



September 20, 2017

Greetings families!

We have now completed the I-Ready Diagnostic in both reading and math. The results of these diagnostics will help me determine the needs of the individual child, which in turn will help me place them in the correct Enrichment/Intervention Group. These groups will be ability grouped to better serve the needs of each child and they will be starting in a few weeks.

**Your child's homework packet is due every Friday morning!** He/she will be receiving their new **Homework Packet** on Friday too. To complete the Homework Packet your child must be reading at home for at least 20 minutes per night and filling in their reading response log. There is a **monthly menu** to choose from when it comes to their responses. You will find the menu in their binder, in the Homework section. They need to complete 4 days of reading responses per week from this menu (one appetizer, two main courses, and one dessert). If you know your child has a busy weekday schedule and you'd like them to start the homework packet on the weekend, please do so. That is why I always send it home on Friday so the children can get a head start on it. The homework packet will be collected every Friday morning, graded, and will count towards their reading grade. Please make sure you sign your child's HW Packet. This lets me know that you have checked that his/her homework was done correctly, neatly, and completely. In the HW packet, one of the menu choices under the title "Dessert" is called "Connection Cake" and it asks the reader to make 3 connections. I've had several parents/students ask me about this choice because they were unclear what the T-S, T-T, and T-W mean. Here is a great description of all 3:



- Text-to-self
- Text-to-text
- Text-to-world

Text-to-self connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life. An example of a text-to-self connection might be, "This story reminds me of a vacation we took to my grandfather's farm."

Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text-to-text connections. Readers gain insight during reading by thinking about how the information they are reading connects to other familiar text. "This character has the same problem that I read about in a story last year," would be an example of a text-to-text connection.

"Text to text, text to self, text to world... Leave it to school to take the fun out of texting."

Text-to-world connections are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn about things through television, movies, magazines, and newspapers. Often it is the text-to-world connections that teachers are trying to enhance when they teach lessons in science, social studies, and literature. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article."

As for the **spelling and vocabulary practice**, they have a sheet in their binder (in the homework section) for each of the topics (spelling and vocabulary). It gives them a choice of different activities they can do to study their spelling and vocabulary words. There is also loose leaf paper in the back of the binder for them to use to do these activities. I will not be grading the spelling/vocabulary practice they do at home, but remember that they will be held accountable

(with quizzes/tests) for knowing these words. Please make sure they are studying them for a few minutes every night.

The children have **daily math homework** from Monday - Thursday night. Please make sure your child is completing the math homework correctly. The math homework is checked and counts towards your child's math grade. In addition to the math homework given, your child needs to study their time tables every night. At this point they should be studying all the time tables from 6 - 12.

**We write in the planners each day so please remember to read the planner every night and sign it.** All homework as well as other communication should be put in the binder that your child brings home daily. It is very important that your child return that binder to school each day. Please remember to send all monies (lunch, t-shirt, etc.) to the school in an envelope. On the envelope please write my name, your child's name, and what the money is to be used for.

If you have not done so, please become an **"Additions" volunteer** ([www.volunteer.ocps.net](http://www.volunteer.ocps.net)). Remember that you must be an "Additions" Volunteer to be able to come and help out in the classroom, go on trips with us, attend any school functions, and even come to eat lunch with your child (children). Also, please keep in mind that parents are only allowed to eat on campus with their children on Mondays, Wednesdays, and Fridays.

**Birthday parties** are not allowed in our school. You may, however, drop off cupcakes that we can give out during recess while we sing "Happy Birthday" to your son/daughter. **Please do not send cupcakes in with your child. There is a new procedure with paperwork to fill out for any outside foods brought in that are eaten during the school day. Because of this the cupcakes must be delivered by you, so that you can fill out the appropriate paperwork before we can share them.**

If you have any questions or concerns, please don't hesitate to contact me at [jennifer.reed@ocps.net](mailto:jennifer.reed@ocps.net). I am so grateful for the support I already see from you regarding your child's success this year. Thank you again, for sharing them with me each day!

*Mrs. Reed*

