

News from Kindergarten

November 10, 2017

Dear Families,

Thank you to all the families who came to our learner led conferences this week. Many families had questions about our reading progress. Please see the next page for descriptions of the skills at each level. I was so proud of the way the children conducted the conferences. They are amazing! We will continue to work towards our goals in the coming weeks. We will be doing lots of assessments during the next few weeks. The results of these assessments will be shared with you on our first trimester report card, which will be issued on Friday, December 15th.

We have early release on Wednesday, November 15th. All learners will be dismissed at 1:00 P.M. and there are no afternoon activities or programs for learners on that afternoon. If your child will be going home a different way than they usually do, please notify me so we can have a smooth transition.

Our annual Lunch with a Loved One will be served on Thursday, November 16th from 11:10-12:00 in the cafeteria. Unfortunately, we cannot accept "walk-in" guests. For families who have made reservations, please join us in the cafeteria at 11:10.

Volunteers, please remember to wear your ID picture badge when working in our school. Our November 1st date has arrived and you are required to have your ID badge on whenever you are volunteering in our schools. Thank you for your understanding and for helping us keep our learners safe.

Mrs. Godbout, Kindergarten Teacher

Upcoming November events.....

- November 14** PTA Meeting at 6:30 PM in the GES Library. All are welcome!
- November 15** Early Release~ All learners will be dismissed at 1:00 PM
- November 16** Lunch With A Loved One- Kindergarten will be having lunch from 11:10-12:00 in the cafeteria.
- November 17** Picture Re-Take Day; GES Spirit Day: wear your crazy socks
- November 22-24** Thanksgiving Break

Hot Lunch Choices for This Week

- Monday** chicken burger or chef's salad
- Tuesday** meatball sub or ham sandwich
- Wednesday** French toast sticks or chef's salad
- Thursday** TURKEY DINNER
- Friday** Gill's homemade pizza or chef's salad



Breakfast is \$1.50.
Individual milk is 40¢.
Lunch is \$2.25 and includes milk.

Guided Reading in Kindergarten

We use the Fountas and Pinnell reading benchmark levels to place our readers in the correct guided reading groups. Books are organized by phonological awareness, concepts of print, phonemic awareness, vocabulary, and comprehension. They progressively get more difficult and complex at each level. We hope our kindergarten learners will be reading at level D by the end of the school year.



Level -A

Readers at this level are working on learning letter sounds, names, and formation. They are learning concepts about print which include: the left to right and return sweep as well as matching print to letters. They are using rhyming, sentence segmentation, and blending and segmenting sounds in syllables. They are speaking in expanded sentences and are using expanded oral vocabulary.

Levels A-B

Readers at this level are enjoying books which focus on a single idea or simple story line. There is a clear connection between text and picture and the words are in the same place on the page. Readers point to each word as they read. They remember and use language patterns. They make predictions and begin to self-monitor their own reading.

Level C

Readers at this level continue to read simple story line books, although they are longer than level B books. The pictures still support the text. They will use text and pictures to predict, check, and confirm understanding. They control word-by-word matching of voice with print. They use pictures to predict meaning of unknown words and determine what comes next. They use known words as anchors. They are able to solve some unfamiliar words while reading for meaning.

Level D

Readers at this level are enjoying books that have pictures that match the words, but need to pay closer attention to the text. They must use reading strategies to control longer stretches of text. Vocabulary contains more inflectional endings {-ing, -ed, or -s}. They move away from finger pointing as their eyes take over the process. They use language pattern and syntax to read with phrasing. They reread to confirm reading or to problem solve. They self-correct and check more than one source to actively read for meaning.