

January 4 - 8, 2010

Dear 3M Parents,

Welcome back! I hope everyone had a wonderful break. I enjoyed my time off – spent most of it visiting with family and friends, eating, reading, watching movies, and working out! I was given the “all clear” by my doctor to resume a normal schedule. YIPPEE! Though it was a great break, I am glad to be back here at school, as I really missed the kids. Is it just me, or does it seem like they all grew a few inches over the two weeks off? They all look so much taller!

The kids did a phenomenal job of adjusting back to our learning schedule, as they were required to take the District 200 Math assessment this week. It consisted of three different tests (one multiple choice plus a short response, another multiple choice, and an extended response test). This is the second time the children have taken these same tests (they took them at the beginning of the year as well). The same types of problems were used so that we are able to mark student growth and see what area(s) we as teachers might need to place more emphasis on. The children will take this same assessment one more time at the end of the year to hopefully show that they have mastered all of the skills taught throughout the year. These assessments also serve as excellent ways to practice for the ISAT.

In Language Arts this week we studied root/base words. We also worked on pulling out suffixes and prefixes in various words. For example, in the word **discovered** the base or root word is **cover**, the prefix is **dis**, and the suffix is **ed**. After identifying all these components, we discuss the word’s meaning.

In math we continued with our telling time unit. The Telling Time Test will be given next Friday, January 15. For the test, the children will need to know time to the minute (they will have to look at a clock and identify the time shown, as well as draw the minute and hour hands on a clock to portray a given time), be able to write the time in words (ex: 7:14 is seven fourteen), describe time in at least two ways (ex: 3:45 would be quarter to 4:00 or 45 minutes past 3:00), look at a pair of times and tell the elapsed time (ex: start: 2:30 and end: 3:25 – elapsed time would be 55 minutes), and be able to read a time schedule.

We had a fun time in Social Studies this week as we talked about the westward movement of many pioneers and settlers. On Thursday, I tricked the kids into thinking that they were going to have to move to Mrs. Clubb’s room for the rest of the week because our classroom needed to be painted. I gave each child a ziplock baggie and asked them to pack whatever would fit into the bag, and whatever they felt was most important. You should have seen the looks on some of the kids’ faces. Oh dear! After this process, I explained to the kids that it was just an “experiment” to get them to feel the way that the pioneers might have felt as they had to pack up their wagons to move west. Also, if you find some free time, ask your child about the “invasion” from Mrs. Ingbretson’s class. I am sure they will be glad to tell you ALL about it. ☺

It’s great to be back, and I hope everyone is now finding themselves back in the swing of things!

Sincerely,  
Mrs. Murray