



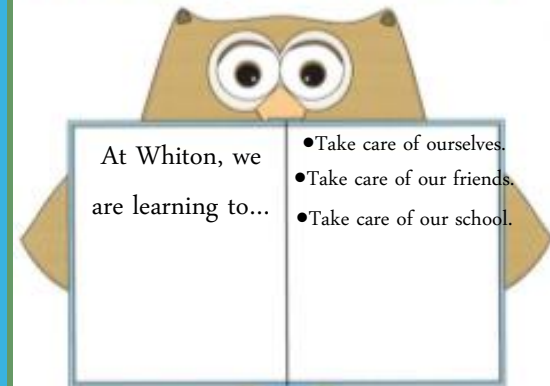
KEEP  
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# a **WES** me news



APRIL 29, 2016

PLEASE obey OUR RULES



owl Be watchINg!

# FROM THE DESKS OF MRS. SHOBER & MR. FORNARO

Enjoy the spring days ahead!

## Dates to Remember:

- 5/5 – 3rd Grade RVCC Trip
- 5/6 – 3rd Grade RVCC Trip
- 5/11 – 1st Grade Trip
- 5/11 - 2nd Grade Concert
- 5/18 – 1st Grade Concert
- 5/20 – 3rd Grade Author's Day
- 5/24 – Kindergarten Concert
- 5/25 – Kindergarten Trip
- 5/26 – Kindergarten Trip
- 5/27 & 30 – School Closed – Memorial Weekend


## Reminders

- Replenish your child's lunch account through [payforit.net](http://payforit.net) or with a check in an envelope with your child's name and lunch ID on it
- If your child will be absent, call the absentee hotline at 908-371-0842, then press 2
- When moving out of the district, please contact Mrs. Micelli at x3020
- Write the student's first and last name, homeroom, and date on any notes sent to school

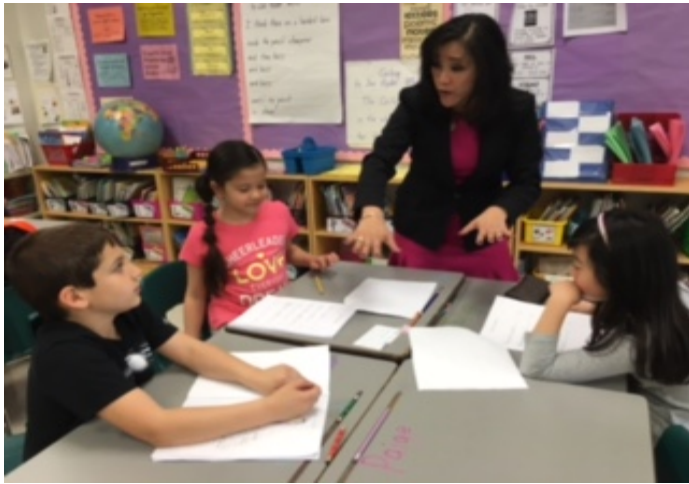




# MRS. ROMAN'S RAINBOWS

Friday, April 22<sup>nd</sup> was Earth Day. We all must do our part to care for the Earth! What will you do? In celebration of this day and to create a learning experience for the class, we collected recyclable products which we classified and sorted. We then recycled them appropriately. We read *The Lorax* by Dr. Seuss and spoke about the ways that the Once-ler did not take care of the land of the Lorax. We listed these ways on a chart and discussed how WE would and should do better than the Once-ler. We also listened to the song “What a Wonderful World” by Lois Armstrong. After listening and watching the video of the song a few times, the students painted a water color picture using some of the phrases of the song. We now know how to be earth friendly and keep our “home”  healthy and clean! Remember Earth Day is everyday!





Writer's in 2<sup>nd</sup> grade wrote lab reports and science books connected to our Sound Unit in Science. During this unit students collected data, looked for patterns and gave explanations of the data. Each group did a hypothesis, procedure, result and conclusion page. We asked questions and "wondered what would happen if..."

*Parent's and Grandparents visited the classroom as student's shared their "All About Books" as our final celebration.*



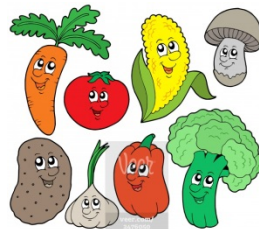
## Mrs. Trubín's All About Sound Books



## Third Grade Caring and Sharing Garden!

By: Mrs. Sydlowski

The third graders planted their garden two weeks ago, and things have already started to pop! They are growing a wide variety of vegetables: radishes, lettuce, onions, spinach, beets, arugula, and swiss chard. Master Gardeners share their knowledge of gardening with the children covering a wide variety of topics. The students have already learned about worms and how important they are to plant growth. Future lessons will help the children identify weeds, good and bad insects, and how to tend to a vegetable garden. Our thanks to the Master Gardeners and parent volunteers who have helped make this a wonderful experience for the third graders! It has been amazing to see the enthusiasm and pride that the children have for their garden.





# Fun With Worms!



# Math at Home

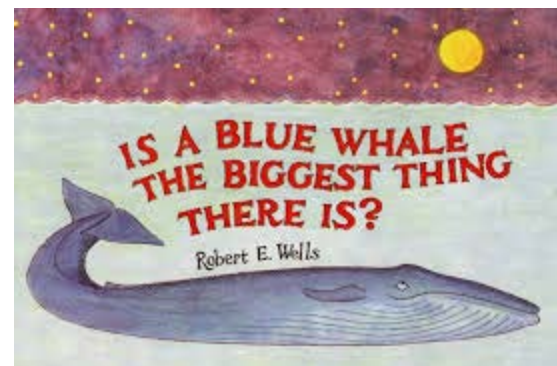
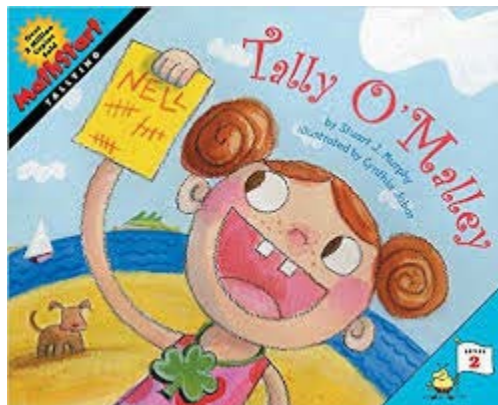
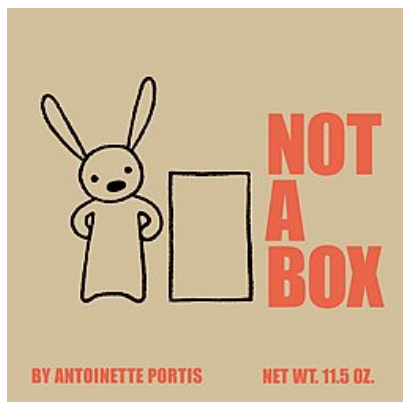
by Mrs. Cashin, K-2 STEM coach



Parents often wonder how they can help their child succeed at and enjoy math. I've compiled a few resources below that support student's interest and growth in mathematics and can be easily implemented at home.

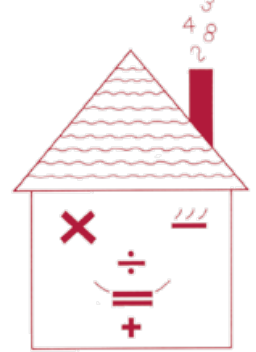
## Read about math!

Books about math make great read alouds and can help foster real-life applications of mathematical concepts. I highly recommend [The Best Children's Books.org](http://TheBestChildrensBooks.org), which has a page devoted to books for teaching math. I really like that it shows the covers of the books, which are organized by topic. Grade level, a synopsis, and a link to Amazon is included for each book. Also check out [The Reading Nook](http://TheReadingNook), a site that lists books by mathematical topic. A synopsis and link to purchase is provided for each book. Pictured below are a few of my top picks.



### Make it Authentic

Ask your children to help out with real life math situations, whether it be helping measure out coffee in the morning, count how much change is in the bottom of your purse, or figure out how much they need to get ready in the morning. The site Math.com has a great [parent page](#) with ideas on opportunities for math in the home.



### Play Games

There are many math games in our Everyday Math program that can be played at home. You can also find a wealth of free games online, including some Everyday Math apps and web-based games. A classic favorite is the game of Top-It (see next page), which can be adapted in multiple ways to meet various skills. Some of my favorite links to games are below.

<http://everydaymath.uchicago.edu/parents/parent-links/>

<http://www.mathplayground.com/>

<http://www.abcya.com/>





## Top-It Games

- Materials** □ number cards 0–10 (4 of each)
- Players** 2 to 4
- Skill** Practicing basic facts
- Object of the Game** To collect the most cards.



## Multiplication Top-It

### Directions

1. Shuffle the cards. Place the deck number-side down on the table.
2. Each player turns over 2 cards and calls out the product of the numbers.
3. The player with the largest product wins the round and takes all the cards.
4. In case of a tie for the largest product, each tied player turns over 2 more cards and calls out the product of the numbers. The player with the largest product then takes all the cards from both plays.
5. The game ends when there are not enough cards left for each player to have another turn.
6. The player with the most cards wins.

### Example

#### Round 1:

- Ann turns over a 2 and a 6. She multiplies  $2 \times 6$  and calls out 12.
  - Beth turns over a 6 and a 0. She multiplies  $6 \times 0$  and calls out 0.
  - Joe turns over a 10 and a 4. He multiplies  $10 \times 4$  and calls out 40.
- Joe has the largest product. He takes all 6 cards.

2	6
6	0
10	4

SRD

260 two hundred sixty

### Example

#### Round 2:

- Ann turns over a 3 and an 8. She calls out 24.
  - Beth turns over a 4 and a 6. She calls out 24.
  - Joe turns over a 9 and a 2. He calls out 18.
- Ann and Beth are tied with 24, so they each turn over 2 more cards.
- Ann turns over a 3 and a 7. She calls out 21.
  - Beth turns over an 8 and a 4. She calls out 32.
- Beth wins Round 2 and takes all 10 cards.

## Multiplication Top-It (with Extended Facts)

### Directions

*Multiplication Top-It* (with Extended Facts) is played like *Multiplication Top-It*, except players make the second card a multiple of 10. For example, a player turns over a 2 and then a 6. The player uses 60 instead of 6 and multiplies  $2 \times 60 = 120$ . All other directions stay the same.

## Addition Top-It

### Directions

*Addition Top-It* is played like *Multiplication Top-It*, except players call out the sum of the 2 numbers. The player with the largest sum wins the round and takes all the cards.

## Subtraction Top-It

### Directions

*Subtraction Top-It* is played like *Multiplication Top-It*, except players subtract the smaller number from the larger number and call out the difference. The player with the largest difference wins the round and takes all the cards.

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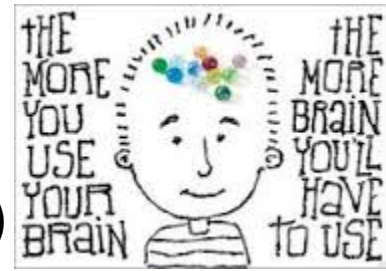
two hundred sixty-one

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## Don't Let Your Child's Brain Turn to Mush Over the Summer

By Rhonda Sherbin (Instructional Support Math Teacher)



Over the summer, children think their brains are on vacation from school and learning. That's a problem. When children come back to school in September, instead of learning new skills and knowledge, they often have to relearn many of the skills they lost over the summer.

There is a solution that I'd like to recommend to parents - Summer Activity Books. Books that are chock full of brain engaging activities. Just 15 minutes a day doing a page of activities will keep your children's minds sharp. They can retain the skills they learned or they can even pick up skills that somehow they missed the first time around in class.

Summer Activity Books are filled with fun activities which provide a great review of skills that the students' learned in the past grade to get the student ready for the next year.

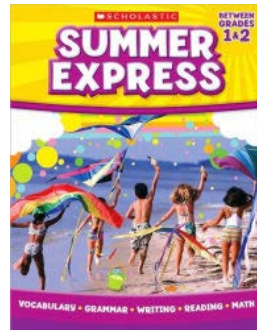
You can chose from a variety of different Summer Activity Books. The books have different illustrations, layout, incentives for keeping up the work, and different subjects are that covered. My advice to you would be to let your child choose which type of activity book they like, so they take "ownership" over their learning. They chose the book so they are more inclined to do work in it.



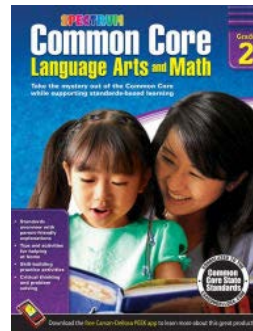
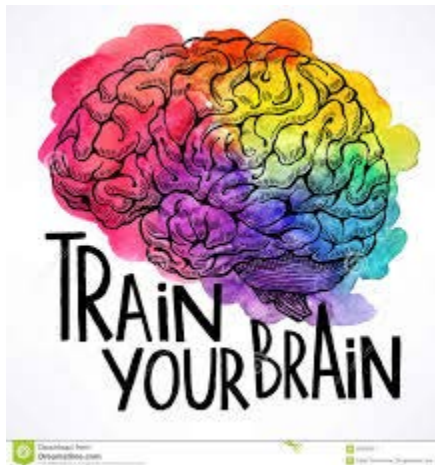
These activity books can be purchased at stores like Barnes & Noble, Amazon, and on many websites. Just GOOGLE "Summer Activity Books" and you'll find the variety of books and where to purchase them. The books range from around \$10-\$15 each. Not a bad investment if you consider the \$15 book divided by 75 summer days comes to 20¢ a day. Such a deal for your child's retention of skills.



The **Summer Bridge Activities** (Carson Dellosa) book contains: Reading, Writing, Math, Social Studies, Science, Fitness, Bonus of Flash Cards and Stickers for Incentive



**Summer Express** (Scholastic) book contains: Math, Reading, Writing, Vocabulary, Grammar, and Handwriting



**Common Core** (Spectrum) focuses on Language Arts & Math

# What a Wonderful World...

## Miss Cordaro's Class



This month, our class focused on celebrating Earth Day. Our favorite activity is to break apart the words to the Louis Armstrong song- What a Wonderful World. Each student listens to the song and illustrates one part of the lyrics. Our class LOVES hearing this song. After they are finished with their illustration, they write three things they could do every day to make our world a better place, more wonderful place.



**SCHOOL COUNSELOR'S CORNER**  
*Identifying and Expressing Emotions*  
*Strategies for Parents*  
*Mrs. Ryan*

**Young children deal with many of the same emotions as adults do. Children sometimes feel sad, happy, frustrated, anxious, angry, but they are still learning to talk about how they are feeling. They do not yet fully understand how they are feeling and often lack the language to describe their emotions.**

**Parents can help their child(ren) to identify and express their emotions. The following are some strategies to assist them:**

- Help your child understand their feelings by naming them and then encouraging them to talk about how they are feeling. By providing a label, you help your child to develop a vocabulary for talking about emotions. Help them to distinguish between emotions that may feel similar (sad/angry, anxious/scared).**
- Provide your child opportunities to identify feelings in themselves and others. In this way, you also help your child develop empathy for others.**
- Teach your child different ways to respond to, and manage, their feelings. A great way to do this is by modeling for them how to respond. You can also talk about the way that you manage different emotions. For example, you may suggest that taking three deep breaths helps you to calm down when you are feeling angry. Or, maybe you close your eyes and picture a favorite place to be when you are feeling anxious.**

**Teach your child to identify and express their emotions in socially acceptable ways. It is important to point out that even if your child's emotions are very intense, that it is their responsibility to remain in control of their bodies (physical responses may express their feelings but are not okay!).**

