

## KINDERGARTEN NEWS!



**MARCH 19, 2010**

WHAT A WONDERFUL WEEK! HERE ARE A FEW OF THE VERY EXCITING THINGS WE HAVE BEEN LEARNING...

### "TALKING ABOUT TOUCHING": We learned...

- The safety rules for car; traffic; fire; and guns
- To say "No" to breaking the safety rules - tell a grown-up when someone does and NEVER play with guns because they are dangerous
- How to safely get found when we're lost
- "The Always Ask First Rule" which means to get permission before going with someone and before accepting gifts
- What it means to get and give "Safe Touches" and that "Safe Touches" are those that help people feel cared for and loved; they are good for your body
- How to deal with "Unsafe Touches" including ways to resist or avoid them, and to say "No" to unwanted touches
- "The Touching Rule" which means a bigger person should not touch your private body parts except to keep you clean and healthy
- "The Safety Steps" to help us stay safe: 1) say words that mean "No"; 2) get away; and 3) tell a grown-up

### MATH: In math this week, we...

- Finished comparing and ordering sets of objects by size
- Compared objects by length
- Ordered a set of objects by length

### LANGUAGE ARTS: In language arts this week, we...

- Heard the story Abuela, Max Takes the Train, and Jamie O'Rourke and the Big Potato: an Irish Folktale
- Sang the songs "To the City We Will Go," "Get Set, Ten Pets!," "Through the Jetway," and "Jill Jones Was a Juggler"
- Finished working with the words *abuela*, *adventure*, *flock*, *city*, *airport*, and *harbor* and began learning the words *plane*, *jetway*, *subway*, *tunnel*, *ferryboat*, and *sidecar*
- Finished discussing the kinds of adventures we can have in the city and started talking about different forms of transportation that we use to get from here to there

- Continued working on our high-frequency word recognition along with beginning, middle, and ending sounds by identifying them in the stories *On a Jet*, *Jan and Jen Win!*, and *Jen and Will*
- Began working with the letters and sounds for Jj and Ww
- Practiced segmenting, blending, and substituting the sounds in words
- Practiced identifying words with medial short /e/ and /o/
- Practiced writing letters Jj and Ww on the Smart Board and on paper
- Listened to and viewed a helpful sentence song video on the Smart Board, worked with the concept of sentences, built, and wrote sentences in our new journals
- Discussed a new concept, *questions*, and took turns supplying our own examples of questions

**SCIENCE:** This week in science, we...

- Compared groups of objects to see which groups have more, fewer, or are equal
- Reviewed our unit on land, air, and water
- Began our unit on weather with a Smart Board activity

**SOCIAL STUDIES:** This week in social studies, we...

- Finished our lesson "Who are people in history?"
- Shared our favorite person in history like John Chapman ("Johnny Appleseed"), Amelia Earhart, or Pocahontas
- Heard one of our favorite stories about an important person in history, Ruby Bridges

**Notes from your teachers:**

- Please continue to have your child practice the words they have learned up to now: *I, am, the, little, to, a, have, is, see, at, we, my, like, are, look, he, for, in, it, she, and, play, with, me, can, an, today, of, you, they, that, do, one, two, three, four, five, here, go, from, on, so, up, no, and said*, and please add the words *be* and *will* to your child's set of flash cards. Thank you!
- **Just a reminder:** Please remember to return your child's report card if you have not yet done so. Thanks!



*Have a marvelous weekend!*

Sincerely,

~Miss O'Rourke and Miss Sullivan