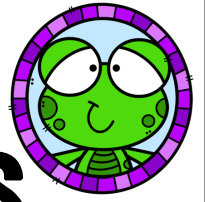


Froggy Friends' K/1 Multiage News



The Week of January 29

Email: mgoldstein3961@me.com

Website: www.froggyfriends.com

Froggy Friends' Information

Have you sent your child their Valentine's Card? (SHH) Please make sure it is in the mail by this Wednesday to ensure it reaches us on time. If don't know what I am talking about, see the email from January 22.



Last week, you should have received the instructions for class Valentine's Cards. It was in your child's folder. Please make sure the card is a paper card and can be glued on paper.



I have attached parent instructions for the UFLI lessons. (Please print this out.) Every two days, you will receive a 1/2 sheet reviewing our UFLI phonics lesson. It is a wonderful opportunity for you to support your child at home. Phonics is an extremely important skill in K/1 and by reinforcing at home, it will only strengthen your child's skills. [CLICK HERE](#)



We are in need of plain drawing paper. If anyone has extra white copy paper, my little artists would be so appreciative.



On April 1, we will be going to Gumbo Limbo in Boca (9-1:30). I am looking for two volunteers. At least one needs to be a male. Let me know by the end of this week, if you are interested.

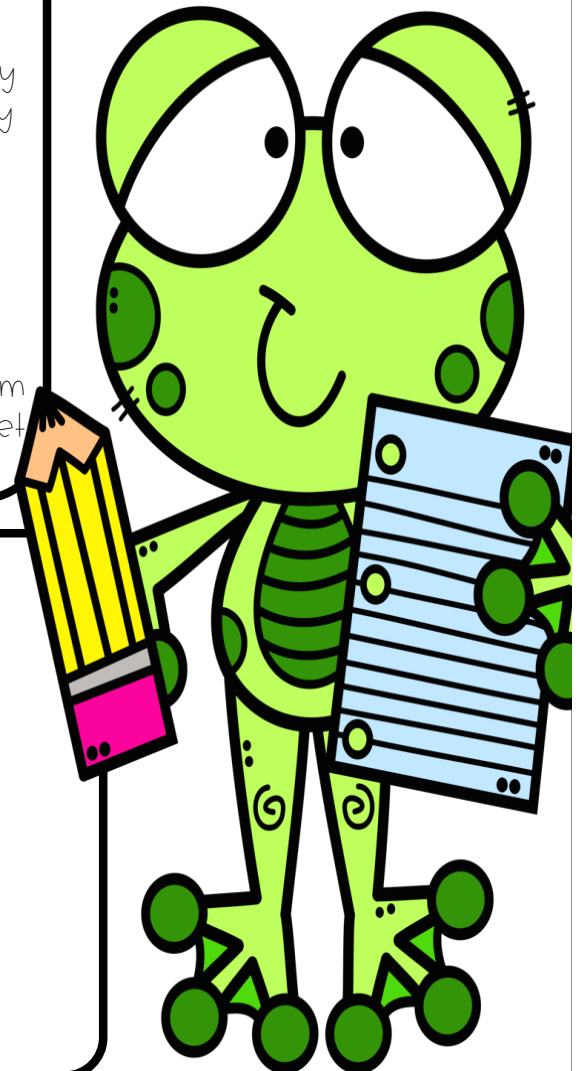
Dates to Remember

2/2 Groundhog Day

2/14 Valentine's Day & Early Release Day

2/16 Ms. Goldstein will be absent (going on a cruise with my daughter)

2/19 No School

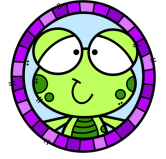
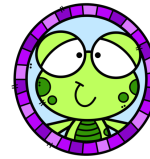
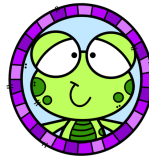


Froggylicious Questions

- What type of jobs use technology?
- What is a cockpit?
- What does an animator do?
- Who sits in Ms. Goldstein's chair and reads your writing in the afternoons?
- What was the problem in the book, "I Don't Want to be a Frog!"
- Who says, "Back to the pros" and what does that mean?

Writing

We will be starting our How-to writing this week due to the Olders begging for it. Last week, we watched a "how-to make a peanut butter & jelly sandwich" video. The kids absolutely love this video. We also made a list (using sticky notes) of various things we each know how to do. As a class, we wrote "How-to take care of a bunny". Tomorrow, we will be writing one more together and then everyone will begin writing their own. You can help your child by talking about things they know how to do and go over the steps. (3-4 steps) A few examples are brushing your teeth, walking a dog, packing your backpack, etc.



Math Workshop

Olders: Are learning how to use the symbols $>$, $<$, and $=$. Although most children know which number is greater/less than, they do not understand the symbol. You can practice at home by writing the symbol with no numbers and asking what it means. Then have your child write two numbers to make it true.

Youngers: Are composing and decomposing number 11-19. When they compose, they are putting together 10 ones and some more ones. Decomposing is when they break apart a number into 10 ones and remaining ones. When looking at a two-digit number, we know 13 is not a 1 & a 3, it is a 10 & a 3. This is an understanding that your child will use in all grade levels.

This week, your child be getting a story problem for homework. We have worked on it in class and your child is familiar with the process.

Reading Workshop

We were so inspired from reading "Robots at Work" that we have decided to build our own robots on Friday. Please send in boxes, paper towel tubes, etc. (all shapes & sizes...food/packaging boxes, etc.) We could also use some masking tape.

Last week we read about "Technology at Work".

- We learned about different jobs that use technology and the importance that they play in their job. Talk to your child about the technology you use at work.

Follow the link and review our heart words with your child.

OLDER'S LINK: up to the word "start"

YOUNGER'S LINK: up to the word "you"



Weekly Reading and Spelling Home Practice Guide

This school year, your child's teacher will be using the UFLI Foundations program for reading and spelling instruction. Your child will be learning **new concepts** (sounds and letter patterns) to build their skills in **reading and spelling words**. The UFLI Foundations program includes Home Practice sheets to help families support their child's learning at home. This is a guide for how to use these UFLI Foundations Home Practice sheets.

New Concept and Sample Words	<p>The Home Practice sheet will have the new concept listed at the top with a list of sample words for each concept. Instead of having your child memorize these words, use them to help your child practice applying what they have learned about letters and sounds. To read words, your child should say the sound for each letter or letter combination (d-i-sh) and then blend the sounds to read the word (dish). To spell words, your child should break the word into sounds and write the letter or letter combination for each sound.</p>
<p style="text-align: center;">sh</p> <p style="text-align: center;">shop shin dish lash crush</p>	
Word Work Chains	<p>When children practice building and changing words using word work chains, they are strengthening their reading and spelling skills.</p> <p>You can guide your child's practice by asking them to spell or read a new word. The Sample Word Work Chain Script shows how to alternate reading and spelling practice.</p> <p><i>Resources for Word Work:</i></p>
<p>1. shin → ship → shop → shot 2. rash → dash → dish → wish</p>	
Sample Word Work Chain Script	<p>shin → ship → shop → shot</p> <p>1. Make the word shin. [spelling] 2. Change the n to p. What word is this? [reading] 3. Change ship to shop. [spelling] 4. Change the p to t. What word is this? [reading]</p>
New Irregular Words	<p>Your child will also learn to read and spell irregular words. These words have a tricky part, and that part needs to be learned "by heart." The rest of the word can be sounded out. An asterisk* next to a word indicates that the word is temporarily irregular. This just means your child hasn't yet learned all the letter-sound connections in the word.</p>
<p style="text-align: center;">said, we*</p> <p style="text-align: center;">♥ ♥</p>	
Sentences	<p>It is important for children to have opportunities to practice applying new letter-sound connections in connected text (sentences and books). Have your child practice both reading and spelling the sentences provided.</p>
<p>1. We go to the shop. 2. She said to pick up the trash.</p>	