**Week of March 20 - 24, 2017**

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**Sight Words: I is a his an on and off can up at no mom yes dad he we me be had in it like to the then or for of love you from that with was.**

**Reading: Students will begin to bring two books home, twice a week, to read each night for homework.**

**Reading Strategies: Eagle Eye – using pictures to help us word solve. Lips the Fish – saying the first sound of an unknown word and reading ahead…go back and reread to solve the unknown word. Stretchy Snake – blending sounds and then saying the word. Chunky monkey – noticing the little words in a bigger word.**

**Phonemic Awareness: Continue to learn word parts ‘th’, ‘sh’, ‘ch’. The chunky monkey reading strategy goes along with learning parts and smaller words in the bigger words. We will continue working on ‘at’, ‘an’, ‘it’, ‘or’ to notice in words and help us to read the word. We will be making word families (can, man, pan) and noticing how these words also rhyme. Stretching and Blending to read/write short/long vowel words. Identifying the ending sound in a word continued.**

**Math: We continue to develop number sense; sequencing, recognizing familiar arrangements, relating numerals to respective quantities, representing/describing numbers. Using direct comparisons to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).**

**You and Your World: Recognize change and individual differences, which include, e.g., height, shoe size and hair colour. Children grow at different rates. Positive body image.**

**Monday – Read new home reading books. Support your child in using the above reading strategies to solve unknown words. Have your child tell you what the story was about. Complete one side of picture sheet by stretching and printing the words below the pictures. Use alphabet chart to support this activity. Earn a sticker for completed sheets.**

**Tuesday – Play Roll, Say, Keep using all of your sight words. Read home reading books for second night. Math: Ask your child who is the tallest person in your family? Have them explain how they know. Ask, who is shorter? (Note: Your child’s explanation should include the following language: shorter, longer (taller), almost the same).**

**Wednesday – Read new home reading books. Have your child tell you what the story was about. Play Word Walk! Write the words on large pieces of paper and spread these out on the floor. Walk from word to word reading each word as you walk on it! If you have lots of energy you can change this to Word Jump and jump from word to word!**

**Thursday – Read home reading books for second night. Complete Jolly Phonics ‘sh’ sheet. Math: Ask your child which holds less, the garbage can or your water bottle? Have them explain how they know. Ask, what else would hold more water than the water bottle? (Note: Your child’s explanation should include using the following language: more, less, almost the same).**

**Friday/Weekend: Complete side 2 of the picture sheet. Have your child say the name of the picture and stretch out the word to hear all the sounds, getting the word down one letter at a time. Math: Choose two random objects from around your house. Ask your child, to predict which item is heavier? Then, have your child compare the mass of these objects by holding one in each hand. Have them explain the comparison (Note: In students explanation they should be using the following language; lighter, heavier, almost the same).**

**Dates to Remember: April 3 – Report cards go home. April 10 – No School for students – Professional Development for teachers in the morning / Parent-Teacher Interviews in the afternoon and evening (I will be sending a form home to sign up for your interview time).**