



"CORE"tastic Kids Newsletter



Tens and Ones - Teaching Place Value

How to teach the concept of place value systematically to those kids who don't just 'see it' at the first glance? When kids count, they basically just learn numbers as some kind of continuum that continues and continues. With simple counting your child might not catch on to the inherent structure and how it goes in groups of tens and hundreds and thousands.

For children to understand place value, they first need to be able to name numbers, do simple additions and subtractions with small numbers (and hopefully memorize some of these 'basic facts'), and understand about groups in counting (or skip-counting). To the latter end, have them count up and down in twos, threes, fives, tens, and hundreds. Explain that if you have lots and lots of objects, the efficient way is to count them in groups, not individually.

You can use matches or rocks for example. Dump a bunch of them on a table and show how it is easier to count them in groups of ten. First you make groups of ten, then count the ten-groups separately and the individual matches separately. So you say, "I have here five ten-groups, and four individual matches." Then you can count another amount of matches by grouping them first into groups of tens, and counting the ten-groups and the ones separately. Introduce also the words twenty, thirty, etc.



Then you can make ten-groups by using rubber bands to band 10 matches together and practice with those. You can practice and do all this until the child understands the idea well. Counting in groups also paves way for multiplication concept.

Then would come the actual representation of this idea on paper, with numbers. The crucial point in place value is that a certain column *represents a certain size group*. Then the digit in that column tells you how many of those certain size groups. The difficulty for some children may be in that these columns are relational and quite abstract, depending on the positioning of the digits.

http://www.homeschoolmath.net/teaching/pv/tens_ones_place_value.php



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Calendar of Events:

- October 10th
Columbus Day
- Session 1 of the Academic Classes end October 20th.
- Session 2 of the Academic Classes begin
October 24th.

Movement + Academics = Success

When schools cut physical education programs so students can spend more time in the classroom, they are missing a very important opportunity to promote learning, according to research presented at the Pediatric Academic Societies annual meeting in Denver, Colorado. The study adds to growing evidence that exercise is good not only for the body but also for the mind. It also showed that physical education and academic instruction does not need to be mutually exclusive. According to the research, student's scores improved when physical education was combined with academics. "More studies are needed," Dr. Scahill stated, "but there is growing substantial evidence that this kind of physical activity may help improve academic behavior, cognitive skills and attitudes."

There are many benefits to exercise. For kids, exercise means playing and being physically active. They are active at recess, riding bikes, playing tag, and during sports. Kids who are active will:

- Have stronger muscles and bones
- Have a leaner body because exercise helps control body fat
- Be less likely to become overweight
- Decrease the risk of developing type 2 diabetes
- Possibly lower blood pressure and blood cholesterol levels
- Have a better outlook on life

Besides enjoying the health benefits of exercise, kids who are physically active sleep well and are able to handle physical and emotional challenges that may come their way. Start off the school year on the right foot, literally. Have your children hop around, jump, jog in place and just be active, before you hit the books. Giving your child's mind a jump start can make the homework transition a little smoother for both the parent and child.

Engaging From Head to Toe

We are born with two essential skills in life: our reflexes and our senses. This means that initially children learn about their world through their senses. It is through our sensory experiences that we develop much of our brain in the early years. When we learn, 75 percent of knowledge comes to us visually, 13 percent comes through hearing and 12 percent comes through smell, taste and touch.

Perception refers to the way the eyes and brain perceive and interpret the visual information.

A. **Oculomotor:** A vital skill involved in reading. The ability to quickly and accurately move our eyes. These are sensory motor skills that allow us to locate objects, move our eyes smoothly from point to point as in reading, and to track a moving object.

Activities: Reading, Spot the Difference Pictures, Word finds and Mazes (scanning, locating)

B. **Auditory:** How the brain processes information from the ears for an appropriate response.

Activities: Simon says, Giving your child multi step directions for locating things, Identifying instruments used in a song, or questioning your child about an object that made a random sound

C. **Olfactory:** Smell plays an intricate part of our lives, of our sensory world. Our sense of smell can influence mood, physical well-being, memory and emotions.

Activities: Scratch and sniff books, identifying kitchen spices, questioning smells when visiting different locations

D. **Tactile Sense:** This gives us information about size, shape, texture, and temperature.

Activities: Identifying random indoor/outdoor objects without looking, walking/playing barefoot for sensory information/balance

Motor Coordination: is the combination of body movements created with the spatial direction and force that result in intended actions. Such movements usually smoothly and efficiently work together. Motor coordination can occur between subsequent parts of the same movement and movements of several limbs.

A. **Fine Motor Skills:** Coordination of small muscle movements which occur in the fingers, usually in coordination with the eyes.

B. **Gross Motor Skills:** Come from large muscle groups and whole body movement. These abilities are usually acquired during infancy and early childhood as part of a child's motor development. By the time they reach two years of age, almost all children are able to stand up, walk and run, walk up stairs, etc. These skills are built upon, improved and better controlled throughout early childhood, and continue in refinement throughout most of the individual's years of development into adulthood.

Activities: Outside play (Climbing, Jumping, Running, Skipping, Lifting, Pulling, Pushing, Hanging by arms)

5 Household Items That Can Change Playtime

1. Paper towel holder: Breathe Activation, Blowing cotton balls, Locating Objects, Like a telescope
2. Shoestring: Stringing beads, Tying, Swinging objects
3. Clothes Pins: Pinching onto other objects or shoestring, Using them to pick things up
4. Tennis Ball: Kicking Throwing/Catching, Locating Numbers/Letters written on the ball
5. Empty Soda Bottle: Dropping in Coins/Beads, Twisting off Cap, Use as a bat



If you concentrate on finding whatever is good in every situation, you will discover that your life will suddenly be filled with gratitude, a feeling that nurtures the soul.

Rabbi Harold Kushner

Reading and Spelling Tips

It is Imperative that we ensure that our children are prepared before we expect them to acquire the reading process. Reading skills require preparation, just like building a house needs preparation. Before building a house, one needs to lay a foundation. Unless there is a strong and solid foundation, cracks will appear in the walls and with no foundation, the walls will collapse.

In the same way one needs to lay a proper foundation before it becomes possible for a child to benefit from a course in reading. If the foundation is shaky, learning “cracks” will soon appear. It is important to understand that reading is a skill, and that there are supportive, preparatory, and foundational skills that must be mastered first, before it is possible for a child to master the skill of reading.

Foundational skills can be grouped into three categories:

Phonemic awareness- is the ability to hear, identify, and manipulate individual sounds-phonemes--in spoken words.

Decoding-is the ability to make sense of printed words

Fluency- is the ability to read text accurately and quickly. Fluency is important because it provides a bridge between word recognition and comprehension.

Comprehension- is the ability to make meaning out of text.

Learning to read is a multi step process, but it doesn't have to be a difficult process. Broken down into natural and logical steps, a child can successfully learn to read.

Please help us welcome our newest Core Team Members!!!



Kristine Trautsch



Starlight Irvin



Katie Boyle



Megan Finch



Katie Jones



Jennifer Hewitt












Winnie Baxter



Stacy Knight

2011 FALL CLASS SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday (Closed)
10:00 - 11:00 am	Toddler Fit Reading Boot Camp Learn to Read Project Based Math Math Boot Camp Writing Workshop		 Reading Boot Camp Learn to Read Project Based Math		
11:00 am - Noon	Math Boot Camp Writing Workshop 3 - 5 YRS Jungle Gym Reading Comprehension		Math Boot Camp Writing Workshop  Reading Comprehension		
2:00 - 3:00 pm	Handwriting Program 	Math Foundations 	8 - 11 YRS Sports Development 	Math Foundations 4 - 7 YRS Jungle Gym	
3:30 - 4:30 pm	Reading Boot Camp Learn to Read	Math Boot Camp Tween/Teen Girl Fit	Reading Boot Camp Learn to Read	Math Boot Camp	
4:00 - 5:00 pm					
5:00 - 6:00 pm					
5:30 - 6:30 pm					



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