



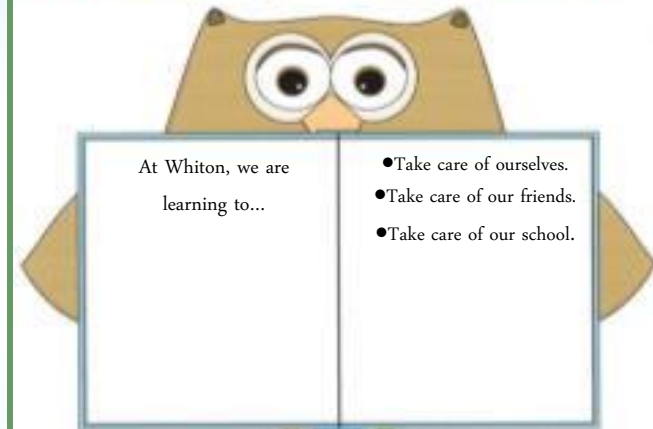
KEEP
CALM
AND
HOOT
ON

a WES me news



March 24, 2016

PLEASE obey OUR RULES



OWL BE WATCHING!

From the Desks of Mrs. Shober & Mr. Fornaro

* Have a restful Spring Break!

* Dates to Remember:

- * 3/25-4/3 Spring Break
- * 4/4 Return from Break
- * 4/15 Empty Bowls
- * 4/18-4/21 3rd Grade PARCC Testing
- * 4/22 3rd Grade In-View Testing
- * 4/26 New Parent Orientation
- * 4/27 2nd Grade Field Trip
- * 4/27 3rd Grade Concert
- * 4/28 Single Session Day - Take Your Child to Work Day
- * 4/29 Monthly Student Birthday Celebration

* Reminders

- * If your child's usual dismissal instructions change, please send a note in with your child, clearly stating the date, the change, the child's first and last name, and the teacher's name.

* 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



Whiton's
Teacher
of the Year

Congratulations

Miss Roper



Whiton's
Education
Service
Professional
of the Year

Congratulations

Mrs. Hoffman

Mrs. Quinn's March News

In kindergarten, we love Dr. Seuss! We began the month celebrating Dr. Seuss's birthday. We read the book The Cat in the Hat and made hats to wear for the week any time we were reading. We discovered we read ALL day long not just books but signs, names, directions, etc.. Mrs. Szajdecki's class partner read to my class many different Dr. Seuss books and my class read leveled books to her class.

During read alouds this month we read many of Dr. Seuss's books. We did several fun activities to go with a story. After reading The Cat in the Hat, students had a relay race balancing first one then two erasers on their head. We learned it's not easy balancing things on our heads. How did the Cat in the Hat balance many things on his head while on a ball? We read Dr. Seuss' newly discovered book What Pet Should I Get?. In our classroom, we voted for our favorite pet. A cat was the top favorite. We also took a vote for favorite pet in the school. Whiton's favorite pet was a dog.

In Word Study, we discussed rhyming families. Students wrote different rhyming words like hat and wrote 4/5 other words that rhyme with hat. In Math, we measured how many Cat in the Hat's hats tall each student was. Then they chose a friend to compare if they were less than, more than, or the same amount of hats tall. Dr. Seuss brought us lots of rhyming time, discussions, reading, writing, and giggles.



Dr. Seuss on the Loose



Buddy Reading



Rhyming/Relay Races

We are like doctors who thoroughly checkup our writing and write prescriptions for something that needs to be fixed!



Our first grade authors have become critics! They have been reviewing every day items, movies, books, and so much more. They then turned their discussions into reviews in their writing booklets.

Last week we finally published our reviews! In order to prepare them for publishing we became doctors and nurses who **thoroughly** checked up our writing buddy's piece for what needed to be fixed. We discussed how doctors and nurses work really hard to thoroughly check for **EVERYTHING** to make sure their patients are okay. We noticed that writing partners can do the same thing by working together to give writing checkups using an editing checklist to make sure their partner's pieces is easy to read. Then if we saw something to fix up, we wrote a prescription for fixing to give our partners ways to make their reviews even better!

As a result writing buddies exchanged reviews and wrote each other a prescription for what needed to be fixed up! Our young authors a.k.a. our doctors and nurses, did such a nice job checking each other's reviews for **EVERYTHING** that their published reviews are now hanging out in the first grade hallway on display. Come on down and check out what our first grade doctors and nurses reviewed, checked up, fixed up, and published! This may be our best writing unit yet!

Miss Santangelo





March Math

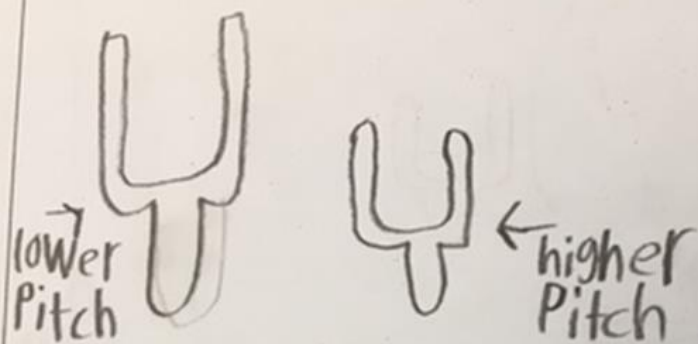


News from Mrs. Shandor's Resource Room
We are learning our fact families and fact triangles!
Students enjoyed making math kites and shamrocks.

Mrs. Szajdecki's Scientists

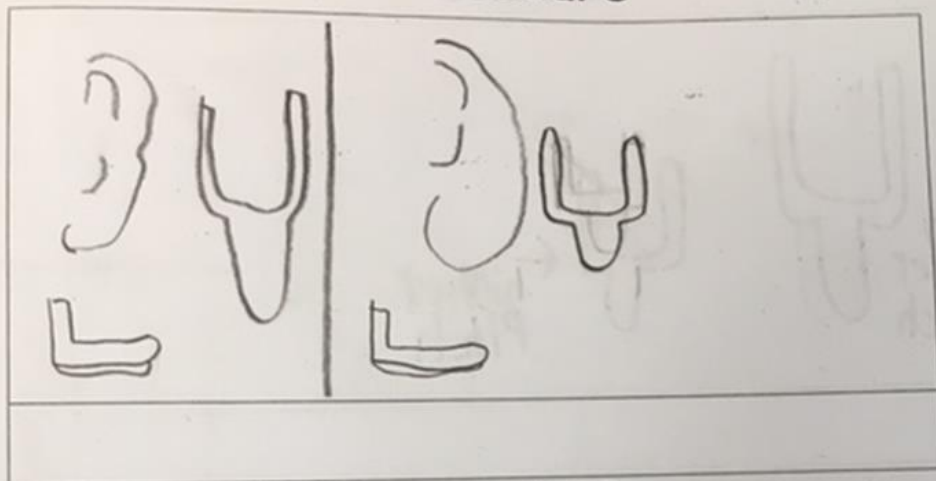
Our class has been hard at work learning about the scientific method. We have learned that scientists are deep thinkers, who wonder about the world they live in and want to understand it. Scientists ask LOTS of questions! They often wonder, “What will happen if....?” When a scientist has a specific question he or she is curious about, the scientist thinks of an experiment that can be performed to answer to this question. Before starting the experiment, the scientist formulates a hypothesis, or a makes a prediction about how the experiment will turn out. Then, the scientist follows a step-by-step procedure to test out the idea. As the experiment is being conducted, the scientist pays close attention and makes observations about what is happening. These observations are called results. Finally, the scientist reflects upon what he or she has learned and comes up with a conclusion. Many times, the conclusion points the scientist towards a new question and the cycle begins again! We had a wonderful time creating lab reports and working with partners during this integrated science and writing unit! Remember to be curious about the world. That will make YOU a scientist! ☺

Results



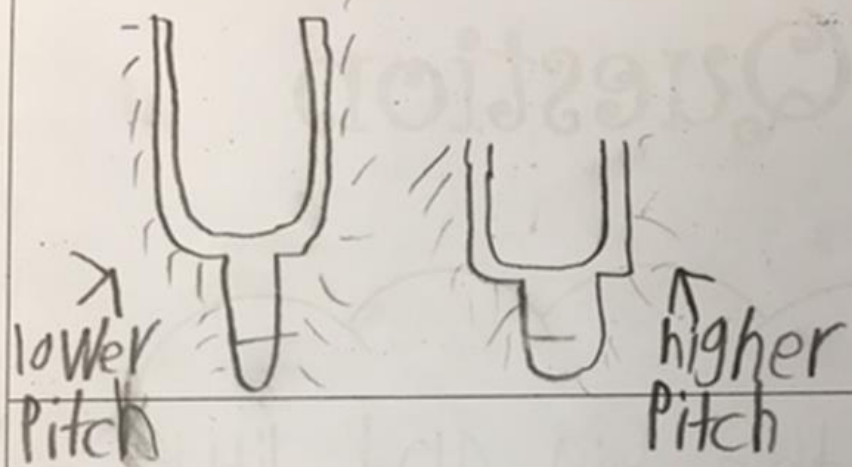
my hypothesis was right. the larger tuning fork made a lower Pitch and the smaller tuning fork made a higher Pitch.

Procedure



First, get two different sized tuning forks. Next, hold the larger tuning fork by the stem and tap it once on the heel of your shoe. Put it by your ear and listen to the pitch. Repeat with the small tuning fork. Decide which fork sounds are higher and lower.

Hypothesis



I think the larger tuning fork will make a lower pitch and the smaller tuning fork will make a higher pitch when I strike it.



100th Day Second Grade Food Drive

Whiton's second graders were challenged to collect 100 food items in every classroom leading up to the 100th day of school. They started collecting food for the Food Bank Network of Somerset during the first week of February. The students counted the food on a daily basis and the teachers kept track. By the 100th day of school, on February 18th, they had collected **835** items to donate! Mrs. Szajdecki's class lead the way with **214** items. There was so much food that we needed 2 cars to get all of the food to the food bank. Many thanks to Mrs. Keller from Mrs. Cole's class and Mrs. Robinson from Mrs. Eelman's class for delivering it all.



Capacity- Math Workshop Style

We are learning to measure and estimate liquid volumes using standard units of liters (l) with mathematical tools such as a beaker. It looks like we are playing with water and we are! The kids asked if we could do this everyday!



Math with Technology



Math with the Teacher



Math with a Buddy



Miss Pernini



Fluency - the Fuel that Drives Meaning

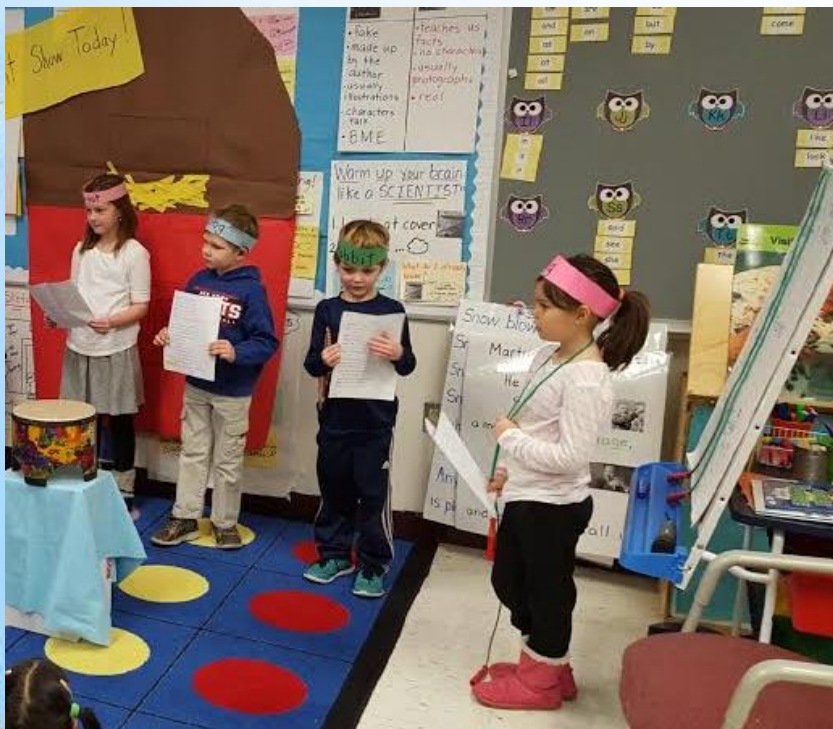
Reading fluently is a very important aspect of reading. When a reader struggles to decode words, they might forget what the sentence was even about by the time they are finished and meaning is lost. That is why fluent reading is so important for comprehension, being the fuel that drives meaning and understanding. 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. They pay attention to the punctuation, raising their voice at a question mark and lending excitement to their voice at an exclamation mark, as well as focusing on text features such as **bold** print.



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. Children 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!

Reading dialogue is a great way to practice fluent reading. Some of the first graders performed a Readers Theater for their class. They had a lot of fun reading and acting out The Talent Show for their classmates! They not only had the opportunity to demonstrate their fluent reading skills, but also gained confidence performing in front of an audience.

Mrs. Morris, Instructional Support



TECH TALK WITH MISS PATENTE



What do your children do during extension time in Technology?

Kindergarten students log in to their very own ABCmouse accounts and boy do they love it! With the free education account students gain limited access at home. If your child had extension with me already then you should have received their letter explaining this, if not please reach out to me so you can get it. They practice math, reading, art and many other skills on this site.

1st, 2nd and 3rd grade students use this extra period of technology class to learn about computer programming. We practice pair programming and learn to take turns being the “navigator” and the “driver” while coding. The sites we use are Tynker and Code.org. Computer programming is a skill that many of the students are interested in and it is job that is in high demand. Aside from that, students are working on problem solving, reading, following directions and mouse skills among many other things.



“Everybody in this country should learn how to program a computer... because it teaches you how to think.”

-Steve Jobs