



Los artistas de kinder

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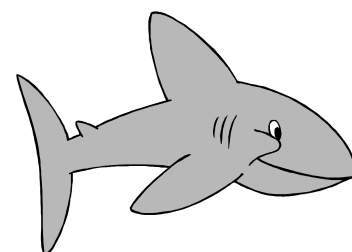
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This past Tuesday after morning meeting, I mentioned that the students really had to listen because afterward we would be able to use the water-color paints.

The class listened attentively to *Los tres pececitos y el tiburón feroz*/ *The three fish and the ferocious shark* by Ken Geist. A couple of students had already read the *Three little pigs* variation. This helped along with the fact that we'd been reading a lot of non-

fiction in our last unit of study. Ask your student what happens at the end of the story when the ferocious shark tries to eat Kim's house (sunken ship). A few students were able to read with me aloud, assisting in narration. As a whole class we said the shark's line: *te atacaré, te morderé y tu casa comeré*/I will attack you, I will bite you and I will eat your house!

Using the book as inspiration, the class decided



they could paint the house of Jim, Tim or Kim and/or the shark eating seaweed at the end.

They are improving in their painting techniques.

Upcoming Events:

- viernes 7 Scholastic Book Order Due
- lunes 10 Library Book Return
- jueves 13 Kinder BBQ Location TBA Time TBA
- lunes 17 Homework Packet Due
- viernes 21 Kinder Concert 2:30pm
- jueves 27 Zoológico MN

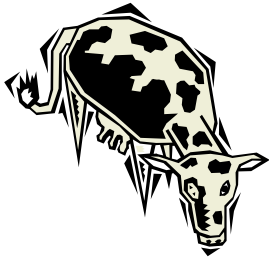
La creatividad

Recently a homework page was returned to me with a quote from the student. It was the Comparing Numbers 7-14 Activity. Instead of clipping coupons from the Sunday

grocery flyer of the newspaper, the student used their creative thinking and informed their parent, and I quote, "Food is boring. Let's look at the jewelry flyer instead."

That is the perfect approach to homework, make it work for you and it does not have to be difficult or boring!

El alfabetismo



After last Friday April 30th, in my reflections I realized that the students were really engaged and became absorbed by the story *La vaca que decía: OINK/The cow that said: OINK* by Bernard Most. Like I hinted before, we've read a lot on non-fiction lately and it has a good message about

learning languages. I would recommend that you read it at home in English, for incoming kindergartners and for immersion students in general.

Yesterday, we finished *I want to be a veterinarian/ Quiero ser verterinario* by Dan Liebman. In addition to being a transition

from our last unit of study, the book helped us encounter vocabulary for baby animals. For example: Calf/el becerro, Lamb/el corderito, Cub/el oseznó.

Los días de espíritu

¿Cómo se dice ualabí en inglés? How do you say (Wallaby) in English?
-student

The class assumed thinking positions today in order to come up with other strategies that might help us to earn Pajama Day for May 21st.

The class was not able to earn enough "stars" at the

end of the day for Crazy Hair Day on the 14th. Though actually seeing the slip of paper go into the recycling and erasing the week to start fresh for a new special day helped fuel our ideas.

Keep a look out for when the class does earn a special day, because we'll do it up grand!

El campamento de ISLA



Usually around this time of year, parents start asking about what they can do to support their student during the summer. The best answer is Isla's Summer Camps! While the cost may be dear, the

outcome is more than worth it. ISLA has been building this program for the past two years, a lot of careful thought and planning has gone into its design. After working last year, I am jealous of

the fun ideas they've concocted together. It's not so easy to find good educational opportunities geared towards Spanish immersion students geared at their level.

Las matemáticas

Last Friday we added yet another game to our repertoire, El juego de las unidades, decenas, y centenas/The Ones, Tens, and Hundreds game. You need a die with 1, 3, 5, 10, 10 and 10. We used craft sticks in bundles of 10 (10 bundles of ten per player), one bundle of 100 and 10 ones

per player. At home use whatever is available. This provided us with invaluable practice at skip counting, counting on and making exchanges. It seems as if they can skip count as never before. Next we'll play with coins!

This past Tuesday we began our clock exploration

in preparation for telling time to the nearest hour. The class spent a good deal of time making our own clock manipulative out of paper plates, cardstock and a brass fastener. I've had several requests to take them home, but I wanted to get a few more miles out of them.



Cómo compartimos el planeta

Our inquiry into the Amazing Animals/Los animales asombrosos is centered around this central idea: La comunidad cuida el planeta para ser compartido con todos los animales/The community cares for the planet in

order to share it with all the animals.

In order to unpack the central idea we will focus our inquiry on the following three lines: An inquiry into where animals live in the world. An inquiry

into what animals need to survive. An inquiry into what measures the community takes to protect animals.

¿Por qué tienen [manecilla] un nombre especial en español? Why do the hands of a clock have a special name in Spanish?

-student

Los materiales del salón

Our supply of Seventh Generation all purpose cleaner has dwindled. We've had such a great record, being healthy... I'd hate to jinx it now. If we have a lot of donations I will send them

along to the first grade teachers along with the washcloths! The majority of the money in order to buy the inquiry notebooks has been turned in. There was one clerical error, so if you sent in

two dollars in cash and your child's name does not appear on the list (see page four) email me and I will correct it. The students who have not yet paid will not be able to keep their notebook.



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Las cositas extras

The \$2 cost of the inquiry notebook ordered for the class was received from the following students:

Lucas, Kyle, Varonica, Nina, Raleigh, Yetta, Breckyn, Dina, Noah, Gabriel, Lauren, Jack, and Zoie.



They will be able to use them next year in first grade. Again, there was an error so let me know which student needs to be added to the list...