

## First Grade Newsletter



### Fantastic First Grade Reminders:



Reading Log winners for September, October, and November  
Congratulations to Adam, Ben, Cullen, Jack, Lanie, and Olyvia  
Please turn in the January Reading Logs on February 1<sup>st</sup>



Congratulations to Jack and Cullen they placed 1<sup>st</sup> and 2<sup>nd</sup> in the Zaner-bloser  
First Grade Class Handwriting Contest. Jack's entry will represent first grade and  
has been sent to the Zaner-Bloser National Handwriting Contest



Congratulations to the 2017 GLS PTA Reflections winners  
1st Place Cameron McQueary "Soccer"  
2nd Place William Wyas "Nature"  
3rd Place Cullen Burch "Snorkling"  
Honorable Mention Olyvia Beach "Olyvia Gets a Kitten"  
Honorable Mention Taaha Khan "My Story"



Congratulations to the Springfield City Wide Winners  
PTA Reflections  
1st Place Cameron McQueary "Soccer"  
2nd Place Cullen Burch "Snorkling"  
Honorable Mention William Wyas "Nature"



We are beginning a first and third grade collaborative unit on writing an autobiography. Students will be writing their own story. During the 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 15**

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



**Sharing: No Sharing This Week**

February 6<sup>th</sup>-10<sup>th</sup>- **Topic: Community Response**

**Writing papers will be student's folders on Wednesday February 1<sup>st</sup>**



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



**enVision Math: Topic 7 Counting and Number Patterns to 120**

**Objectives:**

Students will read, count, and write numbers 11 to 19.

Students will show numbers 11 to 19 as 1 or 2 more or fewer than another number.

Students will find subtraction facts to 18 and learn the relationship between addition and subtraction.

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

Students will count forward to 120.

Students will count by 10s to find the total number of items arranged in sets of 10.

Students will solve problems by finding patterns in a table of related number pairs.

Students will draw pictures and write number sentences to solve addition and subtraction story problems.

### Essential Understanding:

Numbers can be used to tell how many. Numbers 11 through 19 can be shown as a group of 10 and up to 9 more.

Numbers can be used to tell how many.

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:** digit, pattern, numbers, plan, choice, repeated

☺ **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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