

Dear parent/guardian,

This week we will continue combining Literacy and Science together. It is a continuation from last week. Below is listed the instruction to do:

1. Read "Step-by-Step Experiments with the Water Cycle" Pages 14-29
2. Before trying the experiment have them in their field journal write down the definitions in the book; they are the words that are highlighted. You can find the definition if you click the word, or if you are doing it by the book we sent use a dictionary.
3. Then have them write in their journal **question, predictions, results** and **answer** these before and during the experiment.
4. Try the experiments in the above reading from EPIC
5. Once finished each experiment and filling in their question, prediction, results and answers you can write a list of the materials you used during each experiment. List help us be organized!
6. After making your list, please edit 😊

On Monday when you picked up your child's belongings at school attached was their email address and passwords. I will in the next couple weeks be sending a letter to each of your children, and this is considered a source of writing for them (This can be done independently). If your passwords do not work please let me know so we can reset them for you. Have a great week and please write me if you have any questions 😊

Please remember to continue reading with your child every day for 15-20 minutes, using the parent pipeline strategy to help. **Remember make sure they are reading to you**

Andrina Tompkins



Parent Pipeline



CAFÉ Strategy: Skip the Word, Then Come Back

As experienced readers, when we come to an unfamiliar word in a text, we are usually able to use context clues to help us figure out what the word is. We use the accuracy strategy, "**Skip the Word, Then Come Back**" without even thinking about what we are doing. We have enough experience and practice as a reader to know this strategy works.

When children come to words they don't know, some stall on the unknown word and are unable to move on. These children must learn strategies to help them move forward. Your child is working on the accuracy strategy, "**Skip the Word, Then Come Back**". This strategy teaches a reader to skip over the word until the end of the sentence or passage. Then, the reader should back up and read the sentence again, using the first letter or letters of the skipped word and their context clues to decode the unknown word.

How can you help your child with this strategy at home?

1. When listening to your child read, help him/her realize it is okay to skip over a word and then come back to it. If, when reading, your child gets stuck on a word, encourage the use of this strategy.
2. Model this strategy for your child. Read aloud and stop at a word they may find difficult. Think out loud. Say, "I am going to skip this word because I am not sure what it says. I will read the rest of the sentence and then come back to it to see if I can figure it out." Hearing someone else think through the use of a new strategy can be helpful to a reader that is learning to use that strategy for the first time.
3. Play a game of "Guess My Word" with your child. Write a sentence and cover up one word. Have your child read the sentence and guess what the word might be. Then, uncover the first letter of the word and help them use the first letter and context clues from the rest of the sentence to figure it out. You may also want to reverse roles and have your child write a sentence and cover a word for you to guess. This will allow you another opportunity to model this strategy for your child.

Thank you for your continued support at home!

- Ideas and strategies are taken from: *The CAFÉ Book*, written by Gail Boushey & Joan Moser
- Written by: Allison Behne © 2010 www.thedailycafe.com



Parent Pipeline



CAFE Strategy: Chunk Letters and Sounds Together

When teaching children to read, we are always looking for ways to help them decode words efficiently, rapidly, and accurately. This allows them to focus their attention on understanding what they read rather than focusing on the fundamentals of each word. One way we accomplish this is through teaching children to watch for familiar word patterns called chunks. Chunks are groups of letters that when put together form a recognizable sound or word. Chunks can be found at the beginning, middle, or end of a word. Your child is working on the accuracy strategy of **chunking letters and sounds together**. Use the following suggestions to support your child's learning at home.

How can you help your child with this strategy at home?

1. When reading with your child, have your child look for well-known letter chunks in the words they are reading. These chunks could be prefixes, suffixes, endings, whole words, or base words. For example, your child may look for the chunk end in the word send, or air in chair.
2. When chunking a word, have your child first read each chunk separately. Then, have your child put the chunks together to make the word. This will train your child to quickly and easily spot chunks.
3. If your child is having difficulty finding chunks, guide him/her to look for familiar endings and familiar prefixes.
4. Encourage your child to use his/her fingers to frame the chunks found in words, decode those chunks first, and then move on to tackle the whole word.
5. To help train your child to look for chunks in words, play a game of "I Spy" when reading. For example, when looking at the word blend, you would say, "In this word I spy the word end". Then, switch roles with your child and let your child "spy" chunks in words.

Thank you for your continued support at home!

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