



Reid's Rhino Report

Current Essential Questions

ELA — What do authors and illustrators do to help the reader understand the story and the characters? How do I answer questions about books? What are good questions to ask before, during and after reading? How do I get ideas for true stories? How do I bring my true story to life? Why is it important for writers to add details to their stories? How do authors and illustrators make sure their pictures and words go together?

Mathematics — What are numbers? How does a five frame help you become better at counting?

Readers Think, Talk, and Read in Community (**RFK.1a, LK.5c, RIK.5, RIK.10, RLK.5, SLK.1a, SLK.6**)

We focused on:

- authors and illustrators work together to pick just the right words and just the right pictures to tell a story.
- illustrations give details that help with understanding the meaning of a story.
- readers ask and answer questions before, during and after reading.
- when working with partners, we must follow agreed upon rules.
- words are separated by spaces in print.
- words can be categorized based on common idea.
- letters have sounds and when put together make words.

Reading

We shared several stories and songs related to pumpkins. We read and acted out a finger play, Five Little Pumpkins. We performed it for learning experience chaperones. In Letterland we focused on Ii (Impy Ink) and Nn (Noisy Nick).

Telling Your Story in Pictures and Words (LK.1, LK.2, LK.5, SLK.1a, SLK.3, SLK.4, SLK.5, SLK.6,)

We focused on

- Telling true stories from our lives to entertain others, record them in a booklet using pictures and words to record and hold onto our stories.
- Making our stories come to life by telling details about where we were, who was with us, what we did.
- Reread our piece to make sure it is clear and easy to read.

Writing

We created pictures of pumpkins and leaves that we found. We thought about how our pumpkin was feeling and wrote about it. We reflected on our trip to the farmers' market and created thank you notes for our chaperones that included our favorite parts of our trip.

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We are focusing on:

- Understanding the relationship between numbers and quantities (K.CC.4)
- Identifying "How many?" and comparing quantities (K.CC.5)
- Represent addition and subtraction with things (K.OA.1)

Math

We practiced counting by 1's and 10's. We looked for numbers that came before and after other numbers (*for example:* What number comes before 8? What number comes two numbers after 11?). We continued to use a five frame to help us understand "5 and how many more?" to give us 6, 7, 8, 9 and 10. We used math talk when describing like "6 is 5 and 1 more.", "8 is 5 and 3 more.", and "9 is 5 and 4 more."

Welcome to Ms. Amand who has joined our classroom!

Ms. Amand is a **student teacher** from Grand Canyon University. She will be learning with us until we leave for winter break in December.

Special Happenings...

We had a perfect field trip day at the **NC Farmers' Market**. Be sure to check out our pictures on our Shutterfly Share Site (<https://reidrhino201718.shutterfly.com/#>).

Thanks to our field trip **chaperones** (Eva's mom, Jaleel's mom, Joseph's mom, Max's mom, Sammie's mom, and Zakariya's mom). Our rhinos enjoyed a scavenger hunt at the market. We found different fruits, vegetables, and flowers. We bought and ate apples. We each chose a pumpkin to bring back to school for our learning experience.

During our **fall learning experience** we determined the type of pumpkin we chose (tall, round, small, medium, large). We measured our pumpkins height and diameter. We counted the lines/ridges on our pumpkins. We decorated our pumpkins with foam stickers. We predicted whether our pumpkin would float or sink, tested our hypothesis, and talked about why our pumpkin floated or sank.