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January 29, 2016

Please obey OUR RULES



owl Be Watchin'

From the Desks of Mrs. Shober & Mr. Fornaro

* Can you believe February is around the corner?

* Dates to Remember:

- * 2.3 Kindergarten Registration (September 2016 students)
- * 2.9 Assembly for 2nd and 3rd Grade
- * 2.10 Grand Faloons – Ways of Water Assembly
- * 2.11 Valentine's Day Parties
- * 2.12 Single Session Day
- * 2.15 No School – Presidents' Day
- * 2.29-3.1 Read Across America

* Reminders

- * As the blacktop dries students will be going outside for recess, please make sure the students are wearing layers.
- * Please check your child's school supplies, make sure they are fully stocked for success!
- * Please check lunch account balances

* 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

We Are Super Readers!

The Kindergarteners in Mrs. Elms' class love reading and we have been working hard to become Super Readers! Each day, we have lots of ways we practice reading together and independently. We learn strategies to help us become good readers and get lots of opportunities to practice these strategies.

Check out the different ways
we read each day!

- *Shared Reading...*

- Our class reads a big book together each morning. We use the same big book for the week, and learn about print concepts, like directionality, punctuation, and capitals to start sentences. We practice matching words to our voice, fluency and think about how reading should sound. We read poems together during this time too, and then get a copy for our poetry folder so we can keep reading our poems!

- *Reading Workshop...*

We have Reading Workshop each morning. We gather on the rug together and learn a strategy that will help us become even better Super Readers! Together, Mrs. Elms teaches us something we can do when we get to a tricky word or part during our mini-lesson. Then the Kindergarteners try to read their own books from their book boxes-they try the new strategy and use other known strategies to read, read, read! We read independently during this time, and Mrs. Elms visits readers around the room to listen and help.

Then we start Partner Reading! We sit with our reading partner, practice more reading, help each other and learn fun ways partners can read together and talk about books!

Independent Reading



Partner Reading



Guided Reading...

More reading? You bet! Each day, Mrs. Elms meets with guided reading groups. While Kindergarteners are busy working in different centers around the room, Mrs. Elms usually meets with two different reading groups. Kindergarteners read in a small group with other readers learning the same reading skills and strategies. We do some word work, too, and practice sight words to help our reading.

Guided reading group



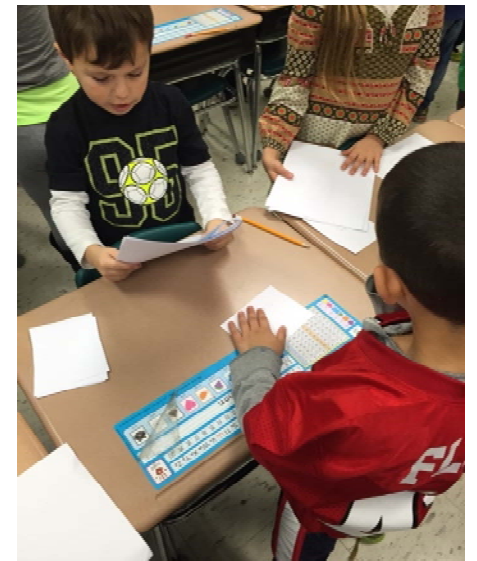
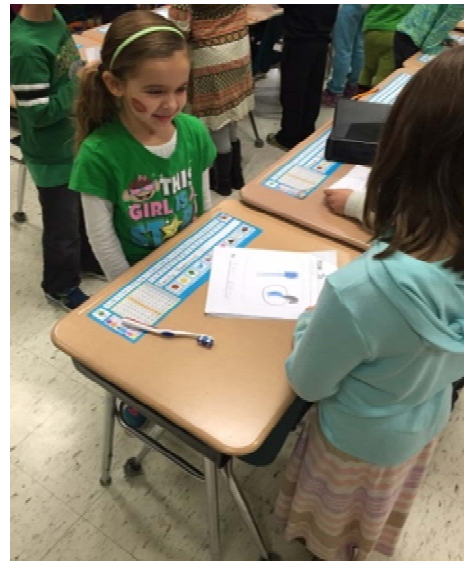
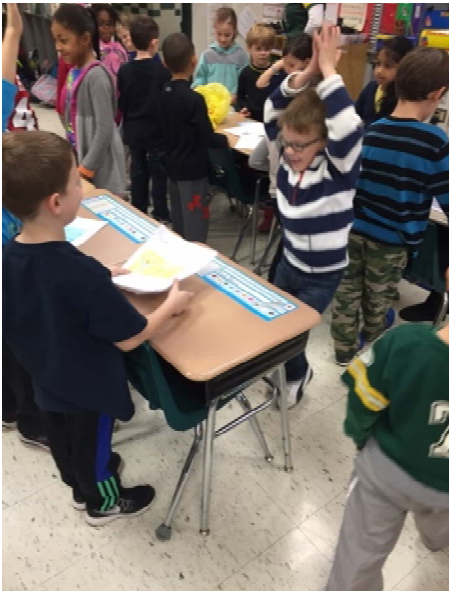
Read-Aloud...

During our daily read-aloud, Mrs. Elms reads a story to the class. The Super Readers spend time predicting what may happen, talking about characters' feelings, thinking about how characters change, finding a story's problem and solution and even retelling a story or part of a story. We love hearing the story, but also thinking about the story!



Mrs. Rello's Class

In writing, the students in Mrs. Rello's class have been working on informational texts. They started their unit by writing how-to books! The students learned to make their steps easy to follow by using transition words, exact verbs, and pictures that teach. Then, the students finished up the unit on how-to books with a fun “teaching museum” celebration! We invited another first grade class to come in and try out our instructions! They practiced washing their hands, feeding a dog, drawing an owl, and more! It was so much fun to see our steps come to life!



News from Physical Education



- Students in Physical Education classes have been working hard to improve fitness levels and overall motor skills. A major area of focus is core control. Ask your students to show you some core strengthening exercises at home.
- In recent weeks students have also worked on object manipulation by developing throwing and catching skills and using them in various games and activities.
- In recent weeks classes have been learning what it means to work as a team through cooperative activities.
- Upcoming activities include foot-eye skills, basketball and of course fitness.

Reading Strategies to Help Your Child

by Linda Kaminsky, Instructional Support



Learning how to read doesn't just happen in the classroom. Parents and caregivers play a significant role in supporting beginning readers. Even if we pick out "just right" books for our child, they will still come across words they do not know. When your child gets stuck on a word, resist the urge to give them the answer right away. Instead, try a few of the following strategies to help them:

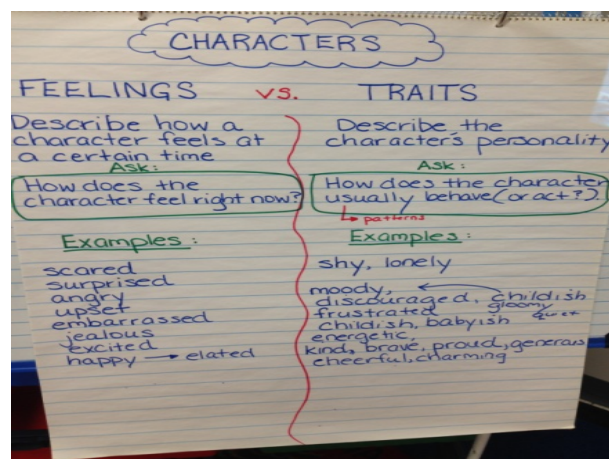
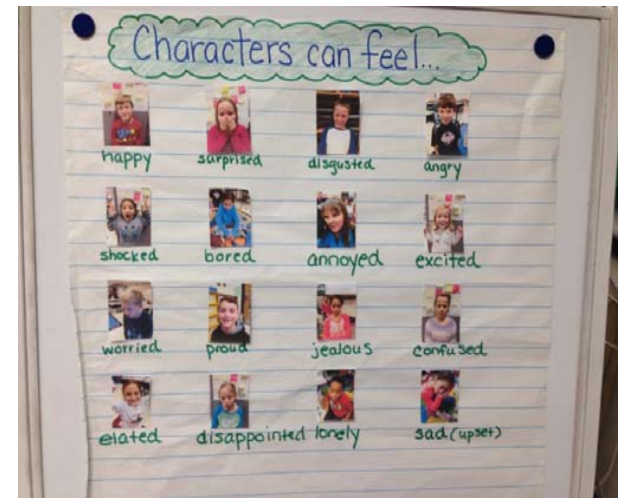
- Encourage your reader to think about what they are reading. Ask, "What would **make sense** in the sentence?" Tell them to look at the picture to help them read the word and to think about what is happening in the story. They can try skipping over the word and continue reading until the end of the sentence – then have them go back to the beginning of the sentence and start again.
- Use visual clues from the words. Ask, "Does that **look right**?" Have them look at the first letter(s) of the word and say the first sound(s). Ask them if they know a word that starts like that. You can also ask them if they see a part of the word (word pattern) that they already know. Show them how to cover up part of a word and read the part they see. (For example, if the word is *fixing*, cover up the *-ing*).
- Relate it to talking. Ask, "Does that **sound right**?" Have them point to the word that sounded wrong. Read it the way they read it, and ask them if that is how we say it?
- If the text your child is going to read has a few extra "tricky" words, look at them together before he/she reads and try to decode them together. This will also begin to activate his/her schema or allow your child to begin to pull information from their prior knowledge.

Sometimes, even after trying different strategies and multiple prompts, your child may still not get it. If this happens, simply tell your child the word and continue to read so the flow of reading and comprehension is not interrupted. The most important thing to remember is, enjoy reading with your child and celebrate their growth as a reader!

Mrs. Smith's Super Second Graders study characters!

We've been studying characters in Reading Workshop with an emphasis on feelings and traits. First, we thought about how characters can feel and how those feelings change over time.

Next, we made a chart of different types of feelings using photos that we took of our own faces. Students had so much fun acting out their "parts" 😊



Then, we discussed the difference between feelings (which can change) and traits (patterns of how our characters act, think or talk).

After that, we picked out and highlighted traits from a large word bank. Students worked in small groups to brainstorm positive and negative traits. We underlined positive traits with green markers and negative traits with red markers so we could use the chart as a tool during reading. It was a wonderful opportunity for students to explore and learn new trait words!



Finally, students implement their new learning as they **stop and jot** during reading! It's wonderful to see how much more they are thinking about the stories they read and what makes their characters "tick" 😊



Moor News from C-17

- * News from Mr. Moor's Third Grade class:
- * **Writing:** 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 know that our opinion matters and that we can express our feeling, belief, or idea effectively through opinion writing!
- * **Social Studies:** We took the story of a fictional community called Riverside and introduced ourselves to the concepts of history, change, growth, and community planning. We were then able to show that a community's history can be affected by the natural features of the land in that community over a course of time. We are now in the process of identifying symbols and abbreviations used on U.S. maps and locating natural and cultural features. We are even learning how to memorize the names of the states in ABC order through song!
- * **Math:** There is only one word to describe math these past few days. . .FRACTIONS! We were able to explore numerous fractional relationships while being introduced to equivalent fractions. 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!



January was all about winter and snow in Ms. Landon's class. We learned about how to dress and stay warm when it is cold outside and about different animals that like the cold. The class made and explored 'snow' for a fun science and sensory activity.



Easy Sensory Snow

Empty a box of baking soda in a large bowl. Sprinkle in glitter, as much as you would like. Mix in a little water at a time until it sticks together. Add a little peppermint oil too if you would like. Enjoy!

