

## Class Newsletter 1

September 1, 2009 – September 11, 2009

*“What are schools for?”*

*They’re to encourage kids to think for themselves”*

*--Frank McCourt*



Dear Parents and Students,

Welcome back to a new year in 2<sup>nd</sup> grade. I hope that all of you had a relaxing and enjoyable summer. Our first week of school went quite smoothly. A good part of the week was spent getting acquainted with each other. To alleviate first week jitters, our class read a number of books dealing with back-to-school issues. Children read, *Miss Nelson is Missing*, a story about unruly students who were eager to have a substitute teacher so that they could goof-off all day and do as little school work as possible.

Children then discussed the necessity of rules in a classroom and together we formulated our class rules. A copy of our rules is enclosed. Please review the rules with your child and discuss each one. After discussing the rules, please sign the enclosed sheet and return it to school by Friday. Remind your child that following rules helps create a more positive and friendly classroom environment.

Our class also read, *I Don't Want to Go Back to School, This is the Way We Go to School, First Day Jitters*. We also read the story, *Chrysanthemum* and graphed our names and looked for letter patterns in our names.

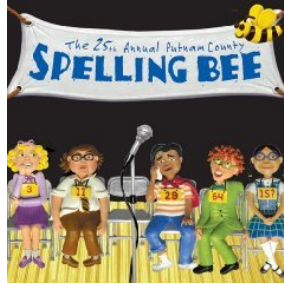
### Homework

**Each Monday**, children will receive a **Homework Assignment Sheet**. Children will have homework each night except on Friday. **Homework assigned each night will be due the following day.**

Please help your child with all homework to make sure he/she understands the assignment. Also, please stress neatness and good penmanship. At school I expect neatness and good penmanship. Children know that if it is not done to the best of their ability they are to fix it or do it over again. Homework should only take approximately 20-30 minutes to complete. If your child is struggling please let me know. There is no need for your child to take an hour to do homework.

If need be, I will always enclose a blank paper for children to complete their homework assignment. This week, I have enclosed **Spelling Lesson 1** as the first homework assignment along with a spelling strategy sheet for learning how to spell new words.

### *Spelling*



Each Monday, children will take a Pre-Test. If there is a Monday holiday, Pre-Tests will be given on Tuesday instead. I will correct these papers and send them home to you on the same day as the Pre-Test so you may see how well your child did on the Pre-Test. I do not grade these papers. The Pre-Tests help to recognize the words your child needs to practice. At school, I discuss the word meaning; structure of the word; syllabication, and anything I feel will enable your child to succeed in spelling the words correctly. Please take the time each night to go over these words so that your child will not become overwhelmed on the night before the test.

Spelling words for this week are:

### **Spelling**

- |         |           |
|---------|-----------|
| 1. drum | 9. tag    |
| 2. rock | 10. rib   |
| 3. list | 11. mess  |
| 4. desk | 12. dust  |
| 5. job  | 13. need  |
| 6. sad  | 14. have  |
| 7. chop | 15. could |
| 8. sack | 16. was   |
|         | 17. then  |

### Challenge Words

13. pocket
14. lettuce
15. engine

Here is a summary of what your child will be doing this week in class.

## **Reading**



At the beginning of each week, you will receive a **Family Times Newsletter**. This is a great way to help your child practice the skills that are being taught during the week. I sometimes use the game that is provided in the newsletter as a fun way to reinforce phonemic awareness.

This week, we will read **Iris and Walter**, a realistic fiction about a girl who moves from the city to the country, and what she finds in her new neighborhood. The decodable reader this week is called, **Gus**. This is a story about a boy and his dog. The decodable reader will help your child apply knowledge of letter-sounds and word parts to decode unknown words when reading. It will also help your child practice fluency in oral rereading.

### **Comprehension Strategy: Predict**

Children can use what they already know and what they read to come to conclusions. Before reading any story, have your child predict what the story is about. Then have your child read to find out if the predictions they made were correct.

### **Comprehension Skill: Character and Setting**

**Characters** are the people or animals in a story. Authors describe characters' traits. They tell what characters are like, what they think, and what they say and do.

The **setting** is the time and place of a story. A setting can be a real place or an imaginary one. Good readers look for clues that tell about characters and settings.

Have your child recall characters from previously read stories by asking these questions:

- ~Who was a character in a story you have read?
- ~What are some things the author told you about what that character was like and what he or she felt and did?
- ~What was the setting of the story?

## **Creative Writing**

Children will write for a number of reasons. This week children will write a short paragraph about Iris moving to the country and meeting a new friend.

After a discussion of our classroom rules, children will choose one rule and tell why this rule is important in our classroom.

Finally, children will write about a special friend. This story will be used as a sample of their beginning of the year writing. I will compare it to their spring writing assessment which will be assigned in May. The purpose of these writing samples are to compare your child's writing abilities at the beginning of the year to the end of the year.

### **Phonics – Short vowels ea/e**

Children will learn the rule of **short vowels ea/e**. When there is only one vowel at the beginning or in the middle of a word or syllable, it usually stands for its short sound. The letters **ea** can stand for short e or long e. Context provides the clue to pronunciation.

#### **Phonics Skills: Short vowels**

**Short a** words: bat, have, that

**Short e** words: bed, bell, pet

**Short i** words: fit, into, swim

**Short o** words: job, long, got

**Short u** words: mug, under, cub

**High Frequency Words** are words that children should be able to read with ease. Have your child practice these words each night so they will become familiar with them and able to read them easily in any story.

**beautiful country friend front someone somewhere**

## **Grammar**

Children will identify sentences. A sentence is a group of words that tells a complete idea. The words are in an order that makes sense. A sentence begins with a capital and ends with proper punctuation. (. ? !)

The friends play together.                      This is a complete sentence.

The friends    This is not a complete sentence.

## **Penmanship**

This week children will learn the proper stroke and formation of the lower and upper manuscript letters l, i, t; L,I,T; o,a,d; O,A,D. Please make sure your child practices touching and staying within the lines and forming each letter properly. I will do the same at school.

## Math



This week we will begin, **Chapter 1 Numbers and Graphing**. Children will continue to develop number sense by comparing numbers. They will also develop the language and concepts of **more**, **fewer**, and **equal**. Children will also use skip counting to show patterns on a hundred chart. These discoveries build a foundation for addition, subtraction, multiplication and division concepts. Please help your child skip count by 2's, 3's, 5's, and 10's. It is also a good idea to have your child skip count by 2's starting at any number but 2; skip count by 5's starting at any number but 5; and skip counting by 10's starting at any number but 10. If your child has mastered these numbers help them to skip count by 4's, 6's, 7's etc.

## Behavior Management

You many have already heard a lot about green “Good Behavior” cards from your child. This is part of a behavior management system in our class that helps your child take responsibility for his/her own behavior in the classroom.

Here's how it works: As a class, we created a list or rules for behavior. Then we set up a chart to track each student's success. Everyone begins each day with green “Good behavior” cards in their pockets on the chart. Students who forget to follow the rules must replace their green cards with yellow, blue, orange or red cards.

~A green card means “You're doing great!”

~A yellow card means “Warning! Pay more attention to your behavior

~A blue card means “You have a 5 minute loss of recess.”

~An orange card means “You have a 10 minute loss of recess.”

~A red card means “You loss your recess time.”

Each day in their Homework folders, your child will bring home a behavior report. Take a few moments to review the report with your child. Be sure to praise all the “green” days—these mean your child followed every rule, all day long! Your praise will encourage your child to work toward even more green days in the future.

## Physical Education

September 10

Remember to wear sneakers on Gym day!

Have a great week  
Mrs. Carney