



Reid's Rhino Report

Current Essential Questions

ELA — Why do readers need to ask and answer questions when they are reading? How do readers use letters and their sounds to decode unknown words? How can we use what we know about reading “just right” books to help us write our own books? How can we notice what mentor authors do in their books to make ours even better? How does looking closely at an object, like a scientist to help us to add more details to our pictures and words? Why is it important as a writer to point carefully and reread our writing often? How do spaces between words help us read the words?

Mathematics — How can you be sure you are counting correctly? How do you know if one number is larger than the other?

Read to Self (**RLK.1, RFK.2a, RFK.2b, RFK.3a, SLK.2**)

We focused on:

- building stamina in reading independently.
- asking and answering questions.
- recognizing and producing rhyming words.
- pointing under each written word for each spoken word when reading.
- using the first letter/sound in a word to figure out what it would be.

We shared several stories and songs related to owls. In literacy centers we used Osmo to practice sounding out words and recognizing letters that match those sounds. With torn paper we created owls and wrote about facts about owls. In Letterland we focused on Pp (Peter Puppy).

Studying Mentor Texts (**WK.2, WK.5, WK.7, LK.1d, LK.6, RFK.1a &c**)

We focused on

- Looking at patterned text similar to the books we are reading
- Writing informational books about a topic.
- Rehearsing, planning and writing complete sentences.
- Rereading own writing.
- Asking and answering questions about a topic.
- Publishing a page to add to the class book.
- Reading our own writing.

After researching owls on Pebblego, we created a can/have/are chart about owls. We used this chart to support our writing about owls. We learned how to draw an owl. Together wrote our own “how to” instructions and used our instructions to draw an owl.

Writing

Current Essential Questions

We are focusing on understanding the relationship between numbers and quantities (**K.CC.4**)

We talked about +1 pattern (1 and 1 is 2, 2 and 1 is 3, 3 and 1 is 4). We used a number line to identify numbers that are come before or after other numbers like “What number is 4 before 21?” We practiced recognizing and writing numbers. We placed numbers/quantities in order from smallest to largest. We continued developing subitizing skills. We continued to practice counting by 1’s and 10’s to 100. We continued to practice counting on from a given number.

Rainbow words are in your child’s backpack this week.

Rainbow words are also known as sight

words. Practice these words with your child OFTEN (daily, if possible). Please do NOT encourage your child to sound out their rainbow words. *Most rainbow words do not “follow the rules”* and must be recognized by sight NOT sounded out. When your child is able to recognize all of their current rainbow words within 3-5 seconds, **remind your child to turn in their rainbow words so your child can be assessed**. If your child is able to recognize all of their current rainbow words, a new set of words will be added to their rainbow word ring.



Things to remember...

November Scholastic Book Club

orders are due Monday, November 13. Go to <https://orders.scholastic.com/JYVF4> place an online order.

Thanks for your help with our library books! Please continue to send in library books every Wednesday.

Our next school spirit night is **Wednesday, November 15** at **Chipotle**. Please help support Apex Elementary by joining us!

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Math