

## Class Newsletter 12

December 5, 2011 – December 9, 2011

The name December comes from the Latin word “decem” which means ten. In the Roman calendar, December was the tenth month of the year.



### Reading

Watch someone use a cell phone or send an e-mail. We know there are many ways to keep in touch. Science makes keeping in touch easy. How do we keep in touch with our family? How do we show people that we care? How many ways can we communicate? This week children will read and write about ways we communicate with each other. This week children will read, Dear Juno. This is a realistic fiction story about a boy and his grandmother who find more ways than one to keep in touch. Children will also read, Sam’s Stroll. In this story children will apply knowledge of letter-sounds and word parts to decode unknown words when reading.

### Phonics Skills: Long o: o, oa, ow

Rule: When two vowels appear together in a word or syllable, the first usually stands for its long sound and the second is usually silent.

#### Examples

Words with <u>o:</u>	<u>hold</u>	<u>most</u>	<u>ago</u>	<u>open</u>
Words with <u>oa:</u>	<u>float</u>	<u>toast</u>	<u>toad</u>	<u>throat</u>
Words with <u>ow:</u>	<u>show</u>	<u>bowl</u>	<u>slow</u>	<u>hollow</u>

High Frequency Words: answer company faraway parents picture  
school wash

### Target Comprehension Skill of the Week: Drawing Conclusions

Children will use what they have read and what they know about real life to find out more about characters and what happens in a story. They will support their conclusions from pictures, text, and/or their own prior knowledge. When reading together, encourage your children to use clues from the story and from real life to explain why things happen in a story.

### Selection vocabulary

persimmons: yellow and orange-colored sweet fruits that are like plums

smudged: smeared or marked with dirty streaks

envelope: a paper sleeve that is used to hold a letter

photograph: a picture taken with a camera

**Language** (Verbs with singular and plural nouns)

Children will identify verbs with singular and plural nouns.

**Add -s** to a verb to tell what **one** person, animal, or thing does.

**Do not add -s** to a verb that tells what **two or more** people, animals, or things do.

One **dog** **plays** with a bone. **Singular subject** (dog) **add s** to the verb.

Two **dogs** **play** with a bone. **Plural subject** (dogs) **does not add s** to the verb.

**Spelling – Lesson 12**

**Long o: o. oa, ow**

- |          |            |
|----------|------------|
| 1. goat  | 9. open    |
| 2. hold  | 10. told   |
| 3. show  | 11. toad   |
| 4. most  | 12. slow   |
| 5. bowl  | 13. phone  |
| 6. float | 14. school |
| 7. toast | 15. shook  |
| 8. ago   | 16. small  |
|          | 17. sports |

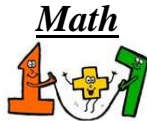
**Challenge Words**

18. almost
19. throat
21. hollow

**Specialist Schedule**



Monday, December 5	Art
Tuesday, December 6	Music – Mrs. Hamric
Wednesday, December 7	Gym
Thursday, December 8	Art
Friday, December 9	Music- Mrs. Campoli



**Chapter 4 – Using Addition and Subtraction**

This week, children will apply an addition or subtraction rule to a group of numbers. They will determine the addition or subtraction rule being applied to a group of numbers. Children will also solve multiple-step problems involving addition and subtraction. We will also review three addends.

Example: **What’s my rule?**

12, 15, 18, 21. Rule: Count by 3’s; 24, 27, 30.

13, 11, 9, 7 Rule: Count back by 2’s: 5, 3, 1.

Example: **Multi-step problem**

Lee made 7 meat pies. Then she made 6 more meat pies.

Her sister ate 4 of the pies. How many pies were there then?

$$7 + 6 = 13$$

$$13 - 4 = 9 \text{ pies were left}$$

Encourage your child to draw pictures to help solve the problem, and then write two number sentences to go with each part of the picture.

Children will use different strategies to review adding 3 numbers with sums through 18.

The three strategies to use when adding 3 addends:

Strategy 1: Add the numbers  
in order.

Think

$$\begin{array}{r} 4 \quad 4 + 3 = 7 \\ 3 \quad 7 + 5 = 12 \\ + \underline{5} \\ 12 \end{array}$$

Strategy 2: Add the doubles  
first and then add the  
other number.

Think

$$\begin{array}{r} \mathbf{6} \quad 6 + 6 = 12 \\ 4 \quad 12 + 4 = 16 \\ + \underline{\mathbf{6}} \\ 16 \end{array}$$

Strategy 3: Make a  
10 first and then add  
the other number.

Think

$$\begin{array}{r} \mathbf{7} \quad 7 + 3 = 10 \\ \mathbf{3} \quad 10 + 4 = 14 \\ + \underline{\mathbf{4}} \\ 14 \end{array}$$

**Special Notes**

**PTO Meeting**

Wednesday, December 7, 2011

3:30 pm

**Gingerbread Houses**

Tuesday, December 13, 2011

1<sup>st</sup> session  
3:30 – 5:00pm  
2<sup>nd</sup> session  
5:00-6:30 pm

**Winter Concert**

Wednesday, December 14, 2011

9:15 am  
1:00 pm

**Polar Express**

Friday, December 16, 2011

5:30 to 8:00pm

Have a great week  
Mrs. Carney