



Room 109 Weekly Update

December 15, 2023

Heggerty - This week we continued learn about words that have the long vowel sound, but spelled with the Magic E pattern. We often practice breaking words apart into phonemes and putting them back together. We work on making substitutions (ex. "Say "rake". Now, change the /r/ sound to /sh/. What word do we get? "shake".) This week, we have noticed that many of the words that we have been working on are either multiple meaning words or homophones. For example, for the word "made", we discussed the meaning where something is being done or being created. However, the homophone "maid" sounds the same, but is spelled differently and has a different meaning, in this case, it is a person who does cleaning, such as at a hotel. We also talked about browse/brows, flu/flue/flew, root/route, etc. By focusing our attention primarily on how words sound, we access the listening part of our brains, as well as build our oral vocabulary as we learn new vocabulary.

Foundations - This week we finished working in Unit 6. This week, we learned that the s suffix can also be used to show action words (verbs), such as in "hops" or "trips." This unit also had us learning more about different kinds of words. For example, learning about action words, we learned that these action words are called verbs. This led us to learn about nouns (people, places, or things), as well as adjectives or describing words. The trick words in this unit are also some of the hardest to learn because they truly disregard what we know about letter/sound rules, so we have been working hard to learn these spelling more wholistically through songs/chants, movement cues, and repetition. Any additional support of these words at home is greatly appreciated, because many of these words are also homophones. Ex. where/wear, there/their/they're, and here/hear. At this time, we are focusing on the words with the e-r-e pattern, but we are just getting exposed to so much! It is amazing how much we know about words. Wait until you see what we learn in the new year!

Words to review (if possible): here, there, where, who, what, when, were

Reading and Writing: We have been learning that Good Reader can decode/figure out unfamiliar words independently, they can read the text at a fluent/conversational rate or speed, and that they can remember or analyze the text. Last week, we talked about finding the Just Right difficulty of words using the Five Finger Rule (0-1 challenging words would be too easy, 4-5 challenging words would be too hard, but 2-3 challenging words would be Just Right - in relation to the first few pages of the text). If the words are too hard, it makes it difficult for students to understand and hold onto the meaning and sequence of the story as they have to work really hard to decode these unfamiliar words. These books are better to read with an adult. But in addition to reading books that are Just Right for decoding, we have been looking for books where we can practice reading the words fluently and with expression. We used the analogy of a bike rider. When books are too easy, it is like riding a bike downhill - we can read the text very quickly, we don't have to work very hard, and we don't really have to monitor our reading. On the other hand, if the books are too hard, our fluency become much slower and we have to really work at it, similar to riding a bike uphill. Good readers want to find Just Right books that are not too hard or too easy, but we can figure out words in a reasonable amount of time and at a conversational speed. This is similar to riding a

bike on a flat trail - you have to do some work, but it is not too challenging and it is usually more enjoyable. We have continued to work on how we could scoop or group words together in sentences to make them be read more fluently. Please continue to practice this with your child in the new year.

Math - This week, we finished our unit "Show and Make Sense of Data." This week, we learned about picture graphs. We compared this form of data with bar graphs, and learned that bar graphs are more efficient to read and glean information as the data in pictures does not have standard sizing or bars. We have taken our end of unit tests and these will be sent home in January when we return. We also have been learning about telling time to the hour in both digital and analog formats. Since we are all more familiar with digital clocks, learning how the hour hand and the minute hand work on analog clocks is a developing skill. So, far we have been practicing how to tell time to the hour (on the "o'clock"). By the end of the year, we will learn how to tell time to both the hour and to the half hour. More precise time telling skills (such as to the minute) will be practiced in later grades. If you see or have any analog clocks, be sure to point them out to your child and see if he/she can practice this skill with a more personal item!

Other news

We have all been looking forward to the vacation to rest our hard-working brains. Wishing you all a wonderful and safe break! Until 2024! 😊

Happy Holidays!
April Fuller