

First Grade Newsletter


January 22-26, 2024



Helpful Hedgehog First Grade Reminders:

Inclement Weather:

Greenwood follows the schedule for Missouri State University. If the University is out for inclement weather then Greenwood is also out for the day. If MSU has a "late start time" during inclement weather then Greenwood will not be in session. You can always check the MSU website for cancellations, they usually post them in the mornings. If you feel unsafe to drive on the days when we have inclement weather please email so we will know why the student is absent from school 😊

 Soup-Er Bowl Donations: We will be collecting soup for the Bear Pantry from January 24-February 9, 2024 if you would like to donate. This is optional.

 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: Eli

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 Tuesday This Week**
(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



My Math: Topic 4

Subtraction Strategies to 20

Essential Question: What strategies can I use to subtract?

In This Chapter We Will...

Students will use manipulatives to model addition stories.

Students will represent and solve problems involving addition and subtraction.

Students will add two parts to make a whole.

Students will understand and apply properties of operations and the relationship between addition and subtraction.

Students will add and subtract equations within 20.

Focus/Objectives

- Students will count back by 1, 2, or 3 to subtract. (Lesson 1)
- Students will use a number line to count back to subtract. (Lesson 2)
- Students will relate doubles addition facts to subtraction facts. (Lesson 3)
- Students will write a number sentence to solve problems. (Lesson 4)
- Students will subtract using the make 10 to subtract strategy. (Lesson 5)
- Students will identify similarities in related addition and subtraction sentences. (Lesson 6)
- Students will identify similarities in fact families. (Lesson 7)
- Students will subtract to find missing addends. (Lesson 8)

Essential Understanding For Students (Mathematical Practices):

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

Major Cluster:

- Students will add and subtract within 20. (Lesson 1,2,3,5,7)
- Students will understand and apply properties of operations and the relationship between addition and subtraction. (Lesson 6,8)

- Students will represent and solve problems involving addition and subtraction. (Lesson 4)

1.0A.1 Use addition and subtraction within 20 to solve problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all problems. (Lesson 4)

1.0A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

1.0A.3 Apply properties of operations as strategies to add and subtract.

1.0A.4 Understand subtraction as an unknown-addend problem. (Lesson 6, 8)

1.0A.5 Relate counting to addition and subtraction. (Lesson 1, 2)

1.0A.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. (Lesson 1, 2, 3, 4, 5, 7)

1.0A.7 Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.

1.0A.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (Lesson 6, 8)

Vocabulary: count back, difference, number line, doubles, subtract, addends, fact family, missing addend



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://melindahammerschmidtgsfirstgrade.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.

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