

# K4B February 8<sup>th</sup>-15<sup>th</sup> Newsletter

## This Week's Activities



**Math:** We continue to count by 1's and 10's to 100. We are practicing writing numbers 1-10 to keep our number writing skills in place. We are using dice to identify more or less when we compare numbers. We are also using the dice to learn how to add numbers. We practiced ordering and identifying numbers 0-20. We played Bingo!

**Reading/Language/Writing/Art:** Scholars practiced reading and writing the letters G, H, I and J, identified words that began with G, H, I and J, and worked on their dictionary page. **See letter picture sheet information below.**

The scholars are beginning to identify the difference between letters, words and sentences. This week we used the poem **Valentine Snowman** to identify the sight words **I, a, and, on** and **red**. The word family for this week was **-at**. We are also identifying the forms of punctuation in what we read. Two books are being sent home on Friday in the reading bag, **Valentine Snowman** (made into a short book) and **I Ran**. Also in the bag is an **-at** word family activity and a sight word/word family review sheet. **Please read the letter in the reading bag, have your scholar do the reading, sign the log and return the bag with the books on Monday.** The **-at** word family activity and a sight word/word family review sheet can stay at home. If you have questions, please email or call! I have put both the reading letter and the reading bag letter on the website for future reference.

**Reading this week:** We had two reading goals:

One was to blend and segment onsets and rimes of single-syllable spoken words. We did this as we created and read word families using the **-at** word ending (cat, fat, sat,). The second one was to add drawings or other visual displays to descriptions as desired to provide additional detail to the Valentine Snowman book. We have already been doing this as we create our picture word dictionary.

**Reading last week:** We used the poem **The Mail** (which can also be sung) to identify the sight words **the** and **I**. Some scholars recognized the word **to** in the poem because we are writing the word **to** when we write our letters to our friends. We are also identifying the forms of punctuation in what we read.

### The Mail

<http://www.youtube.com/watch?v=N1wUirNIROU>

from Blue's Clues

Here is the mail.

It never fails.

It makes me want to wag my tail.

When it comes I want to wail-MAIL!

We also practiced using the alphabet to add a letter to the **-ail** ending and sounding out the word. **M-ail, mail-is** that a word? Yes! **Mail, fail, tail, wail,** Are these rhyming words?? Yes!

**Science:** Scholars read the Scholastic magazine about shadows.

**Social Studies:** Scholars drew a picture of what community helper they would like to be when they grow up. They also wrote and dictated a sentence to describe what they drew.

### **Paperwork Going Home This Week**

**\*Letter G and H picture sheets-** Your scholar is asked to circle pictures that begin with the letter. Your scholar will receive an S if they circled the correct pictures and can identify the pictures. They will receive a S/P if they continued to search out the correct pictures and get them all correct. If your scholar circles a picture that does not begin with the letter it will be X'd out and they will receive a P for progressing. If your scholar circles a correct picture but cannot name the picture I will write the word as a cue that they did not "read" the picture. (They may have remembered us discussing the picture earlier or copied from another's paper)- your scholar will receive a P for progressing. If your scholar gives a picture a different name-example calls an acorn a coconut, I will respect their "reading" of the picture. The goal is to hear the letter sound in the picture reading. Please consider using these picture sheets to review the pictures and the initial sound each picture begins with.

**\*Animal Friends and Making Shadows-Scholastic Magazine** – Now that we are beginning to recognize sight words, punctuation and repeating words please use the magazine to ask your scholar to find these things in the magazines. Also have your scholar read to you using their reading finger. Encourage them to sound out words or use picture clues to guess at unknown words.

**\*The Mail-**reading practice

**\*The Reading Bag-** Please read the pink letter and read both books, **I Ran** and **Valentine Snowman**. Please return both books in the reading bag. The sight word sheet and the –at activity sheet can stay at home. Please, at the minimum, initial that your read with your scholar-feel free to add any additional notes about their reading ability or difficulties.

**Mrs. Bauer**