

Read Across America Week - Happy Birthday Dr. Seuss! Please see the schedule below.

Stay tuned this week for information regarding R.E.D. folders which will be a part of their ELA homework :-)



March 2 -6th

COMING THIS WEEK...

Literacy

Fundations - Unit 3 - Students will continue to tap out words this week for decoding. We will continue to review all lowercase letters and sounds for fluency and we will build words by blending and substituting sounds. We will explore “nonsense words” as a way to build fluency and to sort between real and nonsense words (comprehension of the word). We will also continue to ‘segment’ words (Example: “cat” = /c/ /a/ /t/). We will continue to practice capital and lowercase letter formation. We will also introduce and work with long vowel sounds (CVCV words - silent e). Students will be able to differentiate long and short vowels with auditory activities.

Reading - Begin Unit 4 (Please see weekly lesson letter for summary of skills for lesson 16). The theme is “What kinds of things do scientists study?”. We are also exploring the author Dr. Seuss and his books and special activities! Students will summarize events identifying key details and main ideas. We will review complete sentences and begin to discuss how to make a question using an asking word and a question mark as punctuation. We are using a sentence editing abbreviation to “patrol sentences”. COPS helps remind students to check for capitalization (first word and proper nouns), organizations, punctuation, and spacing. **Stay tuned for R.E.D. Folders (Read Every Day folders) in which students will have a leveled reader to practice for homework each night.**

Writing - “How-to” writing in which students will explore different text examples, styles, and formats for writing about familiar things. Students will use descriptive words and transitional words (first, next, then, second, third, fourth, etc to organize writing into steps. We will use beginning and ending sounds to build words, sight words, color and number words, and resources to write these pieces. We will focus on organizing words into sentences. Once students have chosen a topic, we will spend time drafting and editing to create a how-to piece of their own.

Unit 4 sight words: **is, of, how, many, so, where**

(Please continue to practice words from units 1-3. Please also note that words increase to 6 in this unit per week. Practice each night will be beneficial.) Target skills: summarizing stories, main idea, key details, counting syllables, initial, medial, and final sound discrimination in a set of words, blend sounds to build words “tapping out”, sentence structure, pause for punctuation, writing a complete sentence

Math

Chapter 9 will begin this week with two-dimensional shapes. Students will be able to name and describe the following shapes: circles, triangles, rectangles, squares, and hexagons. Students should be able to identify vertices (corners), sides, curves, etc for each shape. We will continue to practice addition and teen numbers throughout through centers and activities.

SOCIAL STUDIES: Me on a Map Unit - our community on a map

SPECIALS SCHEDULE

Monday	Tuesday-	Wed.-	Thurs.-	Friday
Day 2 PE/Art	Day 3 Music	Day 4 PE	Day 5 tech/lib	Day 1 Spanish

A Look Ahead

Read Across America Week: 03/02

Scholastic orders due 03/02

March 27th - Field Trip Please Touch Museum

We do a weekly check-in with students every Friday for reading skills. It is based on their read-alouds for the week and the targeted skill. For example, this week's skill was understanding characters.

Please pack a snack each day. On early dismissal days, snacks are available for purchase. If your child attends Beyond the Bell on early dismissal days, please provide a lunch.

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HOMEWORK

****Beginning in March, students will be starting their Read Every Day Folders****

Nightly Homework: RED folder, sight words, counting to 100

Monday - Practice High Frequency Words

Tuesday - Letter naming and sound fluency (in 1 minute)

Wednesday - CVC words/ Writing activity.

Thursday - Math Practice

With your help, we will continue to see success for your child :) Thank you!

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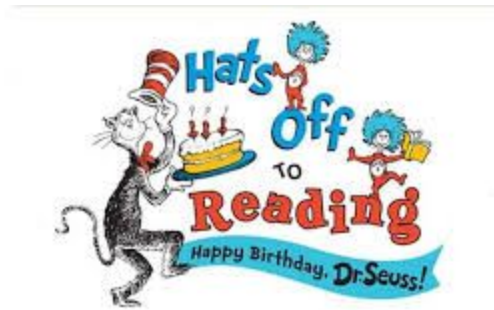
IMPORTANT DATES

March 2nd – Scholastic Orders due

March 2–6th: Dr Suess/Read Across America Week

March 27th – Field Trip

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Monday - March 2nd - Stop and Draw! We will learn how to draw one his favorite characters and we will sing happy birthday to Dr. Seuss

Tuesday - March 3rd - Oh, The Places You'll Go - socks - wear your mismatched, crazy, or favorite socks!

Wacky Wednesday - March 4th - The Cat in the Hat - wear black, red, and white in honor of one of dr. seuss' most famous characters!. Wacky Wednesday - We will be looking for wacky things in our classroom.

Thursday- March 5th - The 500 Hats of Bartholomew Cubbins - wear your favorite hat!

Friday - March 6th - I Had Trouble in Getting to Solla Sollew - schoolwide reading train - bring your favorite book to school

TIPS AND TRICKS

- Each night - recite the alphabet, practice counting to 20 or above, write name starting with a capital letter, create rhyming pairs, practice “Friends of 10”
 - Optional: Sight word box. Each week when we learn new words, add them to a box and pick out a few each night to practice. (shoe box, wipes container, index cards). Ask students to come up with rhyming words as well.
 - Password Game: Choose different letters, numbers, and sight words to make as “passwords” to different rooms in the house. Every time the students want to enter the room, ask for the password :-)
 - Sight word walk - spread sight word cards out in a path and see how far you can get without missing any.
 - Visit Mrs. Gray’s website for additional practice sites categorized by content area. You can find her page in the “staff directory” on the District Website.
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- Use Uno cards 1-9 (2 of each number). Flip them over spread out in the form of “memory”. Flip 2 cards and see if they are a “friend of 10”. If not, flip back over. If they are a friend of 10, player keeps the pairs
 - Give your child 3 words. 2 words should start with the same sound while one does not. Students will identify the word that does not start the same. Example: two, taco, ball
 - Counting syllables in words