

First Grade Newsletter



Fantastic First Grade Reminders:

- ♥ Valentine Party 1:30 PM in the first Grade Classroom
- ♥ Please send in earphones for your student in a labeled zip lock bag



We are working on our first and third grade collaborative unit on writing an autobiography. Students are creating their storyboards and writing their own stories. During this unit parents will be asked to participate at various points throughout the writing process and the project.



Students are required to wear tennis shoes on Monday and Wednesday for PE.



Students need to wear coats for outside recess during the winter months.



Scholastic Books may be ordered online- You will find the link under the Parents Links on our class website



Spelling: Unit 17- Valentine Day List

☺ **Spelling City is a great resource to practice each week**



Sharing: February 13th -17th - Topic: **Community Response**
Writing and illustration forms will be student's folders on Wednesday February 6th



Social Studies: Playground Manners
Time For School-Citizenship
Classroom Community Building Activities
Mayzie Mail



enVision Math: Topic 8 Tens and Ones

Objectives:

Students will read, count, and write two-digit numbers as groups of 10 and some left over.

Students will count groups of ten, up to 10 tens and write how many.

Students will use groups of tens and ones to show and write a given two-digit number.

Students will count groups of 10, up to 12 tens, and write how many.

Students will model a two-digit number and write its expanded form.

Students will break apart a ten to make 10 ones and write new representation in expanded form.

Students will use groups of tens and ones to show and write a given two-digit number.

Essential Understanding:

Sets of 10 can be perceived as single entities. In a standard numeral, the tens are written to the left of the ones.

The decade numbers to 100 are built on groups of ten. When there are only tens, counting by 10s can be used to find how many there are in all.

When objects are grouped in sets of 10 and leftovers (ones), counting the groups of ten and adding ones tells how many there are in all.

Numbers greater than 10 can be represented as the sum of the tens and the ones.

Numbers greater than 10 can be named in more than one way and have the same value.

Some problems can be solved by generalizing a list of outcomes and organizing that list in a systematic way so all outcomes are accounted for.

Addition and subtraction have an inverse relationship. The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has a related addition fact.

The decade numbers are built on groups of ten. The oral names are similar, but not the same as the number of tens counted.

Counting with numbers greater than 100 has similar structure to counting with smaller numbers.

Counting by 10s can be used to find the total number of objects in a collection of equal groups.

Some problems can be solved by identifying elements that repeat in a predictable way.

Information in a problem can often be shown using a picture or diagram and used to understand and solve a problem. Some problems can be solved by writing and completing a number sentence or equation.

Vocabulary: *tens, ones, digit, place-value, break-apart a ten,*

☺ *Moby Math is a great place to study, reinforce, and practice math skills*



Writing: *Sentence Fluency Winter Words, Writing a Complete Sentence, Autobiographies, Creative Stories, and Poetry*

Alphabet Letter and Numeral Practice in our Handwriting Books

At home when students are writing please encourage the correct pencil grip and formation of letters and numbers. With continued practice students will master and develop the fine motor skills required to write legibly.

In class we are working on: Writing letters correctly and writing complete sentences



Students are learning to ask themselves questions when writing:

1. Did I spell the words correctly? What resources could I use for help?
2. Did I begin the sentence with a capital letter?
3. Were all the proper nouns capitalized?
4. Are my letters spaced correctly? Are they legible?
5. Did I use correct punctuation in my writing?
6. Do my words make sense to others reading the sentence?



Handwriting: We are using the Zaner-Bloser Handwriting Method to help students to become more effective communicators. Zaner-Bloser provides consistent instruction in an ongoing manner. Research indicates this has proven to be an important component for overall literacy development. Students are developing effective communication skills with developmentally appropriate handwriting instruction, which has proven to lead to stronger literacy skills. Zaner-Bloser Handwriting ©2012



Communication Arts: Reading

Students will be working in cooperative groups to explore books with a common theme. Each Week groups practice a variety of skills and read books on their appropriate instructional level.



Self-Guided Reading: Book Club Books- Winter

The books each week all have one common theme with a variety of Lexiles. Children are allowed to select their book for book club based upon interest. There are differentiated lessons to complete after reading their selected book.



Science: Mrs. Grace Duran



Spanish: Mrs. Miller



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