

Language Arts:

This week we are read fiction, revisiting characters and setting. Our main story, Henry and Mudge and the Starry Night is *realistic fiction*, a made-up story that could happen in real life. The children are learning about *story structure*, the arrangement of events in a story from beginning to end. Good readers think about what happens at the beginning, middle, and end of stories. In our guided reading groups, we reinforced character and setting, as well as expanded our vocabulary through this week's high-frequency/story words/amazing words. During Daily 5 rotations, the children worked on fluency by Reading-to-Someone and practiced independent reading strategies at Read-to-Self. Room 102 worked hard to build our reading stamina and now we ROCK at Read-to-Self. For Word Work time, the children used the online site, SpellingCity, to practice our high-frequency words and/or our spelling pattern of consonant blends. The students also enjoyed playing Vocabulary Trivia on Pearson. Ask your child about this silly game. During Listen-to-Reading the students used BookFlix to learn more about Antarctica, Africa, and Australia. Students took the weekly test on Friday. These tests have 15 questions (5 vocab, 5 spelling pattern, and 5 comprehension). See note coming home with test.

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Next week:

T/W – Boston

M/Th/F - Kosieniak

Problem-Based Learning/ Cooperative Group Skills

Cooperation was our focus during PBL this week. Ask your child what he/she learned from watching the ants, crabs, and penguins. The students acted out different situations and we had to determine how cooperation was being demonstrated. For example, one group was sharing, another was not isolating or excluding others, and finally there was a skit on how to compromise. Speaking of compromise, ask your child how Kid President helped us learn how to disagree.

Social Studies: geography

At the beginning of the week the students were assessed on map skills. The assessments went home mid-week. Once we learn about landforms and take one final geography assessment their scores will be entered and sent home. As previously mentioned the last part of this unit will focus on landforms and bodies of water. We watched a video on landforms to activate prior knowledge and get us focused on this new topic. This portion of our Social Studies unit will integrate with and lead into our first science unit, *Changes in Earth's Systems: Mapping Land and Water/ Oceans*. The children are using the apps Picture Buddy and Book Creator to create a Landform book. Once completed, they will be able to save it in their Google Drive folder and share it with you.

September Birthdays

Reggie 15th
Caeden 23rd



Looking for
volunteers.....

Are you free
Thursday, Oct
13th from 9:00-
10:30?

Are you open to
some hands-on,
possibly slightly
messy work?

Can you facilitate
a small group?

If so, we need
you! Please
contact us about
helping to make
landform models!

Math

Our first math unit, NUMBER BASICS, focuses on Place Value and Comparing & Ordering Numbers. This week, we focused on 2 standards. The "I CAN" statements for these standards are: I can understand and use hundreds, tens and ones. (2.NBT.A.1A & .1B) and I can read and write numbers to 1000 in many ways. (2.NBT.A.3).

Next week we will continue working on these standard and add one more. I can compare three-digit numbers using $<$, $>$ and $=$. (2.NBT.A.4). Ask your child to write 713 in number (standard) form, word form, expanded form, and using base 10 blocks. Ask your child to tell you what number is 10 more/10 less (723 & 703).

We worked in small math groups this week to reteach and/or enrich.