

Friday, September 5, 2014

Dear Parents,

This week in nutshell...

### **English/Language Arts**

- Worked with our Vocabulary and Compound Word skills
  - Identified individual words within a compound word
    - Used individual list words to make new compounds AND added different words to the list words to make new compounds
  - Identified word parts (prefixes (dis-), suffixes (-ed; -less; -ly; -y), and base words
    - Graffiti-ed our desks as we created a cumulative word list (check out the photo- too many to count!) to put on the board
  - Found current vocab words in our Teacher Read Aloud- Smiles to Go written by Jerry Spinelli
- Defined the characteristics of “good” readers, writers, and sentences
- Defined the jobs of nouns, verbs, adjectives, and adverbs
  - Made lists of nouns, verbs, adjectives, and adverbs as we read aloud
    - Chicken in the City, A Verb for Herb, The Bug Book, and Tillie’s Tuba
- Discussed and practiced how to search for appropriate books in our level
  - Visited the library
  - Ms. Cox presented how to use the Destiny Card Catalog most effectively
- Began Success Time- an opportunity for staff and students to work together to meet individual needs
  - Students rotated within small groups at the end of the day to other classrooms on Tuesday, Thursday, and today (a typical week will be 4x).
  - Participated in activities centered around the writing traits of Word Choice, Ideas and Content, Sentence Fluency, Voice, and Organization from “The 6 + 1 Writing Traits”
- Brainstormed the four (4) types of sentences (command, exclamation, question, and statement) and their punctuation
  - Wrote our first 3<sup>rd</sup> grade sentences (8+ words, correct capitalization, grammar, and punctuation)

### **Math**

- Continued to review and practice
  - counting money
  - finding the “least amount” of bills and coins if given an amount
  - adding money using \$ and decimal point
  - adding multiple numbers
    - using the strategy of chunking (3-4 numbers at a time)
    - writing our problems vertically to ensure the proper “home” (place value) for each number
  - Reviewed odd and even numbers
    - Determined the definitions of each
    - Identified examples

- Began reviewing telling time to the minute including elapsed time
- Played a “timed” game to collaboratively fill in a 100 chart- Time: 19:43 Yikes!
  - Recognized patterns within the chart
- Created math posters
  - Listed the key words used for addition and subtractions
- Practiced breaking down word problems to understand and solve
  - Read the problem, retell in your own words, and identify the facts
  - What is the question?
  - What is your strategy to solve?
    - Show what you know
      - Make an organized list
      - Draw a picture
      - Use an object/act it out
      - Make a table or graph
    - Look for a pattern
    - Try, check, and revise (guess and check)
    - Choose an operation- write a number sentence
    - Use logical reasoning
    - Solve a simpler problem
    - Work backward

#### **Health/Science/Social Studies**

- Logged onto NASA website to view a “Horsehead Nebula”
  - Compared Earth’s revolution to other planets
  - Used brain tricks to remember the “nine” planets of our solar system, the seven colors of the rainbow, and the five Great Lakes.
- Learned about the directions of a compass rose
  - Brain trick- **N**ever **E**at **S**oggy **W**affles
  - N, S, E, and W are called cardinal directions
  - NE, SE, SW, and NW are called intermediate directions
- Used the TAG method to complete a specimen observation challenge
  - Given three different “specimens” ....
    - **T**old me something he/she knew
    - **A**sked me a question
    - **G**ave me a suggestion

Wow! I’m exhausted! Please remind your child to study his/her vocabulary and compound words. Our first quiz is MONDAY. Have a great weekend.

#### **Dates to Remember**

- Vocabulary/Compound Word Quiz 1- Monday, September 8
- Picture Day- Monday, September 15
- PTO meetings- TBA