

Learning & Research Academy

Newsletter

May 2, 2008

Summer Scholars

It's time to register for Summer Scholars! Summer Scholars is a half day academic camp that offers University School students an opportunity to continue learning from June 9 through July 3. Personalized programs based on your child's learning profile provide advanced or remedial instruction. The Summer Scholars Learning Center is specifically designed for LRA students. For further information call 854-262-4503 or log on to USchool.nova.edu

Chartwell's Lunch Information

At the request of Chartwells Food Service, Friday, May 2 will be the last day that students will be permitted to "charge" lunch. Beginning on Monday, May 5 and continuing through the last weeks of the school year, all students will be asked to purchase lunch either with cash or using prepaid lunch coupons. Additionally, children may bring their own lunch from home. Those students who come to school without lunch or money will be asked to call parents to bring lunch. The only alternative lunch available will be jelly sandwiches. As we begin to close the school year, all lunch charges must be paid and no further debts can be incurred. If you would like to purchase lunch coupons, please call Chartwells at 954-262-5307.

Extra Help Hours

If you plan on sending your student for **extra help** on Wednesday afternoons, please send a note in that morning or email Mrs. Chancey at chancey@nova.edu to let her know. Mrs. Chancey will sign students out at the front desk and send them back to aftercare by 4:30. **Extra help** is for any LRA student needing additional help or practice with current concepts and is available on Tuesday/Thursday mornings from 7:30 to 8:00 and Wednesday afternoons from 3:30 until 4:30.

Math Websites

All grade level students can benefit from extra practice using these websites for extra practice:

www.funbrain.com

www.aplusmath.com

www.mathfactcafe.com

www.quia.com

www.aaamath.com

An exciting website to help with reinforcing and practicing multiplication facts for third and fourth graders is www.timezattack.com. Their free program available for download will be exciting to our students. They will have so much fun practicing; they won't want to do their spelling!

Another fun website to review and practice area and perimeter is www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/perimeter_and_area/index.html

The Mainstream

Please read student's grade level newsletters as well as the LRA newsletter. This is the best way to stay informed of upcoming events and activities our students are sharing as part of their mainstream experience.

D.E.A.R. Books

DEAR (Drop Everything and Read) books are an important part of a student's school life. We encourage reading at appropriate times during the school day and ask each student to bring in books from home to read. We have a variety of books available in our classroom as well. DEAR books should be a story or chapter book. As always, your child's reading teacher will review the reading levels of DEAR books to ensure that children's selections align with their appropriate reading levels. As all children visit the school library, they can check out books to bring home and/or use during DEAR.

Reading

Kindergarten Students

- discussing comprehension strategies while reading beginning readers
- continuing to practice phonemic awareness by filling in missing sounds in words and changing words by changing one letter
- discussing elements of literature such as characters, plot, and setting

First Grade Students

- decoding and encoding words with two letter consonant blends (**flop, bent**)
- reviewing glued sounds (ang, ank, ing, ink, ong, onk, ung, unk)
- adding endings -s, -ing, and -ed to basewords
- previewing vocabulary words for reading short stories
- use phrases from short stories to build basic reading comprehension skills (identifying where/when - setting, identifying who - characters, and identifying how/why - inferencing)

Second Grade Students

- decoding and encoding words with open syllables (hi, remote) and "y" as a vowel (cry, baby)
- reviewing reading and spelling of multi-syllabic closed syllable words (cat/nip, mas/cot, hab/it) and "ic" at the end of multi-syllabic words instead of "ick" (mimic)
- reinforcing vowel-consonant-e syllable types
- learning **r-controlled** syllables (ar, er, ir, or, ur)

Third Grade Students

- reinforcing the consonant-le syllable type as the final syllable in a word (maple, rectangle)

- learning how to add suffixes to consonant-le syllables
- practicing vowel suffixes with words ending in consonant-y
 - RULE: when a word ends in **consonant-y** (*baby*), change the **y** to **i** when adding a suffix (*babied, plentiful*)
 - EXCEPTION: when a word ends in **consonant-y** and you are adding a suffix that begins with **i** (*ish, ing*) just add the suffix
- reviewing the sound “y” makes in one syllable and multi-syllabic words (*my, baby*)
- applying the sound for letter “i” in the second syllable of a multi-syllabic word as /ē/ if “i” is followed by a vowel (*champion*) or /i/ if followed by a consonant (*animal*) in our daily reviews
- learning **r- controlled** syllables (*ar, er, ir, or, ur*)

Fourth Grade Students

- highlighting text as follows: topic-green, main ideas- yellow, details-pink
- identifying text structure of a recipe
- connecting ideas and themes across texts
- previewing a story to make predictions and set purposes for reading
- using a graphic organizer to document story elements

Math

Kindergarten Students

- using “Calendar Math” to practice reading a calendar, telling time, counting and writing groups of change, reading two digit numbers, using hundreds, tens and ones, making patterns, and skip counting
- practicing writing one and two digit numbers
- reviewing fractional parts of shapes (*half, third, fourth*)
- telling time to the hour and half hour

First Grade Students

- using “Calendar Math” to practice reading a calendar, telling time, counting and writing groups of change, reading two digit numbers, using hundreds, tens and ones, making patterns, and skip counting
- telling time to the hour, half hour, and quarter hour
- adding and subtracting two digit numbers
- reviewing math concepts from the beginning of the year

Second Grade Students

- telling time to the 5 minute mark
- writing equations and finding “x” when solving word problems
- reviewing math concepts from the beginning of the year

Third Grade Students

- reviewing process for computation with two digit multiplication
- determining relevant information for multiplication and division through the word problems

- introducing measurement: area, perimeter, volume, time

Fourth Grade Students

- using partial products and the standard algorithm for multiplying with two-digit factors
- using the standard algorithm to divide 3-digit numbers by 1-digit numbers
- using the standard algorithm to divide 4-digit numbers by 1-digit numbers
- measuring objects to the nearest $\frac{1}{2}$ inch and centimeter
- identifying and drawing fractional parts of a region

Writing/Language Arts

Kindergarten Students

- using the train graphic organizer to brainstorm: the engine is the topic, the two boxcars are supporting ideas, and the caboose takes the writer back to the topic
- writing complete sentences with details in their journals
- continuing to practice writing conventions such as using capital letters at the beginnings of sentences, using spaces between words, and putting punctuation at the ends of sentences

First Grade Students

- using the train organizer to brainstorm various topics for writing a simple paragraph with a topic sentence, supporting idea sentences, and a conclusion
- adding details to stories written during first grade content time using the “Lucy Calkins Method”
- writing “free response” entries in student journals
- proofreading for COPS (capitalization, overall appearance, punctuation, and spelling)
- using the stoplight colors (green - topic, yellow - ideas, red - details) to complete basic outlines

Second Grade Students

- identifying main idea and supporting details
- reviewing vocabulary and high-frequency words used in the current reading selection
- making predictions about what will happen next in a story
- practicing comprehension strategies
- working on increasing oral fluency through preteaching high frequency phrases

Third Grade Students

- Writing 3 paragraph essay using lists to organize each paragraph
- reviewing “Night of the Pufflings” to determine:
 - main idea
 - supporting details
- practicing cursive handwriting
- practicing reading comprehension strategies
- finding unknown words and highlighting to ask pronunciation and meaning

- reading questions prior to beginning reading
- highlighting facts and information based on questions

Fourth Grade Students

- using proofreading checklists to edit written products
- participating in Quick Reads activities to improve reading fluency
- understanding and identifying adverbs
- using adverbs to tell where or when an action happened
- using graphic organizers to document ideas related to writing prompts

Speech/Language

Kindergarten Students

- continuing with phonemic awareness activities
- improving expressive vocabulary through various interactive activities

First Grade Students

- completed work on The Quilt Makers Gift
- wrote essays about meaningful giving experiences
- constructed our own class quilt
- working on poetry unit

Second Grade Students

- completed president essays
- working on diagramming skills to organize construction of “stick” presidents

Third Grade Students

- completed automaton essays
- beginning process of writing a short skit
- incorporating vocabulary, sequencing, transitioning, and organizing skills

Fourth Grade Students

- continue to work on Wonder essays
- working on writing a diamante poem to assist with People Fair requirements

Guidance

We are continuing our Social Skills program, “Skillstreaming.” The following skills are being worked on by Kindergarten through third grade:

Kindergarten: Relaxation

First Grade: Dealing w/ Anger

Second Grade: Promoting Positive Playground Behavior

Third Grade: Active and Reflective Listening

Fourth Grade students will be working on a curriculum entitled “Social Decision Making/Social Problem Solving” which helps build academic, social and emotional

competence. We have just begun a new set of lessons on Problem Solving steps and will continue to build upon this skill for the next few months. The first steps we have begun to learn are identifying the feelings in ourselves and others and clearly stating the problem. Other lessons will focus on setting a goal, constructive criticism and thinking of solutions and consequences. If you have any questions or ideas, please feel free to call or e-mail.

Important Dates

May 17th is the annual Lower School Art Fair – this is an opportunity for you to view your child's work as well as look at the talents of the entire lower school

Keep a look out for IEP forms as the teachers begin to schedule our end of the year IEP conferences. We look forward to sharing your child's progress with you!

Friendly Reminders

- Please refer to the Parent/Student Handbook found online, at the University School Webpage, for further clarification of the Dress Code.
- Check "Homework Hero" weekly for a list of your child's homework each day.
- Please look online at <http://uschool.nova.edu> for monthly lunch selections and prices. Questions? Please call Chartwells directly at (954) 262-5307.
- Some students may feel cold during the school day. Please send your child with University School approved outerwear so that he/she is comfortable throughout the day.