

September 25, 2009

Werwie / McGrane School-to-Home Connection

A PEEK AT NEXT WEEK:

Specialists

Monday: Library
Tuesday: PE/Music
Wednesday: Art
Thursday: PE/Music
Friday: Library

Special Events

OLSAT Testing
- Wed., Sept. 30
- 8:30 a.m.

TCM Youth Running
Event
- Saturday, October 3

Other

Innisbrook Fundraiser
Ends
- Monday, October 5

MAP math test
- Wednesday, October 7

MAP reading test
- Monday, October 12

Teachers' Convention
- No School Thurs., Oct. 15
or Fri., Oct. 16

Morning Meeting

We started sharing this week. Students who share are asked to begin with a "headline" statement, similar to what you see in a newspaper, to catch our attention. Then the person sharing calls on students who ask inquiry questions to help guess the main ideas. The activity piece of our meeting is for fun but also builds classroom unity and emphasizes teamwork. Ask your child about Coconut, Quick Number, and Screamin' Eyes.

Up Next: steamrolling

Health

We finished our first unit this week, which was a good way to begin the school year, talking about relationships with others and how to solve problems with friends. Students were able to use their notebook notes to complete the assessment for this.

Up Next: families

Math

Counting and using money as well as noticing place value in the tenths and hundredths was our focus this week. Your child should be familiar with counting change back using the fewest number of bills and coins.

Up Next: addition and subtraction strategies

Science

We began our study of the human body this week. Students will begin with the bones, including memorizing the names of many of them. Please look for a study sheet to come home with highlighted bone names early next week. We then move on to joints and have some fun with immobilizing a few of them!

Up Next: muscles & coordination

Reading

We've continued to get our reading workshop going, discussing that we think a lot about characters when we read. We especially notice common character actions, unusual actions of the characters, as well as items or actions that are mentioned multiple times in the book. These things often help us to understand a theme or lesson in the book. We've begun small group work with spelling and book clubs. I have begun doing DRA reading assessments, which are informal assessments that give individualized instructional information.

Up Next: More discussion about character development in stories

Writing

We've begun to discuss how to add details when we write. First we want to give the reader a good picture, especially at important parts of our stories. We need to share, in words, what the character looked like at an exact moment, and what surrounded the character. We also want to share a character's thoughts during important moments. In published stories, we noticed sentence beginnings that can get us started with character thoughts, like: *I wondered, I asked myself, I thought about, etc.*

Word Study

On Tuesday, your child's *Must Know Word* list was sent home. Students will be tested on homophones *there* and *its* on Tuesday. One more list (of student choosing) was given to study for a test on Friday.

Up Next: *Must Know Words*, homophones and dictionary skills.

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