

JFK Weekly Newsletter

Friday, November 4, 2022 Sara Raabe, JFK Principal

Tradies/Absences

When a student is absent from school for all or any part of the day or needs an early dismissal, the parent/guardian must call Allyssa Ravelin, our WSD attendance person, at 802-383-6183 to report the absence or early dismissal. You can also email her at aravelin@wsdvt.org. This responsibility rests with the parent/guardian. This ensures the safety of students and accuracy in tracking attendance.

EL Curriculum

We are excited to announce that we are working with a new English Language Arts (ELA) program from Kindergarten through 8th grade. Expeditionary Learning (EL) is a knowledge-based program that develops your student's social-emotional skills, reading, writing, speaking, and listening while learning about literature, science, and social studies. The topics we are focusing on for the beginning of the school year are:

- Kindergarten - Toys and Play
- 1st Grade - Tools and Work
- 2nd Grade - Schools and Community
- 3rd Grade - Overcoming Learning Challenges Near and Far AND Adaptations and the Wide World of Frogs
- 4th Grade - Poetry, Poets and Becoming Writers
- 5th Grade - Stories of Human Rights
- 6th Grade - Greek Mythology
- 7/8th Grade - The Lost students of Sudan

As our Kindergarteners study toys and play, they will consider what makes something a toy and what makes toys fun. Our Kindergarten students will think about these big ideas as they study toys:

- People can learn to play and work together through cooperation.
- Using your imagination makes toys fun.
- Everyone has preferences and reasons for their preferences.
- Different people prefer different toys for different reasons.

Students will be reading these books in this module:

- [Llama Llama Time to Share](#) by Anna Dewdney

Toys Galore by Peter Stein

Have Fun, Molly Lou Melon by Patty Lovell

Playing with Friends: Comparing Past and Present by Rebecca Rissman

How can you support your student at home? Talk to your student about the books they are reading in the classroom, and read books about toys or tell stories about your favorite toys. Try discussing these questions with your student:

What can we do to make playing together fun?

What makes toys fun?

Which toy do you prefer? Why do you prefer that classroom toy?

What toys do others prefer? Why do they prefer them?

First graders have been hard at work building their literacy and citizenship skills as they engage in a study of tools and work. They first learned about how tools help to do a job, and then extended their understanding of what it takes to do a job when they learned the “habits of character” of initiative, collaboration, perseverance, and responsibility to help them do work. Students will think about these big ideas as they learn about tools:

Tools make our lives easier by helping us do work.

Tools help us create things.

Tools make our lives easier by helping us do work.

Habits of character are behaviors that help us learn and do our work.

Students will be reading these books in this module:

My Math Toolbox by Nancy Allen

I Use Science Tools by Kelli Hicks

Tools by Ann Morris

The Most Magnificent Thing by Ashley Spires

The Little Red Pen by Janet Stevens and Susan Crummel

A Chef’s Tools by Holden Strauss

How can you support your student at home? Talk to your student about the books they are reading in the classroom, and read books about tools or talk about tools you use to make your life easier. Try discussing these questions with your student:

How do we create a magnificent thing?

Why do you think we need tools?

How do habits of character help us do work?

Second graders have been building their literacy and citizenship skills as they engage in the study of schools. Students have been participating in a series of focused read-alouds to explore the following big ideas:

A school is a place designed for students to build knowledge and skills, foster character and relationships, and create high-quality work.

Things like weather and location can make it difficult for students to go to school.

Communities think of solutions to make sure students have a place to go to school.

Schools around the world may be different or they may be similar, but they are all places designed for learning.

Second graders will be reading the following books in this module:

Off to Class: Incredible and Unusual Schools around the World by Susan Hughes

The Invisible Boy by Trudy Ludwig

The Dot By Peter H. Reynolds

The Important Book by Margaret Wise Brown

How can you support your student at home? Talk to your student about the books they are reading in the classroom, and read books about school. Try discussing these questions with your student:

What is school and why are schools important?

Why is it hard for some students to go to school in their communities?

How do communities solve these problems so their students can go to school?
How are schools around the world different? How are they similar?

Third graders launched the year by building their close reading skills **and** learning about “freaky” frogs. They have been learning about the challenges students face without access to books and education around the world, and how geography and where you live in the world affects your access to books. Students are also researching “freaky” frogs with unusual adaptations that help them survive in extreme environments throughout the world. Third graders will explore the following **big ideas**:

Education, books, and reading are important because they help us learn about and make sense of the world, and escape into the lives of other people and other worlds.

I can overcome learning challenges by being an effective learner: taking initiative and responsibility, persevering, and collaborating.

An effective narrative has a beginning that establishes the character and situation, a middle that introduces a problem with the character response, and an ending that resolves the problem.

Experts build knowledge by studying a topic in depth.

Experts share information through writing and speaking.

Frogs have unique adaptations that help them to survive in various environments.

Third graders will be reading the following books in these modules:

More Than Anything Else by Marie Bradby

Waiting for the Biblioburro by Monica Brown

Thank You, Mr. Falker, by Patricia Polacco

Rain School by James Rumford

My Librarian is a Camel by Margriet Ruurs

Nasreen’s Secret School: A True Story from Afghanistan by Jeanette Winter

Lizards, Frogs, and Polliwogs: Poems and Paintings by Douglas Florian

Bullfrog at Magnolia Circle by Deborah Dennard

Everything You Need to Know about Frogs and Other Slippery Creatures by DK

How can you support your student at home? Talk to your student about the books they are reading in the classroom, and read books together to inspire a love of literacy. Try discussing these questions with your student:

Why are education, books, and reading important?

How can you overcome learning challenges?

How does an author engage the reader in a narrative?

How do experts build knowledge and share expertise about a topic?

How do frogs survive?

Students in fourth grade have been exploring what inspires writers to write—specifically what inspires poets to write poetry. They began by reading and analyzing the novel Love That Dog by Sharon Creech, and they will also read A River of Words: The Story of William Carlos Williams, by Jennifer Bryant. They will explore the following **big ideas**:

Poetry has characteristics that are unique and distinct from Prose.

Writers draw inspiration from many places, including the work of other writers and their own lives.

How can you support your student at home? Talk to your student about the books they are reading in the classroom, and read poetry at home. Try discussing these questions with your student:

What makes a poem a poem?

What inspires writers to write poetry?

Fifth graders have been reading the novel Esperanza Rising by Pam Muñoz Ryan, and applying their new learning about human rights as one lens through which to interpret the characters and themes in this rich novel. They will explore the following **big ideas**:

- Human rights belong to everyone, but they can look different to different people in different places.
- We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.
- We can raise awareness of human rights issues by writing about the issues fictional characters face.

How can you support your student at home? Talk to your student about the book they are reading in the classroom, and try discussing these questions with your student:

- What are human rights, and how can they be threatened?
- How can we use writing to raise awareness of human rights?

If you want to learn more about the EL curriculum, go to curriculum.eleducation.org/

Calendar

Friday, November 4, 2022

8:30 - 12:30 Picture Retake Day

Thursday, November 17, 2022

11:00 Early Release for all students

JFK Parent Teacher Conferences

Friday, November 18, 2022

11:00 Early Release for all students

JFK Parent Teacher Conferences

Monday, November 21 - Friday, November 25

No School


Thanksgiving





JFK Elementary


 Facebook

 @WinooskiLearns

 60 Normand Street, Winooski, ...

 sraabe@wsdvt.org

 802-655-0411

 wsdvt.org