












First Grade Newsletter


November 27-December 1, 2023



Helpful Hedgehog First Grade Reminders:

-  **Holiday Musical-December 6, 2023** Students should arrive in the classroom by 6:15 and should wear all black. Older students must sit with parents and remain seated during the performance, per Mrs. Garrison.
-  **Parents Construct the Snowmen Houses-December 7, 2023**
8:30-9:15 AM Cafeteria (Bring Hot Glue Guns)
-  **Snowmen Houses- December 8, 2023 9:45-10:20 AM**
-  **Greene Valley State School Service Project-Wrapping December 8, 2023**
9:00-9:45 AM. Items collected thorough December 7, 2023
-  **Bear Pantry Service Project- Donations will be collected through December 14, 2023. Items needed:** canned meat, fruit, vegetables, soup, macaroni and cheese, noodles, spaghetti, tomato sauce, spaghetti sauce, spice mixes, salt, pepper, etc. School Supplies and Hygiene products also appreciated. Cash is also an option.
-  **Winter Holiday Party- December 14, 2023 Classroom: 9:30-10:30**
Reminder cleanup is part of the party and all parents who attend are welcome to help 😊 **School will dismiss at 12:30 PM.** No Jaycare December 14, 2023.
-  **Family members if a student will be absent you may now send that information to GWDAAttendance@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: Yunay Gugnani**

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:** The Reindeer Who Wanted to Escape From the North Pole

 **My Math:** Topic 3 Addition Strategies to 20

Essential Question: How do I use strategies to add numbers?

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 on from the greater number to find the sum. (Lesson 1)
- Students will use pennies to count on. (Lesson 2)
- Students will use a number line to help find the sum. (Lesson 3)
- Students will use the doubles to add strategy to help find the sum. (Lesson 4)
- Students will use the near doubles to add strategy to help find the sum. (Lesson 5)
- Students will act it out to solve problems. (Lesson 6)
- Students will use counters and a ten-frame to make sums greater than 10. (Lesson 7)
- Students will identify related addition facts. (Lesson 9)
- Students will add three numbers by looking for doubles or making a ten. (Lesson 10)

Essential Understanding For Students (Mathematical Practices):

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

- Look for and make use of structure. (Lesson 4,5,9)
- Look for and express regularity in repeated reasoning. (Lesson 1,3,4,7,8)

Major Cluster:

- Students will add and subtract within 20. (Lesson 1,2,3,4,5,7)
- Students will understand and apply properties of operations and the relationship between addition and subtraction. (Lesson 8)
- Students will represent and solve problems involving addition and subtraction. (Lesson 6,9)

1.OA.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 6)

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (Lesson 9)

1.OA.3 Apply properties of operations as strategies to add and subtract. (Lesson 8)

1.OA.5 Relate counting to addition and subtraction. (Lesson 1)

1.OA.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 2, 3, 4, 5, 7)

Vocabulary: count on, greater, penny, number line, doubles, addends, doubles minus one, doubles plus one, add, doubles, ten



Writing: Alphabet Letters, Beginning Sentences and Numbers

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: All About Plants**


1.LS3.A.1 Make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like it's parents but is not exactly the same.


Reminders

 **Class Website:** <http://melindahammerschmidtglsfirstgrade.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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