



Corbitt Connection

November 9, 2009



NO SCHOOL

Wednesday, November 11th, is Veteran's Day. Thank you to all who have served/are serving in our military!

Food Drive

On Thursday, November 12, our food drive will come to an end. We have collected 28 food items! There is still time if you are interested and able to help donate any non-perishable food items.

Spelling Question

As you know, last week your child began Spelling Investigations. Your child takes a sneak peek (pre-test) on a previously determined list of words and any words that he/she already knows how to spell he/she has the opportunity to replace with words found on our investigation (hunt). If your child is absent on the day of the sneak peek his/her words are the words from the original list. If you have any questions do not hesitate to ask-odds are you might not be the only one.

The first week's spelling scores were a little low. Please be sure to help your child practice his/her spelling words at home. The goal of spelling is to teach your child to pick up on spelling patterns and move him/her into "traditional" (correct) spelling.

"What Can I Do at Home?"

This week I am continuing to share ideas with you from, *The 10 Best Ways to Help Your 1st-Grader Succeed in School, A parent's to-do list*, by Ann E. La Forge. This week's tip is to tell the teacher everything. Please flip for more details. ☺

Writer's Workshop Update

Hooray!!! Narrative writing is complete and this week we will begin one of the easier genres of writing: Procedural (how to . . .). I would like to encourage you to talk about the way to make and do things with your child.

Reader's Workshop Update

This week we will be taking our next benchmark test, reading our book of the month the first half of the week. When we return from the Veteran's Day break we will begin reading books that will help build the students' schema on how to make and do things.

Skills Block

This week we will be revisiting short i in spelling and continuing our work with consonant clusters and blends.

***Please be sure to help your child practice his/her spelling words at home. Even though this is not official homework your child will be tested at the end of the week and I know you want your child to do his/her best!

Math Workshop Update

This week the students will continue working with Combining and Separating situations (addition and subtraction word problems). The students have been practicing using a variety of strategies to solve these problems.

Important Dates to Remember

Now-Nov. 12	Canned Food Drive
November 11	Veteran's Day
November 18	Early Dismissal @ 1:45 p.m.
November 20	Zoo permission slips & \$ due
Nov. 23-25	No School-Thanksgiving ☺

Tell the teacher everything

That is, everything that's happening at home that might affect how your child behaves in school. That includes positive changes (such as the birth of a baby, a move to a bigger and better house, or even a vacation to Disney World), as well as negative ones (a separation or divorce, a death or illness in the family, a parent who's lost a job).

It's not that teachers are nosy. It's that most children are not terribly skilled at handling excitement or coping with changes or stress. And they all carry their baggage from home into the classroom. Even something little, like a fight with a sibling in the car on the way to school, can affect a child's behavior or performance at school.

If a teacher knows there's a problem or change at home, she's less likely to react inappropriately when behavior goes awry at school. Under normal circumstances, for instance, a dip in grades might prompt a teacher to suggest extra help or tutoring. If she knows that the child just got a new baby brother, however, she might react instead by pulling the child aside and inviting her to talk about how she's feeling now that she's a big sister.

You needn't go into all of the gory details of what's happening at home, either. All the teacher expects to hear is, "I just wanted to let you know that we're moving to a new house next week, and Allan is pretty nervous about the whole thing" or "If Sheila seems a little hyper these days it's because her aunt is taking her to her first Broadway play this weekend."

What else do teachers want to know?

- How your child feels about school: Is she unhappy? Does she think it's too hard? Is she complaining about it at home? Or does she like it? Is there some special activity that she really enjoyed? Does she talk about the things she learns in school? Most teachers would rather hear about problems sooner than later, so they can work on turning things around as quickly as possible. They — like the rest of us — also appreciate a kind or encouraging word now and then. So don't forget to mention the good stuff.
- How your child feels about school friends: Is she making any? Does she feel like a part of the class — or an outcast? Is she being teased or harassed? Is she too shy to make new friends? Does she need to branch out from her one best friend and get to know other kids? In elementary school, there is still a lot teachers can do to mold social relationships. But they need to know what the problem is before they can start to solve it.
- What your child's special passions are: Sometimes, a child who is a reluctant reader can be drawn to books that speak to a special interest, such as sports, or pirates, or ice skating, or animals. Or, a desire to write may be stimulated by an invitation to describe one of the subjects your child loves. Let the teacher know if there is something that really motivates your child, so she can capitalize on it in the classroom.
- What your child's special needs are: That includes anything from allergies to phobias, physical or medical conditions, learning problems or preferences, special talents, emotional concerns, and behavioral patterns. If you think an issue might come up in these or other areas, let the teacher know.