



# News for Horan's Pack



## Week of March 12, 2018

### **Safer, Smarter Kids**

The Safer, Smarter Kids program will conclude this week. Please contact Anna Pierce, our counselor, if you have questions.

### **Hey, Little Ant! Project**

In class, we will read **Hey, Little Ant!** In this book, an ant tries to persuade a boy not to squish him. Students will decide whether they want to "Save the Ant" or "Squish the Ant" and then create a poster that tells their opinion and gives 3 reasons for this opinion. Posters are due Thursday, March 22.

### **Dress Down & Spring Break**

Students may dress down on Friday, March 23 for \$1. We will enjoy Spring Break March 26-30. Students return to school Monday, April 2.

### **Phonics Unit 12**

Students will begin working in Unit 12 this week. In this unit, students learn how to read and spell two-syllable words with closed syllables. Examples include **catnip, sunset, finish,** and **reptile.** In addition to previously taught trick words, students must also know these words:

#### **TRICK WORDS (Sight Words)**

- |           |         |
|-----------|---------|
| 1. people | 5. own  |
| 2. month  | 6. want |
| 3. little | 7. Mr.  |
| 4. been   | 8. Mrs. |

### **Eureka and Xtra Math Notes**

Students will be assessed on the material in Module 4, Place Value, in Eureka Math. In this unit, students work with tens and ones and add 1- and 2-digit numbers to 2-digit numbers. Please have students continue to practice addition and subtraction fluency at [www.xtramath.org](http://www.xtramath.org).

### **HOMEWORK**

#### **Monday:**

- 1<sup>st</sup>**– Math: No Math Homework
- 2<sup>nd</sup>**– Read for 20 minutes; record on reading log.
- 3<sup>rd</sup>**—Work on **Hey, Little Ant!** Project

#### **Tuesday:**

- 1<sup>st</sup>**– Math: No Math Homework
- 2<sup>nd</sup>**– Read for 20 minutes; record on reading log.
- 3<sup>rd</sup>**—Work on **Hey, Little Ant!** Project

#### **Wednesday:**

- 1<sup>st</sup>**– Math: No Math Homework
- 2<sup>nd</sup>**– Read for 20 minutes; record on reading log.
- 3<sup>rd</sup>**—Complete **Hey, Little Ant!** Project

#### **Thursday:**

- 1<sup>st</sup>**– Math: No Math Homework
- 2<sup>nd</sup>**– Read for 20 minutes; record on reading log.
- 3<sup>rd</sup>**—Turn in **Hey, Little Ant!** Project Thursday

**Homework Folders with Behavior and Reading Logs should be sent to school every day.**

**\*\* Please return Math Homework on Friday in the Green Homework Folder. I will check homework on Friday. ☺**

### **Character Traits & High-Flying Hawks**

February—Fairness—Amelia K.

March—Trustworthiness—Penny J.

### **Specials**

Monday – Music

Tuesday – Spanish

Wednesday –Extended Planning

Thursday – Technology

Friday – P.E.

### **Classroom Wish List**

We are in need of:

- Hand Sanitizer (I am almost out!)

# What are we learning now!

## Language Arts/English:

Sentences  
Word Order  
Nouns, Verbs, Adjectives  
Capitalization & Punctuation

## Reading: Unit 4—What I Can Do!

- \*Sounds for consonants and short vowels
- \*Sounds for digraphs **wh, ch, sh, th, ck**
- \*Reading & spelling bonus letter words such as miss, hill, puff, and buzz
- \*Reading & spelling words with the glued sound **-all**; examples include tall, ball, call, and hall
- \*Letter formation for lower-case letters
- \*Print and word awareness
- \*Beginning, middle, ending sounds
- \*Reading & spelling 3-sound short vowel words & words with digraphs
- \*Reading & spelling 3-sound short vowel words & words with digraphs
- \*Reading & spelling words with glued sounds **-all, -am, and -an**
- \*Reading & spelling 3-sound short vowel words with suffix **-s**
- \*Reading & spelling words with glued sounds **-ang, -ing, -ong, -ung, -ank, -ink, -onk,, and -unk**
- \*Reading & spelling 4- and 5-sound short-vowel words with consonant blends & consonant-digraph blends.
- \*Reading & spelling short-vowel words with suffixes **-ed** and **-ing**
- \*Reading & spelling **v-e** words
- \*Reading & spelling words with two closed syllables (e.g., catnip, sunset)
- \*Story retelling, story elements
- \*Types of genre
- \*Compare & contrast

## Writing:

- \*Letter sound dictation skills
- \*Sentence structure
- \*Beginning composition skills
- \*Writing a narrative

## Dates to Remember:

- \* March 12-19 – Safer, Smarter Kids Program
- \* Wed., March 21 – Kindergarten Orientation
- \* Thurs., March 22 – Rotary Read-In
- \* Fri., March 23 – Student Dress Down Day, \$1
- \* March 26-30 – Spring Break
- \* Mon., April 2 – Return to School
- \* Fri., April 13 – Field Trip to Oatland Island
- \* Wed., May 2, 9-10:30 am – Dolphin Tour

## Friday Treat Schedule

Each week, students with good behavior are rewarded with a special 'Friday Treat'. **Please remember that we are a peanut-free classroom.** Ideas for treats include sugar cookies, brownies, Rice Krispy treats, ice cream cups, and popsicles. If you have a conflict with your assigned date, let me know.

March 23—Jack T.	April 27—Emma C.
April 6—Vedie S.	May 4—Amelia K.
April 13—Callen L.	May 11—Noah D.
April 20—Emeline G.	

\*Please remember to send a healthy snack each day. No candy or juice.

\*Students may bring a water bottle to keep on their desk. It is for **water only**. No other drinks.

## Cafeteria News

- Breakfast is free for all students all year!! 7:40-8:10a
- Lunch is \$2.25 per student. Money can be added to your student's account at [www.myschoolbucks.com](http://www.myschoolbucks.com)
- You can apply for free and reduced lunch this year online at [applyforlunch.com](http://applyforlunch.com).

## Math: Module 4—Place Value:

Adding Ones or Tens to a 2-Digit Number

## Science:

Magnets

## Social Studies:

Theodore Roosevelt

Due Date: Thursday, March 22, 2018



Hey, Little Ant  
Project Assignment and Rubric



In class we will read Hey, Little Ant. In this book, an ant tries to persuade the boy not to squish him. For this project, students need to research the pros and cons of ants and create a persuasive poster to “Save the Ant” or “Squish the Ant.” Your poster should present your opinion and at least three reasons that support your opinion. You should use information from your research to support your opinion. You should use complete sentences, correct capitalization, punctuation, and spelling. Follow the rubric below to ensure you get a good grade!

Task	Points	Points Given
I presented my opinion.	10	
I included three reasons that support my opinion.	30	
I used complete sentences.	10	
I used correct capitalization.	10	
I used correct punctuation.	10	
I used correct spelling.	10	
I did my poster by myself.	10	
I did my best work.	10	
Comments:	Total:100	Grade:

To help with the project, the text of the story is on the back of this paper.

# Hey, Little Ant

by Phillip and Hannah Hoose

Kid:

1

Hey, little ant down in the crack,  
Can you hear me? Can you talk back?  
See my shoe, can you see that?  
Well, now it's gonna *squish* you flat!

2

Anyone knows that ants can't feel.  
You're so tiny you don't look real.  
I'm so big and you're so small,  
I don't think it'll hurt at all.

3

Are you crazy? **ME** like **YOU**?  
I have a home and a family, too.  
You're just a speck that runs around,  
No one would care if my foot came down.

4

But my mom says that ants are rude,  
They carry off our picnic food!  
They steal our chips and bread crumbs, too,  
It's *good* if I squish a crook like you.

5

But all my friends squish ants each day,  
Squishing ants is a game we play.  
They're looking at me—they're listening, too.  
They all say I *should* squish you.

Ant:

1

Please, oh please, do not squish me,  
Change your mind and let me be,  
I'm on my way with a crumb of pie,  
Please, oh *please*, don't make me die!

2

But you are a giant and giants can't  
Know how it feels to be an ant.  
Come down close, I think you'll see  
That you are very much like me.

3

Oh big friend, you are so wrong,  
My nest mates need me 'cause I am strong.  
I dig our nest and feed baby ants, too,  
I must not die beneath your shoe.

4

Hey, I'm not a crook, kid, read my lips!  
Sometimes ants need crumbs and chips.  
One little chip can feed my town,  
So please don't make your shoe come down.

5

I can see you're big and strong,  
Decide for yourself what's right and wrong,  
If you were me and I were you,  
What would *you* want *me* to do?

Should the ant get squished? Should the ant go free? It's up to the kid, not up to me.  
We'll leave the kid with the raised-up shoe. What do *you* think that kid should do?