



McQuerry Title 1 Newsletter

Fall Edition 2017

FALL INTO READING

KINDERGARTEN

You may be surprised to learn that your child is already reading in kindergarten. They read letters of the alphabet, stories and poems with their teacher, and recognize signs and symbols around the building. To help reinforce good reading habits at home you can:

1. Read to your child every day.
2. Run your finger under the words while reading to help your child learn that we read from left to right and top to bottom.
3. Play games to help your child recognize the letters of the alphabet, both uppercase and lowercase letters.
4. Have your child point to words on the page that they recognize, such as **I**, **go**, and **like**.

FIRST GRADE

We use many prompts when working with your child. You will rarely hear us say sound it out, because in the English language letters make so many different sounds. Use these prompts instead:

1. Get your mouth ready.
2. What would make sense?
3. Think about the story.
4. Use the picture.
5. Try something.



We always come back to meaning.

Reading must make sense in order for a child to see the importance of it.

SECOND GRADE

By now your student has not only learned the concepts about how print works, but more importantly self help strategies and behaviors that help them better self-monitor their own reading. They have found genres they love to read and ones they don't care for. The important part of learning to read in 2nd grade is to begin to comprehend what they read not only at a surface level but to read for the author's message or knowledge around a subject. They must read for clues, infer meaning, understand vocabulary and look for information. They have to make complete sense of what they are reading at a deeper level. There are several good leading questions to help your student think about their reading.

1. What is the author trying to teach us from this story or text?
2. Do you think? Why? Why not?

3. What or how is the main character in this story feeling?
4. What are 2-3 main ideas you can learn from this information?

WONDERFUL WRITING

KINDERGARTEN

Reading and writing go hand-in-hand, so children who struggle with letter recognition have a difficult time writing. Children should be able to write their name correctly without assistance. Please keep the following things in mind when helping your child at home with writing:



1. When writing, model for your child to write left to right and top to bottom.
2. It is not uncommon for children to be writing some letters backwards, but model the correct formation for them.
3. Encourage your child to write words using the sounds the letters make.

FIRST GRADE

When writing, we would like our students to have some basic sight words under control. We would like for them to be able to spell words that they write often correctly. We would like them to hear all the sounds in words in sequence. Vowels can be pretty tricky especially when there are more than one in the word. Students often need to refer to the ABC chart in order to assist in sound recognition or letter formation. A common mistake for students is incorrect letter formation. Letters are correctly formed from the top down. Often our students start at the bottom and then pick up their pen when it isn't needed.

SECOND GRADE

Your 2nd grader has learned to write their thoughts about stories they have read, create their own fiction, write reports and create opinions. Now it's time to focus on learning to make revisions and edits to their writing to "clean" it up. This is where we begin to focus on revising our piece of writing to make sure it has the very best word choices, sentence order and meaning (sounds like reading) for the writer's audience. We also begin to expect the writing to "look" right and we focus on using punctuation, capitals and correct letter formation continually. We are learning to produce a piece that shows all we know as a reader and writer.



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WORD WORK

KINDERGARTEN

Here are some games you can play with your child to reinforce skills being learned.

- Play "Alphabet I Spy" in the car, store, or while reading a book. You say the letter you "spy" and have your child look for it.
- Using either magnetic letters or letters you have written on index cards, mix 5-10 uppercase letters with 5-10 lowercase letters and have your child sort the letters into two separate sides.
- Practice rhyming words like cat, hat, and bat.
- Clap the syllables in words.

FIRST GRADE

In the beginning of the first grade year it is really important that students start hearing the beginning and ending sounds in words. Students then need to focus on hearing short vowel sounds in the middle of words. Examples of words for this would be: hat, dog, cut and so on. It is important that students begin to hear the sounds in a sequential order so that when they are reading and writing they use this skill to problem solve words.



SECOND GRADE

What is **word work**? We are learning that teaching kids how our English language works is very important in helping them learn how to read and write our tricky language. Within our word work program we are working with students on learning phonological skills (the alphabet, sounds, word families, prefixes, suffixes and more) to build their knowledge of how to conquer the English language and all its rules and rule breakers. Our systematic word work program is completely aligned with our reading & writing so that students are learning at the level of instruction that best fits them. This is not a "memorizing" system it is a processing system where kids learn to be word workers and solvers.

BOOK PICKS

MRS. COURTWAY'S PICK

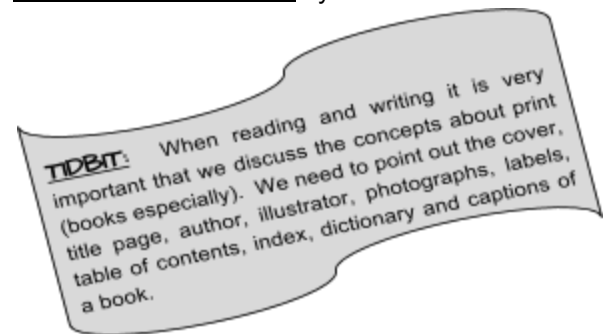
Marley and the Runaway Pumpkin by Susan Hill

MRS. SMITH'S PICK

Red Leaf, Yellow Leaf by Lois Ehlert

MRS. WAGNER'S PICK

The Scarecrow's Dance by Jane Yolen



TECHNOLOGY

We would be remiss to not give you some GREAT websites that your students can utilize for FREE to help with their literacy learning.

- <http://www.abcya.com>
- <http://www.storylineonline.net>
- <http://www.starfall.com>

Q & A

Q: *How do I help my student when they get stuck on a word?*

A: First and most importantly use meaning! Ask your student what would make sense here? Cover up the word and make a short list of words that would work. Then uncover the first letter and see if there are any words you could get rid of. As you uncover letters or parts of the word you are working with, continue to ask what would make sense.



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