

# K4B September 29th Newsletter

## This Week's Activities



**Reading:** This week we identified the letter name and sounds of Ee and Ff. E-e-e-egg or E-e-e-eagle. F-f-f-fish. Our books were all about colors and color mixing. The scholars continue to identify the parts of a book, the print concepts. The scholars are learning to identify the front and back cover, the title, the picture, the author and the illustrator (and the jobs of the author and illustrator) and the title page.

**Social Studies:** Scholars were introduced to the season for fall.

**Science: Science:** Scholars identified primary colors (red, blue, and yellow) and secondary colors (green, orange and purple) and experimented with color mixing. Here is the link to the song Three Primary Colors that we have been using in class.

[www.youtube.com/watch?v=yu44JRT1xSQ](http://www.youtube.com/watch?v=yu44JRT1xSQ)

The scholars explored color mixing by using paint. They will need time to dry before being sent home; some will be displayed in the classroom.

**Math:** We continue to identify that the last number we said is the number we counted to. We are learning to touch each object as we count it. We are working on creating a set of objects to count. Scholars were introduced to the numbers 2 and 3. This means they should practice identifying the number, writing the number, and showing the value of the number. Scholars are learning number songs to help them write the numbers. The song is on the math worksheet. We sing it to the tune of Skip to my Lou!

**Art in the classroom:** I read **Harold and the Purple Crayon** and explained how Harold's crayon drawings were able to help tell the story. Scholars were asked to draw a picture using only their favorite color crayon. Over the next few days I read a few different books all with the same theme of crayons. This time focusing on how all of the crayons are needed to work together to make a colorful picture, a way to make the crayons talk, to help tell the illustrator's story. On Friday and as a way to end this activity, I photocopied the scholar's drawings from the first day and encouraged them to use many different colors to color the picture. So their crayons could talk and help tell the scholar's story.

### Scholar Dollars

Scholars can earn **Scholar Dollars** from any teacher. To earn a **Scholar Dollar** a scholar's behavior must be above the expectations of the classroom or the school rules. Examples would be having a great bubble when no one else had one, helping clean up when everyone else has walked away from a mess, exceptional behavior in the lunch room, doing a good thing without being asked to do it, having a positive change in behavior, being a class leader, etc. The hardest thing to understand is even though they earn a **Scholar Dollar** their name may not be called as it is a lottery to be selected from all of HR. For this reason I will include a note in the daily folder to let you know when your scholar earned a **Scholar Dollar** and the reason why so you can recognize/reward their great behavior!

### Pumpkin Farm Field Trip Oct 6<sup>th</sup>

Please review the **Pumpkin Farm Handout** that was sent home. It explains the field trip and what your scholar needs to wear and bring to be prepared for this trip. Any questions, please ask!

### Papers coming home this week

**\*Letter writing sheets-** scholars practiced writing the letters E and F. Lower case e's can be challenging! This sheet can be used as a guide to identify if your scholar needs extra practice at home. 😊 Please remember that writing with the lines is new. Begin by having your child identify the lines-top, middle and bottom. When they know the line names it makes it easier to learn where to start and stop the letters as they are forming them. If your child needs more practice in letter formation they can finger trace over the sheets or you can put the sheet into the sheet protector that was sent home at open house and practice with the dry erase marker. (I have found that the dry erase markers are less frustrating than pencils when practicing). Please watch that your scholar uses the standard pencil grip and is forming the letters top to bottom, left to right. Please refer to the writing sheets I sent home at open house. If your scholar's paper has an ok on it it means extra practice would be a good thing, if it has a keep practicing then additional practice is needed. A 😊 means your scholar is able to write the letter correctly!

**\*Math worksheets-**scholars practiced writing the numbers 2 and 3, and showed the value of 2 and 3. Please keep the math sheets as they include the math song and how to write the numbers. *I also sent home an additional writing math sheet for more practice 0-3 at home.*

**\*Mrs. White, gym teacher-**sent home a skills sheet. Please review it, sign it and return it in the daily folder. Thank you!

**\*Rainbow fish-** these were displayed in the classroom and are now being sent home.

**\*Fringe-** for the letter F scholars practiced cutting fringe-two different pieces of paper were done for practice.

**\*God is Love-Love is God-** an activity to go with a religion lesson I taught.

**\*Dog's Colorful Day-** was read twice. First we listened to the book, then as the book was read, we stopped and added a color spot on dog to match the color spot in the book. Skills assessed included listening skills-were the scholars able to color the spot in the same place as in the book and on color identification. If your scholar has a smiley face they knew all their colors!

**Please enjoy your weekend! Mrs. Bauer**