



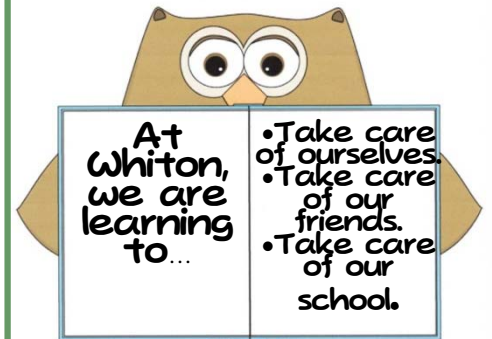
KEEP
CALM
AND
HOOT
ON

a WES me news



March 28, 2014

Please obey OUR RULES



owl Be watchin'

From the Desks of Ms. Gensel & Mrs. Shober

- April is here and it seems that our snow days are long behind us!

- Dates to Remember:

- ☐ 3/28 – 3rd Grade Trip – DaVinci Science Center
- ☐ 3/31 – Report Cards Go Home
- ☐ 4/4 – Wear Orange for Fairness
- ☐ 4/7-4/9 – 3rd Grade In-View Testing
- ☐ 4/10 – 3rd Grade Concert
- ☐ 4/14-4/18 – School Closed for Spring Break
- ☐ 4/21 – School Resumes
- ☐ 4/24 – Take Your Child To Work Day
- ☐ 4/24 – PTO Meeting
- ☐ 4/29 – New Parent Orientation



Parent Pick-Up Safety

- ☐ Please drive on the RIGHT side of the road
- ☐ Please be careful when pulling out of parking spaces, as children are small and cannot be seen well
- ☐ Children need to walk with their parents at all times

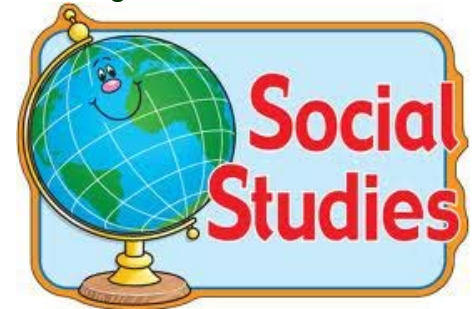


From the Teachers' Desks



Mr. Moor's Class

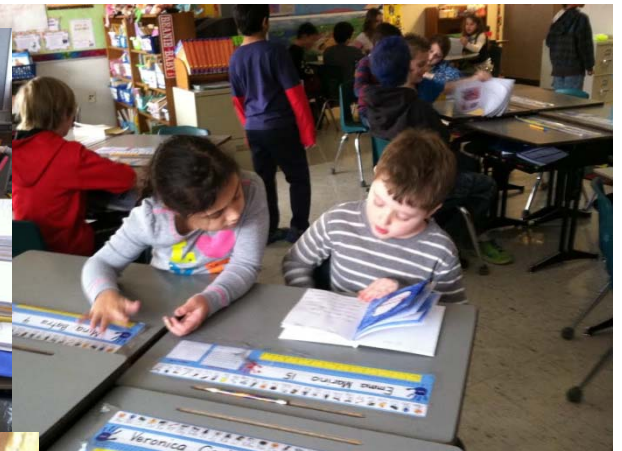
- Summing Up Math!
- There is only one word to describe math this past week. . .FRACTIONS! We were able to explore numerous fractional relationships while being introduced to equivalent fractions. We can now name quantities greater than 1 with improper fractions and mixed numbers as well as quantities less than 1.
- Being able to distinguish between the numerator and denominator and being able to know what each of these numbers ask us to do help us to solve problems with fractions of sets as well as write fraction number stories!
- Please continue at home to reinforce what was taught in class. Discuss fractions on a regular basis. We even take attendance using fractions. If one child is absent, then $\frac{21}{22}$ is present!
- Social Studies
- In social studies, we are using both maps and globes to explore the world! We are locating all the continents and oceans and also learning the hemispheres and will soon be proficient in utilizing latitude and longitude to describe locations. Soon we will use our own home addresses to locate ourselves in the world!
- If visiting the library, here are a few books that might be of interest:
 - 1) Somewhere in the World Right Now by Stacey Schuett
 - 2) The World in One Day
by Russell Ash
 - 3) Where Do I Live? By Neil Chesanow
- Writing Workshop
- Can I have a ____ Mom? Can I? Please!? How many times do we hear this? In class we are working on organizing our persuasive voice. We are writing to convince someone to believe like we do by writing reviews. We have been working on supporting our opinions with strong reasons. We are now critics of meals, places, events, and movies and know that our opinion matters and that we can express our feeling, belief, or idea effectively through opinion writing!





Mrs. Trubin

- Mrs. Trubin's Second Graders have completed their Informational Writing: All About Books. We focused on planning, organizing ideas and structuring informational writing. Strategies for adding examples, comparisons, and explanations were taught. We continue to focus on conventions in order to make a text easier to read. During our final bend, the students chose an 'All About Book' on a topic they were interested in. Included were Table of Contents, Headings, Captions, Diagrams and other Non-fiction text features. As a culmination to our Unit we read our books with Mrs. Baier's second graders during Reading Workshop. The students were so excited to share their book and will always be able to have this as a special second grade keepsake.



Mrs. Everson



***Spring is in
The Air.....***

*Mrs. Everson's class celebrated the arrival of **Spring!!** Our class read many books about spring, including two books by one of our favorite author's, Kevin Henkes, My Garden & Birds. We also enjoyed a non-fiction selection where we learned about spring cleaning, spring flowers, and spring holidays. Afterwards we created beautiful spring flowers and spring acrostic poems. Our bulletin board shouts **"SPRING."***

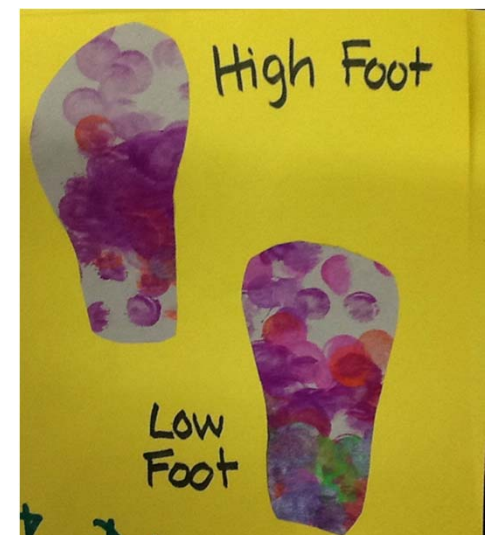
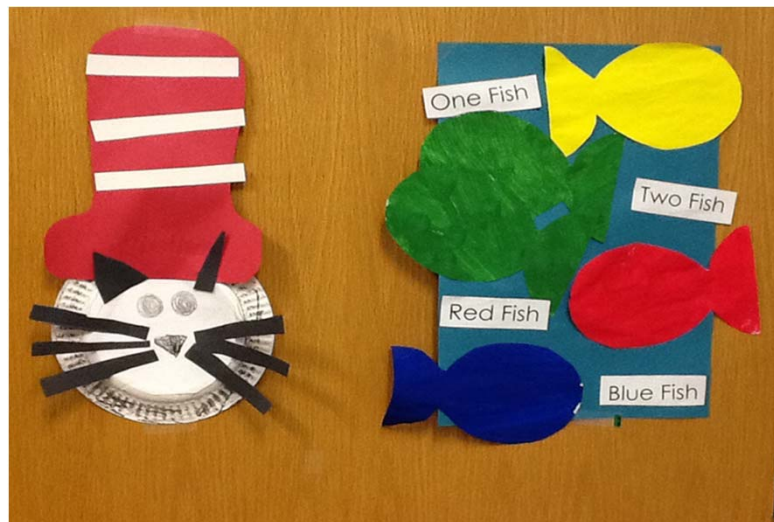
ENJOY THE SEASON!



Ms. Landon



We started the Month off celebrating Read Across America with some of our favorite books by Dr. Seuss, One Fish Two Fish Red Fish Blue Fish, Mr. Brown Can Moo! Can You?, The Foot Book, and Go Dog Go. Each day we did a different fun activity that went along with the books like painting colored fish, playing stop and go and even made a class foot book! We ended our week long celebration joining the rest of Whiton on the reading train. Some of our other themes this month include rainbows and ST. Patrick's Day. We learned a fun song by Mr. Ray called ROY G BIV that is a new class favorite!

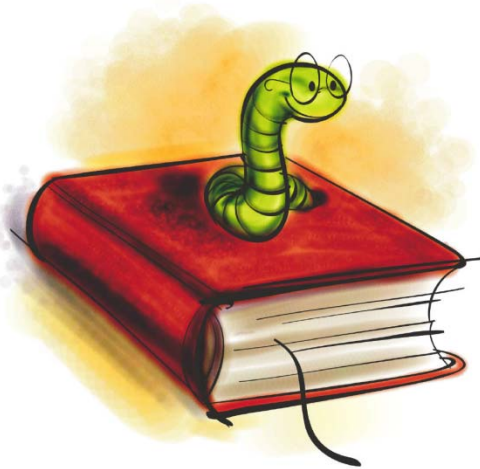


Mrs. Carl

READ ACROSS THE USA!

Continue the celebration of early March by reading across the U.S.A. from informational texts or other titles that reference one or more of the 50 states.

Early April a bibliography of selected Whiton Library titles, which reference one or more of the fifty states, will be placed on the Whiton Library website. Meantime a cross country trip can begin in New Jersey.



Aliens Are Coming: the true account of the 1938 War of the Worlds radio broadcast, by Meghan McCarthy
Aunt Lulu, by Daniel Manus Pinkwater
Brothers at Bat: the true story of an amazing all-brother baseball team, by Amy Vernick
The First Air Voyage in the United States: the story of Jean Pierre Blanchard, by Alexandra Wallner
Hoboken Chicken Emergency, by Daniel Manus Pinkwater
The Hindenberg Tragedy, by James Day
The Magic Carpet, by Pat Brisson
Make a Wish, Molly, by Barbara Cohen
Meadowlands: a wetlands survival story, by Thomas Yezerski
National Geographic Field Guide to Birds: New Jersey
Picking Apples and Pumpkins, by Amy Hutchins
Popcorn Park Zoo: a haven with a heart, by Wendy Pfeffer
Revolutionary War on Wednesday, by Mary Pope Osborne
The Shark Attacks of 1916, by Lauren Tarshis
Super Fudge, by Judy Blume
This Time, Tempe Wick?, by Patricia Lee Gauch



Practical Parenting Tips



Parent Tips For Supporting Your Child's Reading Life...

by Mrs. Boyle (Literacy Coach) *Adapted from the Blog of Sarah Picard Taylor.*

1. If your child says, "I don't like reading," it may be that we just have not found the right book!

- Find out your child's reading level and make those books available. He/she may not like reading because it's frustrating to have books that are too hard. If you get your child matched to books at a "just right" level, the frustration will lessen and the joy will increase.
- Find out the topics your child loves and then search for informational texts about those topics at the library and bookstore. Ask the librarian or specialist in the children's section at the store to help you find the right texts. When reading nonfiction texts, your child will be able to learn from the photographs and other text features even if he/she can't yet read all of the words.
- Get your child hooked in a series or on an author! Once your child finds a book he/she loves, encourage them to read more books within that series or by that author.
- Read to your child! Talking about books will help develop deeper thinking and comprehension. Reading aloud will also serve as a fluent model for your child.

2. If your child has trouble decoding (reading the words)...

- Give some wait time. Count to three or five in your mind before jumping in. Let the child read on to the end of the sentence. They often will be able to self-correct their own error.
- If they do not notice their error or have trouble self-correcting it, you can ask, "What strategy can you try?", "try something," or one of the following:
 - "Look at the picture"
 - "What word would make sense here?"
 - "What word would sound right here?"
 - "What word would make sense that starts with that letter?"
 - "Look for parts you know."
 - "Try breaking it apart."

3. If your child has trouble with reading comprehension, meaning he/she can read all the words just fine but has trouble retelling the text or making inferences (how/why questions)...

- Be a reading partner to your child. Read some of the same books your child is reading. Then, after your child finishes a chapter or a section of the text, ask her to retell it to you or as a few how or why questions. You can use the questions below in any book to start up conversation. Remember, you want to start a conversation with open-ended rather than specific "quiz-type" questions.
 - In fiction text, you can ask...
 - What just happened?
 - What do you think will happen next? Why do you think that will happen?
 - How do you think the character feels? Why do you think he feels that way?
 - What is this part mostly about?
 - What is this really about?
 - In non-fiction text, you can ask...
 - What did you just learn?
 - What do you think about that?
 - How does that compare with the info you read about the topic in other texts.

Mr. Aliperti

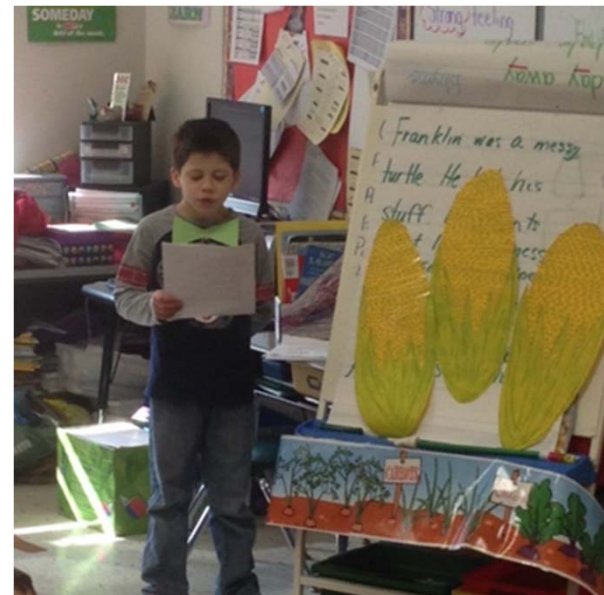
- The boys and girls in our class are learning to write opinion stories. Prewriting is an important step in the writing process and the children are learning how to use the “Oreo” prewrite. We tell the children that when writing opinion pieces, think about the layers of an Oreo cookie.

- O= Opinion
- R= Tell the reasons for your opinion
- E= Give examples to support your opinion
- O= Re-state your opinion.
- Children have to brainstorm their own
OPINIONS, REASONS, EXPLANATIONS and
then revisit their OPINION to persuade their audience.

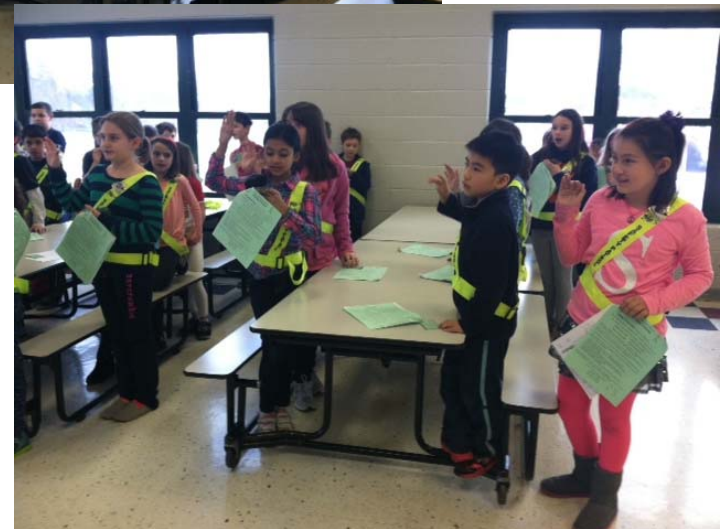


Mrs. Morris

- Wow! Reading Sounds Great!
- Being able to read fluently is an important aspect of reading. A fluent reader is a joy to listen to as they read smoothly, with intonation and expression, reading at a rate that makes it sound natural – just like talking! Fluent readers put words together in phrases. They pause, stop, and speed up or slow down depending on what they are reading and pay attention to the punctuation and text features such as **bold** print. When a reader has to spend too much effort on decoding words, they might forget what the sentence was even about by the time they are finished. That is why fluent reading is so important for comprehension. It is the fuel that drives comprehension and understanding.
- A child needs to practice, practice, and practice some more to become a fluent reader. Just like someone learning a new sport, they need to learn the basics first and then keep on trying. That means reading more and more and rereading books again and again. They should also have a good model to follow so they know what fluent reading sounds like. Every time you read to your child they get the perfect experience!
- Some of the first graders found that reading dialogue was a great way to practice fluent reading by performing a Readers Theater for their class. They had a lot of fun reading and acting out Brown Mouse Gets Some Corn for their classmates! So remember – keep on reading!



Swearing in of New Safety Patrol





Read Across America



Emme in Ms. Roper's class dressed up as Junie B Jones

The Daisy Troop worked very hard in the Courtyard Garden on Sunday!

