



**Show and Tell - Monday, January 27th**

**January 13-16th**

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## **COMING THIS WEEK...**

### **Literacy**

**Foundations** - qu - “queen” - /qu/ and z - “zebra” - /z/. These are plane line slide letters and the last two letters of Unit 1. We will practice letter names, sounds, and formations for all letters learned. We will practice initial and ending sounds as well as sentence structure using sentence frames to organize sentences. We are practicing alphabetical order verbally. We will review letter formations for all letters this week as well. Unit 1 will be completed this week and students will complete a check-in on letter naming, sounds, formations, and abc order.

**Reading** - This will be a fairytale review week for Unit 2. We will be focusing on understanding characters in our read alouds and work on summarizing what we have read. We will compare and contrast different versions of the story “Little Red Riding Hood”. We will continue to discuss adjectives for size and shape. We will work on counting syllables in spoken words, identifying initial and ending sounds, and blending sounds together to form words. Practice sight words for unit 2. We will check in with sight words this week. We will continue to work on reading strategies. Looking ahead, Aimsweb winter assessments will begin this week and continue through January (letter naming and sound fluency). F&P reading level assessments will take place in February.

**Writing** - We have completed lists and labels but will continue to practice throughout the year. We will begin a unit on “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. We are also continuing to practice staying on topic, clear details in pictures, and 5-star coloring.

- The previous writing unit was “Lists and Labels”. This week we will be sending home drafting and practice work from their folders from that unit. Their work can be kept home. Students work to complete 2 writing pieces for each unit. The pieces are kept in their writing portfolio. However, we would like to share them with you so you can see their development so far. When these 2 pieces are sent home please take a look at them, sign the log, and return them to school as soon as you can. Thank you in advance.

Unit 2 sight words: **see, play, we, have, a, little, to, look, she, ask, he, said** (Unit 2 check-in will take place at the end of this week)

Target skills: understanding characters, summarizing, recalling key details, compare and contrast, making conclusions, and asking and answering questions while reading (“wh” questions). We will also continue

recognizing and producing rhyming pairs, counting syllables in words, writing ideas with pictures/labels, concepts of print, adjectives (size and shape), letters, pencil grip, writing grid

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## Math

We are extending Chapter 5 this week. This chapter focuses on understanding **addition** as putting together or “adding to”. We will use the ‘plus’ sign symbol to record addition. We will use pictures to and 10-frames to model groups and solve addition problems. We will listen to addition problems and draw or model to solve as well. Please practice chapter 5 vocabulary terms that were sent home last week: add, put together, plus sign, sum, altogether. We plan to complete and assess this chapter this week.

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**SCIENCE** – Forces and Motion - Friction, gravity, and force

### SPECIALS SCHEDULE

Monday	Tuesday-	Wed.-	Thurs.-	Friday
Day 1	Day 2	Day 3	Day 4	No School
Spanish	PE/ Art	Music	PE	

### THIS WEEK'S TOP STORIES

January 13th - Aimsweb begins and continues through January

January 17th - No School for Students

January 20th - No School - MLK Jr.

January 27th - January Show and Tell

January 31 - Progress Reports for Trimester 2

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

A weekly packet will be sent home with an activity. At this time, we do not need homework sent back in for these activities. Use the cover page as a guide to complete and only return the cover page on Fridays.

**Monday - Practice High Frequency words for unit 2**

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

**Wednesday - letter/number formation practice**

**Thursday - Math Practice**

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

Please practice high frequency words for unit 2:

**see, play, we, have, a, little, to , look, she,  
ask, he, said**

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## **IMPORTANT DATES**

**January 17th - No School for students**

**January 20th - No school - MLK Jr.**

**January 27th - Show and Tell**

**January 31st - Progress Reports**

**January 13th - Aimsweb Assessments Begin**

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## **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.**

- 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