

# 104 Neighborhood News

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Mrs. Phillips  
Grade 2 Room 104



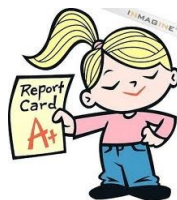
With your child's report card, I will send the assessments that were given to all second graders. These are "snapshots" of your child's independent proficiency with skills/ concepts studied since

November. By going over tests with your child, you may be able to identify where your child is making errors; sometimes it's in test-taking skills: reading carefully, eliminating answers, rereading difficult sections of text or story problems, and/or having stamina for independent tasks. By analyzing areas of difficulty, you and your child can make a plan for improvement.

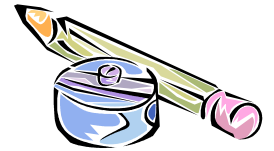
Reading well with good comprehension in the classroom (with support) is one set of skills. Children also need to be able to provide "proof" that they are competent independently. This is the test-taking part, a related, yet different skill. For example, you know your child is an excellent reader or math problem solver, yet he/she sometimes gets a low score on a quiz or test. The goal: to have competent students who can perform well on tests too! These same tenets apply to writing as well.

In math, the class is working with place value strategies for adding, subtracting and solving problems to 1000. There are many ways to add three-digit, larger numbers; our paper/pencil algorithm is called the "vertical form" or American method. There are also mental strategies that the children have learned.

While I was unable to schedule everyone for a conference on Wednesday, March 16th, I would be glad to meet with you in person or by phone if you have any questions or concerns. You can e-mail me at [diane.phillips@romeo.k12.mi.us](mailto:diane.phillips@romeo.k12.mi.us) or send a note with your child. Thanks!



## This Week's Spelling Words...



talk walk walked fall wall  
cake candy gold hold caught  
lawn paw salt straw taught  
guess museum vacation wonder

Transferring *spelling test* skills to "real life" writing can be challenging and requires "spelling consciousness", the ability to actively think about and recall how the word looks when seen in a book (or other printed material), recall a similar known word that might help spell an unknown word, and be able to use "in the room" resources, like the word wall or a question/statement elsewhere on the page, etc., to spell correctly. Once a child spells a word consistently "close" to the actual spelling, it's time to "get it right". (Does your child spell "they" as "thay"? Then it's time to correct the spelling and use it.) Children should become conventional (like the book) spellers by the end of fifth grade.

## Coming Up....

March 25th- Good Friday-  
No School for Students

April 1st- Spring Break begins at the end of the day.

Monday, April, 11th -  
Classes Resume

Have a good week!

