



McQuerry Title 1 Newsletter

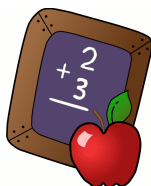
Fall Edition 2018



Title 1 WELCOME

Hello from the McQuerry Title I staff. We would like to take this time to introduce ourselves and welcome you into our Title I program. We are committed to making this school year the best for your children. We encourage you to remain involved in your child's education, both inside and outside of the classroom. Your involvement will help your children be more successful now and in the future. Teachers play a critical role of teaching knowledge and skills, but children's attitudes toward school and their habits of studying, reading and learning, are largely developed at home. Studies have consistently linked parental involvement with higher student grades and test scores, more positive student attitudes and behaviors, and improved school environments. There are many ways to be involved with your child's learning. This includes not only establishing routine homework habits but also:

- Supporting school and Title I extra-curricular activities.
- Communicating with your child's teacher regularly, by writing notes, sending emails, telephoning the school, etc.
- Keeping your child's teacher informed about events in your child's life which may affect his/her performance at school.
- Discussing with your child's teacher and parent organizations other ideas for parent involvement.
- Make sure your child attends school regularly and arrives on time.



Dyslexia - What is it?

At the moment Dyslexia is quite the buzz word. From the state mandated screenings to



parents wanting to know more. So let's define it and learn a little bit more about it.

The term "dyslexia" means a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition, and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (KCRPDC Training, Spring 2018)

Whoa, that's a lot of stuff, right? So let's break it down. Dyslexia is a medical diagnosis that has to be completed by a qualified physician. As educators we can only do a screening for dyslexia in schools to help support students who show areas of concern. A majority of the time the first area that we look at is Phonological Awareness. Without a strong Phonological Awareness system in place a student will find it hard to read and write successfully. One of the first areas of Phonology is Phonemic Awareness - the understanding of sounds, the next area is Phonics - the understanding of the relationship between the sound and symbols (letters). Other areas that are screened and used to help support students are fluency (the rate of automaticity), concepts about print, sight word recognition and comprehension. As mandated by the state we will screen these areas three times a year in first through third grades and twice a year in kindergarten to help us identify students who need our support.

If you have questions or would like more information please do not hesitate to call Mr. Armstrong or one of the Title I teachers.



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Writing - What's the Process?



There are five steps or stages in the writing process.

1. **Prewriting** is sometimes called brainstorming. This is when you gather all of the ideas you could possibly think to write about. Deciding on a setting, characters, problem, and solution may be part of this step.
2. Now that you have a plan it's time to **Write** a rough draft. Don't worry about grammar, spelling, and having every part of your story in the correct order. Even the best authors write several drafts before they are ready to publish.
3. **Revising** is the next step in the writing process. This is when you are able to rearrange sentences and paragraphs in the story so that it makes sense. You might add or remove sentences, characters, and ideas. Make sure you provide the reader with enough detail to understand the story.
4. During the **Editing** stage, you fix spelling, grammar, punctuation and capitalization.
5. You are now ready to **Publish** your story. You will use all of the changes you made during the revising and editing stages to publish your story.

Don't forget, not all stories are published.. You may lose interest in a story and begin writing a new one. That's okay. The important thing is for you to write!

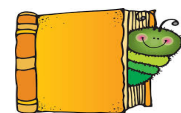
Phonological Awareness



Phonological awareness is the umbrella for learning to recognize and work with sounds and symbols in spoken language. It is the foundation for building

the skills and strategies for learning to read and write.

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds. Phonemic awareness begins with rhyming, often at home, when parents and grandparents read nursery rhymes to their children. This is such an important beginning. It then leads to clapping syllables in words and recognizing words with the same beginning sounds like 'milk' and 'mug'.



Phonics is the relationship between letters and the sounds they make, and putting spelling patterns into writing. Some students may pick this up naturally and others need to be taught. Phonics begins with learning the correlation between a sound and a letter. Working with a student's own name is a good place to start building that letter to sound correlation.

BOOK PICKS

Mrs. Courtway's Pick
Let it Fall
By Maryann Cocca-Leffler



Mrs. Smith's Pick
Miss Fiona's Stupendous Pumpkin Pie
By Mark Kimball Moulton



Mrs. Wagner's Pick
A Letter to my Teacher
By Deborah Hopkinson



TECHNOLOGY — Sites for Phonological Games
<https://www.themeasuredmom.com/wp-content/uploads/2018/01/SSndGms.pdf>

<https://aability.com/styled-3/styled-6/index.html>

<http://pbskids.org/island/preview/games-phonemicawareness.html?scrlybrkr>