

March 9, 2018



# From the desks of Mrs. Shober & Mrs. Kries

- Dates to remember:

## March:

11th - Daylight Savings Time - Spring ahead

13th - Single Session Day/Professional Development

20th - Trimester Ends

20th - 1st Day of Spring

26th-30th- Spring Recess/School Closed

## April:

2nd - School Closed

3rd - Students Return to school



# Kindergarteners are Super Readers!

*It's a bird, it's a plane! It's a **Super Reader!***

The Kinders in Mrs. Elms' and Mrs. Roman's class have been hard at work learning to read, and to get even better at reading than we already may be!

We have been practicing using our Super Reader powers during Reading Workshop and Guided Reading. Here are some of the powers we have been activating!

**Pointer Power**...lots of us are using our pointer power to make it match! What we see is what we say, and our pointer can help us make sure to say all the words-or not too many words!

**Picture Power**...we know one of our greatest powers is to check the picture before reading to gather clues and ideas about the page. We are learning to check the teeny tiny details of the picture too...look closely! As we are reading the words, we can check the picture again if we get stuck.

**Sound Power**...when we are reading, we check the letters in a word. One of the ways we activate this power is to think "get your mouth ready for the first sound". If we see the first letter in a word is "f", we start making that sound! If the word starts with "b", we start with /b/. We are even noticing some blends and digraphs in the beginning of words...get your mouth ready--/th/, /st/, /ch/!

**Sight Word Power**...sight words (or snap words) are found in all our books! We have been using our Sight Word Power to recognize and read sight words quickly. This power can be really handy as it helps us read more text, plus it can help us make sense of text as we read...if we know the words “I” “a” “see” quickly, we can read “I see a cat” quickly.

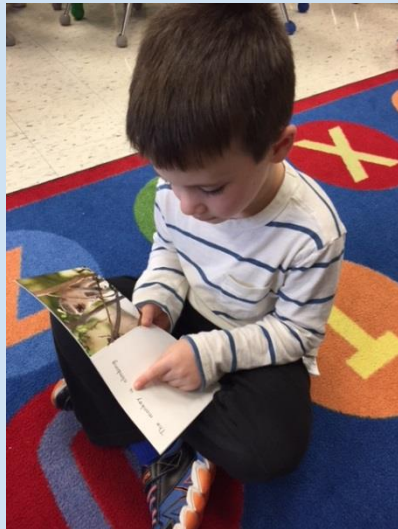
**Reread Power**...sometimes something doesn't sound right or look right when we read. Time to activate “Reread Power”!! Super Readers don't give up or let mistakes slip by. They reread a part to fix it up!

# Happy Reading!

*Independent Reading!*



*Pointer Power!*



*Partner Reading!*



*Sight Word Power!*



# Teaching Students to Write Across the Three Text Types (Narrative, Informational, and Opinion) A Closer Look at the K-2 Units

by Kelly Boyle  
K-2 Literacy Coach



All grades have six writing units a year which spiral through the three text types. All units teach strategies for generating ideas, planning, drafting, revising, and editing work.

| <b>Kindergarten Writers</b>   | <b>First Grade Writers</b>  | <b>Second Grade Writers</b>  |
|---|---|--|
| <p><b>Narrative Writing Units</b><br/>Writing Superpowers!<br/>Personal Narratives</p>  | <p><b>Narrative Writing Units</b><br/>Small Moments<br/>Bringing Small Moments to Life!<br/>Realistic Fiction</p> | <p><b>Narrative Writing Units</b><br/>Lessons from the Masters<br/>Letting Our Imaginations Soar</p> |
| <p><b>Informational Writing Units</b><br/>Writing Like a Scientist<br/>How To Books</p> | <p><b>Informational Writing Units</b><br/>All About Books<br/>Nonfiction Chapter Books</p>                        | <p><b>Informational Writing Units</b><br/>Expert Projects<br/>Writing in the Content Areas</p>       |
| <p><b>Opinion Writing Units</b><br/>Writing to Change the World</p>                     | <p><b>Opinion Writing Units</b><br/>Writing Reviews</p>   | <p><b>Opinion Writing Units</b><br/>Writing About Reading</p>  |
| <p><b>Multi-genre Writing Units</b><br/>We Are Writers!</p>                             | <p>XXXXXXXXXXXXXXXXXXXXX<br/>XXXX</p>   | <p><b>Creative Writing Units</b><br/>Poetry</p>  |





# How To Support Writing at Home

- Going on a trip? Create a diary or journal to help the family remember the experience.
- Going on a trip? Research the place before going and write down some interesting facts to help get everyone excited for the trip!
- Create an interactive photo album. When you put in a new picture have your child write (or type) a sentence to explain what was happening.
- Have a family decision to make? Ask your child to weigh in. Encourage him/her to give a clear opinion and reasons to support their thinking “*I think we should \_\_\_\_\_ because...*”
- Next time you have to go shopping ask your child to help create the list.
- Write down the steps for a favorite family game so that you can teach other.

# **!Feliz Año Nuevo! ¿Hablas español?** News from Sra. Gerry's classrooms Happy New Year!, was the first greeting of the year in our classroom.

**Kindergarten** students ended the year singing a holiday song by decorating a tree with ornaments. Triángulos, rectángulos and círculos were found in the different shapes.

We describe how pequeño (small) and grande (big) are some old and new shapes as, cuadrado (square) and estrella (star) were stated and modeled with our bodies. Presently we are coloring a house as we listen and match the shapes and colors. Ask your child to finger count to 12, sing a color song and practice rojo (apple), amarillo (banana), azul (sky), verde (frog).



**1st grade students** started the year by comparing some end of year cultural practices. In some Spanish speaking countries children wait until the 6th of February to receive presents, write a hopeful gift list and place it in a shoe by the front door and possibly leave a carrot for a camel or horse.

We colored and described our "mochilas". Named and counted basic school supplies we have in our backpacks as we keep reinforcing new and old vocabulary. We will be reading some familiar animal stories as we transitioned to name house and farm animals. Ask your child to sing the color song and practice colors rojo = red, amarillo = yellow, azul = blue, verde = green, negro = black, morado = purple, anaranjado = orange, blanco = white, rosado = pink and gris = grey





In **2<sup>nd</sup> Grade**- Students recall school supplies and familiarize with new ones they will be using in class. We contrast the use of vocabulary chunks such “Necesito ... and Tengo ....” I need a paper, I have a pencil. We described colors and counted supplies up to 50 and match them with specific classes, “for math I need a ruler, a pencil and an eraser”. Presently we are comparing centimeters and inches, as students prepare and present a poster in groups.



In **3<sup>rd</sup> grade** – ¿Te gusta.....? Students are fine tuning their language skills every year as they recycle and expand the vocabulary chunks. We are learning about our friends in many areas as we ask about familiar topics like food, classes, sports and books. We are creating a visual count in a poster of how many friends share our likes and dislikes as we compare and practice numbers / percentages . Our final work will be displayed in the gym among other special teacher’s activities.



## What's Up in 2<sup>nd</sup> Grade ?

Mrs. Eelman/Mrs. Mariani

Mrs. Eelman/Mrs. Mariani's class have settled in nicely back in our home in C-9! We are overwhelmed by the offers and generosity of teachers and parents! We could not have made the transitions without you all!

During our indoor recess days, while we were away, Mrs. Abey opened her Kindergarten door to us. We had a blast playing with all of her toys, as well as getting some serious painting done. Our favorite time was Buddy Reading Time. Once a week, 2<sup>nd</sup> graders from El/Ma partnered with one of Mrs. Abey's students and read together! It was definitely one of the "Silver Linings" we have learned to treasure!



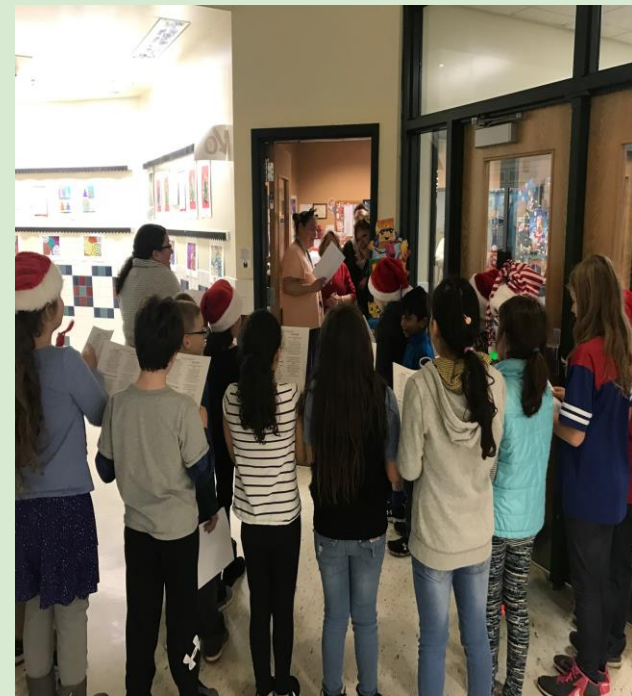
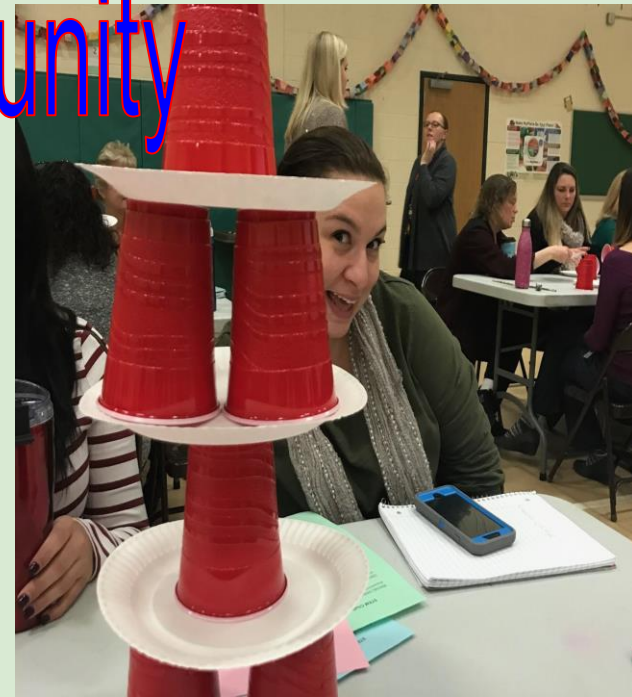
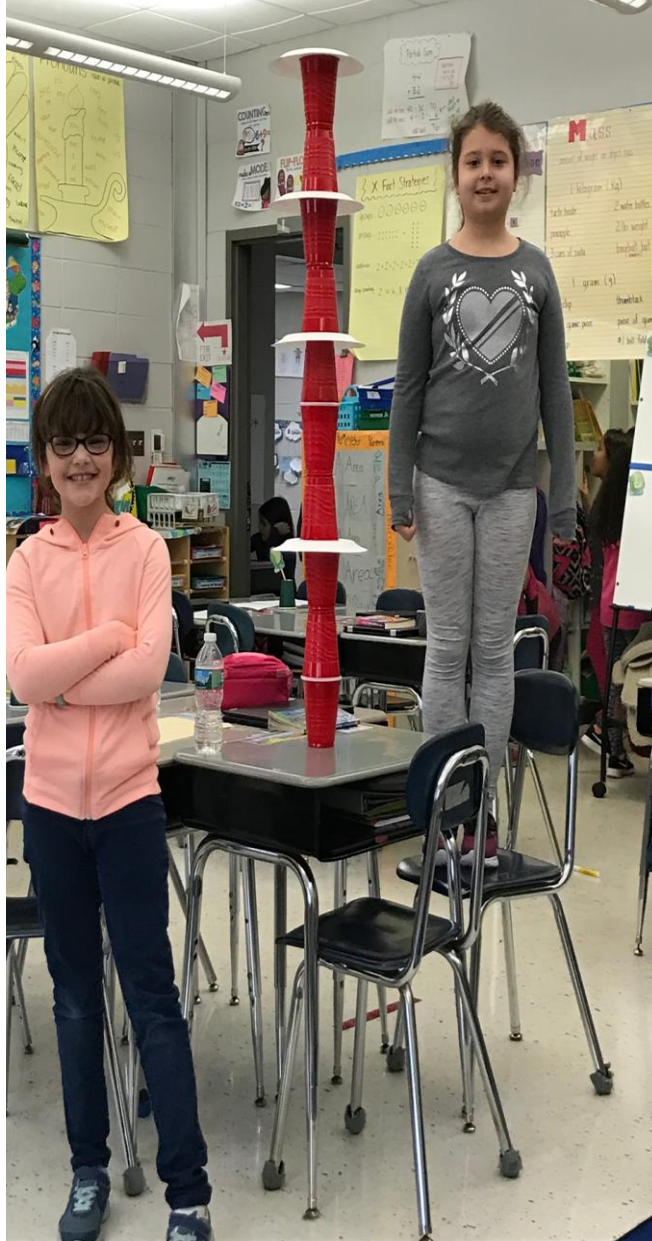
# Buddy Reading!!!





Students in 3PVH (Pernini/VanHorn) are challenging themselves to build community throughout the year! In December, we went caroling throughout the building. In January, the students worked on a team building challenge in the classroom that the teachers learned about in a staff development meeting led by our aspiring leaders!

# Building Community





# Ending the day with a smile in B-10!

Ending the day on a positive note is probably THE most important aspect of our day. We all make mistakes, and we all have bad days. So it's crucial for us to close out our day coming together as a class and a community, knowing we are cared for and feel a sense of belonging. Holding a "closing circle" allows us to do just that, by saying good-bye, sharing thoughts, and sharing a laugh. This practice is part of "Responsive Classroom" which focuses on building positive relationships among students and teachers.







# Ending the day with a smile in B-10!

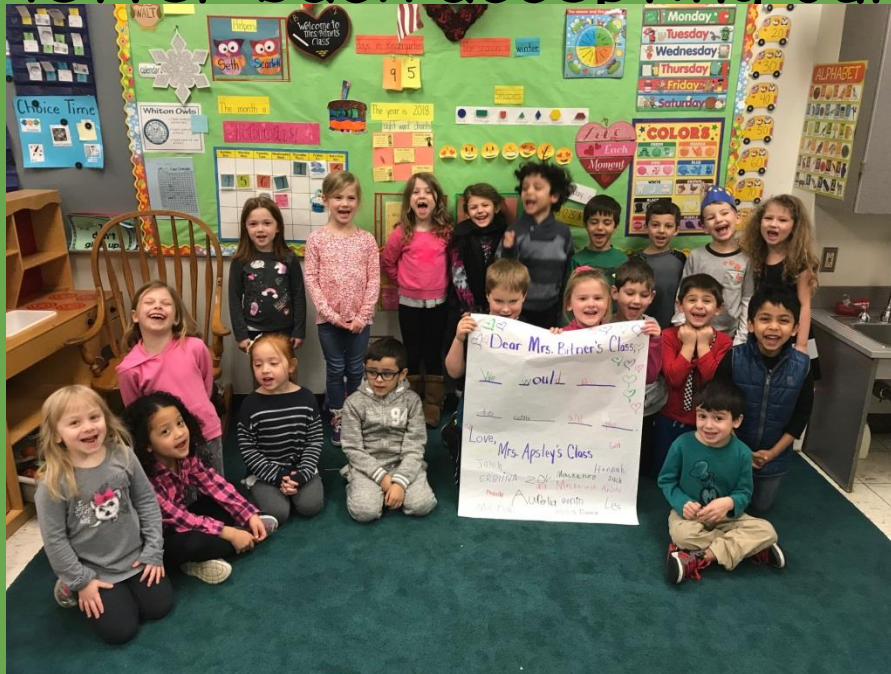
The closing circle can be run by a teacher or by a student. Students in our classroom love to run the closing circle because it gives them a sense of pride, independence, and leadership. We always start with a goodbye greeting, followed by a shared activity, and finally a game where they can laugh and have fun after a lot of hard work that day. We know we've accomplished a lot when we see those cute little smiles at the end of the day!!

Mrs. Smith & Mrs. Zelnick





It has been an exciting month in Mrs. Bitner's class! We have been talking a lot about the importance of showing kindness and love towards others. Since our class made such great efforts to be kind and work hard in Kindergarten, our class earned a play date with Mrs. Apsley's class! We practiced our phonics skills to write them a letter inviting them over for a class play date. They sent us a letter back accepting our invitation!



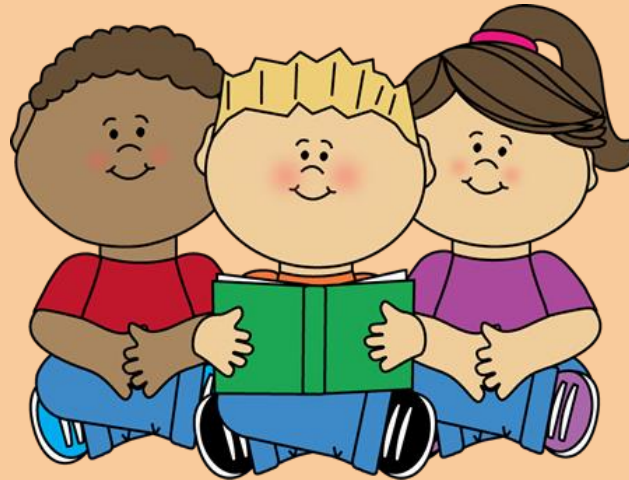
We also invited parents into our classroom in celebration of our 100th day of school! We had fun playing math games, writing and exercising together. More importantly this was a day to recognize that we are 100 days smarter and should be proud of our accomplishments. We will continue to acknowledge both the efforts and accomplishments in the days to come!



# Mr. Moor's Class

All 3rd graders in Writer's Workshop are transiting from our expository text writing unit to writing persuasive speeches and petitions using our opinions. We will be concentrating on strong and bold thesis statements that can be backed up with supportive reasons, details, and examples. As we position our thesis, we will address our audience with elaboration techniques to persuade them to consider our opinion. We will also develop techniques to anticipate questions our audience might have.

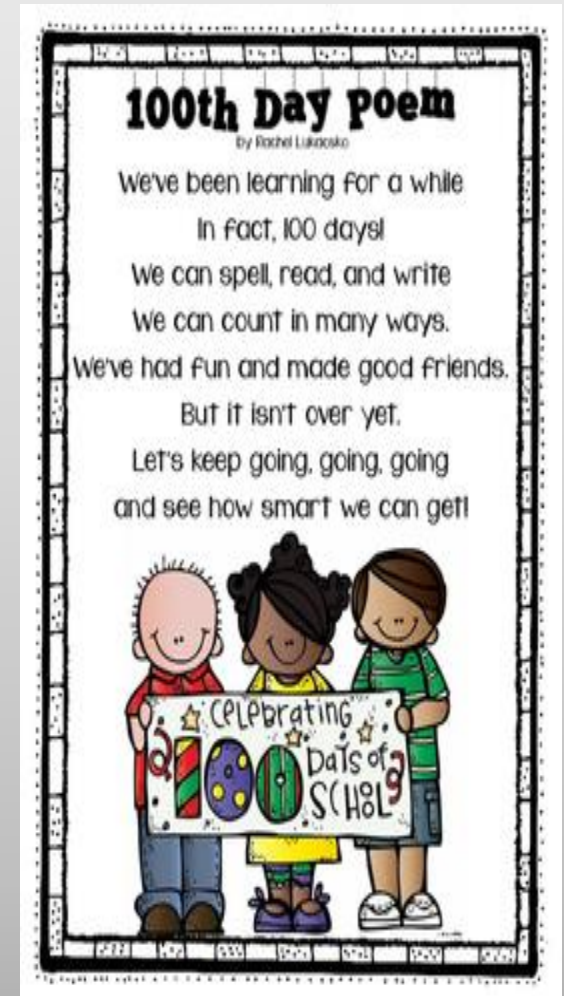
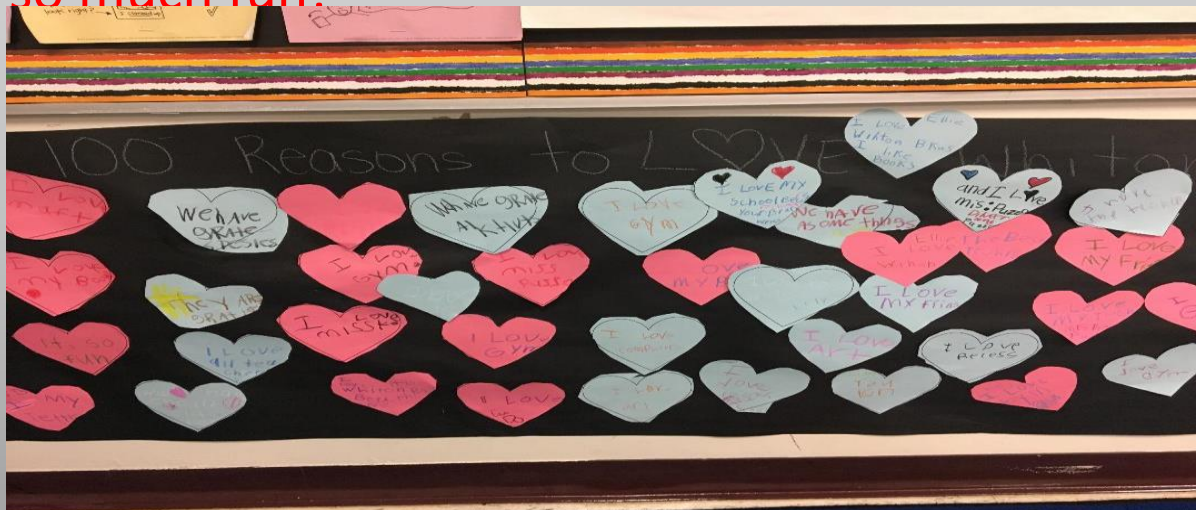
While continuing to monitor our own reading volume, stamina, and engagement, all 3rd graders will dive into our Reader's Workshop unit on character studies. We will develop strategies to notice patterns and theories about our characters and recognizing when that character breaks that pattern of behavior. We will also use those theories about our characters to grow deeper predictions. We will work on matching our character's voice to reflect our character's traits and emotions while in book clubs where we will be able to make our reading thinking visible.





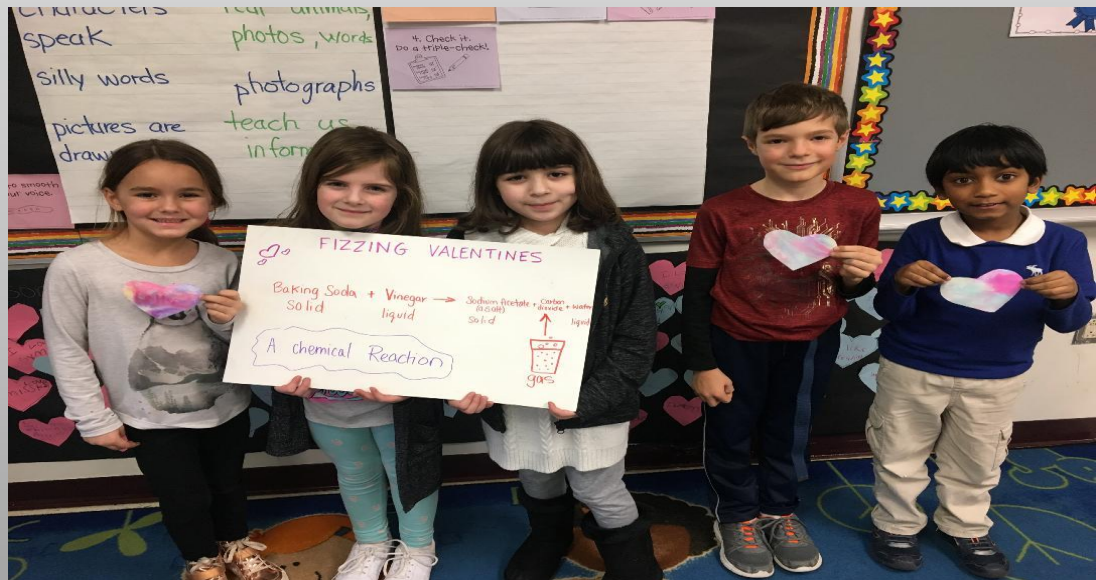
# “100” Reasons to LOVE Whiton!

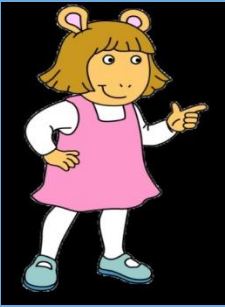
Hip-hip hooray it was the Hundredth Day! But wait, it also was Valentine’s Day! The students in Mrs. Puzzo’s class completed 100<sup>th</sup> day stem challenges, shared 100 reasons why they love Whiton, and participated in a Science experiment. Students worked independently and collaboratively during these activities. Students worked together to build the tallest tower using 100 cups. They used their counting skills to add 100 gumballs. During the Valentine’s Day party, the students used baking soda and vinegar to experience a chemical reaction. Learning can be so much fun!





# "100" Reasons to L♥VE Whiton!





# At Whiton Library

With PreK – 3,  
Mrs. Carl and Mrs. DePaolo

The **pet rug** is out with dogs Biscuit, Clifford, Harry, Ike, Martha, Mudge, Spot and an unnamed bunny (26 characters because of some multiples) ready to be reading companions. After lesson times and borrowing, students may choose to read, with or without a character reading buddy, or research on databases. Thanks to the PTO for years of supporting the PebbleGo! database (K- 2) and now this year PebbleGo Next (3 – 6). The latter includes States of the United States, American Indians and Science.

**PreK** classroom food service and kindness units have been paralleled here by pizza stories and Gossie and Gertie books. After stories and borrowing, these students have been sharing nicely from the activity cart of puzzles and blocks or browsing the books.

**Kindergarten** finished their studies of Ezra Jack Keats and Shirley Hughes books, both realistic fiction. Now it is the Suzanna Gretz bear series. Students helped with the readings of *Teddy Bears 123 and ABC* . Next we'll compare with *Teddy Bears Cure a Cold*.

*Since the introduction to* the online catalog

**First graders** are eager users, searching for subjects they want to borrow. Recently distinguishing between fiction and nonfiction they especially enjoyed *Tarra and Bella, the friendship of an elephant and a dog in a Tennessee elephant sanctuary*, and *Harriet Reads Signs and More Signs*, with students reading the sign word parts of the text. Harriet wears roller skates on her way to Grandma's house. Bella was the world's only roller skating circus elephant before her retirement in Tennessee.

**Second grade** is practicing alphabetical order skills in the picture book fiction section where books are arranged alphabetically by author's last name. In the process they also are reading to write an opinion of a book from that area. Their opinion will be read to their classmates and available for other borrowers to see.

**Third grade** is investigating the many subjects located in 300 - 999. In each hundred group they have chosen a minimum of two subjects. From those subjects they will choose two to research, note facts and provide a citation.





## GATE 3- Unknown Mysteries

The students are discussing unknown mysteries like the Loch Ness Monster, Bigfoot and UFOs . Students are asking questions, critiquing evidence and exploring different points of view. Students are discussing in detail why these myths exist and why some people still believe in them. Students are completing some fun hands-on and spontaneous activities on BigFoot and the Loch Ness Monster. Students are also researching current events in space exploration. Next, students will use their creativity and imagination to create a new planet that they discovered.

The children will be able to use different themes and symbolism as they create their new planet.

Students will also:

- ☀ Draw what the planet would look like from space
- ☀ Created a license plate for their spaceship
- ☀ Design the money used on the planet.
- ☀ Create the portrait of the planet's leader
- ☀ Design birth certificates, awards, and wanted posters used on the planet.
- ☀ Design new life forms, and patriotic symbols.
- ☀ Designed a map of the planet and described the weather conditions.
- ☀ Formulate the rules and regulations of the planet.
- ☀ Create life forms for the TRAPPIST-1 planets .

I know the students work will be out of this world creative.



# Mrs. Willard's GATE Classes

**GATE 1-** Students studied Fairy Tales from different cultures and compared and contrasted the story elements in each version. Next, the students all collaborated on writing their own fairy tale by creating interesting characters, clever storyboards and creative plot elements. The students wrote a heartwarming and powerful story called, "Quillarella" It is about a porcupine that is sad about having quills and being different. The children's perseverance, imagination, creativity and teamwork really came through. The students were very proud of their finished product.



## **GATE 2-**

**Ancient Civilizations:** Students are learning about ancient Egypt. They have read interesting facts about King Tut, studied and decoded hieroglyphics and learned about ancient pyramids. Students are learning about what everyday life was like in ancient Egypt. They are studying the past to discover and understand the contributions that ancient Egyptians made to society.

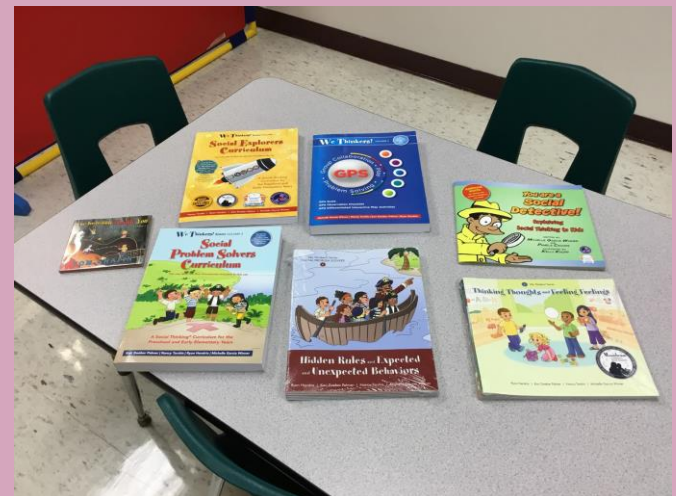
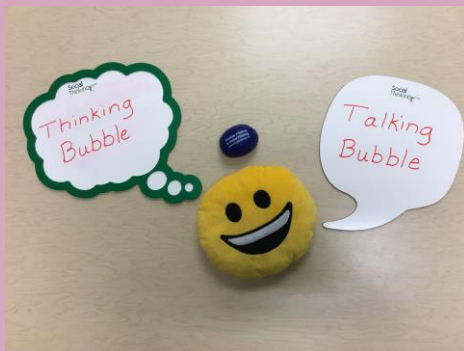


# Speech and Language Therapy

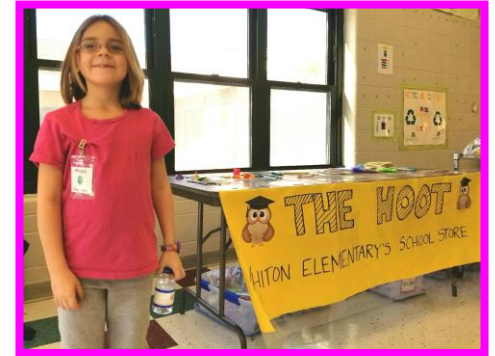
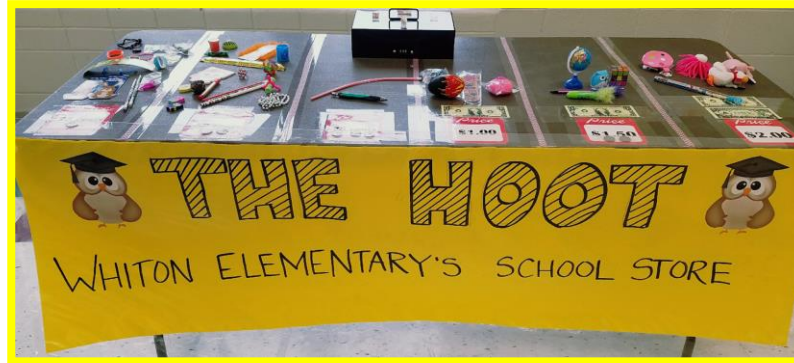
## By: Sandy Koscielski

A Social Thinking® turnkey workshop was recently presented by Sandy Koscielski, Joann Everson, and Deb Gesualdo. This presentation was held during Edcamp on February 16th. The purpose of the workshop was to provide an overview of what Social Thinking® is all about. Various topics were discussed such as Social Thinking® materials, perspective taking, 4 steps of communication, and some lessons that may be beneficial to students who are working on improving their social interactions. Social Thinking® was founded by Michelle Garcia Winner, MA, CCC.

If you would like to learn more about this topic, please visit her website address at [www.socialthinking.com](http://www.socialthinking.com).



# ~Ms. Viel's Class~



We are working on a variety of skills throughout the year. Students have participated in community-based instruction projects such as Whiton's school store, *The Hoot* and going to the Bridgewater Mall. Students have been working at *The Hoot* building a deeper understanding of owning a business, sorting inventory, functional skills, such as counting money and making change and interpersonal skills when working with customers. Also, we visited the Bridgewater Mall where students learned how to navigate the mall, identified community signs, implemented taught social skills such as expected and unexpected behaviors at the mall, as well as how to make a purchase at a store. The students loved both of these opportunities!





*Congratulations to our Whiton Wizards!!*



**MAKING MAGIC EVERY DAY!**

# THINK SPRING!

