



Room 33 Friday, February 07, 2014

Next week is "A" week

Carnival Raffle Baskets: PTC assigned us "basket for a boy." Can you donate an item for a boy to our basket? If so, please send into school with your child.

Monday, Feb. 10th - Library is our special. Please return the school library book so that your child can check out a new book.

Pennies For Patients - We will be collecting coins and dollars for leukemia. It raises money to help find a cure for this cancer. Students are always so kind and want to give. Immediately they started talking about bringing in their piggy banks! You are raising such kind-hearted children. They have been told though that any money they bring from home must be with parent approval.

Reading

We read a play this week for our weekly story. A small group was assigned a play this week. Reading a play is different than reading a story out loud. Students gain many benefits working as a team to make the play sound like a fluent story. It takes work and practice. If your child did not get a role this go around...they will soon. All students will participate in a play by the end of the year. This week in grammar the students worked on past and present tense verbs "is and are." In writing, the students wrote a silly story after listening to Sheep In A Jeep.

Spelling

In spelling we worked on long vowel i word families -ide, and -ike. We also read additional long vowel i word families such as ine, ime, and ile. Once the students understand the pattern _ i _ e, then they become not only great spellers, but fluent readers also. If they struggle in reading the pattern, then point out that super silent e is jumping over the consonant to make i say its name and e says nothing at all. They

have regularly sung a song for long vowels with e at the end of the word to help them understand how to read those words. Next week we will work on long vowel a and long vowel i with super silent e at the end of the word in the word families -ade, and -ine. We brainstormed words on Friday and wrote them in our planner.

Math

Due to snow days, I postponed the math test. Students just have not had enough consistent practice at school. They have made progress in story problems, however they needed additional practice and time to cement their strategies for missing number sentences. Please look below and see how you can give your child additional practice on missing number sentences between 11-20. Test will be Tuesday.

13 - _____ = 6 This is a **Whole - Part = Part** question. Your child understands this math vocabulary. This is continuing their understanding of subtraction using a number bond. Students can draw a number bond for the visual understanding. Students have also learned that in a subtraction missing number sentence, the parts are on either side of the equal sign every time. Our fact families help us know that. Students then can look at the above sentence and rewrite it **13 - 6 = _____**. Now it is much easier to solve. This may seem like a lot of steps to get to the answer, however they are connecting the math they have learned to UNDERSTAND how to solve what they are currently working on.

When you have an addition missing number sentence then you write the "related" subtraction sentence from the fact family to solve.

$$\underline{\hspace{2cm}} + 4 = 16$$

16 - 4 = _____ (related fact family sentence). Now it is easier to solve. Can you make some problems up for your child to practice?

We celebrated the 100th day of school on Friday. I greeted the students letting them know that they were 100 days smarter. We thought back to our first day of school and how much we have learned since then. We made necklaces and used our manipulatives to make something with 100. The students were awesome putting their math to work by making tens for easy counting.

Have a great weekend!

Mrs. Williams

"Always bear in mind that your own resolution to succeed is more important than any other one thing."

Abraham Lincoln