



Noticias Semanales de Kinder

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Lectura / Reading ~



- We started reading morning messages now before we read our story during story time. This seems to be a good transition as we upgrade from practicing high frequency words and other newer practice words into reading whole sentences in preparation for the books we will read when we start the Book-in-a-Bag project soon.
- Speaking of Book-in-a-Bag, we should be able to start this project the week after Spring Break. Students will practice reading books at their appropriate level in school to a partner, and vice versa. They will then take these books home to show off their reading skills, and return them for new books later! 😊

Important
DATE!

Recuerdan / Remember ~

- Next week, April 6th-10th, is **Spring Break!** Yippie! Enjoy your break students and your time off to relax. You've earned it! I am looking forward to seeing you all well-rested and ready to tackle the last 8 weeks of Kindergarten.
- Students now have an extra incentive to show their I.B. social skills! If Sr. Swenson catches students exhibiting some of the highlighted profiles and attitudes we are trying to encourage at school, students win a "prize" ribbon that they get to show off to the class and bring home to show family members at the end of the week. Keep up the good work students! 😊



Ciencias / Science

- Last week students got to see what happens when fabric gets soiled and how hard it is to clean different kinds of stains. They used water only on permanent marker, Crayola washable marker, and dirt stains. Then they got to see what happens when they could use a scrub brush and detergent. Pretty cool experiment!
- To wrap up our fabric unit this week, students got to glue various cut-out fabric clothes samples on construction paper and write the sentence "La ropa tiene telas diferentes." (Clothes have different fabrics). We learned about and got to interact with lots of different kinds of fabric in this unit.



Matemáticas / Math

- We took a survey of the class to see which students had pets and which ones did not, and then made a construction paper graph with different colors of one-inch squares to show the number of yes and no responses with a bar graph.
- To begin learning about time, we experimented with students walking normally and then tip-toeing across the room, and counted a steady rhythm of numbers to see how many counts it took for each pass. We then changed how fast we counted and did the experiment again. We then realized that we needed a constant, never-changing, standard way to measure how long it takes to do something, like a clock, so that it's easier to compare how long it takes to do something, so that the rate of counting never changes.