

# RDW NEWSLETTER

## JANUARY 2017



### RDW PTA NEWS

RDW PTA will have a spring/Easter Gertrude Hawk fundraiser.

Sales dates are:

February 6, 2017 through February 24, 2017.

Delivery on:

Tuesday, March 21, 2017

### UPCOMING EVENTS

No roller-skating in January or February.

No RDW PTA meeting in January.

Full day of school on January 16, 2017.



### MS. BOOTH

Elements of Western Wayne's 339 Plan for Career and College Readiness were showcased at a state conference in December. Ms. Booth (RDW School Counselor) and Mrs. Bayly (WW School Counseling intern) attended the Pennsylvania School Counselor's Association (PSCA) annual conference in State College, PA. They presented an hour-long workshop entitled "Elementary Career Readiness-Igniting the Spark in Every Student." The presentation included successful ideas on school-wide interventions (ex: teachers sharing their career journeys), classroom interventions (ex: fourth-grade guidance lessons on career), a small

group intervention (Tugboats support group) and an individual intervention (career binder). Feedback from the presentation was very positive, including a comment from the PSCA president: "This was the best workshop of the day."

School counselors provide services to students in three domains: Academic, Social/Emotional, and Career. Even at the elementary level, there is much focus on career awareness and exploration. It is beneficial for students at a young age to make the connection between school success and career success. Please look for guidance lesson handouts from Ms. Booth for more information!

### LEARNING SUPPORT

**Happy New Year! The new year is a great time to set some goals for yourself and your child. How about increasing those reading fluency skills? What parents can do to help at home:**

Support and encourage your child. Realize that he or she is likely frustrated by reading.

Check with your child's teacher to find out their assessment of your child's word decoding skills.

If your child can decode words well, help him or her build speed and accuracy by:

- \* Read aloud and have your child match his voice to yours
- \* Have your child practice reading the same list of words, phrases, or short passages several times
- \* Remind your child to pause between sentences and phrases
- \* Read aloud to your child to provide an example of how fluent reading sounds.

Give your child books with predictable vocabulary and clear rhythmic patterns so the child can "hear" the sound of fluent reading as he or she reads the book aloud.

Use books on tape; have your child follow along in the print copy.

Choose interesting reading material-not always a book! Try cereal boxes, comics, billboards, newspapers, magazines, commercials, etc.



## EARLY INTERVENTION

### Strengthen Holiday Language Skills at Home

By Kelly Faulkenberry Cheek,  
M.S.P, CCC-SLP  
Super Duper Handy Handouts #29

The holiday break gives parents the opportunity to spend more time with their children. With the following activities, parents can use this valuable time to strengthen their children's language skills and have some fun, too!

#### Use Family Pictures to Develop Strong Language Skills

Placing pictures into a personalized picture book, such as an

*"Tell me and I forget. Show me and I may remember. Involve me and I will understand."*

~ Chinese Proverb

We hope everyone had a wonderful holiday! As the New Year begins, Pre-K continues to work on each letter of the alphabet. We are working very hard to learn each letter and its sound. Please join us in reviewing at home. We will also continue to work on our

inexpensive "flip-book" type album, can help your children understand and use more language. Talk with your children about people, objects, and colors and take turns describing each. Encourage your children to describe the pictures and use words like who, what, when, where, and why. Allow them to describe their memories of these events and expand upon these with your own.

#### Reading and Telling Stories: A Great Way to Develop Imagination and Language Skills

Another way to spend quality time with your children, and strengthen language skills at the same time, is by reading and telling stories together.

Let your children predict the characters' actions and describe the pictures using nouns, verbs, and adjectives. Ask your children to retell the story while adding your own ideas and giving clues to the sequence of events.

Tell stories to your children to allow them to build their imagination skills. Children love to hear stories about their parents and other close family members. Tell them funny stories about what they did when they were little, such as their first birthday, their first word, or when they first learned to talk. To bond with your child and strengthen their language skills, make this a part of your bedtime ritual.

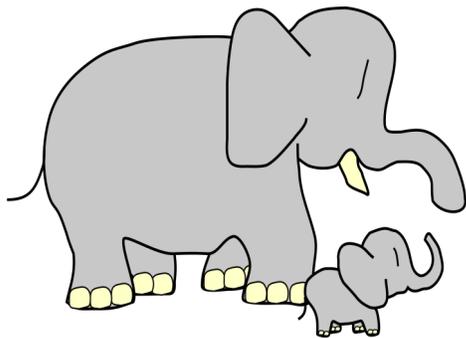
## PREKINDERGARTEN



new Eureka math lessons. The children were so proud of the number books they made last month.

We are continuing to promote responsibility in our students. The children hang up their belongings in their cubbies, get their folders out of their backpacks and make their lunch choices each day. We discuss and practice our manners. We are also working on manipulating jackets. Please reinforce these skills at home.

Continue reading to your child each night to help promote literacy and develop necessary language skills. Our literacy activities will include learning and acting out nursery rhymes, listening to and discussing fairy tales and fables and identifying favorite characters in the stories. Please ask your children about the stories we are reading and have them reenact some nursery rhymes for you at home.



## KINDERGARTEN

Kindergarten is excited to start the new year off reading and writing using all of our new skills.

As students continue to grow, so do their capabilities in "hearing" sounds in words. We practice segmenting or taking words apart and blending or putting sounds together daily. Our writing skills are becoming easier with these new

talents. The children are very excited about reading pre-decodable books on their own.

Eureka math continues to challenge us with comparing numbers to see greater or less than, or equal amounts. We also compare and describe length, weight and capacity. We use words such as small, big, short, tall, empty, full, heavy and light.



## AUTISTIC SUPPORT

As we enter the winter months we are focusing on personal hygiene and cleanliness in the classroom to avoid the spread of germs that cause sickness. Our students have been practicing sneezing and coughing in their elbows and washing their hands when they forget (it happens to the best of us)! The

students are also learning to keep hands away from mouth and eyes and again, washing hands. The students will assist in cleaning up including wiping down tables if food spills, markers come through their papers, or a sneeze comes out too quick to catch.

These skills can be practiced and encouraged at home, especially during times of illness and generally throughout daily routines including brushing teeth, taking baths/showers, and washing hands after being out in public. Less sick time=more learning!

## FIRST GRADE

Happy New Year! Last month the children enjoyed many wonderful Holiday activities. The children made cute keepsake ornaments and chocolate covered pretzels as gifts for you, their parents, a big thank you for all that you do. They also learned the joy of giving a gift and were very proud of their creations.

In January we will continue to work towards proficiency in reading as well as in math with our basic facts. In first grade we, are still learning to read and daily practice is essential. We want to stress the importance of having your child read to you each night. The de-

*“Mathematics is not about numbers, equations, computations, or algorithms. It is about understanding.” – by William Paul Thursten*

Here’s some math fluency to try at home: Skip counting is a helpful way to find out what 10 more or 100 more than a number is. For example: Cory collects bottle caps. His goal is to collect 952 by the end of the year. Corey has 752 already. How many more does he need to reach his goal? Think out loud with your child. 752, if I skip count by hundreds it would be 752, 852, 952. Corey has 200 more bottle caps to collect to get to his goal. Imagine what that would look on a number

line. Go one step further and draw the number line with your child to visually show the skip counting.

codable books are good practice for sounding out or “decoding” words but they lack much of a story line. It is important for you to allow your child to read books to you at home that have a comprehension component as well. While reading and after reading you can then take time and ask your child the sequence of events in the story, (What will or did happen next?) the setting, and who are the main characters?

We also have started our informational writing guided by our Lucy Calkins Writing Series. We have high expectations in all areas of learning in first grade and com-

## SECOND GRADE

The second grade students have been working on informative writing and have made nice progress writing as scientists. We are quite impressed with how the children worked diligently on this form of writing.

The children have been delving into nonfiction or informational texts at school. Please foster non-fiction reading by encouraging your children to choose those types of books, magazines, or texts at home. The children are especially

fascinated about learning about all types of animals and their habitats.

Lastly, please remember that we go outside for recess each day and it is very important that the children are dressed appropriately for the outdoor elements. With our especially nice weather, it’s easy to forget how quickly the weather may change throughout the course of a day. Please have your children keep extra warm clothing in their backpacks.

## THIRD GRADE

terms, without worrying whether or not they’re “smart enough” to do math.

### Try these activities:

1) Challenge him/her to guess at things, and then find the answers. Examples: How many M&M’s are in your snack bag? How many minutes do you think it will take to clear off the table after dinner? Which of these cups do you think will hold more juice?

2) Have your child compare things: Which is heavier – a cookie or 10 chocolate chips?

Who do you think is taller, mom or dad? Which carrot is longer?

3) Talk about how you use math in your life: balancing your checkbook, paying cashiers, changing bills for coins, setting a budget, depositing money, buying gifts, etc.

4) Have your child set the table (counting and sorting the sets of plates, napkins, cups, and silverware).

**Enjoy thinking mathematically with your child**

### **“I just can’t do math!”**

Be honest. Have you ever said that? Have you heard that statement from your child? Here’s help.

At home, the best way to help your child learn to love math is to play with numbers, and to frequently point out the various ways in which math makes our lives easier. By working with tangible objects, and counting, sorting, estimating, measuring, looking for patterns, and solving real-life problems, children learn to think in mathematical

## FOURTH GRADE

Our 4<sup>th</sup> graders are *FANTASTIC!* Each week our students are becoming better processors of information. Our classrooms are designed with robust cultures for learning, and all students receive the message that while the work is challenging, we believe that they are capable of great achievements if they are prepared to *work hard*. We are working hard to convince them of their capabilities. Our students are then willing to devote energy to their tasks, they take pride in their accomplishments,

and their pride is reflected in their interactions with classmates, teachers, and family members.

As we move forward in the new year, there are many new opportunities for learning. In our reading series, we are reading stories about creative minds. We will soon be enjoying a visit from our new state representative, Jonathan Fritz, who will be sharing information with us about the great state of Pennsylvania. In our writing lessons we are continuing the work of writing opinion pieces with personal and per-

suasive essays. In science, we are studying different types of energy, and in health we are learning how important it is to make healthy decisions for our bodies. We are getting serious about the effects of drugs, alcohol, and tobacco products. As we finish modules three and four, our math lessons will have continued in-depth thinking with problem solving, followed by the study of angle measures and plane figures. Please be sure that your child is practicing basic multiplication and division facts nightly.

## FIFTH GRADE

This is a busy month for fifth grade. In math we are working in module three, which is addition and subtraction of fractions. A lot of time is spent on fractions. It is always a good idea to help students to brush up on their multiplication facts. We will be using them when we add

and subtract fractions with unlike denominators.

In reading we are continuing to work on our close reading. Asking ourselves “What is the author telling me?” or “What does the author want me to understand?” can help

us have a deeper understanding of our text. We are becoming more independent with our Text Dependent Analysis in fifth grade. Students are doing a great job at locating evidence in a text and analyzing that evidence.

## TITLE 1

The Common Core State Standards are the national standards that tell teachers what students are expected to learn in math and language arts. These standards outline expectations that are far different from the expectations of school years ago. Below is a general explanation of the big ideas in the English language arts standards and what parents can do to support these standards at home.

**Key Ideas and Details:** Children are expected to read many different kinds of books and articles carefully. While reading, your child will be working on understanding what is happening in the story, retelling key or important events or things and determining what details are important to the story.

To help with this standard at home be sure to talk about important parts of the story after reading. For example,

what happened in the beginning, middle, and end? Also after reading encourage your child to summarize or retell the story in his/her own words. If you are reading an informational story, ask questions about the information given.

**Craft and Structure:** The standards under this big idea focus on the author’s word choices and why the author chose to use those specific words. These standards also encourage us to examine the set-up of varying types of texts like storybooks, poems, plays, and informational articles.

To help with this standard at home call attention to the interesting words and phrases the author uses for emphasis. For example, using the word “enormous” instead of “big.” Also point out the phrases the author uses such as “sick as a dog” or “as fast as the wind.” This is also a great time to talk about vocabulary and interesting words. Be sure to point out different

features like headings and real photographs in informational stories.

**Integration of Knowledge and Ideas:** These standards focus student work on comparing and contrasting details from text. In informational texts, students will need to describe important or key ideas using details from the text and tell how two texts on the same topic differ.

At home, talk about how the story illustrations or pictures help the reader better understand the story. Also, try to read different books on the same topic and talk about how the books were alike and different.

Remember if you have any questions regarding these standards please feel free to contact your child’s Title I teacher. Happy reading!!