

# The Week Ahead

## Upcoming Events and Reminders:

**Monday, August 29 Boy Scouts of America Registration**

**Monday, August 29<sup>th</sup>**

**6:00 p.m. at Phillips Community College in DeWitt**

**\$15.00 per year**

**Parent or adult must attend with student.**



**September 5 – Labor Day Holiday**

### **Reminder for Children Attending Football Games:**

Children attending the football games should remember that they are not to bring toys, including footballs, to the game. Also, remember that the dress code policy is in effect at school games.

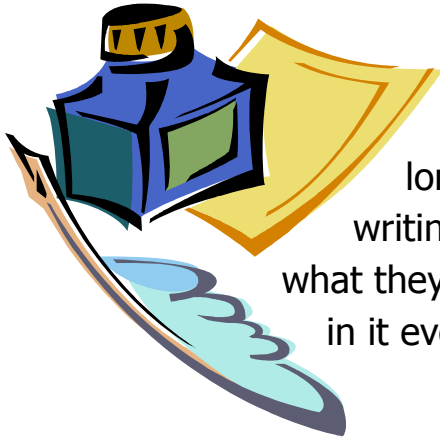
### **The Week Ahead**

The Week Ahead will be given to students on Friday. They are instructed to put this in their homework folder and to take it home so that you can review their work. If your child should not get The Week Ahead, they may pick up an extra copy in Dana Horton's Classroom. There will always be extra copies. If you need two copies, they may take two copies. Also, I will try to post it to the school website, so that you will be able to access it there if needed. The school website is <http://www.dewittschooldistrict.net/>.

### **Permission Slip for Pictures and Videos**

Attached to The Week Ahead is a permission slip to allow the teachers to photograph or video your child in activities during the year. These can be posted to the school website also.

## Creative Writing with Mrs. Carolyn

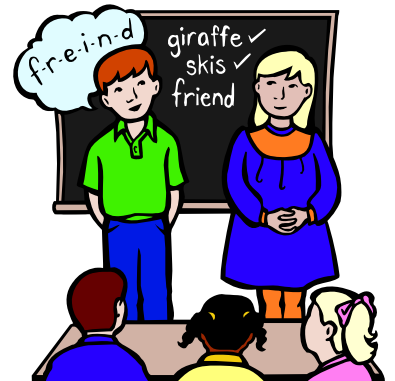


This week my class will continue working on Subjects and Predicates. In Spelling we will learn long *i* and short *i* words. We will spend much time writing in their WRITER'S NOTEBOOK too. Ask your child what they wrote about in their notebook last week. We write in it every day!

**Shurley English** will be a part of this class too. There will be a weekly test over material learned that week but most weeks there will not be homework in this area.

I will be sure and let you know in the "Week Ahead" newsletter when there is homework for my class.

**Be sure and study the attached SPELLING WORDS for a TEST on FRIDAY.**



# Spelling Words for Week of 8/29/11

## **Short ī**

dish

rich

flip

swim

spill

gift

flip

thin

## **Oddball**

give

## **Long ĭ**

five

mice

prize

hike

while

drive

nine



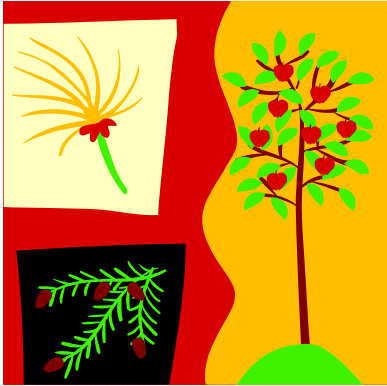
## Math with Mrs. Jessi

This week in math we will be using place value, standard, word, and expanded forms to compare numbers. We will continue to work in our binders on Spiral Review, Word Problems, and Daily Math.

Homework will begin this week. We will have it Monday and Wednesday nights. It will review what we have already learned. Occasionally, I will send out work to see what they can do for our class the next day.

Everyone has worked very hard this week! Enjoy the weekend.





**Exploring Science with Mrs. Gina**  
This week in science class we will have a quiz on Tuesday over plant and animal cells. (Study guide will come home on Monday.) There will also be an in-class grade given on materials taught last week (Page 32-37). We will all begin the study of plant growth and change.

## **SOCIAL STUDIES**

This week in Social Studies we will continue to discuss the differences in schools and times in the past and now. We will be comparing the differences.



## Reading with Mrs. Dana

This week we will be reading another humorous fiction story. Our story is entitled Max's Words. The story is found on pages 190-211 in Book 3.1.

**Our reading comprehension test will be on Thursday this week.**

The vocabulary for this story is found on pages 186-187. **There will be a short vocabulary quiz on Friday.**

The focus for this reading story will be sequencing - the order of the story.

Here is an example:

What kind of words did Max collect first?

What does he collect next?

I have included a sequencing chart where students can practice putting the story in order, or parts of the story in order. Below is an example of how you might use this chart.



Max's brother Benjamin collected stamps.

Benjamin spread his stamp collection across his desk, and showed them to friends and family.

When Max asked Benjamin for a stamp, Benjamin said, "No."

1

2

3

# IT'S YOUR TURN TO SEQUENCE

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We will be building a word collection. If you have old magazines or newspapers that you would like to donate, please send them with your child.

Sample test questions will be listed following the information on sequencing.

## **Sequencing**

### **What Is It?**

Sequencing is one of many skills that contributes to students' ability to comprehend what they read. Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred.

The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Finding meaning in a text depends on the ability to understand and place the details, the sequence of events, within some larger context—the beginning, middle, and end of a story. The ordering of events in a story, along with connecting words such as *once upon a time*, *then*, *later*, *afterwards*, and *in the end*, are good examples of textual features, an understanding of which gives the reader a way of integrating the story's individual parts into its larger framework—and thereby understanding the author's purpose.

### **Why Is It Important?**

As students listen to or read text, they are best served if they can understand the information as it is presented and then recall it at a later point. Beginning readers and those that have not had much opportunity to work on their sequencing skills have a tendency to retell a story by starting with the end, since it is the part that they read or heard most recently. Even more experienced readers may re-tell a story by focusing primarily on the sections that were most appealing to them rather than by giving a more complete picture of the events that occurred. (Fox and Allen, 1983)

Practicing sequencing helps remedy both of these issues and makes this aspect of reading comprehension second nature. If students are encouraged to identify the parts of a story, for instance, they will be better able to retell it to someone else, as it is a more manageable task to think of a story in pieces—the beginning, middle, and end—rather than try to recall it as one large chunk. Sequencing activities also provide an opportunity for students to examine text and story structure, which, in turn, strengthens their writing skills.

### **How Can You Make It Happen?**

Sequencing is a skill that can be incorporated into any subject area, but it is often associated with teaching early readers. When selecting a text for a sequencing activity, start with a piece that contains distinct events; has a clear beginning,

middle, and end; and that lends itself to being retold. Familiar examples of such stories include fairy tales and fables.

A variety of ways exist to help students hone their sequencing skills. Below are some ideas for practicing sequencing in the context of a read-aloud story or during independent reading.

### **Read Aloud**

Prior to reading a story aloud, remind students that they will be working on their sequencing skills. Depending on your lesson, you might say, "As we read, let's think about what happens during the beginning, middle, and end of the story," or "After we finish reading, we're going to try to retell the story."

As you read, pause frequently to ask students to identify the events in the story and to encourage them to think about when the beginning gives way to the middle and the middle transitions to the end.

Once you have read the story, make lists with students about the events that occurred, trying to arrange them sequentially. Sentence strips work well for this type of activity, since events can be written on individual strips and then rearranged as necessary to put the events in the correct order. Let students use these lists or strips as reminders as they retell the story by acting it out with puppets, for instance.

### **Independent Reading**

Begin by reminding students that they will be working on their sequencing skills. One strategy that may be helpful is to give students pieces of paper and pencils to use as they read. Students can write page numbers and a few words to remind them of important events in the story. For instance, a student who is reading *Goldilocks and the Three Bears* in order to retell it may jot down:

Goldilocks comes in  
She eats the porridge  
She breaks the chair  
She falls asleep  
The bears come home

This list doesn't tell the whole story, but it does provide the key elements, in order, and would serve as a good outline for someone wanting to retell it themselves. If this procedure is new to students, model it before asking them to

do it on their own, using a read aloud story and recording your own ideas in a think aloud style to show students how to do this on their own.

<http://www.teachervision.fen.com/skill-builder/reading-comprehension/48779.html?page=1&detoured=1>

## Sample Questions for Reading

**What did Max do after his brother Karl would not give him a coin?**

- Max took a coin.**
- Max decided to make his own collection.**
- Max decided to collect stamps.**
- Max collected coins.**

**Name four words that made Max feel good.**

- bananas, pancakes, ice cream, cake**
- asked, through, alligator, crocodile**
- park, baseball, dogs, huge**
- a, the, its, on**



## Permission to Photograph or Video

During the school year we often photograph students in school activities and then post these to the school website. Please sign the following release to allow your child to be photographed and for pictures to be published to the school website.



\_\_\_\_\_ Yes, teachers, Dana Horton, Carolyn Coffelt, Gina Watkins, and Jessi Logan, have permission to photograph my child

\_\_\_\_\_ during school activities. I understand that these may be published to the school website.

\_\_\_\_\_ No my child, \_\_\_\_\_, may not be photographed or videoed.

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Parent/Guardian's signature

Date: \_\_\_\_\_