












First Grade Newsletter

February 20-23, 2024



Helpful Hedgehog First Grade Reminders:

-  Thank you for the fantastic Valentine's Day Party 😊
 -  February 19, 2024- No School- President's Day
 -  100 Day: February 22, 2024 (Unless we have another snow day!)
2 choices:
 - Dress like you would look if you were 100 years old!
 - Dress like you would look if you lived 100 years ago!
 -  Family members if a student will be absent you may now send that information to GWDAttendance@gmail.com
 -  Please remember to fill water bottles each morning at home.
 -  Please do not send toys to school (Pokémon Cards included)
 -  Students are required to wear tennis shoes on Monday and Wednesday for Wellness/P.E.
 -  Students should bring a jacket our classroom is often chilly!
 -  Please do not send individual pencil sharpeners to school.
 -  Scholastic Books may be ordered online- You will find the link under the Parents Link on the class website.
 -  Student of the Week: Arna
- We will have one student each week that will be the student of the week.

Students will return the poster to school on the Monday of the week they are Student of the Week, unless Monday is a holiday then return it to school on Tuesday. Students may bring individually wrapped single serving snacks to handout if they would like to. Reminder: **We have students with nut and food coloring allergies.** Family members of students with food allergies please send a Ziploc bag with some "safe snack" options labeled with the student's name I will keep them in the Observation Room for these occasions.

If you would like to a family member may:

1. Send a PowerPoint to share about the student, their career or interesting hobby.
OR
2. Schedule a time to talk to the class about their student, read a story, talk about their career or tell about an interesting hobby. Example: Monday morning between 8:15-8:40 or Thursday morning between 8:15-8:40.



Word Study: Word Study Pre Assessment- **Will Be On Monday**
(unless Monday is a holiday then we will test on Tuesday)
Word Study Assessment -**Will Be On Friday**

If the student makes 100% on Monday they will be allowed to select 12 new words for the week. The new words should be emailed to me on **Monday night** or written and returned to school on **Tuesday morning**. The words will be used in journal writing, class assignments and the Word Study Assessment on Friday.



Social Studies: Citizenship
Classroom Community Building Activities
Scholastic News
Inspiring Americans



Sharing: **No Sharing-**
February 26-March 1 Sharing Choice Board



My Math: Topic 5 Place Value

Essential Question: How can I use place value?

In This Chapter We Will...

Focus/Objectives

- Students will count and write numbers 11 to 19.
- Students will count groups of tens. (Lesson 1)
- Students will use dimes to count by tens. (Lesson 2)
- Students will make groups of ten and some more. (Lesson 3)
- Students will make groups of tens and ones. (Lesson 4)
- Students will make a table to solve problems. (Lesson 5)
- Students will write numbers to 100 in different ways. (Lesson 6)
- Students will identify numbers that are ten more and ten less than a given number. (Lesson 7)
- Students will use nickels to count by fives. (Lesson 8)
- Students will compare two two-digit numbers. (Lesson 9)
- Students will compare two two-digit numbers using symbols. (Lesson 10)
- Students will make groups of hundreds, tens, and ones. (Lesson 11)
- Students will count numerals up to 120. (Lesson 12)
- Students will read and write numbers up to 120. (Lesson 13)

Essential Understanding For Students (Mathematical Practices):

- Make sense of problems and persevere in solving them. (Lesson 1,3,5,6,7,8,9,10,12,14)
- Reason abstractly and quantitatively. (Lesson 1,2,4,5,6,8,9,10,11,12,13,14)
- Construct viable arguments and critique the reasoning of others. (Lesson 2,3,4,5,6,7,8,9,10,11,14)
- Model with mathematics. (Lesson 1,3,4,6,7,9,10,11,12)
- Use appropriate tools strategically. (Lesson 3,4,6,8,9,10,12,13,14)
- Attend to precision. (Lesson 1,2,4,5,6,7,9,10,11,12,13,14)
- Look for and make use of structure. (Lesson 1,2,3,4,5,6,7,8,11,12,13)
- Look for and express regularity in repeated reasoning. (Lesson 1,2,3,5,6,14)

Major Cluster:

- Students will understand place value. (Lesson 1, 2, 4, 5, 6, 7, 10, 11)
- Students will extend the counting sequence. (Lesson 3, 12,13,14)
- Students will use place value understanding and properties of operations to add and subtract. (Lesson 8)
- Students will extend the counting sequence. (Lesson 9)

1. NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (Lesson 3, 9, 12, 13, 14)
1. NBT.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones-called a "ten." (Lesson 2, 4, 5, 6, 7)
1. NBT.2b Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (Lesson 1, 5)
1. NBT.2c Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens. (And 0 ones). (Lesson 2, 4, 6, 7)
1. NBT.3 Compare two-digit numbers based on meanings of the tens and ones digit, recording the results of the comparisons with the symbols $>$, $=$, and $<$. (Lesson 10, 11)
1. NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count, explain the reasoning used. (Lesson 8)

Vocabulary: place value, ten, eleven, twelve, fourteen, sixteen, eighteen, tens, penny, dime, group, one, ones, regroup, table, hundred, number line, nickels, five, fives, greater than ($>$), less than ($<$), equal to ($=$), hundreds



Writing: Alphabet Letters, Numbers, Sentences and Paragraphs


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**

Selecting Books for Book Boxes and Beginning Book Clubs

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**


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:** **Weather**


1.ESS2.D.1 Identify patterns indicating relationships between observed weather data and weather phenomena(e.g., temperature and types of precipitation, clouds and amounts of precipitation).3.ESS2.D.1Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.[Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.]
3.ESS2.D.2 Obtain and combine information to describe climates in different regions of the world.


Reminders

 **Class Website:** <http://melindahammerschmidtgrade.weebly.com/>

 **Assignments for the Week:** The assignments for the week are listed on the Assignment Page on the class website. This is found under the Assignments tab at the top of the class website. Most assignments each week are sent home on Monday if we are in school and on Tuesday if we are not. The

assignments are sent home so that students can complete them during the week as time allows and return them on Friday.

 **Newsletter:** The newsletter on the class website has all the information for the week and curriculum that we are covering in class. This is found under the Newsletter tab at the top of the class website.

 **Distance Learning Online Platforms:** These are optional unless assigned and listed on the Assignment Page. We will use these in class at times when we begin using iPads. These provide ways to practice that are fun, providing a quick review and reinforcement of foundational skills.

 **Word Study Spelling Boxes:** Student will select 3 (three) activities to complete during the week and return to school on Friday.

 **Email:** MelindaHammerschmidt@MissouriState.edu

Clipart: <https://www.etsy.com/listing/763160204/spring-hedgehog-clipart-set-cute?>