

# Neptune News



January 17<sup>th</sup>, 2017

Dear Parents,

## Reading

We will do Reading Street Unit 2 Week 6. Our spelling and reading tests will be Thursday. The Unit 2 focus is what is a community. The question of the week is how is an insect community like a community of people. Our story this week is "Honey Bees." We will learn to read, segment and blend words with long e: e, ee and syllables VC/CV. (be, bee, basket, tablet, bunny, kitten, etc). We will learn to compare and contrast ideas. We will work on rereading accurately. We will learn to name nouns in sentences.

## Math

We will continue Chapter 6: Count and Model Numbers. We will use place value to model, read, and write numbers to 120. We will tell how knowing a counting pattern can help us count to 120. We will tell how numbers change as we count by tens to 120. We will use different ways to write a number as tens and ones. We will show a number as tens and ones. We will model and name groups of ten. We will group cubes to show a number as tens and ones. We will show numbers to 100 as tens and ones. We will tell how making a model can help us show a number in different ways. We will model, read, and write numbers from 100 to 110. We will model, read, and write numbers from 110 to 120. The Chapter 6 test should be Thursday, January 26<sup>th</sup>.

## End of the Semester

The end of the semester is approaching and report cards will be mailed in early February. In order to be ready we will be doing some extra individual testing.

## Valentine's Day

Our Valentine's Day party will be the afternoon of Tuesday February 14<sup>th</sup>. More details will be in future newsletters after I talk with our party coordinator.

Sincerely,

Sean B. Ferguson

## Star Neptune

The Star Neptune this week is **Blake**. The new **Star Neptune** will be **Jayjune**. He will present this Friday.

## ARC Class Schedule

Monday	<b>No School</b>
Tuesday	Visual Arts
Wednesday	Disc. FFL (gym shoes)
Thursday	Music
Friday	Spanish
Next Monday	Expl. FFL (gym shoes)

This is a rotating schedule. When we have a short week due to a scheduled day off we will continue in order of the class regardless of the day. I will update the posted schedule accordingly.

## Coming Events

<b>Jan. 19<sup>th</sup></b>	<b>Cycles Performance → 2:30 in the Cafeteria</b>
Jan. 20 <sup>th</sup>	Reading & Spelling tests
Jan. 26 <sup>th</sup>	GoMath Ch.6 Test
	Reading & Spelling tests
<b>Jan. 27<sup>th</sup></b>	<b>½ Day → Records Day, End 1<sup>st</sup> Sem.</b>
Feb. 2 <sup>nd</sup>	Ground Hog Day
Feb. 3 <sup>rd</sup>	Report cards mailed
Feb. 8 <sup>th</sup>	GoMath Ch.7 Test
	Count Day
<b>Feb. 14<sup>th</sup></b>	<b>Valentine's Day</b>

## Sign ups

Check the sign-ups page for new sign-ups. There is still some help needed for the Valentine's Party.

<http://neptunewcs.weebly.com/sign-ups.html>



# Homework Week of January 17<sup>th</sup>

## Monday

Review the contents of your take home envelope with your parents. Return the **empty** Homework envelope on Tuesday.

Read your Unit 2 Week 6 High Frequency, list words, and Ten Important Sentences to someone. Share our Sing With Me song with someone.

## Tuesday

Complete the Math Challenge worksheet attached.

## Wednesday

Share a book with someone. Library books are due tomorrow.

## Thursday

Edit the sentences below. **Rewrite the sentences** on the lines below.

1. I **hop** **its** warm next week.

2. **W'ell** go to the park on **sunday**.

3. **W'ell** play on **tuesday**.

4. Do you like **thanksgiving**.

5. What **peckt** the tree

Capitals;  Lowercase;  Spelling;  Punctuation;  Completeness;  Handwriting;  Spacing

**Your homework is due Friday.**

Additional resources are coming home with the homework. These are **suggestions** for **extra** study but are **not required homework**. Use them as you see fit.

**Child's Name:**

**Parent Signature:**



Name: \_\_\_\_\_

Date: 1/17/17

Class: Neptune

Teacher: Ferguson

## Math Challenge

Complete the operations. Watch the signs!

1. 
$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 5 \\ + 12 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 14 \\ + 4 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 3 \\ + 16 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

Solve.

13. John has 2 apples. Paul has 4 apples. How many more apples does Paul have than John?
- \_\_\_\_\_

14. Jane has 4 fewer oranges than Audrey. Audrey has 8 oranges. How many oranges does Jane have?
- \_\_\_\_\_

Solve.

15. Jane has 7 more balls than Audrey. Audrey has 4 balls. How many balls does Jane have?
- \_\_\_\_\_

16. Paul has 5 peaches and John has 8 peaches. How many peaches do Paul and John have together?
- \_\_\_\_\_

Unit 2 Week 6 Word Lists  
**Honey Bees**

**High Frequency Words**

also	other
family	some
new	their

**Amazing Words**

creep	romp
eagerly	slither
individual	special
industrious	wander

**Spelling Words; Long E Words**

be	see
feet	she
green	tree
he	we
me	week

**Story Words**

cold  
flowers  
honey  
nectar  
worker

**Long E spelled e and ee**

Be	he	she
bee	heel	sheep
beef	keep	sleep
bees	Lee	steep
beet	me	sweep
cheese	meet	sweet
deep	need	teeth
feed	peep	tree
feeds	peeping	we
feel	queen	weed
feet	Reed	week
free	see	wheel
green	seed	

**Syllables vc/cv**

attack	kitten
attic	mitten
bandit	napkin
basket	object
bonnet	pencil
button	picnic
buzzy	pollen
collect	pretzel
fabric	problem
happen	rabbit
happy	rabbits
hidden	ribbon
insects	tablet
invent	tennis

Name \_\_\_\_\_

# Honey Bees

1. In the hive, we can see there is a queen bee, lots of worker bees, and some drones.

2. She rules the hive.

3. Worker bees will keep this hive safe.

4. Bees feed on honey.

6. Bees make honey from nectar.

7. Worker bees feed pollen to the queen bee and small bees.

8. When those small bees get big, it is time to make a new hive.

9. Worker bees make the new hive.

10. When it gets cold, these bees will go inside their hive and sleep and rest.

# **We Are So Industrious**

To the tune of *This Old Man*

We work hard. We don't fuss.  
We are so industrious.  
Each individual had a job to do.  
We think we're a special crew.

Each of us plays a part.  
We turn work into an art.  
We are proud that we all do our very best.  
Each of us helps out the rest.

Name \_\_\_\_\_

# Words with Long e

Look at the word. Say it. Listen for the long e sound.

Write each word.

Check it.

1. be

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. feet

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. he

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. see

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. we

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. green

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. me

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. she

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. tree

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. week

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Words to Read

11. some

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. family

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Home Activity** Your child is learning to spell words with the long e vowel sound. To practice at home, have your child look at the word, say it, spell it, and then spell it with eyes closed.



*Here are ways to help your child practice skills while having fun!*

**Day 1**

Encourage your child to write a sentence that includes all of the following words: *we, see, bee, green, tree*. Invite your child to use a bee puppet to read aloud each word.

**Day 2**

Write these two-syllable words on cards: *basket, dinner, helmet, mitten, picnic, pencil, rabbit, walnut*. Cut the words apart between the two middle consonants and have your child match the syllables to make words.

**Day 3**

Write the following words in a list: *also, family, new, other, some, their*. Have your child dictate a sentence for each word. Write them and have your child read the sentences back to you. Together, draw a picture that illustrates one of the sentences.

**Day 4**

Write each spelling word on a card: *be, feet, he, see, we, green, me, she, tree, week*. Have your child sort the words according to number of vowels.

**Day 5**

This week your child is learning to look for similarities and differences in stories. Read a story and ask how the character is like (or different from) a character in another book.

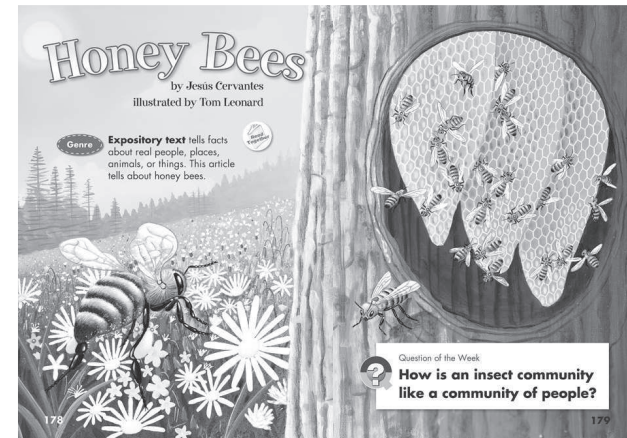
Name \_\_\_\_\_

# Family Times

*You are your child's first and best teacher!*

**This week we're**

**Reading Honey Bees**



**Talking About** How a community of insects is like a community of people

**Learning About** Long *e*: *e, ee*; Syllables VC/CV  
Compare and Contrast

## Spin and Spell

**Materials** paper, scissors, paper clip, pencil,  
1 button per player

### Game Directions

1. Make a simple spinner as shown.
2. Players take turns spinning and then naming and spelling a word with the long *e* sound spelled either *ee* as in *tree* or *e* as in *we*. Words that could be used include: *be, he, me, she, we, bee, feet, free, green, keep, see, sleep, teeth, tree, week.*
3. If a player spells the word correctly, he or she moves that number of spaces.
4. The first player to reach the end wins!

