Room 100 Homework Packet

Due **Thursday**, November 8th

No School Friday November 9th

Important:

* October attendance was low. I have talked with every family about the importance of high attendance. Please be a family that helps us reach 95% as a class, not one that brings us below.
* A.M October attendance: 89%
* P.M October attendance: 88%

This attendance is not good enough. We have the lowest attendance in the school. We need to be at 95% as a class. Please only keep your child home from school if they are ill.

We can make this happen if we work together towards this goal!

Also, bring the journals I asked you to keep over break so we can read them with the class.

Caregiver signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Real Names and Silly Names

Background: Our names are an important part of how children begin to understand that text has meaning. There are letters that come together in a special way, that every time we see it, we read our name. **Even for children who already know how to read and write their name, playing different games with their names that introduce difficult concepts can become an increasingly challenging activity.**

Directions:

* Write out your child’s name in bold letters on the strips provided.
* Have a discussion with your child about the starting letter/sound of their name.
* On a separate strip, write out a silly version of your child’s name with a different first letter.
  + If your child’s name starts with a vowel, add a letter in front of the vowel
* Do this WITH your child watching and actively participating.
* Talk about how all the silly names RHYME with each other. List them off and stress the rhyming sounds
* Children who write their name already with no mistakes, let them write their own name
* Ask them to write a silly version of their name with a different first letter.
* Have YOUR CHILD attempt to tell you what their new name says.
* Encourage them to use their knowledge of letter sounds and rhyming to figure out this difficult activity independently.
* Do this activity many times with the names of different people in your family.

- - - - - -

- - - - - -

- - - - - -

- - - - - -

- - - - - -

- - - - - -

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Science

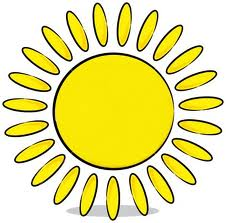
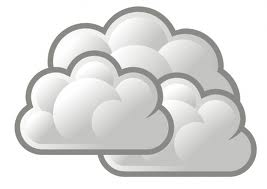
**Tell me about the weather-This should be done over the next 2 weeks, not just this week. Take this piece of paper off the packet**

Purpose: To practice observational and graphing skills

Materials: Weather chart, markers

What to do: During the day, look outside and talk about the weather. Is it sunny, cloudy, or rainy? Each day, color in one box that matches what you see outside.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Sunny Cloudy Rainy

Science

Continued

Questions to answer about the weather during your observations:

How many days have been sunny?

How many days have been cloudy?

How many more days have been cloudy than sunny?

Which type of weather did we observe the least?

Which type of weather did we observe the most?

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent activity sheet

Predicting what will happen next

Background: We have been working hard on story discussions and retelling stories in class. Reading comprehension is a critical part of developing a child’s literacy skills.

Directions: Every night, as you read with your child before bed, have story conversations about the book. Ask them how and why questions about the plot, characters, setting. As the parent activity sheet suggests, let your child use the pictures as clues.