

**MARY WHITE OVINGTON PS/IS 30**

Mrs. Carol Heeraman, Principal  
 Mrs. Ama Willock, AP  
 Mr. Zaher Idriss, AP  
 Mrs. Calliope Athanasakos, AP



***Where LEADERS ROAR!***  
***Respect, Opportunity, Acceptance, and Resilience***

Dear Kindergarten Families,

**January 2019**

Happy New Year to you all! We wish everyone a healthy, prosperous and peaceful beginning to 2019. In January we approach the half way mark to the academic year. As you know, students have been deepening their thoughts across all subject areas. Please join us on **Thursday, Jan. 10<sup>th</sup>** during 3<sup>rd</sup> period if your child is the students of the month. We look forward to seeing you **Friday, January 18<sup>th</sup>** for classroom visitation and **Tuesday, January 22<sup>nd</sup>** for math workshop at 2:30pm. More information will be sent home soon! We will also have off on **Monday, January 21<sup>st</sup>** for Martin Luther King Jr. Day.

All families are encouraged to attend this month's **PTA Meeting on December 22<sup>nd</sup> at 5:30pm**. Please visit our school website: [www.psis30pta.org](http://www.psis30pta.org) for important reminders and resources throughout the school year. Make sure to read with your child every night. Reading together for at least 20 minutes a day is the most important gift you can give your child.

Finally, here are the **Kindergarten learning targets** for this month:

<p><b>Reading (CKLA):</b>          Continue Domain 5: Farm          Domain 6: Native          American</p>	<p>Students can ask and answer questions about key details in the text.</p> <p>Students can tell the main topic and important details in the text.</p> <p>Students can identify basic similarities and differences between two texts on the same topic with prompting and supports.</p> <p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud.</p> <p>Students can describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud with prompting and supports.</p> <p>Students can answer why questions that require recognizing cause/effect relationships with prompting and supports.</p>
<p><b>Writing:</b></p>	<p>Students can draw, dictate, and/or write an opinion piece about a topic.</p> <p>Students can write my sight words correctly.</p> <p>Students can draw and label the pictures</p> <p>Students can write a sentence to match the picture with a capital letter at the beginning of the sentence, finger spaces, and punctuation.</p>

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<p><b>Fundations:</b> Unit 2</p>	<p>Students can review consonant sounds and vowel sounds.          Students can write uppercase (or capital) letters, <i>A, B, C...</i> with the proper letter formation          Students can tell the proper letter sequence (a-z).          Students can tap and blend CVC words.          Students can sound out CVC words (cat, bat, sat).</p>
<p><b>Math:</b> Chapters 5 &amp; 6</p>	<p>Students can use expressions to represent addition within 5.          Students can use objects and drawings to solve addition word problems within 5.          Students can use expressions to represent subtraction within 5.          Students can use objects and drawings to solve subtraction word problems within 5.</p>
<p><b>Science:</b> Needs of Plants and Animals</p>	<p>Students can understand that...</p> <ol style="list-style-type: none"> <li>1. Plants need light to live and grow.</li> <li>2. Plants get the light they need with their leaves.</li> <li>3. What scientists learn about living things can help people make choices about what to do.</li> <li>4. Humans can make choices so that other living things can get what they need.</li> </ol>
<p><b>Social Studies</b></p>	<p>Students can learn about self and others.          Students can tell how people are the same and different.          Students can tell how and why people grow and change over time.  <b>Sanford Harmony</b>          Unit 3:          Students can communicate effectively and take turns during discussion.          Unit 4:          Students can work together as a team and solve the problem together.</p>

\*To have the newsletter translated, please come in or call during parent engagement time on Tuesdays from 2:30 – 3:00 pm.

\* 如需学校月报翻译，请在星期二下午2:30 - 3:00在家长接触时间进来或打电话。

\* Para que se traduzca el boletín informativo, ingrese o llame durante el horario de participación de los padres los martes de 2:30 a 3:00 p.m.

إذا كنتم تودون ترجمة النشرة الإخبارية لكم، يرجى الحضور أو الاتصال خلال وقت مشاركة الوالدين كل يوم ثلاثاء من الساعة 2:30 إلى 3:00 مساءً.