

MRS. MACDONALD'S INTERMEDIATE CLASS



Issue 9

October 19, 2007

October 15-19 A Week in Review

Language Arts

- This week we read in our reading group working on fluency and vocabulary. We read several assignments for information about bats. We took a comprehension quiz on a non-fiction piece about bats. These Comprehension quizzes will be shared with you at conferences. After the quiz, we discussed more test-taking strategies. (Reading all choices, looking back in the reading for your answers, and thinking through questions with NOT, *ie which of the following is not...*)
- We reviewed synonyms and antonyms and played a game called JUMP IN THE LAKE. We learned about homophones and homonyms. Homophones share the same sound, homonyms have the same sound or the same spelling. We worked on spelling words this week that contained homophones and students were given a spell check on these words used correctly in sentences. This was difficult for some, we will continue to work on these words and discriminate on the spelling of these words. Next week we will be working on prefixes and suffixes.

Math

- This week in math we worked on addition and subtraction with regrouping. This skill continues to be a slight problem. Many students are just subtracting whichever number is smaller from the larger number. So, 21—18 turns into something like this 1-8 is 7 and 2—1 is 1 so the answer is 17. We have discussed at length that if the number on the bottom is bigger you need to borrow. We will continue to work on this skill and understanding the reason why we do this. We will work at school on renaming, and this is something that can be practiced at home. Help your child to see that thirty is the same as the renamed twenty ten...that twenty nine renamed is ten nineteen...incase I just confused you, I borrowed ten from the tens column and gave it to the ones. Two hundred renamed is one hundred ninety ten.
- We worked on identifying and using co-

ordinates on a grid and learned about Map Coloring Skills-(this is a problem solving exercise where no two regions can be the same color and touch other than in a corner. Ask your child about this)

- Additionally some math groups worked on fractions and adding fractions with different denominators. This required renaming the fraction to an equivalent fraction.

Science/Social studies:

- We continued to learn about bats this week. We learned about **echolocation** and learned a song that I am sure you have heard about. We learned the difference between **mammals** and birds and will expand upon this next week as we study owls. We learned about **nocturnal** and **diurnal** and identified animals that fall into each category. We researched a **megabat** and a **microbat** and wrote an informational paragraph about each bat. Students were expected to tell about their selected bat and use transitional words to create a good paragraph. Writing skills are coming along. We worked on writing as a scientist, not as a friendly letter. This prevented the writer from using phrases in their writing like "WOW, this bat was neat."
- We learned that the smallest bat has a six inch wingspan. Students learned to compare this to the dollar bill. This is a common item that can be used for **standard measurement**. A dollar bill is always six inches long. We brainstormed ways to use a dollar bill if we needed to measure something that is three inches or measure to see if something is one foot. We easily came up with folding it for a 3inch measurement, and using it twice to measure a foot. Hopefully this will be useful information. We measured and compared the wingspan of the largest bat— 6feet. We did not use dollar bills for this, but rulers to measure 6 feet of yarn. We learned the smallest bat weighs less than a dime and the largest bat is just 2 pounds. Most of these comparative items were placed in their lapbooks as "souvenirs" of their learning.

Important Items

With the recent reports of staph infection and as a check on classroom germs, I have been purchasing and cleaning our tables with Clorox Disinfecting Clean-ups. There are 75 per container and I use about 7 per day. If anyone would like to help send in wipes, I would greatly appreciate it.

October 31st Parade and party –thank you Mr. and Mrs. Sisco for planning this.

November 15– we will visit Ohio Caverns

Homework:

Monday: Read Mystery book for book report

Tuesday: Math Practice

Wednesday: Write down five observations of Fall...try to use your senses...tell me what fall looks like, sounds like, feels like, smells like and try taste or how fall makes you feel.

Enjoy your weekend.

Skeleton Book Project
Due back by the end of October.

October 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 <i>Dayton Philharmonic</i>	23	24	25 <i>Conferences 6-8</i>	26 <i>No School conferences 8-1:00</i>	27
28	29	30 <i>Mystery Book Report due tomorrow</i>	31 <i>Costumes and Party</i>			

Schedule of Events

- ☺ On Tuesday October 22nd the Dayton Philharmonic Orchestra will perform for the students at 2:15
- ☺ Conferences will be held from 6-8 on October 25 and 8am to 1pm on October 26th. There is no school on October 26th, enjoy your day.
- ☺ Mystery Book Reports can be handed in any time between now and October 31st.
- ☺ Costumes can be worn to school on October 31st, no scary costumes please. They may frighten the kindergarten students.
- ☺ November 15th we will be traveling to the Ohio Caverns and Urbana Airport, please turn in permission slips by October 25th.

Book Reports

Mystery book reports were assigned on Thursday. Most students made a selection at school of a mystery book, however, they are welcome to choose a book on their own to use for this report.

Book reports must be handed in by October 31st. The papers given were a guideline for assembly of the skeleton. Feel free to use paper plates as construction materials or whatever you have on hand. Work on the project a little at a time so that it is not overwhelming. As the story is read, do the head, the main character. As the problem of the mystery is presented, do this portion of the

body...continue to acquire the pieces of the report and assemble them at the end. I know some parents struggle with uncooperative workers at home, encourage your child to organize the tasks, this is a lifelong useful skill of working toward a goal, managing time and making progress on a task.

I was absolutely delighted to see over half of the class return to school on Friday with their chosen mystery book and without being told -reading the book prior to the start of our day. Many commented on how they started the book the night before and were very interested in finding out what

happened. My objectives in this assignment are:

- To present different forms of genre- this time a mystery
- To create an interest in self-selected reading
- To present a book report in front of the class
- To enable students to suggest to their classmates books they may enjoy reading
- To identify elements of a story that remain the same in this genre as well as identify differences

A Glance at Next Week

Next week will be a short week due to conferences.

- Preconference forms were emailed home on Wednesday evening. Please fill this form out so that we can use the conference time to address the issues you want to address.
- In Language Arts- we will not have a spelling unit. We will focus on our Wordly Wise vocabulary words this week.
- We will learn about Prefixes and Suffixes and how these are used to determine word meaning. We will learn about the Prefix un re and pre and the suffixes er est ful and less.

- We will finalize bats and begin owls. We will compare and contrast mammals and birds. We will compare these nocturnal creatures and explore how each of them use their senses in a different way to hunt their prey.
- In Math we will continue to work on basic facts and improve our recall of addition, subtraction, multiplication and simple division.
- We will continue work on graphing projects. There are several websites and software where data can be collected and graphs can be created. In the classroom we will be

collecting our own data and determining ways to use this data. The software programs and websites are fun to see the final product, but the real skill is involved in creation of their own graph.

- Students are learning how to organize the information and present it on a bar graph, or pie graph. The math work involved is in determining HOW MANY pieces of the pie should there be and HOW MANY should be colored in according to the data we have gathered. The software and websites do all of the math work for them...therefore, we will be gathering our own data, and using our mathematical skills to problem solve and create our own graphs. These sites are wonderful and useful in creating a beautiful end product, but in addition, students need to know how to do the graph creation and problem solving.

ORIGAMI

This week students created bats from paper squares through art of origami.

In presenting origami, students practiced the skill of listening and following oral directions. (THEY DID A FANTASTIC JOB.) They used fine motor skills to fold, and cut (cutting is actually cheating in origami, but we needed to create the bat head). It reinforces recall of information and develops hand/eye coordination.

Origami in the classroom provides a practical lesson on fractions, (folding the paper in half and in half again = fourths) spatial relationships, congruence and angles. They did a great job and many practiced and made additional origami bats to bring home.

