



Reid's Rhino Report

Current
Essential Questions

ELA — What did the author and illustrator do to help you understand the story and the characters? Why do we read favorite stories over and over? How does becoming a good storyteller help you become a strong writing of stories? What do storytellers do to make their stories more interesting? How do we know how to change their voice to match what is happening in the story?

Mathematics — *What is counting and how can it be used? What strategies could be used to compare numbers?*

Our reading goals this week have reading with purpose and understanding, participating in conversations with a partner and speaking clearly to share feelings, thoughts and ideas.

(RLK.10, RLK.6, RLK.7, RFK.1, LK5, RIK.10, SLK 1, SLK 4, SLK.6)

Reading

We focused on:

- Listening to familiar stories and retelling
- Retelling a shared experience in sequence
- Revising our retelling to make it sound more like a story.

We shared several songs and videos related to bats ([3 facts about bats](#), [all about bats for kids](#), and [bats for kids by The Wild Adventure Girls](#)). One of our favorites this week was our [echolocation song](#). We read and colored about bats. Ask your child about bats.

We are using [QR codes](#) to access e-books with used iPhones. Try scanning the code to the right

(This one will take you to a read aloud of [Stellaluna by Janell Cannon](#).) using a QR code reader like i-nigma for [iTunes](#) or [Google Play](#). In [Letterland](#) we focused on [Mm \(Munching Mike\)](#) and [Tt \(Talking Tess\)](#).



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We are focusing on:

- Writing numbers 0 to 10 (K.CC.3)
- Understanding the relationship between numbers and quantities (K.CC.4)
- Identifying “How many?” and comparing quantities (K.CC.5)
- Recognizing greater than, less than and equal to (K.CC.6)

Mathematics

We matched 10 frames to numbers from 1 to 10. We practiced writing numbers from 1 to 10. We are matching quantities with numbers. We subitizing... the ability to recognize a small group of objects without counting (like what you do when you use a dice).

We created [bats](#) by painting empty toilet rolls, cutting out heads and wings out of construction paper, and adding wiggly eyes & pom poms for noses. We decided whether we

Art and Crafts

wanted our bats to **fly** or **hang** upside down. We added missing words to a poem about bats. Look for our bats and poems in the hallway near our classroom.

We focused on:

- Using draws, dictation and writing to narrate an event. (WK.3)
- Responding to questions and suggestions for peers and adding details. (WK.5)

We followed a guided drawing lesson to draw a bat. After researching bats, together we created a “can/have/are” chart about bats (*Note: A copy of this chart is on the back of this newsletters.*). Once the chart was created we used it to created sentences that we wrote

Writing

in our journal. We hope you’ll try creating and/or writing sentences this weekend. We recorded ourselves reading our sentences and used to Seesaw to document our learning.