

# Notes from Mrs. Bosch

Friday, January 17, 2020



GROVE AVENUE  
ELEMENTARY SCHOOL

## Continuing Conversations at Home:

*Writing:* Which item in your collection is the best? What reasons did you write for why it is the best?

*Reading:* While reading with your child: “Does that word look right? Does it sound right? Does it make sense?”

## Dates to Remember:

- \* Monday, Jan. 20<sup>th</sup> – MLK Jr. Day-No School
- \* Thursday, Jan. 23<sup>rd</sup> – Family Reading Program Kickoff
- \* Thursday, Feb. 13<sup>th</sup> – Valentine’s Day Classroom Party, 1:30 p.m.
- \* Tuesday, Feb. 25<sup>th</sup> – Referendum Open House at Grove, 7 p.m.

## Notes:

◆ **Favorite Book:** Please take a moment to help your child brainstorm a favorite book. We will be sharing our favorite books next week, and sometimes it helps kids to talk it over first so that they have an idea. Thank you!

◆ **100 Golden Hearts:** Our class has earned 100 Golden Hearts for good behavior. They really are a great bunch of students, and I am super proud of them. We celebrated on Thursday with a craft/art session in the classroom.

◆ **Logs:** We are trying out a new learning log. I showed students how to fill it out. The hope is that students will begin practicing math facts/concepts at home on most days for about 10 minutes. On Thursday, Grove’s Family Reading Program will begin. For five weeks, students will be filling out the school-wide log. Students need to read at least **30 minutes** a day. They will turn the log in on the designated day to see if the class has earned the weekly incentives. We will be compiling all of the reading minutes each week to see if each child meets the overall goal. More information to come soon.

## Learning:

◆ **Word Study:** This week, students have been studying the digraphs: ch, tch, and wh. These digraphs are pairs of letters that make a different sound when they are next to each other. Check out the spelling dictation sheet coming home today. Please have your child practice reading and spelling the following high-frequency words: *once, upon, that.*

◆ **Math:** Subtraction within 20 is proving to be challenging for some students. I am encouraging the use of tools like a number line, rekenrek, or place value blocks to help students solve the problems. We practiced subtraction throughout this week. On Friday, we solved a mixture of addition and subtraction problems. Students will benefit from math fact practice at home. Please see the new “learning log” for ideas and reminders.

◆ **Writing:** Throughout our opinion unit, we will be learning how to state an opinion and support our thinking with reasoning. We will be making judgments, rating places/things, and writing reviews. To kick off the unit, students are studying their personal collections and determining aspects of the items that could be compared. They chose their favorite item in the collection and talked about the reasons why it is the best. The students are learning about the vocabulary and style of writing used within this genre. Opinion writers use words such as “The first reason...”, “This is important because”, and “Another reason I think this is...”.

◆ **Reading:** We are learning that readers check their decoding to be sure that what we read makes sense. Readers use three questions to check to see if a word is correct:  
Does the word look right?  
Does the word sound right (in the sentence)?  
Does the word make sense? (in the sentence/part of the story)

I have modeled checking my reading throughout the week with a shared reading of *Tumbleweed Stew*. Sometimes when I use the three questions to check, I find that the word is correct, and other times I find that I need to do some additional decoding work to find the correct word. Ask your child these three questions as they read to help them become more exact in their decoding.

Be the Boss  
of Your  
Reading!

1. STOP at the first  
sign of trouble.



2. TRY SOMETHING!



3. Try something  
ELSE to get the  
job done!



4. Check it.  
Do a triple-check!

