

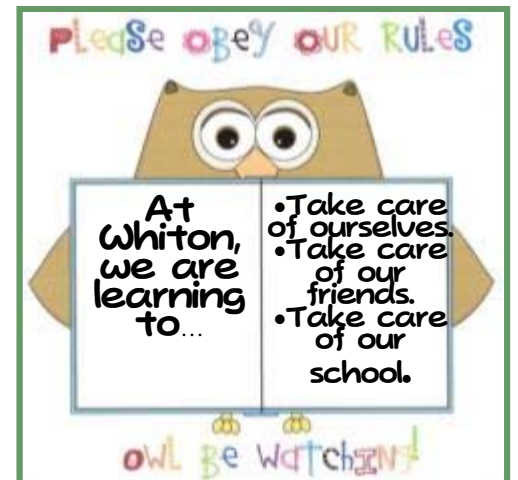


KEEP
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February 26, 2015



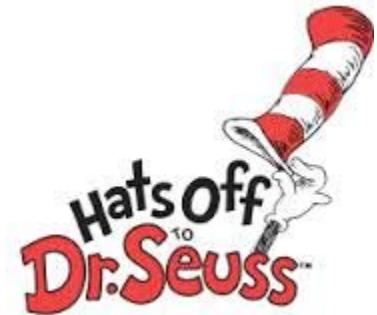
From the Desks of Ms. Gensel & Mrs. Shober



- This week the students enjoyed activities celebrating Dr. Seuss!
- Dates to Remember:
 - 3/2-3/6 – 3rd Grade PARCC Testing
 - 3/3 – PTO Meeting
 - 3/12 – Assembly PreK, K, and 1st Grade
 - 3/13-3/14 – Science Fair
 - 3/17 – Trimester Ends
 - 3/19 – 1st Grade Field Trip
 - 3/24 – Report Cards Distributed
 - 3/27 – School ***IN*** Session
 - 3/30 – 4/3 – Spring Recess
 - 4/6 – School ***IN*** Session
 - 4/17 – 2nd Grade Empty Bowls

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
- Children need to walk with their parents at all times



How does it Sound?

By Ms. Meehan



When learning to read, some children start off by just “word calling”. Some children have enough to do to think about the letters, the sounds, the words and what they mean. We can help our early readers by modeling good reading and reminding them to “make it sound like talking.”

When children reread familiar stories they are given the opportunity to practice fluent reading. As each child develops this skill on their own they become better readers, their fluency will increase. We as parents and teachers, must try early on to help children break the habit of slow, staccato, word by word reading.

Saying “read it fast”, will not do, we need to try some strategies to help prompt our early readers. Where should we begin? Well, as soon as the child has something under control, we need to prompt them to do that part “quickly”. It may start with a few anchor words that they know and should be read “quickly” whenever they see that word in print. Next, we may ask the child to try reading two-three words together at a time to help build their phrasing and fluency. After they practice on a leveled book that they are comfortable with, their confidence will also begin to soar, and they will take more risks, and benefit from their rewards.

I always ask myself when reading with a child, “How does it sound?” This helps me decide if the book the child is working on is too “tricky” for them, or is it a “good choice” for that child.

Mrs. Smith's super second graders celebrate their writing!

Writer's Workshop



Earlier this month, we finished publishing our persuasive letters. The students had so much fun trying to convince their parents, siblings, friends - EVEN the Mayor of Branchburg - to give them something they wanted or to create change! For our writing "celebration" we paired up with Miss Santangelo's awesome first graders!

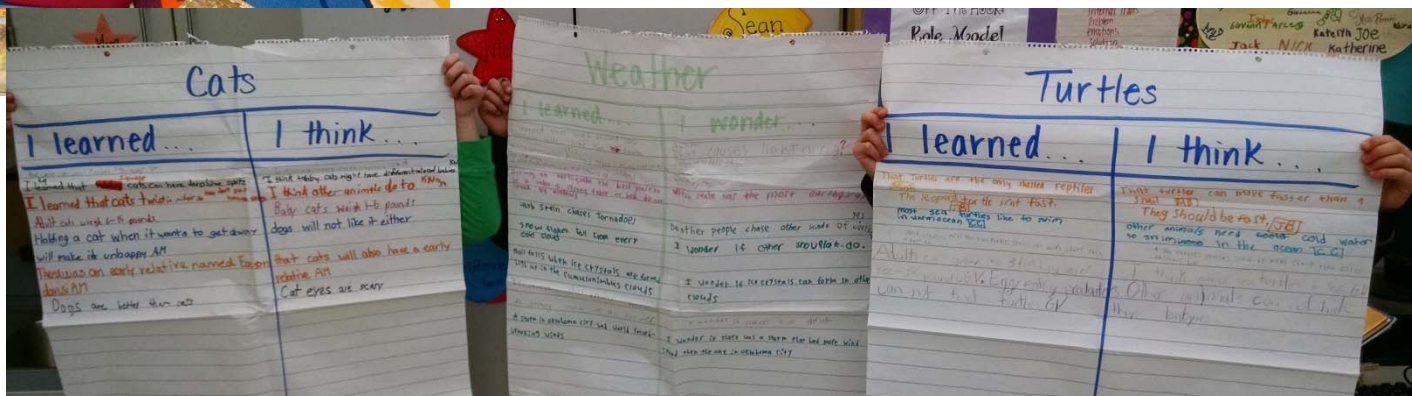
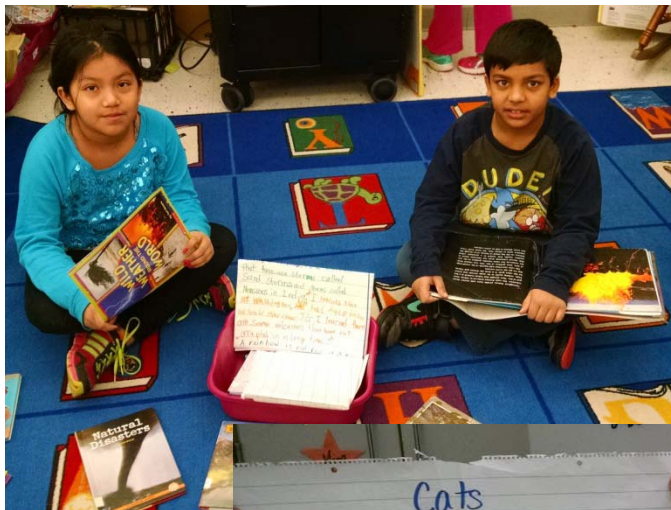
Students paired up with one or two buddies and read their letters to them. Afterwards, they discussed what a persuasive letter was. We were SO proud of our readers and listeners!





Miss Pernini's 3rd Grade

Our Class has been working on Informational Text in both Reading and Writing. Not only can we find the main idea and supporting details in our Reading, we can also write a strong paragraph with our own topic sentence and details. We can use the text features in a book to answer questions and add them to our text to give information to our readers. It has been a fun unit and we are sad to see it end. However we are looking forward to our Mystery Unit in Reading!



Helping Your New Reader Read at Home

Megan VanHorn

Pause, Prompt, Praise Strategy

PAUSE: If your child comes to a tricky word, give your child a chance to identify the word. When a child makes an error or stops because of difficulty with reading material, the tutor waits for about 5 seconds before intervening. The intent is to allow a child a bit of time to make an independent move such as rereading or self-correction. Time for reflection about a possible choice of strategy is important in developing student independence.

PROMPT: If your child does not continue: Ask, “What can you do?” Then hint: *Look at the picture. *Check the first letter. *Think about the story. *Think about what would make sense. *Go back to the beginning. *Does it look right? *Does it sound right? *Does it make sense?

If the child is stuck because of a difficulty with the reading material, and there is a possibility that the child can solve the problem independently, the tutor’s goal should be to assist the child in resolving the problem independently. The kind of help that is useful depends on the nature of the error, the child’s strengths and the text. In general, the tutor directs the child to use more or different reading strategies to solve the problem.

PRAISE, PRAISE, PRAISE: Praise when your child reads well!!! Say, “I like the way you read that.” Praise when your child self corrects. Say, “You knew that word did not say _____. You fixed it yourself.”

Good praise is specific. Praise may be given for new and independent problem solving.

Praise the use of the problem-solving strategy rather than just accurate reading. Praise can be powerful when acknowledging actions that a child undertakes to solve a problem. Obviously, the reading material should match the child’s level of ability in order to help the child be successful with problem solving strategies.

PAUSE PROMPT PRAISE



Mr. Levinski's Class



- The students from Mr. Levinski's class eagerly welcomed 3rd grade students from Mr. Moor's class to celebrate Read Across America Week. Students were given the opportunity to showcase their reading skills with a buddy!

Mrs. Kinney's Kindergarten

We have been busy writers in "Kinney" garden! We just finished learning about and writing books that teach! We learned that good writers touch each page and say a fact, draw a picture of each fact, write about each fact and go back and read. We practiced saying our words s-l-o-w-l-y, writing the sounds we hear, and checking the sounds. We also focused on conventions of starting sentences with an uppercase letter, using neat letters, good spacing, and using periods to end our sentences. The students felt so special that they were able to share their published pieces with Mrs. Fitzgibbon's first graders to celebrate the end of the unit! We look forward to our next unit on writing true stories.



Music Notes

- In music class, the students have been busy learning songs for their concerts later this year. In the beginning of February, the 3rd graders took some time and wrote down a goal for the concert. Some students wanted to be more confident on stage, while others focused on being prepared and memorizing all the songs. Everyone has been working hard to accomplish those goals this past month, especially with our hardest songs, “Que Gusto” and “Karangatia Ra”.
- The 2nd graders are singing patriotic songs and learning some history about our country at the same time. One of our songs, “Jamestown”, is all about the first colony and their struggles to live in the new world.
- The 1st graders are having a blast singing songs about animals. They have been singing about a busy river otter, a lyin’ lion, and even honeybees.
- The Kindergarten classes are even learning songs for their first concert on the stage! They are singing about their favorite things, what they see down by the bay, and even going to 1st grade!

