

Emails from Home to School

***Most of these emails are set up with the latest message 1st. In order to read them in the correct order, one should scroll to the bottom of each batch to start and then scroll up. ***

Batch 1:

----- Forwarded message -----

From: **Amy Bries** <[REDACTED]>

Date: Fri, Sep 25, 2015 at 9:39 AM

Subject: Fwd: [REDACTED]

To: Peter [REDACTED] <[REDACTED]>, Cindy [REDACTED]

<[REDACTED]>, Amy [REDACTED]

<[REDACTED]> Becca Draus

<[REDACTED]>

Just wanted to keep you all in the loop. Please let me know if there is anything else that comes to mind for you all!

Thanks for everything!

Mrs. Amy Bries

----- Forwarded message -----

From: [REDACTED] <[REDACTED]>

Date: Fri, Sep 25, 2015 at 8:56 AM

Subject: Re: [REDACTED]

To: Amy Bries <[REDACTED]>

I am glad to hear that things are going well at school. I think that sometimes it has been a long day when he gets to doing his homework. He and [REDACTED] walk home, so she starts her homework right away and is pretty much finished when I get home from work. [REDACTED] can't start his until I get home, so he gets upset when [REDACTED] is playing and he isn't.

I think that those little "pats on the back" are what he really likes. He has mentioned doing the extra math worksheets and seems to be pretty proud about those. He mentioned that in gym today he gets to "race". Right up his alley :)

It is interesting that you ask about tutoring. Jeff and I are going to switch his tutor. We are going to have him tutored by True Potential in West Des Moines. They did his initial assessment, and he will do virtual tutoring. They have a lot more tutoring experience and have been a great resource. When I called last week, I asked about spelling. They said that based on where he is in his tutoring, he is probably only able to spell 3 sounds successfully--only short vowels, no blends. The first book of his tutoring worked on hearing and repeating letter sounds. I haven't been able to get a real good handle on what happens in the second book--part of the reason for the switch. In terms of where you guys are--I think that [REDACTED] will move REALLY slowly. When I talked to the lady at True Potential, she said her son took 6 months to get through the first book for tutoring which was just letter sounds. The average is 2-3 months per book. There is a book on short e and one on short i. From what we have been told and what we have read, it takes on average 2-3 years of tutoring to get him to grade level. It might be different because he was caught at such a young age? They also said it might take a little longer because of his dysnomia. They really can't give a good measure until they see him. I think I will get a much better feel for things when we switch. They work hand in hand with many schools in the Des Moines area.

I really appreciate all that you have done with [REDACTED]. He only has good things to say!

Thanks,
[REDACTED]

On Thu, Sep 24, 2015 at 5:58 PM, Amy Bries <[REDACTED]> wrote:

Good Evening,

In class, he has been working really hard and we haven't had the tears yet.

We have had some moments when he was getting silly with comments or tying his shoes together while playing with them, but it hasn't been anything too major for behaviors.

Today when we were working in Science, he was one of my role models for coloring nicely and following directions when making our thermometers. We did start reading groups this week, and he does seem to show some frustration with vocab but if I remember right when we got to the story, he did ok.

It is funny that you mentioned the spelling. I noticed that he seemed to be having difficulty earlier to middle of the week and I mentioned something to Ms. Draus about it. I brought up that we would see how the test went tomorrow and if it was becoming a problem, I was going to discuss it with you to see if we wanted to start adapting that. If that is the route you would like to take, I could send you what I was thinking and you could let me know what your thoughts were.

Also, would you happen to know what they have or are focusing on right now with his tutoring? I am wondering what I could potentially bring into the classroom or just curious to see how different we are and what adjustments I might need to make here?

We are still seeing smiles throughout the days here with very little frustration. I can tell when the morning is almost over because then he is about ready to move on to something other than reading and writing. He is just tired by that point. He is definitely enjoying listening to reading and Daily 5 centers. Have you had a chance to try the Wonders website with him?

Thank you for your continued support and please let me know your thoughts!

Mrs. Bries

On Sep 24, 2015 5:25 PM, "[REDACTED]"

<[REDACTED]> wrote:

Just checking in with [REDACTED]'s progress. I've noticed that things have gotten harder this week. He isn't able to read many of the words on the skinny list. I've been sounding them out for him and he's been doing the same for me. The whole list has been a challenge. The spelling words have also been a struggle. I'm not sure how he will do this week. If he gets the spelling right, lots of time his letters are written incorrectly. He seems to

be having trouble with the extra sound. We've had more tears with homework, and I'm hoping the same isn't true in the classroom. I'm also curious about his behavior. He said something today about not clipping up for a few days? I hope that he is behaving himself. Please let me know if there are things he can work on.

[REDACTED]

Batch 2:

----- Forwarded message -----

From: [REDACTED] <[REDACTED]>

Date: Thu, Oct 1, 2015 at 9:22 AM

Subject: Re: Today

To: Becca Draus <[REDACTED]>

Ms. Draus--I hope that [REDACTED] has a better day today. I talked to him for only a minute this morning. He was at his grandparent's farm helping his dad until bedtime last night, so I will talk to him more about this tonight. He said that he had something funny in his head and just couldn't stop laughing. I told him it was unacceptable. He has been talking about never being able to clip all the way up, and I used this as an example of why that might happen. I'm glad he came around. He doesn't require a ton of sleep, but I can definitely tell when he is tired. He had a lot of trouble falling asleep on Sunday and Monday nights and had a soccer game on Tuesday. That might explain some of his stubbornness? We will get him to bed a little earlier tonight.

I appreciate the communication. I like to stay on top of his behavior so that it doesn't escalate.

Thanks for all you do!

[REDACTED]

On Wed, Sep 30, 2015 at 3:41 PM, Becca Draus

<[REDACTED]> wrote:

Good afternoon!

I would just like to touch base about our day today. [REDACTED] had a good morning - participating and working hard. This afternoon we did have a small incident.

It started immediately after lunch with our religion lesson. [REDACTED] would not stop giggling which was distracting other students. He would not stop even after being moved up next to me (during carpet time) or when moved back to his desk. Mrs. Bries ended up taking him into the hall to talk to [REDACTED] about his behavior. He claimed he was laughing at the funny names, but I noted his giggling started before any names had even been mentioned. After talking with Mrs. Bries, he seemed to shut down on us and no longer wanted to participate in what was happening in the classroom.

This giggling behavior did happen the other day as well when we were reading a story together as a class. At the time, there were new country names that may have sounded funny and attributed to his behavior, but today's started before that.

He did turn the day around after about an hour of being down. He became engaged and ended up clipping up to the top of the classroom chart! Towards the end of the day he even earned an additional ticket for putting another student's chair up without being asked to!

I just wanted you to be aware of how today went! Thank you for your continued support.

Thanks,

Ms. Becca Draus

Batch 3:

Fwd: Spelling this week - Emails from Xavier

Message

Delete Reply Reply All Forward Move Junk Unread Categorize Follow Up

Fwd: Spelling this week

Becca Draus

Sent: Thursday, October 22, 2015 at 11:55 AM

To: Rebecca M. Draus

----- Forwarded message -----

From: Amy Bries [REDACTED]
Date: Mon, Oct 5, 2015 at 2:45 PM
Subject: Spelling this week
To: [REDACTED]
Cc: Becca Draus [REDACTED]

Good afternoon!

We just wanted to let you know that after looking at the pretest today, we have decided to start adapting his spelling list for the week. Instead of 12 words, we figured we would start with 8 words. We have developed the list based on 4 words that he is already showing comfort with and 4 words that help focus on the pattern we are talking about for the week. We have attached the list to his pretest today. Please let us know if you do not receive it.

Please let us know your thoughts, as we are hoping this will help with studying spelling this week.

Thank you!
Mrs. Bries and Ms. Draus