



Tiger's Kindergarten

March Newsletter



Important Dates

March 4 th	Picture Day
March 11 th	Scholastic Book order is due
March 12 th	Ms Mary has the day off
March 14 th	Daylight Savings Begins
March 17 th	Happy St. Patrick's Day!
March 20 th	Spring Begins!



Thank you!

- ☺ A great big THANKS goes out to everyone who brought in goodies for our Valentine's Day Party. Your continued support is sincerely appreciated.
- ☺ I would like to thank all of the parents for the great show of support for our Invention Convention. The Tigers are very proud of their creations and are eager to share their hard work with the Chipmunks. Nancy, Judi, and several of the teachers are looking forward to visiting our Invention Convention. They will be very impressed with our Tigers' imaginations. You and your Tigers should be very proud of this accomplishment.
- ☺ Thank you to Maura Sullivan Robey for taking time to come into our classroom and read several stories and participate in our center learning activities.



Happy Birthday, Dr. Seuss!!!

Dr. Seuss's birthday is March 2nd. Celebrate this amazing author by reading his wonderful books with your child. Introduce your child to his world of imagination and rhyme. This is also a great way to reinforce your child's concepts of rhythm and rhyme when reading.



St. Patrick's Day

We will be having a St. Patrick's Day celebration on Wednesday, March 17th. If you are interested in bringing in goodies for our party, there will be a sign up sheet on the classroom door. Please keep in mind, the center is a peanut free environment. Please check all treats carefully for traces of nuts on the packaging. Also, please remember anything brought into the classroom must now have an ingredient label or we will not be able to serve it to the children. Thanks again for your continued support!



Reminders...

- ☞ Please make sure to empty your child's mailbox (blue bucket) every night.
- ☞ BRRRR!!! Please check your child's cubby for a warm spare set of clothing. (sweatpants, sweatshirt, long sleeve shirts, socks, and underwear.) Sometimes the classroom can get chilly.
- ☞ With the changeable weather in late winter/early spring it is difficult to know what your child will need each day. We use the playground every day. Please make sure your child wears a winter jacket, hats, and mittens/gloves. (Boots, if needed)
- ☞ Please check your child's toothbrush and toothpaste on a regular basis.
- ☞ If you arrive at school after 9 a.m., you must bring your child to the main office. Judi or Nancy will be more than happy to escort your child into the classroom quietly. Entering the classroom during circle time disrupts the children and they tend to lose their focus. Thank you for your understanding and support.
- ☞ Remember that we are a peanut free center. For the safety of all of the children, all food items must have a label and any home made items must be checked by Nancy or Judy. Thank you for your support of this important policy.

☞ *Show and Tell Schedule*

Show and Tell is on Fridays. Please send in one item that begins with the letter of the week. The schedule is as follows:

- March 5: letter Jj
- March 12: letter Nn
- March 19: letter Mm
- March 26: letter review- from either Rr, Jj, Nn, Mm

March Curriculum

Language

- Review letters Uu, Ww, Yy, Jj, and Rr
- Introduce letters Nn, Mm, Pp, and Qq
- Introduce interactive writing process: prewriting, drafting, responding, revising, and publishing
- Learning to write a personal story
- Introduce the concept of action words: verbs
- Using action words to tell a story
- Following directions with action words
- Classifying and sorting action words

Language Standards covered:

Standard 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing. (Sorting common words like colors and shapes)

Standard 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail. (Draw pictures and/or use letters/words to tell a story.)

Standard 20: Consideration of Audience and Purpose

Students will write for different audiences and purposes. (Use a variety of forms or genres when writing for different purposes.)

Reading

- Get Ready Take Home Books: "Jump In", "I Like Toys", "My Boat", and "Kangaroo Surprise"
- Exploring manners with "Pass the Fritters, Critters"
- Read "Bunny Cakes": Exploring directions in recipes and using illustrations to help tell the story
- Sequencing events in a story: First, Next, Last
- Small Reading Groups with "Look What I Can Do!"

- Continuing the story of "Look What I Can Do" as a group
- Review character feelings with "A Birthday Basket for Tia"
- Introduce the concept of story structure: Beginning, Middle, and End

Reading Standards covered:

Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (Make predictions using prior knowledge, pictures, and text.)

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. (Relate themes in literary works to personal experience.)

Standard 15: Style and Language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (Identify the senses implied in words appealing to the senses in literature and spoken word.)

Math

- Continue to explore the concept of cutting a whole into equal parts (fractions)
- Exploring the concept of halves
- Take Home Review Book: "Show Me Shapes"
- "Match the Shape" Concept Game
- Using 10 frames to review the numbers 11 through 20
- Reviewing 11 through 20 with manipulatives
- Practice writing 11 through 20
- Comparing groups of objects by number and determine if groups are the same/greater/less

Math Standards covered:

Number Sense and Operations

- Compare sets of up to at least 10 concrete objects using appropriate language (e.g. none, more than, fewer than, same number of, one more than), and order numbers.
- Understand the concepts of whole and half.

Patterns, Relations, and Algebra

- Sort and classify objects by color, shape, size, number, and other properties.

Geometry

- Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners.
- Name and compare three-dimensional shapes.

Science

- Comparing the similarities and differences between the day and night sky
- What Makes Day and Night?: Exploring the concept that day and night occur because the earth rotates
- Exploring how clouds are made
- Why Do We Need the Sun?: Investigating the concepts of heat and light from the sun
- Investigating the different sources of light at night
- Phases of the Moon: full, half, crescent, new
- Exploration of the concept that there are too many stars in the sky to count (estimation and prediction)
- Investigating constellations and using imagination to create an original constellation

Science Standards covered:

Earth and Space Science

- Recognize that the sun supplies heat and light to the earth and is necessary for life.
- Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

Social Studies

- Getting What We Need: Learning the roles of buyers and sellers and how money is used to buy/sell what we need
- Looking for Water: Identifying different bodies of water (oceans, lakes, and rivers) Learning about the uses of water and why it is so important to us
- Learning how to read a picture map and experimenting with making your own. (Learning to distinguish between land and water on a map)
- St. Patrick's Day: What is St. Patrick's Day? Exploring the history and symbols of this Irish holiday)
- Gifts from the Earth: Identifying land and water resources (Soil, trees, oceans, lakes, rivers, etc.) Exploring how these resources are used to make goods. (Foods grow in soil, trees give us wood and paper, oceans give us seafood, etc.)

Social Studies Standards covered:

History and Geography

5. Tell or show what a map is and what a globe is. (G)

Economics

6. Use words relating to work, such as jobs, money, buying, and selling. (E)

7. Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)

PreK-K.9 Explain why people work (e.g. to earn money in order to buy things they want) (E)