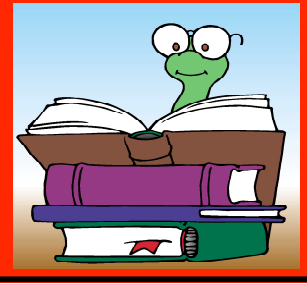


# Otsuji Outpost



## October Newsletter

Mrs. Otsuji

We had a sensational Halloween Parade and Fall Festival on Friday. It was quite an extravaganza! Thank you to all who volunteered. It is not possible without all the volunteers who donate their time and efforts. If you could not volunteer this year, please think about next year. I had a blast supervising the Eyeball Race and seeing all the enthusiastic participants.

Welcome to our new student, Isabella Currie. We are very excited to have her in our class and hope we can make her feel right at home. We had to say good-bye to Sean Hong who moved back to Korea and we will miss him very much.

Parent-Teacher Conferences are the week of November 17<sup>th</sup> and I will be using Jooners for sign ups. Please sign up for a time and I look forward to meeting with you. A letter with more information will be sent home this week. Students will be dismissed at 11:35 during conference week.

A big thank you to our field trip drivers to the De Anza Planetarium and **Heather Alonso** for her efforts in coordinating everything. Thank you again to:

**Noreen Runyan, Suchitra Kolipaka, Shirley Frantz, Lisa Schouten, and Krithika Raghavan**

Thank you to the families who have donated items to our class:

Sohal Family- Narnia DVD  
Driggett Family-labels  
Cardona Family- Wipes  
Schoof Family- Wipes  
Vempati Family- Subscription to *National Geographic Kids*

## Special Dates:

Red Ribbon Week- Oct. 27<sup>th</sup>- 31<sup>st</sup>  
Veteran's Day, Nov. 11<sup>th</sup> - No School  
Parent-Teacher Conference Week- Nov. 17<sup>th</sup>  
Thanksgiving Recess- Nov. 26<sup>th</sup>-28<sup>th</sup>

## Curriculum Highlights

### Reading

We are in the middle of Unit 2, City Wildlife. Most students think of wildlife as wild animals in jungles and forests. They do not realize that wildlife, both animals and plants, can survive and flourish in cities. The selections for this unit, fiction and nonfiction, focus on various species of plants and animals that have adapted to an urban habitat.

Here are the stories and skills:

Story 1: *The Boy Who Didn't Believe in Spring*

Phonics/Spelling: /ar/ sounds  
Word Knowledge: antonyms, compound words  
suffix -y; prefix un-  
Comprehension Skill: Classify and Categorize  
Language Arts (ELC): Quotation marks in dialogue

Story 2: *City Critters*

Phonics/Spelling: /or/ and /er/ sounds  
Word Knowledge: compound words; homophones;  
suffixes -tion, -ly  
Comprehension Skill: Drawing Conclusions  
Language Arts (ELC): Commas in a series

Story 3: *Make Way for Ducklings*

Phonics/Spelling: final /ul/ sound spelled *le*  
Word Knowledge: word families; synonyms  
Comprehension Skill: Fantasy and Reality  
Language Arts (ELC): Commas in dialogue

Story 4: *Urban Roosts*

Phonics/Spelling: /ow/ sound spelled *ou* and *ow*  
Word Knowledge: compound words; related  
words; vivid verbs  
Comprehension Skill: Cause and Effect  
Language Arts (ELC): Capitalization of Places

Story 5: *Two Days in May*

Phonics/Spelling: /oi/ sound spelled *oi* and *ov*

Word Knowledge: contractions, suffixes -ing, -ly  
Comprehension Skill: Cause and Effect  
Language Arts (ELC): Question marks and exclamation points

Story 6: *Secret Place*

Phonics/Spelling: review  
Word Knowledge: compound words, inflectional ending -ed; antonyms, and vivid verbs;

Comprehension Skill: Author's Purpose  
Language Arts (ELC): Review and onomatopoeias

**Book Cover Due: Oct. 31st**

**Writing Journal Due: Nov. 3rd**

**Book Logs Due: Wed., Nov. 3rd**

## Math

In Topic 3, Adding Whole Numbers, students learned strategies for adding numbers mentally and added 2-, 3-, and 4-digit numbers. One strategy for solving addition problems mentally is break apart the numbers you are adding into tens and ones. Add the tens, then add the ones, and then add the two answers to get the final answer. Another strategy is to make a ten. For example, to solve the problem  $38 + 26$  a different way, take 4 away 38 and add to 26 to make an even 30. Then add  $30 + 34$  to get 64.

Main Vocabulary for Topic 3:

**addends:** numbers being added together

**sum:** answer when adding

**Commutative (Order) Property of Addition:** you can add numbers in any order and the sum will be the same.

Ex.  $7 + 5 = 5 + 7$

**Associative (Grouping) Property of Addition:** a number written as the sum of the values of its digits

Ex.  $(3 + 4) + 5 = 3 + (4 + 5)$

**Identity (Zero) Property of Addition:** the sum of zero and any number is that same number

Ex.  $5 + 0 = 5$

**estimate:** to find about how much

In Topic 4, Subtracting Whole Numbers, students learned strategies for subtracting 2-digit numbers mentally and estimating differences with 2- and 3-digit numbers. One strategy for solving subtraction problems mentally is by using tens. This strategy is similar to the mental math strategy of making a ten to add. For example, to solve  $67 - 29$ , subtract  $67 - 30 = 37$ , then add  $37 + 1 = 38$  to compensate for the extra 1 you added to 29 to make thirty. Your child is also learned to estimate differences by rounding and using compatible numbers.

Main Vocabulary for Topic 4:

**fact family:** a group of related facts using the same numbers

Ex.  $5 + 8 = 13$       $13 - 8 = 5$

$8 + 5 = 13$       $13 - 5 = 8$

**difference:** the answer to a subtraction problem

**compatible numbers:** numbers that are close and easy to work with.

## Language Arts

We have focused on constructing paragraphs with topic sentence, 3-4 detailed sentences, and a conclusion. We have also concentrated on writing descriptive paragraphs and the difference between revision and editing. Revision is adding more detail or taking out to improve the writing. Editing is looking for grammatical errors. There is a big difference.

We will be concentrating next on personal narratives and on organization. Please encourage your child by sharing your writing: thank you's, grocery lists, planners, etc...

## Science

Our first unit of study in Science is the Solar System. Here are the key concepts we will be learning:

- Earth is one of several planets that orbit the Sun. Earth orbits the Sun in a path similar to that of the other planets.
- The Moon orbits Earth.
- Planets that reflect sunlight appear as star-like objects that move across the sky's star patterns.
- Telescopes and binoculars magnify the appearance of some distant objects in the sky.
- Mercury, Venus, Mars, Jupiter, and Saturn are planets that can be seen only with the aid of a telescope. Uranus and Neptune are planets that can be seen only with the aid of a telescope.

Vocabulary Words:

star, planet, solar system, orbit, asteroid, telescope, and binoculars

Have your child sing our song about the solar system and the order of the planets. Talk about why people on Earth always see the same side of the Moon (*the Moon rotates and orbits the Earth in the same amount of time*) and why do planets appear to move across the sky's star patterns (*the planets orbit the Sun, so they appear to move against the background of distant stars*).

Sincerely,

*Laurie Otsuji*

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