



Room 33 Newsletter 09-20-13

Next week is "B" week

****Please send back the Library book on Monday so your child can pick a new book.**

9-20-13 Progress Reports

9-27-13 PTC Popcorn 50 cents

We completed our first week of our reading unit and the students were able to keep up with the pace. Our day is quite busy from beginning to end and the students displayed a strong work ethic. You know they worked hard when they are totally surprised that it is time to pack up for dismissal!

Phonics

We have added the following hunks and chunks: ow (down), ow (snow), sh (sheep), ch (chicken) th (think-a quiet th and that-a noisy th), wh (who, what, when, where, why and which), and ing (king). Students are doing the phonics dance mostly on their own now and doing a great job.

Spelling

Every week on the homework packet you will see which two word families the students will be practicing for the following week. Exact words are not given. On Fridays six of the words will be from the word families and the other four spelling words will be given to you on the homework packet to practice spelling at home. These four words are high frequency words and are expected to be transferred in to their writing. Each week the students will brainstorm (hopefully on Fridays; if not on Monday) a list of new words and they will be written in their planner.

Reading

In reading we began talking about characters and setting for the story. Students read a "Get Ready" story before reading the main story for the week. They are learning to compare the two stories along with the stories I read to them that also go with the weekly story. Identifying characters and setting is an important element when understanding the story. Asking questions as your child reads to you about the characters and setting will help them with comprehension of the story. Additionally, we learned about nouns (a person, place or thing or something you can touch) and plural words that end in "s" meaning more than one. Students wrote this weeks phonics words, -at and -ap, word family words on their whiteboards

practicing their listening skills and writing the sounds they hear.

Writing

In writing we wrote about things that we like. They shared with a partner what they wrote. We are beginning to ask questions of one another's writing so that we can learn to think more deeply about adding more detail for the reader.

Math

In math we continued our practice of number bonds. Number bonds are three numbers that work together. They are made up of one whole and two parts. Students spent a lot of time using counters to help with the understanding. If your child has brought home papers that show need for practice, an easy task to do is to get 10 items like pennies, beans, cereal etc. and have your child count out 10. Once they have it, ask them their "whole" number. Now have them move one counter to the right forming its own group. Ask your child how many parts did they just make (2). Then have them count each part (1 and 9). Draw a number bond for them to fill in the numbers. This requires repetition for students to make connections. Ask your child to put the counters together to make ten again and then repeat the process, however now have them pull 2 counters over. Continue this process through the movement of 5 and 5 is made. Then change the whole number (9) and start again. Can your child figure out on their own now how to make two parts?

Science

One of my favorite science lesson is the one we did today. Students saw my mystery bag and I told them that something was in it for them to discover. We quickly reviewed our science safety rules. Students were each given a mystery item on a paper plate and a magnifying glass. They had to use their observation skills to and record what they were observing. We wondered out loud some "what ifs" and tried some of them to see what results we would get.

As you can see, we had a busy and fun week of learning. Enjoy the weekend!

Mrs. Williams

"Develop a passion for learning. If you do, you will never cease to grow."

Anthony J.D'Angelo