



Happy Holidays! We are getting excited about the upcoming school break. Big and little kids alike are talking about what fun they plan to have during our time off. Until then, we have important work to do, so here is the plan for December (and possibly part of January).

Fourth Graders

- Breaking down big words into syllables to help with decoding. (This is ongoing!)
- Checking to make sure the words decoded make sense in the text.
- Answering questions about what has been read. The kinds of questions will change as the year progresses. These are based on fourth grade reading standards. Comprehension is the goal!
- Writing about what has been read. Students will respond to prompts or questions about texts. This helps everyone get comfortable with the writing portion of our state language arts test.
- Locating the best evidence to support answers to questions about texts read. (This is really challenging for students, so practice this at home if you work with your child. Try asking, “Where in the story did the author make you think that?”.)

Third Graders

- Reading high-frequency words with ease.
- Reading fluidly – not in a stilted or stiff way (like a robot). Using expression that reflects what is happening in the story.
- Answering questions about what has been read. The kinds of questions will change as the year progresses. These are based on third grade reading standards.
- Learning to read question words that we often see on tests, in school assignments, etc., (i.e., sequence, compare, contrast, problem, solution, evidence, characteristics, etc.)

Orton-Gillingham Groups

- Here is our menu for learning in the next several weeks: qu, ff-ll-ss-zz, initial consonant blends, final consonant blends, ng, nk, magic E. Ask your child what the spelling patterns are that he/she learns about from me during “OG” interventions. We are matching letters with sounds to help students read and spell more effectively.

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