

Class Newsletter 1

September 6, 2011 – September 9, 2011

*“What are schools for?
They’re to encourage kids to think for themselves”*



Dear Parents and Students,

Welcome back to a new year in 2nd 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 will also read the story, *Chrysanthemum*, then graph our names and look for letter patterns in our names.

Homework

Each Monday, children will receive a **Homework Folder**. Children will have homework each night except on Friday. **Homework assigned each night will be due the following day.** I ask that each parent take the time each night to review their child's homework folder for messages, and corrected papers.

Please help your child with all homework assignments to make sure he/she understands what to do. 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.

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 | 7. chop |
| 2. rock | 8. sack |
| 3. list | 9. tag |
| 4. desk | 10. rib |
| 5. job | 11. mess |
| 6. sad | 12. dust |

High Frequency Words

13. play
14. will
15. trip
16. sat
- 17 ham

Challenge Words

18. pocket
19. lettuce
20. engine

Reading



The beginning of a new school year is an exciting time for students. It's a time of exploration, and that is the first theme in our Reading series – **Exploration**. The five selections of the theme will help children answer the big question “What can we learn from exploring new places and things?”

This week, we will read ***Iris and Walter***, a realistic fiction selection. Iris is lonely in her new home in the country until she discovers a tree house – and in it she finds a new friend named Walter. Children will read about Iris's transition from life in the city to rural life and about making new friends in a 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.

Selection Vocabulary Words

ladder	a set of steps with two side pieces and rungs for climbing
amazing	wonderful or surprising
roller-skate	a move on roller skates, which are skates with wheels
meadow	piece of grassy land

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

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.

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. In the next few weeks children will write a number of short paragraphs. The first story will be 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.

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.

Specialist for the Week

Tuesday, September 6	Art
Wednesday, September 7	Music
Thursday, September 8	Gym
Friday, September 9	Music

Behavior Management

You may 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 of 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—this means your child followed every rule, all day long! Your praise will encourage your child to work toward even more green days in the future.

If you have any questions, please feel free to contact me at school. I will always try to help in anyway that I can.

I am looking forward to working with your child this year.

Have a great week!

Mrs. Carney

CLASS RULES
Please return by Friday

1. Follow Directions.
2. Listen to the teacher.
3. Raise your hand for permission to speak.
4. Work quietly
5. Be kind and courteous



I have read and discussed the class rules with my child. My child agrees to do his/her best to abide by the rules of the class.

Parent's Signature

Child's Signature

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