

WRSD Title I Newsletter

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Union Sanborn School, Southwick School & WRMS Title I Programs

How Parents Can Help Their Child with Math

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Reinforcing Math Skills by Using Everyday Experiences

Feb 3, 2010 Donna Hupe

Some students need to practice math skills with their parents. Whenever parents use daily experiences as a means for this practice, children learn how math is applied.

Parents want to see their children succeed in school each year. They constantly ask teachers how they can help their children at home whenever it comes to doing their best in school. As teachers outline steps that can be taken and offer suggestions, parents must learn to involve their children in the everyday experiences which promote the application of what has been learned in school.

One subject that especially lends itself to using events that occur in daily lives is math. Sometimes students will voice that they do not like math or that they do not do well in this subject. It is important that in order for the children to see the value of a subject, such as math, they must experience using those skills. One of the best ways to enjoy math is doing math with parents.

Link Basic Math Facts With Easy Activities

One area in math that tends to need

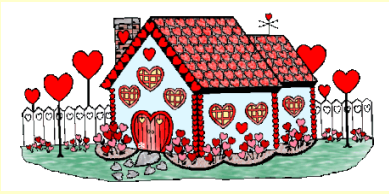
reinforcement is linked with knowing the basic math facts involving addition, subtraction, and multiplication. Students are constantly engaged in using these math facts whenever they find solutions to math problems, learn higher level math skills, and complete activities that assess math abilities. It is very important that parents understand that mastering the basic math facts is more than stating answers to the basic problems on flashcards. So many times parents will say their children know the facts when, in fact, the students have not had opportunities to apply their knowledge in other activities.

Parents can help young children see addition and subtraction by using concrete objects. Early childhood activities can include toys to create addition facts or to show the change that occurs in the total number whenever toys are taken away.

For older students, parents might provide experiences by creating simple math problem stories that include using the basic addition, subtraction, or multiplication facts. It is a matter of relating the facts on paper to visual pictures in the brain. **Continued on Page 3**



Title I News from Southwick School



*Anyone can catch
your eye, but it
takes someone
special to catch
your heart.*

*~Author
Unknown*

"Some people
come into our
lives and quickly
go. Others stay
awhile, make
footprints on our
hearts and we are
never, ever the
same. "

Unknown

In reading this month, the fourth grade is working on fact and opinion and drawing conclusions. They are also working hard on their inventions. We have read a story about inventors and discussed why people invent. They are also working on reading ahead to find more information in the story and setting up a graphic organizer for the plot of a story.

In math, the fourth graders are working on orders of operations. They help remember the order by using the phrase "My Dear Aunt Sally" meaning multiplication, division, addition, and subtraction. They are also learning the rules of divisibility, which can be very challenging especially since we are still working on mastering our math facts. They are moving on to multiplying two digit numbers, so keep up the practice with multiplication and division facts at home.

All the students worked hard on their NWEA test and showed good progress!! Great Job!!!

In fifth grade, we finally finished our M.A.P (Measured Academic Progress) testing. The student's scores were remarkable. We will compare the winter score to the spring score to measure their overall progress for the year.

In fifth grade reading, the students are beginning literature circles with trade books, as well as our Storytown lessons. In this lesson we are reading **Thomas Edison** by Joanne C. Wachter. This is a book from the Reading A-Z collection. It is a biography of Thomas Edison in

chronological order. The Trade Book we are reading is, **Island** by Gordan Korman. Students have "Think Marks" to complete about the story. Students should have read up to page 42-49, by this week and finishing the book by month end. The focus area is types of questions. Students are learning how to identify literal questions which can be found in the book, inferential questions, that make you think, and analytical questions, where you form an opinion from your knowledge.

In math we were able to use the Interactive Active White Board to learn some geometry. Mr. Dever put together an astounding lesson. The students got to go to the board, and use the pen to move a protractor to measure angles. They also got to play a game where they had to guess the size of an angle. They went up to the board and actually used it like a computer to draw the angle. The students were fully engaged in this lesson, and thoroughly enjoyed learning. We will have more opportunities to use this technology.

In reading in third grade, we are starting off with the new theme *Tales to Tell*, as we explore world through folk tales, fairy tales, and historical fiction. We are exploring compare and contrast, making venn diagrams, and reading for accuracy. We are also studying adjectives, to build stronger vocabularies and greater work usage. We will continue to review our r-controlled vowels (or, ir ur, ar, ear). We are also beginning to read chapter books in our classroom, in our small groups,

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Games in the car can also strengthen these skills. These may include keeping a tally of car license plates or street signs and adding how many of one particular plate or sign was seen.

Create Charts and Graphs at Home

Another important math skill for students is related to the use of charts and graphs. Parents can easily create various activities which allow their children to participate in collecting information, comparing data, and analyzing what is shown on the chart or graph. Making a chart that might depict the amount of vegetables and fruits that were eaten by the family in one month would be one idea.

Another may involve linking exercise with a graph that records progress.

There are various charts and graphs that can be found in newspapers, magazines, and online. Parents should show their children how math

is used by other people for different types of reasons. Possibly parents can find charts or graphs that compare the sells or costs of products that children and teenagers may use or want. This also becomes a great experience for parents to share information about what they do in their careers. There could be charts and graphs used by dad or mom at work and these become a visual for a son or daughter to see how math is important in particular jobs.

Parents play a vital role in their child's education. They are able to use the home as a place where their children can practice skills learned in school. Math is a great subject area that parents can reinforce by combining practice with everyday occurrences that may happen in a family's life. Whenever parents help their children understand why math is important and how they will use it as adults, a positive attitude towards learning will occur.



"A true friend is someone who is there for you when they would rather be someplace else."

--Len Wein

Title I News from the Union Sanborn School

I can't wait until spring! The theme for reading in the month of February for the first grade is wild and wonderful! We will start the month reading a story called *Mark's Big Day*. This story is about a little boy overcoming his fears while performing in his school play before an audience. Ask your child to tell you what play he was performing and how he or she might feel if they had to perform before an audience. We will also be reading other stories like *Tomas Rivera* and *One More Friend* under the theme of wild and wonderful. We will be focusing on the r-controlled vowel, *ar* and the digraphs, *qu* and *wh*. Watch for these sounds in our upcoming spelling lessons. In second grade, our students will continue with the theme of "Dream Big" and begin with the story *Ah, Music!*. This is an entertaining story about the different aspects of music. Students

will also be learning how to locate information in books. They will learn that good readers can understand different parts of books and how to locate specific information; especially in a nonfiction book.

Students will be learning the vowel diphthongs *oi* and *oy* and the r-controlled vowels *ear* and *eer*. Remember to practice your child's spelling words with them nightly to make sure they are prepared for their weekly spelling test. Also, remember to review their sight words and read with them nightly. Practice makes a stronger reader!

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Southwick School Title I News Continued

Parent Title I Workshops Coming Up,

Please Mark Your Calendars:

March 24th –
“Math Really Isn’t A Problem” for grades K – 5

April 21st:
K+ Readers’ Theater Events – K+ only

May 26th –
Readers’ Theater for USS and SS Schools Title I - grades 1 – 5

along with our regular anthology. In math in third grade, we are stepping into algebra, understanding patterns. We will be having a lot of hands-on experience, as we work in groups to understand the mysteries of missing numbers, and building shape and number patterns. Most people are working hard on their Rocket Math, mastering their addition facts, and

delving into subtraction. Keep up the practice on the daily Rocket Math—it really shows!



Union Sanborn School Continued

We have had a very busy month in Kindergarten Plus. In reading, we have been focusing a lot on setting. We have been talking about setting in books and relating it to the real world. Now that we have reviewed setting, we have been able to develop a story map. How exciting! We continue to work on our word building. This is a very important foundational skill in Kindergarten. Along with our sight word reading, we have been building our wonderful word wall so quickly that we have been focusing a lot of our centers on sight words.

Next month we are so excited to share that Kindergarten will be taking a trip to Concord to see the play “Knuffle Bunny”. We are going to

be reading all of the Knuffle Bunny books and relating them to our reading work over the next few weeks. In math, we continue to work on number formation and addition. We are just beginning to take a look at estimation. Since it is the month of hearts and love, we will be using candy hearts to make some estimated guesses. We will also work on counting by 2’s and 10’s while we make our predictions.

This month during afternoon meeting we have been doing some great energizers that teach us a lot about one another. If you had not had a chance, please stop in and check out our interactive white board. We absolutely love learning with it and believe it or not, our fabulous five year olds are pretty independent when it comes to working with it.

We’re on the Web!

On each of the school’s websites, there is a parent section. In this section, there is a place for the Title I program.

WINNISQUAM REGIONAL MIDDLE SCHOOL TITLE I NEWS

The CMP classes here at the Middle School continue to work with fractions focusing now on adding and subtracting. Students need to understand equivalent fractions, be able to calculate the least common denominator and simplify to succeed at adding and subtraction. The next unit will be multiplying and dividing fractions. Students will learn to simplify before multiplying or dividing ... a step that makes the calculations much easier. There are some great practice worksheets available at www.math-drills.com.

The iSucceed class just completed a unit on mean, median and mode. Now they are learning to collect, read and graph data using bar graphs. Students continue to cover CMP math units on Mondays, Wednesdays and Fridays and receive remedial support through the iSucceed program on Tuesdays and Thursdays.

Quarterly Title 1 Progress Reports were sent home attached to students’ report cards. If you have any questions on either report, please contact your son or daughter’s math teacher or myself. Two copies of the Title 1 Progress Report are sent home; the white copy for you to keep and the yellow to be returned signed to the school. If you have not returned the yellow signed copy of the report, please do – it was due 02/11/11.