

Dear Parents,

Every child in the class will participate in our weekly spelling program. Your child has been given a green notebook where he/she will keep their spelling words. Spelling words and sentences are written on the board for them to copy into their notebook every Monday (or Tuesday if we are off on Monday). A worksheet will also be sent home so they can practice writing the words three times each **(THIS SHOULD NOT BE DONE IN THEIR NOTEBOOKS PLEASE)!!!!** This worksheet is due back to school before their spelling test at the end of the week to ensure that they have been practicing. Five spelling words are given in the first week. Ten words will be given from then on (five new words and five review words). They will have a spelling test at the end of each week. This usually occurs on a Friday (including half days) but can take place a day earlier if it is a short week and we are off on Friday.

Spelling requires a lot of practice. Many children struggle with this skill regardless of how smart they are in other areas. Also, some of their spelling words cannot be sounded out phonetically due to the fact that they do not follow the rules of phonics (such as the word "the").

Knowing how to spell will greatly aid them in their writing skills because they will have the key words they may need to express themselves in written form.

*In order to ensure that their notebooks are available for them to write their new words/sentences each week, **THE SPELLING NOTEBOOK SHOULD REMAIN IN YOUR CHILD'S SCHOOLBAG AT ALL TIMES.**

**If your child is absent for their scheduled spelling test, they will be expected to be prepared to take it the day they return to school.

Thank you,
Ms. Giunta

Dear Parents,

We are beginning a challenging math unit involving money! Many children find this concept difficult so review at home would be beneficial.

Our goals include the following...

- to identify a penny, nickel, dime and quarter from both the front and back view. (We are using the original eagle as the back of the quarter as our visual)
- to identify the value of each coin
- to "count on" from coins (ex → a nickel and two pennies = $5¢ + 1¢ + 1¢$ or $7¢$)
- to trade coins for equal value (ex 5 pennies for 1 nickel, 2 nickels for 1 dime, 5 pennies and 1 nickel for 1 dime etc.)
- to compare two groups of coins to determine which amount is greater in value (ex 1 dime or 1 nickel and 2 pennies etc)
- to match the cost of an item to the correct coin amount. (ex a kite for $12¢ = 1$ dime and two pennies)

whew!!

Ms. Giunta

Name -----

Write spelling words 3 x each

1.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
2.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
3.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
4.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
5.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
6.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
7.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
8.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
9.	_____	_____	_____
	-----	-----	-----
	_____	_____	_____
10	_____	_____	_____
	-----	-----	-----
	_____	_____	_____

Name: _____



Doc has a dig.
dog.



Cass has a cat.
cot.



Lily has a dill.
doll.



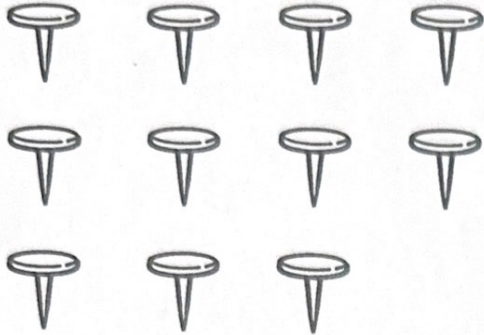
Golly is a dug.
dog.

Parents: Your child read the words and then circled the word that best completes each sentence and describes the corresponding picture.

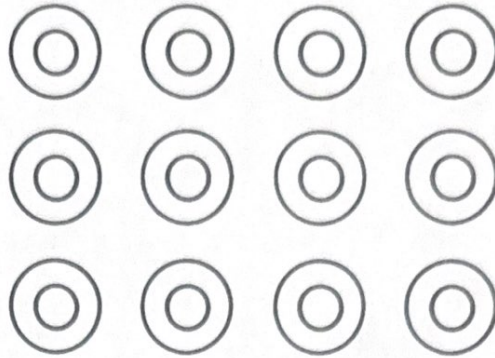
Name _____

Use with text pages 119-120

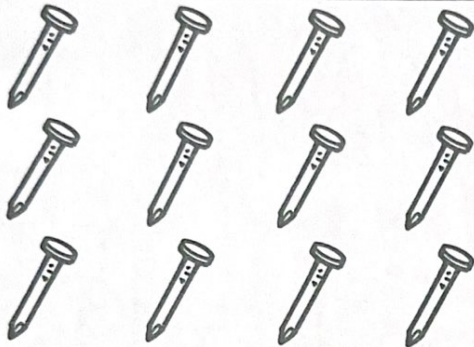
Eleven and Twelve



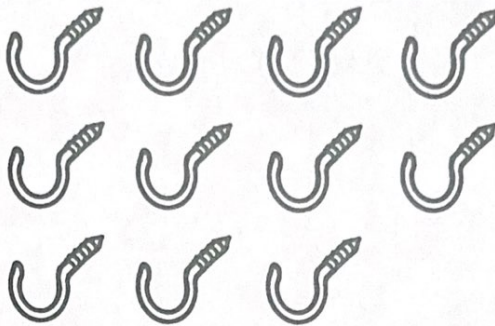
10 11 12



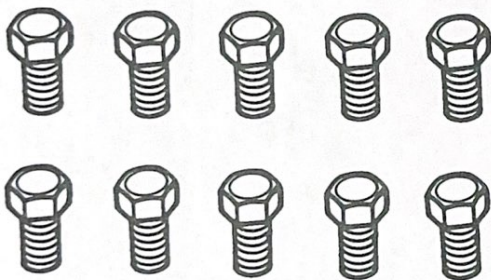
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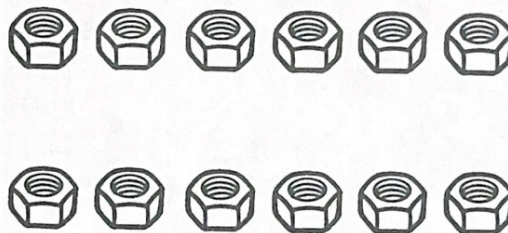
10 11 12



10 11 12



10 11 12



10 11 12

Name _____

Skill: Following directions ✓

Someone's in My Dish!

- ___ 1. Color the dog brown.
- ___ 2. Color the cat yellow.
- ___ 3. Color the bird blue.
- ___ 4. Cut out the dog.
- ___ 5. Cut out the cat.
- ___ 6. Cut out the bird.
- ___ 7. Paste the dog on top of the doghouse.
- ___ 8. Paste the cat in the tree.
- ___ 9. Paste the bird in the dog dish.

