

## Room 18 Multi-Age Classroom Newsletter Vol. 4

Weeks of October 30 – November 13, 2017

*"I have learned that to be with those I like is enough."*

— Walt Whitman

### Upcoming Dates of Interest

- *Mondays – First Grade book bags due, Tuesdays – Library books due, Wednesdays – PE – Sneakers!*
- **Monday October 30** – Picture Retake Day-*send a note if you'd like your child to retake their picture*
- **Tuesday October 31** – School Wide PJ Day
- **No School Friday November 10 – Veteran's Day recognized**
- **Early Release Day Tuesday November 25 (1:10 PM Dismissal) - Conferences (through evening)**
- **No School - Parent/Teacher Conferences Wednesday November 26 (morning only)**

### Last Week, This Week (and Next Week) We're Working on...

- Over the coming weeks, I'll assess student reading, spelling pattern growth, and sight word recognition (gr. 1 and some gr. 2)
- **Reading:** Our small group and whole group lessons will focus on writing about our reading, noticing lessons in stories, retelling important parts using characters, setting and problem/solution, AND continuing to fine-tune basic reading skills to sharpen our reading by being word detectives – re-read to smooth our voice, notice little words in big words, breaking words into chunks, etc.
- Read Aloud: We'll choose a new read aloud soon. We are finishing the final pages of A Hundred Dresses-**lesson**: speak up for those around you who are being mistreated
- **Word Work**
  - **Shared Reading** – Continuing to read *Houndsley and Catina and the Birthday Surprise* chapter by chapter (vowel teams – ea, oa, ou, ie, inflected endings – ly, -ing, -ed)
  - **Making Words** – **gr. 1:** Short vowel word families – eg, et, ot, op, ug, ed, en, plurals, and **sl/sp/st-** blends **gr. 2:** ay, ai, -ing, st, compound words and homophones (words said the same way but have different spellings and meanings)
- **Writing:** Over the coming weeks, we'll continue to order our pages to the books we're writing, edit and revise our small moment books, send them to the editor (me), create a title and dedication page and ready them for publishing by conference time
- **Social Studies: American Families Now & Then** (see next page for an overview of our unit)
- **Math**
  - 1<sup>st</sup> Grade: **Chapter 4 – Subtraction to 10** –Ways to subtract, subtraction sentences, solving real word problems, and using fact families (i.e. Knowing 3+4 = 7 can help solve 7-3), additionally, we'll begin to work on applying all of the addition strategies we know with math fluency practice for addition (+0 and +1 facts for some, +4, +5, +6 facts for others). This practice will be self-paced and includes reinforcing proper number formation.
  - 2<sup>nd</sup> Grade: Finishing Chapter 2 – **Addition to 1,000 with regrouping**. Students will soon begin Chapter 3 – Subtracting to 1,000

### Classroom Updates

- **Parent/Teacher Conferences** are around the corner. On Monday October 30<sup>th</sup>, you will receive both an e-mail link and a paper copy to sign up for parent/teacher conferences (**only need to sign up 1 way**). Online we'll go through [www.ptcfast.com/reg1](http://www.ptcfast.com/reg1) (not live until Monday) and enter the code: **L3H1119346**. Our dates to meet will be: **Thursday November 17 from 4-6 PM, Tuesday November 25 from 1:30-5 PM and Wednesday November 26 from 8 AM -11:40 AM**. Need another time? Let me know on the paper form. We'll work it out!
- I have enjoyed giving families more detailed updates (and pictures) of our day from time to time on [Class Dojo](http://www.classdojo.com). If you're not connected and would like to see more about our day-to-day, please send me a quick note to get you sign-in info.
- Class needs: Any **cardboard** for our study group projects starting the week of November 9<sup>th</sup>

**Questions? Contact Mr. Funderburk at [efunderburk@brunswick.k12.me.us](mailto:efunderburk@brunswick.k12.me.us) (BEST OPTION) or 207-319-1950 or by note. All class newsletters are also available 24/7 at <http://www.brunswick.k12.me.us/efunderburk/classroom-newsletters>**

**Turn the page over for more specifics on our American Families Unit----->**

# American Families Now & Then

*Much of our study on families now and then will focus on the differences between wants versus needs, accessibility of resources that tends to dictate how families live/lived over time, and the importance of carrying on of traditions, religions and celebrations for families from generation to generation. Key vocabulary will range from ancestors/traditions to modern /technology to beliefs & celebrations.*

**We have or will have read the following texts (mostly historical fiction) that will walk us along these ideas that families from long ago used available resources and worked to provide shelter, food and safety to care. These texts will help guide us for our study group projects over the next 8 weeks**

- A. Ox Cart Man – A story of a 19<sup>th</sup> century New England family living through a cycle of seasons through work, trade, and farming (we’re making “re-telling” flip books to help us sequence this story)
- B. One Horse Farm – story about a boy and his horse who watch the world around them change over time
- C. Giants in the Land – story of how giant pine trees were cut down in colonial days to make massive ships
- D. The Keeping Quilt – story of Anna and an immigrant family who has a tradition of passing down a handmade quilt that is used in various traditions and celebrations
- E. The Quilt Story- A pioneer mother lovingly stitches a quilt for her daughter, Abigail, which years later transfers to another family who patches the old quilt and hands it down using it in a similar manner
- F. Cherry Pies and Lullabies- Multiple generations of women and daughters pass down and share family traditions that changes slightly over time

## Phase 1 – Families and Resources

1. We’ve begun our **family** discussion (comparing “now” families to families long ago) by **defining family in our own words.**

**Highlights:** “they live with us”, “love/care for us”, “can be many kinds of people – cousins, grandparents, siblings, etc.” **and** “families are ‘with’ us in our hearts always”

2. Additionally, students came up with what they know about **how people lived long ago.**

**Highlights:** Went to war, wore different clothes, looked differently, had different jobs, & spoke different languages, also they walked long distances, did not have cars, wove baskets, and had no running water, carried water in jugs, etc.

3. We explored how our families are alike and different by polling peers and standing up for different family structures (i.e. lives in two houses, has siblings, lives with grandparents, lives with cousins, lives in an apartment, house, other, siblings live in different places, have special celebrations, etc.)

**Highlights:** Some of us live with just one adult, many of us live with more than just parents and siblings - grandparents or cousins, some live in two different homes, some have 0 siblings and some have more than 3

4. Study groups will include exploring families and life from long ago including: homes (building our own “then” house/room using resources), some sort of sewing, knitting or weaving project, old-time school house and another project based on “then” clothing, food and/or toys

## Phase 2 – Families, Traditions and Quilts

1. This phase will focus on our quilt story books and will cover how families pass along traditions from generation to generation, some changing over time
2. We’ll also explore different family traditions in project form
3. TBD study groups will explore these ideas of traditions, quilts, and identifying our own family traditions. I’m sure we will begin to learn other classmate traditions. This will carry us over the next 8 weeks and into the holiday break

