Room 100 Homework Packet

Due **Friday**, March 8th

**Learning Everywhere**



Thank you so much to families who brought their child every day of February!

**Thanks to:**

**Noel, Jeremiah, Deshawna, Robert, Nizeke, Ezahria, and Kartrell!**

**And thanks to students who missed only one day too:**

**Johnell, Devon, D’shayla, Kayla, Azariah, and Akira!**

Obviously young children do get sick and sometimes need to stay home.

But we had attendance around **82%** for February.

We want **95%** as a class and we can make it happen with your commitment!

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

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

Shopping lists

Background information: In class I use an assessment tool called “Teaching Strategies Gold.” Standard 19b reads: “Students will write to convey meaning.” It is important to give young children opportunities to write to convey meaning. Include your child in making shopping lists. Have them write their own as you write yours.

Younger students: Families, accept their writing in any form. Just make sure you have conversations with them to ACKNOWLEDGE each written mark as a separate thought. e.g. Point to a scribble and ask what that specific scribble says. “Oh! You’re going to buy strawberries?! What else are you going to buy? Can you write that down too?”

Older students: Families…encourage the writing of actual letters instead of “mock” letters. As they sit down to write their own lists remind them to use letters they remember in order to express their thoughts. \*\*THEY MAY SAY “BUT I DON’T KNOW HOW…” Don’t let that stop them. Have letters or flash cards with them as inspiration to write. It is important for them to learn that a group of letters put together can have meaning as a word.

Advanced: Brainstorm the different things you want from the supermarket. Sound out each word and write them down slowly. **Families: please remember to not spell the words for them. When they ask what letter comes next, consistently remind them to say the word slowly and listen to all the sounds. They will surprise you if you give them time and patience.** **After they’ve written their word, you can then say “Great job. Now I can show you how I write it.”---Don’t let them erase once they’ve noticed yours is different from theirs.**

My Shopping List

1

2

3

4

5

6

7

8

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

Fruit Counting

Background information: As I’ve described before, learning can take place in unexpected places. Use fruit and snack time as an opportunity to count, add, subtract, and recognize numbers.

Materials: Apple slices, Orange slices, banana slices

What to do: Talk to your child about how to share food with other people. Use fruit you’ve bought from the store to cut even slices for this eating math activity.

Questions to ask: **How many slices should each person get? How many slices do you think you can eat before you get full? How many do you and I have together? Can you find the number that matches the amount of slices you have?**

Have numerals written out with you so you can always help your child connect the amount to the numeral as they count. Use the grids to help separate slices as your child counts out numbers for each family member

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