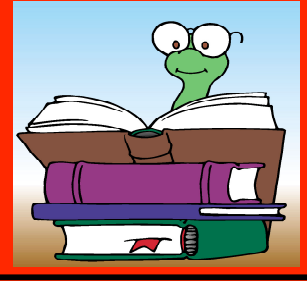


Otsuji Outpost



September Newsletter

We are off to a great beginning! I hope the transition from summer to school has been smooth. I hope Back to School Night helped answer most of your questions about the curriculum and expectations. Please keep the packet safe and refer to it throughout the year. It has information that will help make this a successful year for your child. If you were unable to make it to Back to School, please email me at laurie.otsuji@sese.org to schedule an appointment.

Here are a few ways you can be actively involved in your child's education at home:

Read to your child even in third grade

Talk about books they are reading

Check their homework every night

Sign their agenda nightly

Ask about their day

Limit TV viewing and computer games on school nights

This will send a clear message that their schoolwork is important to you and you expect them to learn.

Our first field trip is scheduled for the De Anza Planetarium. A permission slip will go out next week for you to sign and return. If you are volunteering to drive, please make sure your updated insurance and TB clearance is in the office ASAP. Also, thank you to those who contributed to our field trip fund. If you have not contributed yet, but would still like to help, I am still accepting donations.

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

Runyan Family- a year supply of hand soap

Driggett Family-swiffer dusters

We are in desperate need of Clorox wipes! I like to maintain a clean classroom and let the students wipe their desks down once a week.

Special Dates:

Staff Development Days- Oct. 13th & 14th

Field Trip to Planetarium- Thurs., Oct. 23rd

Teacher Learning Day-Tues., Oct. 28th

Red Ribbon Week- Oct. 23rd- 31st

Fall Festival- Fri., Oct. 24th

Mrs. Otsuji

Curriculum Highlights

Reading

We are finishing the last two stories of Unit 1, Friendship. Friendship is one of the most important concerns in middle childhood. Although relationships within the family are still primary at this age, relationships outside the family start to play a more dominant role.

Here are the stories and skills:

Story 1: *Gloria Who Might Be My Best Friend*

Phonics/Spelling: Short vowel /a/

Word Knowledge: endings

Comprehension Skill: Classify and Categorize

Language Arts: Nouns

Story 2: *Angel Child, Dragon Child*

Phonics/Spelling: Short vowel /e/

Word Knowledge: plural -s, endings, homographs, adjectives

Comprehension Skill: Cause and Effect

Language Arts: Pronouns

Story 3: *The Tree House*

Phonics/Spelling: Short vowel /i/

Word Knowledge: Antonyms, homophones, Prefix re-, related words

Comprehension Skill: Compare and Contrast

Language Arts: Action Verbs

Story 4: *Rugby & Rosie*

Phonics/Spelling: Short vowel /o/

Word Knowledge: Suffixes -ly, -ed, -ing

Comprehension Skill: Cause and Effect

Language Arts: Main Verbs, Verb Phrases

Story 5: *Teammates*

Phonics/Spelling: Short vowel /u/

Word Knowledge: Prefixes, Suffixes, Frequent misspelled words

Plural forms of nouns that end in -y
Comprehension Skill: Main Idea and Details
Language Arts: Types of Sentences
End Punctuation
Capitalization of first letter

Story 5: *The Legend of Damon and Pythias*
Phonics/Spelling: Short vowels
Word Knowledge: Inflectional Endings, Suffixes,
/k/ spelled c, Nouns
Comprehension Skill: Sequence
Language Arts: Review

Writing Journal Due: Wed., Oct. 1st
Book Logs Due: Wed., Oct. 1st

Math

In Topic 1, Numeration, students read and wrote numbers in the hundreds, thousands, ten thousands, and hundred thousands. They compared and ordered 3-digit and 4-digit whole numbers. Finally, students made an organize list to represent information given in a problem. An assessment was given and sent home for you to review with your child.

Main Vocabulary for Topic 1:

digits: all numbers are made from the digits 0,1,2,3,4,5,6,7,8, and 9.

place value: the value of the place a digit has in a number

standard form: a number written with digits

Ex. 125

expanded form: a number written as the sum of the values of its digits

Ex. $100 + 20 + 5$

word form: a number written in words

Ex. One hundred twenty-five

In Topic 2, Rounding, students found the number halfway between two consecutive tens, two consecutive hundreds, and two consecutive thousands. Then, students rounded 2- and 3-digits whole numbers to the nearest ten or hundred, by comparing to the number halfway between or by using place value. Next, students rounded 4-digit numbers to the nearest ten, hundred, or thousand, by comparing to the number halfway between or by using place value. In the problem solving section, students solved a problem through the process of try, check, and revise.

Main Vocabulary for Topic 2:

round: to round, replace a number with a number that tells about how many

Ex. Round 394 to the nearest ten: 390

Find the digit in the rounding place.

Look at the next digit to the right.

If it is 5 or greater, add 1 to the rounding digit. If it is less than 5, leave the rounding digit alone.

Change all the digits to the right to 0.

Language Arts

We have focused on complete sentences. Next, we will focus on constructing paragraphs with topic sentences. Students will be given 2-3 dark green strips of construction paper, 4-6 yellow, 3-4 red, and 2-3 light green. They will learn how to write one sentence on each strip, which would make it easy to check for capitalization and punctuation in the editing stage. The first dark green strips are for the “Go” sentence or topic sentence. The students then “slow down” on the yellow strips to write the supporting details about their topic. Sometimes, they will need the red strips to “stop” and give even more details. The last strip is light green because it concludes the paragraph with a statement that restates the topic sentence.

Social Studies

In Unit 1, Geography, students focused on the physical environment of their community and California as well as the way people can change that environment.

In Chapter 1, Physical and Human Geography, students identified California’s location as part of a continent, country, and state, identified types of geographical features in California, studied terminology of geographical features, explained the significance of climate, recognized human-made features of a place, and identified the four regions of California.

In Chapter 2, People and Their Environment, students identified and described different types of natural resources and how they are used each day. They recognized how people use the resources of their local region and described how people have modified the physical environment. The last lesson will focus on ways people can care for the environment and protect our resources.

As a conclusion to this unit, students will use what they have been studying to create their own country. We will begin this project at school and will be sent home to be finished at home. Please help your child by making sure they have included all the requirements of the assignment.

Sincerely,

Laurie Otsuji

Mrs. Laurie Otsuji

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