

WRSD Title I Newsletter

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Volume 4



Contents

Homework Workshop	1
Southwick School News	2
WRMS News	3
Union Sanborn News	3
Homework (Continued)	4
USS News (Continued)	4

Union Sanborn School, Southwick School & WRMS Title I Programs

Homework Workshop Held by Title I

Thursday, January 20th, the Title I staff members in all schools held a workshop on homework for all Title I parents.

Mrs. Colleen Westerling had prepared and presented her “Homework Stations” showing parents and students how to be organized in a space at home enabling successful techniques for homework. At the end of the workshop, the two homework stations were raffled to two lucky participants.

Working together, Mrs. Kim Constant (USS) and Mr. James Frase-White (SS) spoke to parents about bookbags and how they are done at each of the respective schools.

Mrs. Deb Martinson (WRMS) presented to parents how to use the MMS software program for grades at the middle school.

In conjunction with the evening, Ms. Christine Blais (USS) and Mrs. Mary Daly (SS) had prepared information for parents on ways to help them incorporate healthy eating with their children. Mr. Jonathan Dupuis, Food Service Director at WRSD also prepared a healthy meal for the evening: veggie pizza with whole wheat crust, salad, hummus with pita chips, and a dessert made from white

beans. “Thank you” to all who attended the evening. We hope you found this helpful.

To accompany the homework workshop, we have below general tips for parents about homework from <http://www2.ed.gov/print/parents/academic/involve/homework/part.html#2>

Make sure your child has a quiet, well-lit place to do homework.

Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.

Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.

Ask your child if special materials will be needed for some projects and get them in advance.

Help your child with time management.

Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.



Title I News from Southwick School



**In time of
test,
family is best.**

**~Burmese
Proverb**

**Learning
without thought
is labor lost.**

~Confucius

In third grade, we start the new year by seeing how far we've come since last spring. Our students will be taking the NWEA (Northwest Evaluation Association) tests. These are more clearly identified as the MAP (Measures of Academic Progress). This is an exciting time for affirming student goals, measuring their progress and looking forward to new learning experiences. These tests (Reading, Language Usage and Math) will be spaced out over three weeks, so that the students will feel less stress and thus be more user-friendly for the kids.

In reading, we are continuing on with the Theme *As we Grow*, as we explore world and our connection with nature. We are studying the author's purpose, as we define why we read what we read: to entertain, to inform or to persuade. The students will gain greater fluency by practicing reading with intonation. We will continue to review our silent consonant diagraphs (gn, kn, wr, gh), le endings and the 'soft' letters of g, j, dge. We will also be practicing pronouns.

In math, we completed the year with a post-test for addition, demonstrating student knowledge of place value. Students also have begun to understand the connection with multiplication, and have shown their blooming skills in adding multi-digit numbers. Soon we will be starting Unit 5, on area, studying shapes and understanding the idea of perimeter and length in relation to those shapes. This should be a lot of fun with lots of hands-on experience. Keep up the practice on the daily Rocket Math. Persistence makes perfect!

While in fourth grade, we are working hard on their testing this month. It's been a nice change in schedule as the students will be taking a test one day each week instead of three days in a row.

In math, the students are finishing up their unit on predicting graphs. They also are learning about mean and average. We completed a fun experiment with how high a tennis and super ball bounces and then graphed our information. We then took our average scores and compared them on graphs.

In reading, we are working on cause and effect relationships. We are reading non-fiction stories to find the cause and effect relationships. The students also worked on different types of graphic organizers and how they are used in different types of reading texts.

Happy New Year! It's great to be back. In fifth grade math, we are working again with fractions. This lesson will focus on ordering, comparing, adding, and subtracting. As always, we will continue to strengthen skills with Rocket Math and the numbers that make ten. In reading, we will begin lesson 15, "How Prairie Became Ocean." The focus skills of this lesson are: compare and contrast, the characteristics of genre, and the robust vocabulary. This story is a Readers Theater, where all the students enjoy reading and playing the parts. Thank you for your continued support in your child's success.

Title I News from Winnisquam Regional Middle School

The iSucceed math class continues to learn the differences between prime and composite numbers and factors and multiples. Many of our students are having difficulty with these two related concepts.

A prime number has two factors, 1 & itself.

A composite number has more than 2 factors.

A factor is the number you multiply to find a product (multiple).

A multiple is the answer to a multiplication problem.

Example: $3 \times 5 = 15$ Three and five are factors of fifteen, fifteen is a multiple of three and of five. Fifteen is a composite number because it has more than two factors, it has 4 factors: $1 \times 15 = 15$ and $3 \times 5 = 15$, the factors are 1,3,5,15

For the students who struggle with multiplication facts the task of determining any given number's factors can be quite daunting. Therefore, approximately every three days students are given 5 unknown multiplication facts to memorize and are formally tested on these facts. The students will also be periodically

tested on the full 144 multiplication facts to verify their progress.

The sixth grade CMP math classes are completing their unit on the comparison of fractions, decimals & percents. Students began their exploration in this unit by applying previously learned skills for finding equivalent fractions, using 100s grids for visualizing percentages, learning the "lollipop" method for reading decimals and that "%" means "out of a hundred".

Through various classroom activities and practice problems students discovered that all fractions can be converted into decimals through dividing the numerator by the denominator. All decimals can be restated as percentages by multiplying by 100 and all percentages can be restated as a decimal by dividing by 100.

Next, students will begin exploring discounts and taxes. This is a fun unit of applying the skills learned in the previous unit to real world experiences – at least 2 activities many 6th graders can relate to: shopping and eating out!



The whole purpose of education is to turn mirrors into windows.

~Sydney J. Harris.

Title I News from Union Sanborn School

In Kindergarten Plus (K+), we have entered 2011 with an exciting beginning. Three of our friends graduated from K+ and we have five new friends who have joined us. Congratulations to our recent graduates and a warm welcome to our new friends! Some very exciting news for our K+ students is that our classroom has been selected to have a Smart Board installed this month. This is an exciting advancement towards 21st century education for our kindergarteners!

In math, our little mathematicians have been working with math mountains and turn around facts. We continue to focus on number sense and have been exploring it in real world situations.

Our busy little readers have been working a lot on word building and creating sentences. We have been working on conventions and developing questions. We have even been talking about how to conduct an interview.

Homework Workshop (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

Be positive about homework.

Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.

When your child does homework, you do homework.

Show your child that the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.

When your child asks for help, provide guidance, not answers.

Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.

When the teacher asks that you play a role in homework, do it.

Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.

If homework is meant to be done by your child alone, stay away.

Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent,

lifelong learning skills.

Stay informed.

Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.

Help your child figure out what is hard homework and what is easy homework.

Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.

Watch your child for signs of failure and frustration.

Let your child take a short break if she is having trouble keeping her mind on an assignment.

Reward progress in homework.

If your child has been successful in homework completion and is working hard, celebrate that success with a special event (e.g., pizza, a walk, a trip to the park) to reinforce the positive effort.

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Sno Girl
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Title I News from Union Sanborn School (Continued)

It is so exciting to watch the K+ students become familiar and comfortable working with the interactive smart board. How exciting it will be when it becomes a permanent fixture in our classroom.

I hope everyone enjoyed the holidays; now it's time to get back to work! First grade will begin the year reading a nonfiction story called *Land of Ice*. This story talks about how certain animals survive in very cold weather. Ask your child to tell you about some of the animals that were discussed in the story. Throughout the month, we will focus on the skills of comparing and contrasting: how things are alike and different and setting, and where the story took place. We will also look at the digraphs *sh*, *ch* and *tch* which will be found in our upcoming spelling lessons. Second grade will also be reading a nonfiction story called *Rain Forest Babies*. It is important for students to read nonfiction texts so that they can learn facts on a subject and know how to locate information when reading a story. Our skills will include discussing the difference between fiction and nonfiction stories and the setting of stories. We will be looking at the digraphs *kn*, *wr*, *gh* and *ph* and the new phonics skill of adding suffixes like *ly*, *ness*, *ful* and *less*. Stay warm!