

WEEKLY

newsletter

WEEK OF 3/31-4/4



UFLI FOUNDATIONS Home Practice	Word Work Chains	UFLI FOUNDATIONS Home Practice	Word Work Chains															
New Concept and Sample Words ar (dollar), or (doctor) <p>polar nectar collar author harbor</p> <p><small>*Note: AR and OR spell the /ər/ sound at the end of two syllable words.</small></p>	<p>1. actor → factor → factors 2. collar → dollar → dollars 3. wizard → lizard → lizards</p> Sample Word Work Chain Script <p>actor → factor → factors</p> <p>1. Make the word actor. [spelling] 2. Add f to the beginning. What word is this? [reading] 3. Add s to the end. What word is this? [reading]</p>	New Concept and Sample Words <table border="1"> <thead> <tr> <th>air</th> <th>are</th> <th>ear</th> </tr> </thead> <tbody> <tr> <td>pair</td> <td>fare</td> <td>pear</td> </tr> <tr> <td>fair</td> <td>dare</td> <td>bear</td> </tr> <tr> <td>chair</td> <td>stare</td> <td>wear</td> </tr> <tr> <td>stairs</td> <td>share</td> <td>swear</td> </tr> </tbody> </table> <p><small>*Note: AIR, ARE, and EAR all spell the same /air/ sound.</small></p>	air	are	ear	pair	fare	pear	fair	dare	bear	chair	stare	wear	stairs	share	swear	<p>1. air → pair → hair → chair 2. fare → care → hare → bare 3. bear → pear → tear → wear</p> Sample Word Work Chain Script <p>air → pair → hair → chair</p> <p>1. Make the word air. [spelling] 2. Add p to the beginning. What word is this? [reading] 3. Change pair to hair. [spelling] 4. Add c to the beginning. What word is this? [reading]</p>
air	are	ear																
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New Irregular Words <p>whom ♥♥</p>	Sentences <p>1. With whom am I speaking? 2. The doctor has solar power lights at their house.</p>	New Irregular Words <p>whose ♥♥♥</p>	Sentences <p>1. Whose teddy bear is this? 2. We need to share the snacks in the basket.</p>															

WHAT WE'RE LEARNING

Reading: Students will be able to retell major story elements and be able to identify a character's perspective.

Math: Students will measure using inches, centimeters, and yards. They will compare lengths and find the perimeter of a polygon.

Writing: Students will finalize their pollinator book.

Science: Students will ideate solutions to save the pollinator population and explain how it will help pollinators and the pollination process.

MATH SCHEDULE

3/31- Lesson 7
4/1- Lesson 9
4/2- Lesson 10
4/3- Lesson 11
4/4- Math Review
(review coins and word problems)

IMPORTANT DATES AND REMINDERS

4/9- Legoland
4/17- Design on Display (10:00-10:30)
4/18- 4/21- No School
5/20- 10:30-11:45 End of the Year Celebration. (More info to come later)

WHERE IN THE WORLD

did the **POLLINATORS** go?



Imagine a world without chocolate! What would you do if you could never eat chocolate again? Did you know 75% of food that is grown around the world depends on pollinators to pollinate them?

Pollinators, such as bees and butterflies, are facing extinction! Pollinators are responsible for 1 out of 3 bites of food we take each day. If these pollinators continue to disappear, our food supply will be drastically reduced. Can you **EXPLORE** the ways we rely on pollinators every day? **IDEATE** solutions, **SIFT** through your ideas, and **SIMULATE** your plan to increase the pollinator population in our community!

GET BUZZZZY SECOND GRADERS!

We will look forward to seeing you **ADVOCATE** for your solutions to this **BIG BEE PROBLEM**!

