



Room 109 Weekly Update

November 17, 2023

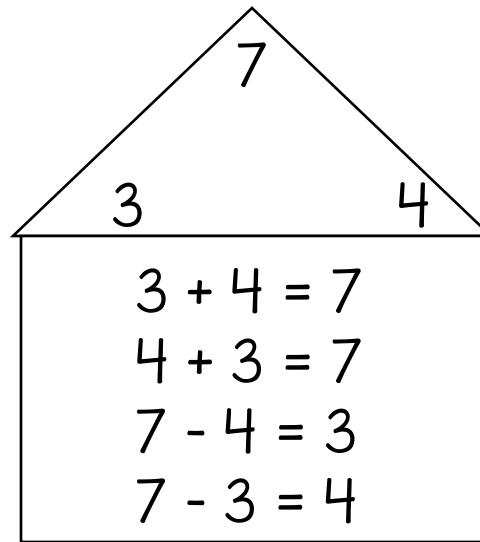
Heggerty - Our class has been working really hard and the participation has increasing tremendously since the beginning of the school year. Each student has now had their first turn to be chosen as our daily Heggerty Hero. This student shows me that he/she is listening to the sounds or word parts carefully and is participating throughout the lesson. We have been learning more about medial vowel sounds and continuing to discriminate between long and short vowel sounds. We are continuing to make connections to words using these sounds/sound parts which helps strengthen our reading and writing skills. We will be starting our second turns for Heggerty Hero, so be on the lookout for your child's certificate coming home soon!

Foundations - This week we finished Unit 4. This week, we reviewed the bonus letters f, l, and s in one syllable words. We were also introduced to our first three glued sounds. A glued sound is a group of letters that "stick" together to make one new sound. These are similar to the digraphs, however, the glued sounds always have a vowel in this chunk. This week, we learned the glued sound "am" (as in ham), "an" (as in fan) and "all" (as in ball). The glued sounds "am" and "an" are much more straight forwards when listening to word sounds, however, the "all" glued sound is trickier because it does not follow the rules since it sounds like a short o sound. Although "doll" and "jolly" are words that follow the letter sound rules, most other words use the "all" glued sound like in ball, call, fall, hall, tall, wall, etc.

Reading Workshop: During Reading Workshop this week, we continued to practice sorting details to help us better understand the structure of the informational pillar. We have also been working on the reading strategy of visualizing. Visualizing is the practice of picturing a story in our own minds, similar to making a movie in your mind. For this activity, the class would listen to an audio book but not have access to any pictures. In class, we listened to the "Paperboy" by Dav Pilkey. Then, we were given time to draw what we were picturing on a plain white piece of paper. Although each student's illustrations were different, we talked about how we were noticing that many students were thinking about many of the same details, such as how the boy looked on his bike, what his dog looked like, how he carried a red bag to hold the newspapers, etc. Building a stronger listening stamina and focusing our attention on details in stories will help us to use these skills when we start reading more complicated texts!

Writing Last week, we wrote some math story problems with a fall theme. These stories were about two to three sentences long. This week, students conferenced with Mrs. Fuller about these math stories. Many students showed that our ability to use what we are learning from Heggerty and Foundations is really helping us to spell words more accurately. The class has been doing a great job writing complete thoughts when writing. We have been doing a lot of work with sentence mechanics (appropriate capitalization and punctuation). However, while students have been very successful when it is only one sentence are having trouble now, expanding this expectation to multiple sentences is not as solid. We will continue to work on evaluating our ideas more carefully to be sure we understand where a complete thought begins and where it ends.

Math - This week, we continued working in our unit on the Relationship between Addition and Subtraction using Problem Solving (Part 1 - Within 10). This week, we continued to discuss the relationship of fact families, or addition and subtraction equations that are related to each other. For example, in a fact family of 3, 4 and 7, students can make the following fact equations, seen below.



These equations help us to solidify the relationship between addition and subtractions (and also help us to increase the number of math facts in our brain!). We have also been learning that equations mean that quantities are the same on **both** sides of the equals sign. This means that the total on one side of the equals sign is the same as the total on the other side of the equal sign. In a simple form, we have been practicing equations such as $4 + 2 = 6$. However, we are beginning to expand this understanding by having students evaluation more complicated equations to see if they are "true" or "false." For example $4 + 2 = 6 + 3$ is false because the left side of the equation equals 6, but the right side equals 9. Just another example of our prior learning is so important in developing a strong foundational understanding of concepts!

Other news

Don't forget that next week Monday, Tuesday and Wednesday are all half days. Students will still be able to get their breakfast bags as usual if preordered and we will still be having a snack time in the morning. However, since we do not eat lunch at school on these days, if you would still like your child to receive a lunch from the cafeteria, please be sure to order these lunches online (this week only) and the lunches will be delivered to our classroom for students to take home with them at dismissal time.

I'm looking forward to meeting with you all and discussing your child's progress.

I hope that you have a nice weekend.

April Fuller