

Class Newsletter 15
January 9, 2012 – January 13, 2012
No School – Friday, January 13



January 16, 2012

*“I have a dream that one day this nation will rise
up and live out the true meaning of its creed.*

‘we hold these truths to be self-evident; that all men are created equal...’”

Martin Luther King, Jr. - August 28, 1963

Reading

This week will be a very short instructional week. We have a release day on Thursday and we are going on a Field Trip on Friday. We will not have enough time to read /finish our stories so we will continue these stories into next week.

Beginning this week we will learn that creative people discover many new things. Where do they get their ideas? Where do creative ideas come from? During the next two weeks, children will read and write about where and how people get their creative ideas.

George Washington Carver was an African American who lived during a time when it was hard for African Americans to get a good education. Dr. Carver worked hard to get a college education and then went on to do amazing things. This week children will read, **A Weed is a Flower**. This story tells about how Dr. Carver taught poor farmers and others to make their crops grow better.

Children will also read, **A Day in the City**. This decodable reader will help children apply knowledge of letter-sounds and word parts to decode unknown words and to help children recognize cause and effect relationships.

Phonics Skills: Comparative Endings

Rule: To compare two things, **-er** is added to the base word.

John is **taller** than my brother.

To compare three or more things, **-est** is added to the base word.

John is the **tallest** boy in the class.

Spelling rules for comparative endings.

~When a word ends in a single consonant, you sometimes double the consonant before adding the comparative ending.

hott – hotter

fatt – fatter

~When a word ends with consonant **y**, change **y** to **i** and add **er** or **est**.

sunny – sunn**i**er - sunn**i**est

~When a word ends in e, drop the final e
brave – braver- bravest

Target Skill – Cause and Effect

An effect is something that happens.

A cause is why that thing happened.

Most things happen for a reason. Good readers ask themselves what happens and why it happens. Have your child look for clue words: **because, so, it, then, and since** to help them figure out what happened in a story and why it happened.

I hurt myself **because** I fell down.
(effect) (cause)

Selection

High Frequency Words: neighbor hours money clothes taught only question

Selection Vocabulary Words

college: a school of learning to attend after high school

agriculture: of or about farming

laboratory: a place where tests and experiments are done

greenhouse: a building with glass or plastic sides where plants are kept warm

Language: Verb to be

Children will identify the verbs am, is, are, was, were

The verbs **am, is, are, was, and were** do not show action. They show what someone or something is or was. These verbs are forms of the verb to be.

The verbs **am, is** and **are** tell about **now**.

I **am** at school **today**.

She **is** at school **today**.

They **are** at school **today**.

The verbs **was** and **were** tell about the **past**.

He **was** at school **yesterday**.

They **were** at school **yesterday**.

Use **am**, and **was** to tell about **one** person, place, or thing.

Use **are** and **were** to tell about **more than one** person, place, or thing.

Specialists' Schedule



F-day	Monday, January 9	Phys. Ed.
G-day	Tuesday, January 10	Music- Mrs. Campoli
A-day	Wednesday, January 11	Art
B-day	Thursday, January 12	Music- Mrs. Hamric

Spelling – Lesson 15
Comparative Endings - er, est

- | | |
|-------------|--------------|
| 1. sooner | 10. smallest |
| 2. soonest | 11. fatter |
| 3. hotter | 12. fattest |
| 4. hottest | 13. bead |
| 5. busier | 14. cold |
| 6. busiest | 15. room |
| 7. happier | 16. soak |
| 8. happiest | 17. wrote |
| 9. smaller | |

Challenge Words

18. angrier
19. angriest
20. straighter
21. straight

Math

Chapter 5 – Place Value and
Patterns to 100

Children will identify numbers that are **before**, **after**, or **between** given numbers. For practice, have your child tell everything they can about a given number.

Example: What do you know about 45?

- It comes **after** 44
- It comes **before** 46
- It is in **between** 44 and 46
- It has **4 tens** and **5 ones**
- Its number word is **forty-five**
- **40** + **5** = 45

Children will also determine the decade number a given number is closer to. With the help of a number line, children will find numbers to the **nearest ten**.

Example: 17 is closer to 20 than to 10

12 is closer to 10 than to 20

15 is in the middle of 10 and 20 so we share the convention

of going to the higher ten which is 20.

Children will also **compare and order numbers** using greater than/less than and greatest/least.

Example: $42 > 24$ 42 is greater than 24

$54 < 26$ 54 is less than 26

$32 = 32$ 32 is equal to 32

Have a great week,
Mrs. Carney