

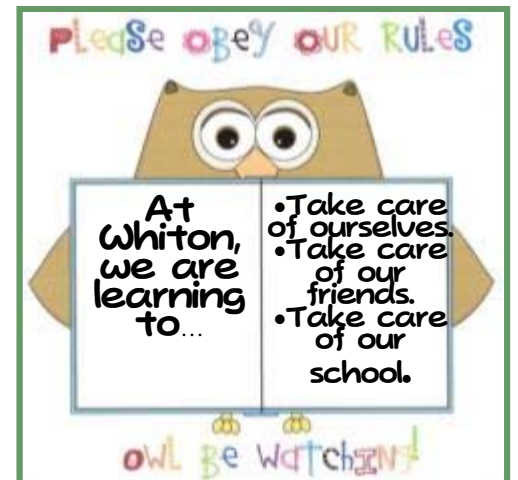


KEEP
CALM
AND
HOOT
ON

a WES me news



November 24, 2014



From the Desks of Ms. Gensel & Mrs. Shober



- Happy Thanksgiving! Students have been working hard and learning lots of new and exciting things! We wish everyone a very safe and enjoyable thanksgiving!
- Dates to Remember:
 - 11/26 – Single Session
 - 11/27-11/28 – No School, Thanksgiving Holiday
 - 12/5 – Single Session, Staff In-Service, Trimester 1 Ends
 - 12/12 – Report Cards Go Home
 - 12/18-12/19 – Classroom Parties
 - 12/23 – Single Session Day
 - 12/24-1/1 – Holiday Break
 - 1/2 – Return from Holiday Break



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



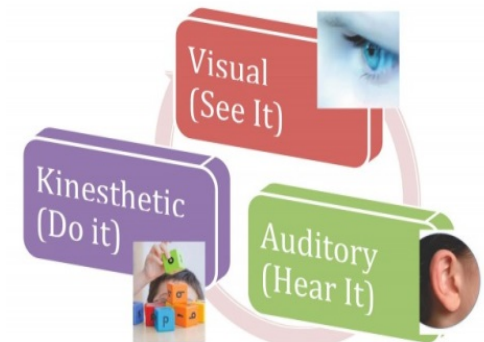
Do you know what multisensory reading instruction is?

Multisensory reading instruction is one important aspect of instruction for a student who struggles with decoding and encoding words. Instruction is explicit, direct, cumulative, intensive, and focused on the structure of language. Students are taught the structure of written language, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules. Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Links are consistently made between the visual (*language we see*), auditory (*language we hear*), and kinesthetic-tactile (*language symbols we feel*) pathways in learning to read and spell.

Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

Author unknown

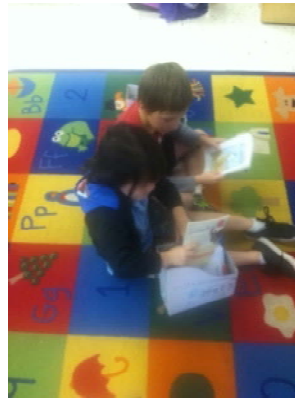
Amy Garner



Partners Can Help!

The students in Miss Ellis' room have been learning about all the different ways that partners can help them become better readers and writers!

In writing, the students have learned that writers reread their story and revise, or change/add details to their story. Their partner helps them by listening and asking questions about confusing parts or what they want to know more about. The writer then changes or adds more details to make their story better!



In reading, the students have learned that partners can share books with each other! They have learned how to take turns reading and talking about books with one another. They have learned different ways partners talk about books before, during and after reading. They have also learned that partners "TEACH, don't TELL" when their partner is stuck on a tricky word by offering a strategy from our "reading toolbox". Some examples might be, "Study the picture!" or "Get your mouth ready and reread!"



Mrs. Arencibia's Kindergarteners are readers!

- Our kindergarten students are excited to begin reading groups soon! As each student's reading readiness level is assessed, we can determine each student's reading proficiency through analyzing and recording oral reading, evaluating how well students understand the information they have read, and use those results to target instruction to meet the needs of each reading group based on their strengths, abilities and needs.
- Every child will participate in guided reading groups. Typically, this will begin with a stating of the learning objective, followed by a strong book introduction by the teacher. The students will preview the book (also called taking a "picture walk"), modeling of language patterns and sight words, emphasizing pointing correctly underneath each word as it is read, and then student participation in the oral reading process. Vocabulary is discussed, and students are encouraged to think as they read to self-monitor and, if appropriate, self-correct miscues. Print work or a comprehension strategy is then worked with. Print work may ask students to identify beginning/last letter, letter sounds, directionality with reading, etc. Some examples of comprehension strategies could be identifying their favorite part and explaining why, retelling the story's beginning, middle and end, discussing personal connections to the text, and later, discussing the most important part of a text.
- Our students are very excited to continue their journey into reading. As one mother stated to me, she had to hide her daughter's Christmas gift list because she was beginning to read it! Go Kindergarten Super Readers!



Is a pumpkin empty? Can it float? Does it grow on a tree? These are questions every Pre-Schooler wants to know. We became scientists to test these queries and find the answers. We were surprised to see pumpkins float and to observe gooey strings loaded with seeds inside a pumpkin. Where do they grow? Books we read about pumpkins revealed that they grow on vines. We recorded our observations in picture form. We also compared pumpkins to apples and found several interesting similarities.

We discussed the meaning of Thanksgiving. We wrote our "thankful thoughts" on construction paper feathers we cut and fringed. As Thanksgiving approached, we began to learn about the First Thanksgiving. Life was very different in Pilgrim times. Boats had sails for movement, and our wind experiment highlighted how the vessels moved. After purchasing tickets, we sailed on the Mayflower experiencing "firsthand" what the long voyage was like. When we finally landed we built our own version of a Pilgrim house. From songs, pictures and books, we learned how the Wampanoag helped the Pilgrims learn to fish and farm in this new land. We labeled picture charts to name and compare the clothing of the Pilgrims and Native American Indians. We practiced patterns while designing our unique Native American headbands and necklaces. It was great fun to act out the story which ended with the great feast of the First Thanksgiving.

We wish all our Whiton family a "gobble-y" good Thanksgiving!

Mrs. Lunemann's Preschool Classes



Are you concerned about your child's speech sounds??

Referral Guidelines for Speech Therapy Services

- Speech therapist may provide the teacher with consultation as well as suggestions for informal interventions based on parents' or teacher's concerns.
- At the teacher's request, the speech therapist may observe and listen to a student in the classroom setting with the purpose of providing the teacher with informal strategies to address a speech concern. The speech therapist cannot implement strategies with general education students.
- The teacher may share general developmental information and informal strategies with the parent.
- If parent or teacher continues to have concerns after implementing informal strategies for a reasonable length of time, the parent may submit a signed request for a speech evaluation to:

*Carol Webb
Director of Student Services
Branchburg Township Schools
220 Baird Road
Branchburg, NJ 08876*

- Once a signed request has been received, the speech therapist will schedule an Initial Identification and Evaluation Planning Meeting with the parents. The classroom teacher is also required to attend the meeting unless the parent gives consent to excuse the teacher. Input from the classroom teacher is required whether the teacher is present at the meeting or not. A speech checklist is typically used to document teacher input.
- At the Identification Meeting, the speech therapist will conduct a parent interview and review existing documentation regarding concerns, educational impact, and strategies implemented. The speech therapist may also conduct an articulation screening with the student at this meeting. If a speech evaluation is warranted, the parent(s) will be asked to sign a Consent for Initial Evaluation.
- A formal speech evaluation will determine whether the student meets the eligibility criteria for receiving speech-language services. The parent will receive a Speech Eligibility Report ten days prior to the Eligibility Meeting.
- If the child is found eligible for speech-language services, the parent(s) will participate in developing an I.E.P. to address speech deficits and will sign consent to implement the I.E.P.






Dooley Noted: New From Mrs. Dooley's 3rd Grade Class

I am impressed with my class' ability to take everything they've learned across the subjects to synthesize it into a final Science project. In Science we are wrapping up our Motion and Design Unit. Each Science team chose a challenge to compete. One group, for example, chose to make a rescue vehicle. Together they had to create a vehicle that could travel up a mountain to save hikers. Another group created a Parade float that had to move slowly using wind power. We also had another group use rubber band energy to move their pizza delivery truck.

First the groups had to build their vehicles out of K'nex. Then they had to repeatedly test and change their vehicle to successfully meet the challenge. The students also had to take cost into account and be cost effective when choosing what pieces to use. Each group then calculated the final cost of their vehicles.

Next the students worked together to create a powerpoint to share their discoveries. Using our school's Chrome Books the students created their own power point presentations. They learned very quickly how to type, change font size and even insert pictures from our Google Drive. The students wrote about how their cars moved, the price of the vehicle, what difficulties they had in meeting their challenges and their final thoughts on the experience. I was very impressed with their computer skills and ability to work as a team.

At the conclusion of this project we learned about public speaking. I gave a presentation to the class as a good speaker and as a not so good speaker. The students love evaluating their teacher and telling me what I did well and where I need to improve. They then put these characteristics into use when they practiced giving their presentations with their groups. We look forward to sharing our presentations to the class as the end of the week. This was not an easy task and I am beyond proud that my class exceeded my expectations!



The students in Mrs. Cole's class are enjoying using our new technology! Our class has been using the new Acer touch screen Chromebooks. We are using them during math workshop, reading workshop, and writing workshop. They are so much fun to use!

In math workshop, we have been trying out two websites to help learn our math facts, www.funbrain.com and www.xpmath.com . We have found both sites to be a fun way to practice math facts, which can be boring, but not with technology! We look forward to trying out some new sites soon. We'll be flying through our facts!!

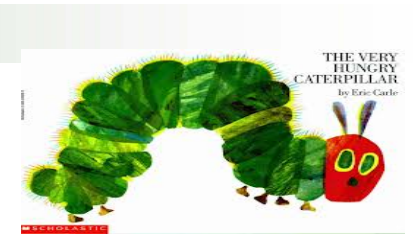
In reading workshop, we have been studying informational text and we have been using www.pebblego.com to read and learn more about topics that interest us. We can click on colored words to get the meaning of those words, we can listen to someone read the passage to us, and we have lots of topic choices to choose from. We love reading on the Chromebooks!

In writing workshop, we are writing "All About " books. We are using the computers to look up information that we may want to add to our books. We have found many interesting facts that will make our books much more informative. We are looking forward to sharing our books with our classmates and others in second grade.

The new Chromebooks are great and we can't wait to find other ways to incorporate them into our daily learning routines.



¿Hablas español?



Kindergarten – “Tengo hambre”, Students have read the story of the Very Hungry Caterpillar as we said “ I’m hungry”(rubbing tummy) by counting in order and repeating colors of the fruits up to ten. We compared pequeño(small) and grande (big) to compare the size of the caterpillar at the beginning and the end.

Ask your child to finger count to 10, say colors:
Amarillo: think of banana, verde; think of tree leaves, anaranjado: think of oranges, azul (blue), rojo (red).

¿Hablas español?

Students in 1st grade listened to the tradition of the “Day of the Dead”, a remembrance of family members who are no longer with them, which is celebrated in Latin America especially in Mexico. We compared similar cultural practices of eating candy and dressing up with the tradition of Halloween. Students colored a Dia de los Muertos” mask with colors azul = blue, rojo = red, Amarillo = yellow, verde= green, morado = purple, anaranjado = orange, Rosado = pink,



¿Hablas español?

In 2nd Grade- Students practiced the months of the year as they followed the migration of the Monarch butterflies in Mexico. Paper Monarch butterflies were colored in brown, black, orange and yellow as they find the location of Mexico in a map and draw the path of the Monarchs flight from North America to Central Mexico. The people of the area celebrate this arrival as the remembrance of their lost loved relatives. Students viewed a video of the arrival of the Monarchs and worked in groups as they match the seasons and months.



¿Hablas español?

In 3rd grade – Where in the world do people speak Spanish? Students continue locating Spanish speaking countries in a map as they ask others, Where are you from? They also have their “pasaporte” to a specific adopted country. We pointed to the country of Mexico to briefly state and compare cultural differences between Halloween and Day of the Dead and made decorations to remember the significance it has to our southern neighbors.

