns practicing counting the kernels in groups of tens and ones with me.

This week was the third and final week of unit two in Treasures on "Friends". We talked about what happens when friends disagree and what can be accomplished when friends work together. The vocabulary words this week were *solve*, *problem*, *grateful*, *include* and *thoughtful*. Our new phonics partners are letter sounds /k/ and /g/. This pair is called the "choking" letter sounds, because of the way that they are produced at the back of the throat. The read-aloud story this week was called "The Little Red Hen". This story has many repeated lines, which helps the children more readily predict what might happen next. We also read a story called Amazing Grace by Mary Hoffman about a girl whose friends do not treat her kindly. Grace learns that no matter what anyone else tells her, if she believes in herself she can do anything she sets her mind to! This story reinforced one of our class mottos: "If you think you can, you can!"

In the afternoon, I have started to work with children to give them their D.E.A.R. time book bags that contain "just right" books for them. At the start of each D.E.A.R. period, children are asked to practice reading the books in their bags in order to develop automaticity with their sight word recognition. Every few weeks I sit down with children individually to adjust the books in their bags to meet their individual reading needs. It is another way to build the children's confidence and enthusiasm for reading while tailoring the classroom to meet each child's developmental abilities. We talk a great deal in our classroom about fairness, meaning that everyone gets what they need to succeed!

Handwriting

We wrapped up the "Frog Jump" letter group this week, practicing letters "N" and "M". A practice page was sent home on Thursday for children to use at home. This worksheet does not need to be returned to school. In the hallway, we have added yet another tool to help children practice some of the letters that we have learned so far. Children "air write" the letters on the wall with their writing hand pointer finger while they wait in line. This is just one of the many multi-sensory activities that we use to accompany the handwriting program.



CORNER