Title I Times

October 2015

Janelle Victory ·Title I Reading Specialist ·928.692.2500 ·jvictory@kaolaz.org
Daisy Wilke · Title I Math Specialist · 928.681.3200 · dwilke@kaolaz.org

Noteworthy News

Let's face it…life is busy! It is difficult to "fit in" all that needs to be done in a day. We are often faced with having to make choices about what stays and what goes in our schedules. So, why is it so critical to include 20 minutes of reading in your child's daily schedule? There is a wealth of research supporting daily reading with your child especially during the period when s/he is learning to read. Here are a few of the ways reading with your child for 20 (or more) minutes a day benefits early learners .

Reading is Brain Food

Our brains develop as we "feed" them with experiences. The experience of reading (whether you're the reader or the one being read to) activates and "exercises" many of the areas of the brain. Your memory makes connections between what you already know about the topic of the story and its content.

Reading helps improve listening skills

The experience of being read to helps children develop good listening skills by keying them into the components of language. Through reading they learn to recognize phonemes (the sound building blocks of language), learn new words to add to their oral vocabularies, and connect written words to their real world applications.

Reading improves academic performance in all other areas

There is a strong correlation between a child's ability to read and her academic performance. Because so much of our schooling relies on our abilities to read, children must have strong reading skills to succeed and thrive in school.

Title I Family Night

Join us Tuesday, October, 27th from 5:00 to 6:30 pm in the Intermediate School gymnasium We will be exploring ways to support your child's learning at home. Plan for a fun evening with food and "make and take" activities!

Volunteer Hours Available

Additional Reading and Math support is wonderful for our students! If you are able to spend time in the classroom reading with students or working on math facts, your help is greatly appreciated! Please contact your child's classroom teacher, Mrs. Wilke, or Mrs. Victory if you would like to volunteer.

Student Growth

The focus of Title I is to help students grow academically. Attached you will find the beginning of the year **pre-test assessment** results. These results help us know in what areas our students need additional help. We will check progress every three weeks in Title I using Head Sprout for reading and Aims Web for math. Look for information specific to those programs next month.

Beginning Edition

Math+Science Connection

Building excitement and success for young children — October

Title I Program

TOOLS & TIDBITS

Hole-punch addition

Write an addition sentence on an index card (4 + 3 = __). Using a hole punch, your youngster can punch the correct number of holes under each number (4 holes under the 4 and 3 holes under the 3). Ask her to count the holes to solve the equation. Then she can write the solution (7) in the blank.

Penny trick

Let your child line a bowl with aluminum foil, put an old penny in the center, and cover the coin with water. Have her remove the penny after a week—she'll see a hole in the foil! A chemical reaction called *corrosion* causes the metals in the penny and foil to break down where they touched.

Web picks

Young animal and nature lovers will be thrilled by this National Geographic site. Your child can learn fascinating facts about dolphins, grow a virtual garden, and more, at *http://littlekids.nationalgeographic.com.*

Do math with pumpkins and measure small and big fish. The PBS math site *(www.pbs.org/parents/earlymath)* includes games to play online as well as math activities to do away from the computer.

Worth quoting

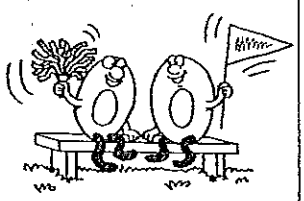
"Colors are the smiles of nature."
Leigh Hunt

Just for fun

Alicia: I know what the score will be before this game even starts.

Beth: Really? What?

Alicia: Zero to zero!



Fraction fun

"You get half, and I get half!"

When you hear your child dividing crayons up with her friend, she is learning about fractions. Practicing with fractions now will get her ready for more advanced math later. Here are activities to try.

Paper folding

Ask your youngster to fold a sheet of paper in half. How many parts does it have now? (2) Explain that each side is 1 of 2 parts—or $\frac{1}{2}$. Next, have her fold another sheet like an accordion, into 3 equal parts. She can make each section a different color with her crayons. Talk about how each color is 1 of 3 parts—or $\frac{1}{3}$. Two colors represent 2 parts, or $\frac{2}{3}$.

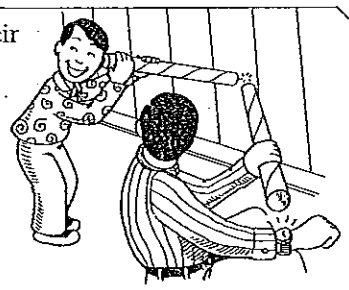
Measure and pour

Turn snack time into a fraction lesson. Have your child use a glass measuring cup to pour $\frac{1}{2}$ cup of juice into one glass and $\frac{1}{2}$ cup of juice into another glass. Then, she can pour them both back into the measuring cup—she'll see that two $\frac{1}{2}$ cups make 1 cup.

Write fractions

Have your youngster draw 3 houses and circle 1 of them. Help her write a fraction for the circled house: $\frac{1}{3}$. You can explain that the 1 on top of the line represents the "part," and the 3 on the bottom represents the "whole." She can learn to write more fractions with more sets. For example, she might draw 4 hearts, circle 3 of them, and write $\frac{3}{4}$ to represent the circled hearts.

Hellooooo



In a tunnel or a bare room, kids love to make their voices echo. Let your youngster make an echo anytime with this idea.

Begin by explaining how an echo works: sound waves "bounce back" when they hit a hard, solid object like the side of a wall. Then, get two long cardboard tubes (from wrapping paper, for instance) and something that makes noise, such as a ticking watch or kitchen timer.

Hold one tube at an angle to a wall and hold the ticking object at the other end of the tube. Your child should hold the other tube with one end aimed at the same spot on the wall as your tube and the other end against his ear. As the ticking sound bounces against the wall, he'll hear it through his tube! *Note:* If he can't hear it, adjust the angle of your tube.