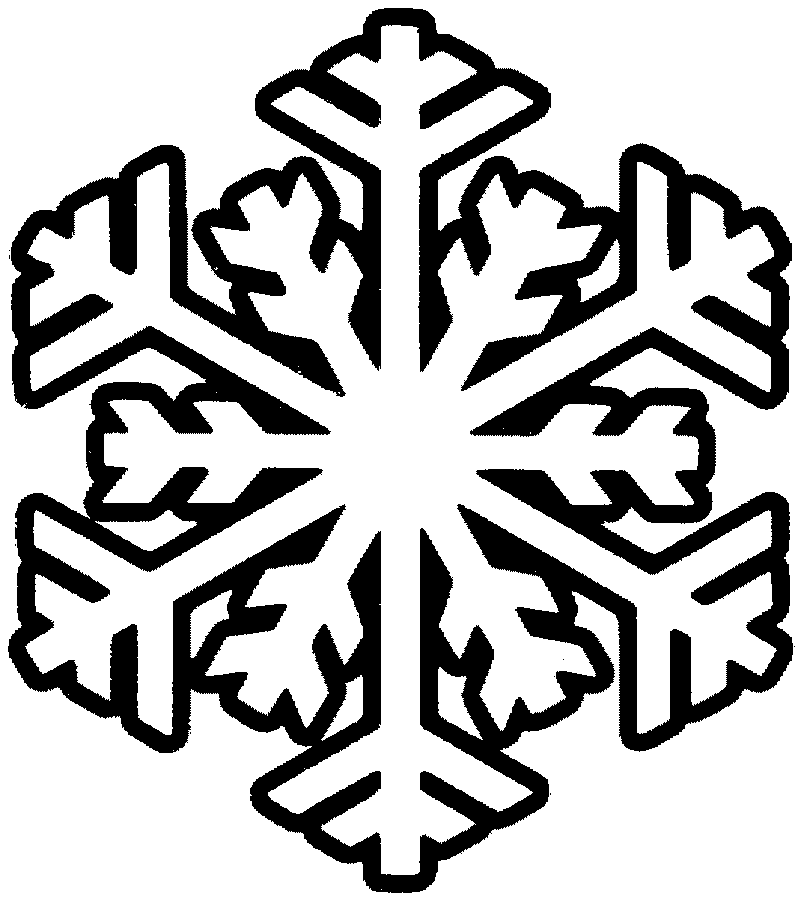
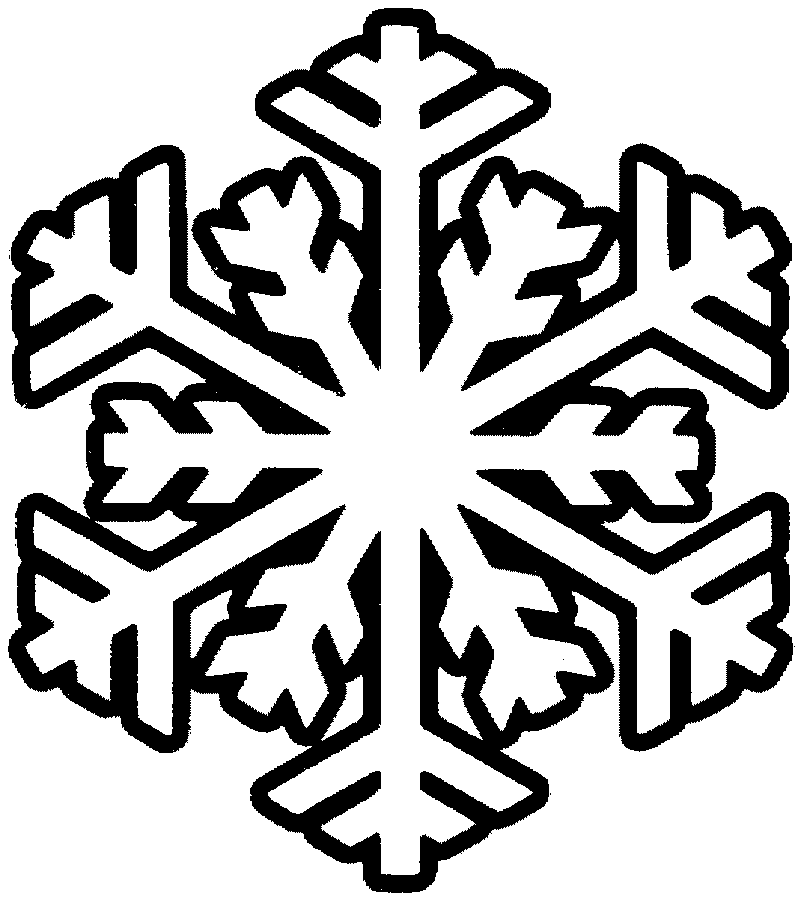
First Grade January Newsletter

**Dates to Remember**

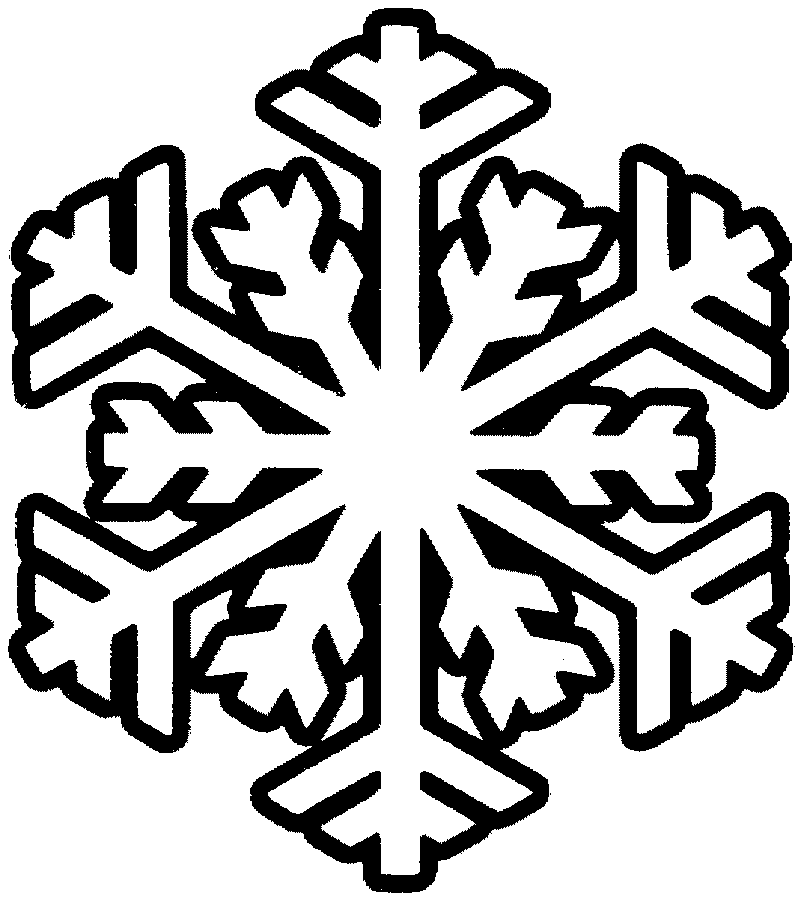
January 9th- Coffee Talk with Grades 1 and 2

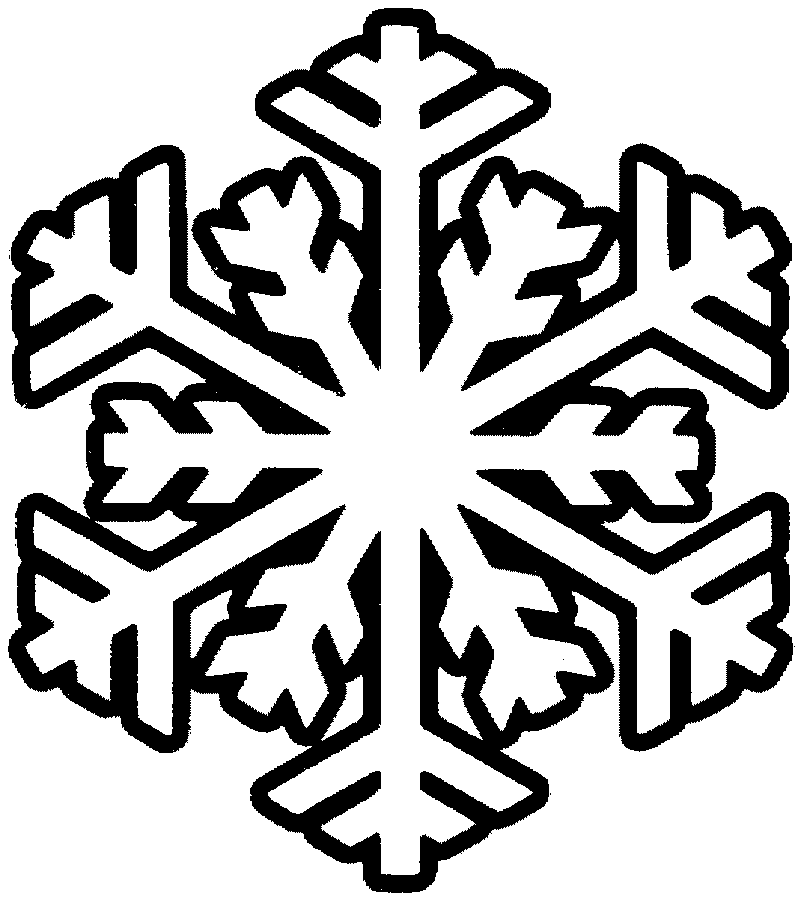
January 13-17th-WITS

January 16th-PTA meeting at 6pm

January 20st- No school for MLK

January 21st-Lice Check





Happy New Year! Thank you for the wonderful turn out at our Multicultural potluck. It was so great to share so many delicious treats that represent the cultures and backgrounds of our classroom community. Please take a look at the following curriculum updates, as well as the important dates for the month!

**Reading:** All students are learning new reading strategies and using them during independent, partner, and small group reading time. It is imperative that you keep reading TO and WITH your child every day. Reading progress is evident and the more your child practices, the more progress they will make.

We are currently in a unit called Learning About the World: Reading Nonfiction Text. Students are learning how to ask and answer questions about key details in a text, identify the main topic and retell key details. We are also studying and using various text features (e.g., headings, tables of contents, glossaries, diagrams, captions etc.) to locate key facts or information in a text.

**Writing:** We are continuing to work on informational writing with Nonfiction Chapter books, also known as, All About Books. Students are doing a great job writing All About: School, Playing Games, Bike Riding, Chess, Animals, Soccer, Seasons and more. Your 1st grader has many areas of expertise and loves teaching others.

**Word Study**: Students are learning different phonics rules, practicing handwriting, and adding weekly trick words/word wall words to their spelling and reading repertoire. Students reading and Hearing All the Way across words, Dealing with Trickier Words, and Raising the Level of Work with High Frequency Words. Students continued working on The Mystery of the Silent e:

Recognize that some words have long-vowel sounds, represented with a CVCe pattern,

Introduce the concept that a long E vowel sound may be represented by a vowel team CVVC, Students continued to develop a bank of high frequency words that help to learn more words and strengthen a repertoire of strategies for breaking words into parts and blending them back together. Unit 3, we will be reading carefully looking all the way through words getting to know some common endings, investigating different sounds the -ed can make, and blends come as endings.

**Math:** We are almost finished with Math Unit 2, which serves as a bridge from problem solving within 10 to work within 100. We started the unit with place value, learned how to identify coins and their values, and will conclude the unit solving addition and subtraction problems involving teen numbers. For example: 17 -9 = 8 because I split the 17 into a 10 and 7, then took 9 away from 10 and then added the 1 to the 7 get 8. This strategy is called take from 10. Or they could possibly solve by thinking of the addition 9+1=10, then 10+7=17 so 8+9=17. We are expected to complete this unit within the next few weeks. A review will be sent home the week before our Unit 2 test.

**Science:** Our first grade scientists are learning still about animal and plant relationships.

Students play the role of marine scientists. In their role, students apply their understanding of plant and animal defense structures to explain to aquarium visitors how a sea turtle and her offspring can defend themselves from ocean predators when they are released into the wild.

In Chapter 2, students build on what they have learned about how animals and plants use specific structures to meet their survival needs by diving deeper into one particular need—not being eaten. Students browse *Spikes, Spines, and Shells* for examples of animal and plant defenses. They make models of their initial ideas about animal and plant defenses using a variety of physical materials to protect a ball of clay (representing the soft parts of an animal or plant) To conclude the chapter, students take on a bioengineering challenge to solve a new problem at the aquarium: wild animals have been getting into the aquarium’s bags of animal food. Students draw inspiration from animal and plant defenses to design a way to defend the food supply.

**Social Studies:** In Social Studies we will be working on our 2nd Unit called, Families Now and Long Ago. Students are comparing and contrasting families in the past, as well as, learning how families grow and change over time.

Thank you so much for all the hard work you do for our class and all of the extras that are contributed to make our classroom a great place to be. We are so proud of your children and we’re looking forward too many more successes and growth in 2019.

We hope everyone has a wonderful holiday break and is excited for all that’s to come in 2020.