



Room 109 Weekly Update

October 27, 2023

Heggerty - We are continuing to show growth with our skills in Heggerty. This week, we continued to work on words that rhyme. We have been listening to more beginning and ending sounds that are not just a single letter sound, but are 2 letters that make one sound together. These are called digraphs. We have been able to auditorily discriminate the sounds of sh (as in ship), ch (as in chin) and th (as in thumb). Our ability to segment these sounds and blend them is growing as well!

Fundations - This week we started Unit 3. In Heggerty last week, we listened for the digraph sounds sh, ch, th, wh, and ck. This week we have been learning about the letters that make these digraphs and when to use these digraphs (for example: sh, ch, and th can be found in the beginning, middle or end of words, but wh is only at the beginning of some words, and ck is only found at the end of a word, after a short vowel sound). We will be adding these digraph sounds when we are learning how to spell more complicated words that use digraphs. We have also continued our trick work learning with our focus on "or" and "for" this week using the IF YOU KNOW strategy. But this also led to our discussion of homophones (words that sound the same but are spelled differently and have different meanings). We talked about the meaning of four (as in a number word), fore (as in the front of something like in "forehead" or "foreshadowing," but it could also have a different meaning in golf), and the meaning of for (our trick work which is used to show something will belong to someone or something that we are trying to reach). The English language has many nuances, rules and exceptions, but it is always wonderful to see the connections the class makes! Be sure to point out any homophones you many notice as you explore print/texts with your child.

Reading Workshop: During Reading Workshop, we are continuing to build our reading skills through word work and independent reading activities. This week, we continued to explore Epic. This platform offers a variety of narrative and informational text for us to listen to, which is where we will focus our efforts this week as we become more comfortable with Epic. But as we go forward, we will also be starting to learn how to use this platform for reading assigned books at differentiated levels and complete "quizzes" to help us better monitor our comprehension of our reading.

Writing This week, in addition to writing conferences, we have continued to learn about how to discriminate between narrative books and book covers and how they differ from informational books and book covers. We know that informational books are about specific topics and have information to share with us. Informational books often have captions and diagram pictures, as often real photographs. However, some informational books have illustrations, but these illustrations reflect real facts. Character problem solution narratives often have illustrated book covers, usually display the character on the front cover, and show something that alludes to the problem in the book. We have been illustrating these different covers to better experience the difference between the two. Our main topic for informational books this week as about pumpkins, the lifecycle of a pumpkin, and the parts of a pumpkin.

Math - This week, we have been continuing to explore how different tools can help us to solve addition and subtraction story problems. We have used counters independently, as well as counters with a ten frame, number bond, part-part-whole model, number path, number line and the rekenrek tool. We have also been introduced to some of these tools using a visual application called Brainingcamp. Seeing how we can use tools flexibly helps us to better solidify our concept of number sense and overall understanding of the addition and subtraction process.

Other news - In addition to starting off the week with the Bus and Pedestrian Safety program, we also had our school evacuation drill. The class did a great job remembering to line up quickly and quietly, walk quietly to the Burrell School sign and then await further directions. We talked about the importance of staying close in our line since all students in the K-2 grade wing all go to the Burrell School Sign for our initial meeting spot (students in Preschool and grades 3/4 go to a different meeting spot). We also talked about how important it is that we walk and wait quietly. This way the teachers can hear any directions and confirm any students absent or missing to our site coordinators waiting at the sign. In a real evacuation, we would be given further directions to go to our rally point and students would need to hear their teachers' directions, so it was so wonderful that our class was able to follow directions so we could all be safe. I was very proud of how well we did!

I hope that you all have a chance to spend some time outside with the beautiful weather this weekend! Finally - a Saturday that is not raining! Enjoy!

April Fuller