

Notes from Mrs. Bosch

Friday, February 7, 2020



GROVE AVENUE
ELEMENTARY SCHOOL

Continuing Conversations about Second Step at

Home: Students learned about the last two parts of the acronym, S.T.E.P., to help in the process of solving problems: *Explore consequences and Pick the best solution.*

Ask your child: What S.T.E.P. stand for?

(*Say the problem, Think of solutions, Explore consequences, and Pick the best solution.*)

Share an example of a time that you needed to use some of these strategies to solve a problem.

Dates to Remember:

- * Thursday, Feb. 13th -Valentine's Day Party, 1:30 p.m.
- * Friday, Feb. 14th -In-Service, No School for Students
- * Monday, Feb. 17th -Presidents' Day, No School
- * Tuesday, Feb. 25th – Referendum Open House at Grove, 7 p.m.
- * March 18th and 19th -Parent-Teacher Conferences
- * March 20th - 29th -Spring Break

Notes:

◆ **Grove's Family Reading Program:** Not only did the students meet the class goal, they surpassed the goal by nearly 1,000 minutes again. To celebrate, the students earned a *Masterpiece* themed art session on Friday.

Learning:

◆ **Reading:** Students started buddy reading longer chapter books and discussing the books in partnerships. Reading with a partner provides students with support as they practice using strategies to tackle tricky words. It also gives students the chance to discuss their comprehension of the text and pay more attention to the characters. Together, we are reading and analyzing *Frog and Toad are Friends*. Students are learning comprehension strategies as we read and discuss this book together. Strategies to practice at home include: noticing when a part does not make sense and rereading, paying attention to time and place in a story, thinking about which character is speaking, and looking for clues as to how a character may be feeling.

◆ **Word Study:** Students have been studying spelling patterns for the long o sound. These patterns include: o at the end of a syllable, oa, ow, oe, and o-consonant-e. We spent the most time focusing on o-consonant-e words. The hope is that students understand that vowels often work as a team to create the long vowel sounds. Please have your child practice reading and spelling the following high-frequency words: *find, how, over, under, start, why, right, many*. Starting next week, I am going to start posting the four high-frequency words and spelling pattern on Seesaw at the beginning of the week. Students can begin practicing word study skills as part of their reading minutes.

◆ **Writing:** The students have become review writers!

From restaurants and fun places to games and movies, first graders have a lot to say about what they think is the best in a category. Writers will practice being convincing by talking right to the reader, sharing personal experiences, making comparisons, and designing rating systems. I walked students through each part of the review (introduction, reasons and details, and conclusion) to provide a high level of support. As we continue to write reviews and the understanding of the structure becomes familiar, students will work with more independence. For our first review, students selected a favorite game. They had fun playing games while discussing what they liked about their games with friends.

◆ **Math:** The assessment for Unit 9: Length will come home with students today. Everyone demonstrated a strong understanding of the concepts. Next up, we will study picture graphs and bar graphs.

Also, please take a moment to have your child to count backward across decade numbers (10, 20, 30, 40). Say: "Count back from 34." Many children are able to get started with: "34, 33, 32, 31" but then have a hard time with "30, 29". This is a skill with which several students are having a hard time. We have been practicing in class, but extra practice at home will help. If your child does well with this through 40, challenge them by asking them to do the same with greater numbers. Also, counting by twos past 20 seems to be challenging for some students. Any extra practice with these counting skills would be greatly appreciated. Thank you!

◆ **Social Global Studies:** In our second social global studies unit, Born to Lead, students are exploring the traits of a good citizen. This week, they selected a person at Grove Avenue School who they felt is a representative of a good citizen of our school. The students needed to write specific actions that the person took and match each action with a trait of a good citizen. Some of the traits we discussed include: compassionate, responsible, honest, helpful, respectful, courageous, and cleanly.