Happy Fall Ya’ll

Fall News

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| ***What does my child need each day for school?***   * **Please label all jackets and coats with your child’s name (sweatshirts too)** * Folder * Water bottle * A Healthy Snack each day * Gym shoes to leave at school for PE * Library book returned each Monday. Library is on Mondays. * Earbuds/head phones to leave at school for computer class * No Toys, technology or trinkets from home (**EVER**) * No gum or candy (**EVER**) * If you send in any money please be sure to put it in an envelope with your child’s name, teacher name and what it is for on the envelope |
| ***Upcoming Events:***  Sept 27th Harvest Lunch 10:45-11:45 Come have lunch with your child!  Oct 4th Walking to HS for Homecoming Assembly  Oct 10th Picture Day & big Crunch  Oct. 17th Snow plow safety day presentation  Oct. 23rd-24th Conferences  Oct. 23rd evening conferences & 24th ½ day of school conferences  Oct. 31st Halloween Party: Your child can dress in costume on this day. No masks, weapons, blood or gore allowed at school. Save that for trick or treating.  Nov. 6th Anti Bulling Assembly |
| ***What are we learning in reading?***   * New Spelling words and sight words each week and take home book   We read to an adult in our classroom each day using one to one correspondence for accurate reading.  We use reading strategies when we are stuck on a word: ie: skip it rewind, sound it out, picture clues  We read our take home book each day and look for our spelling words and sight words  We read our sight word board, so we know where to find the words we need  We work on reading & writing our words at literacy stations each day  We read from our treasures series anthology in the classroom  We are searching and researching character, setting, problem and solution in every story  We are fact finders in all nonfiction and we can point out text features  **What you can do at home:**   * Read to us each and every day, ask us comprehension questions about the story. * Ask us to retell the story to you. Listen for character names and details of the story in order. * Let us read to you daily our take home books * Take us to the public library to pick out books we are interested in reading * Ask us if we like fiction or nonfiction the best. Why? * Ask us to point out sight words and spelling words we see in the book * Practice sight words with us * Practice sight words and spelling words on a dry erase board or scrap paper, hide cards with sight words around the house, write sight words in sidewalk chalk, shaving cream, paint, Kool aide, salt * Have a relative or friend call us and ask us to spell our spelling words to them or have the person tell us a word on the phone and we write it on our white board. * Ask us what color/level books we are reading in at school in our book boxes * Ask us what our goal is to get to the next color/level of reading books   \*Please remember comprehension is the most important part of reading make sure we are telling you about the stories we read. Reading words does not help us if we cannot remember what we are reading. Sometimes we think our kids are great readers, and we allow them to read books that are not at their comprehension level… thus they lose comprehension. If your child cannot answer questions after reading and story, the book is too difficult. Make an easier choice and go from there.  **Reading time is 8:30-10:45**: Come see what great readers do for independent reading, Lit stations and literacy lessons for phonemic awareness and whole group reading. |
| ***What are we learning in Writing?***  This is our last week full week of prewriting narrative text whole group.  Next week our Narrative free write begins. We will focus each day on the success criteria for narrative writing, but your child will be required to…   1. Think of a true small moment story that he/she can write a lot about. 2. Write the stories on their own without support. Then your child will check the success criteria to see if he/she met the requirements of narrative writers. 3. Then your child will confer with an adult in the classroom to see what criteria was met, what criteria he/she can set a goal to work on for their next piece. 4. Then your child will publish the creation with the class. 5. The class will look for success criteria met and celebrate the author   **Narrative Success Criteria:**  \*A complete detailed story about an event that took place with feeling. Text matches illustration and labels.  EX: One day my family and I went to Lewis’ Farm Market. I got to feed the animals. I got to pick apples and pumpkins. It was a great day!  **Mechanic Criteria:**  Capitals at the beginning of each sentence. Punctuation at the end of each sentence. Space between all my words. Lower case letters except where capitals are needed.  **What you can do at home:**  Each time you do something fun at home, remind your child this would make a great narrative story to write at school. Plan the story together. What could you write. What details could you add to the illustration and words? Ex: If you carve a pumpkin, rake leaves, go fishing, play a game, go for a walk, then say hey… this could be a great story for you to write during writing time at school. Let’s think of what you could write. Let’s think about what you could draw and label for your story.  **Writing time is 12:00-12:30** Come visit and see how great writers create a piece of writing in first grade! |
| ***What are we learning in Math?***   * We are problem solvers and critical thinkers * We are looking for patterns (all numerals and math problems have a pattern) * If we can find the pattern, math becomes so easy! * We know many ways to create a number just ask us   (We must be fluent from 0-10 with addition and subtraction in first grade)  (We must be able to solve both addition and subtraction 0-20)   * We can count forward and back within 0-120 by 1’s, 2’s, 5’s and 10’s from any given number * We can write our numbers to 120 without reversals * We can graph any problem and interpret our data * We know a lot of math standard rules (ex: zero and any number, one more & one less, 10 and some more/less) * We can represent a number 0-20 with tens frame, tallies, cubes, sticks, coins, base ten blocks and numerals * We know all 2D and 3D shapes and attributes and can reason with shapes * We can estimate and find probability * We can measure using standard and nonstandard measurement * Playing lots of math stations games   **What can you do at home?**  Estimate with your child how many do they see. Then count for accuracy.  Ask your child if I have a big/large amount, what could I do to make sure I am counting accurately?  Ask your child to estimate how long an item is and then measure it together.  Ask your child to estimate how much something weighs and then weigh it.  **Math Time: 2:10-3:10** come see what great mathematicians do in first grade and our math station work. |
| ***What are we learning in science?***  Science: Space Systems Patterns and Cycles  Using observations of the sun, moon and starts to describe patterns  **Students who demonstrate understanding can:**   |  |  | | --- | --- | | **1-ESS1-1.** | **Use observations of the sun, moon, and stars to describe patterns that can be predicted.** Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.ie *star patterns is limited to stars being seen at night and not during the day.* | | **1-ESS1-2.** | **Make observations at different times of year to relate the amount of daylight to the time of year.**Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall. ie *relative amounts of daylight* [ESS1.A: The Universe and its Stars](http://www.nap.edu/openbook.php?record_id=13165&page=173)  * [Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)](http://www.nap.edu/openbook.php?record_id=13165&page=173)  [ESS1.B: Earth and the Solar System](http://www.nap.edu/openbook.php?record_id=13165&page=175)  * [Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2](http://www.nap.edu/openbook.php?record_id=13165&page=175) * We patterned our seasons day light and found the winter months have less hours of day light than the summer months * We created shadows with the sun and found out the shadow is always opposite of the sun direction * We created the phases of the moon. And found out how long it takes to get through all the moon phases. * We followed the direction of the sun each day and found out where it rises, where it is midday and where it sets.   **How you can help at home: Ask us the above questions. Ask us to draw the moon phases for you, ask us to draw the sun direction morning, noon and night, ask us to draw a picture of the sun and an object and where the shadow would be located in the drawing. We will be testing on this unit soon. Help us to be great scientists!** | |
| ***What are we learning about Social Studies?***   * WE are alike and different * What is the same about you and me? * What is different about you and me? * What am I really good at? How can I help others with my gift? * What do I need to work on? How can I get help to reach my goals? |

Mrs. Whiting ~ Contact me anytime for a conference at school. call or email! We can make a great team to help your child find great success this year! If conference times do not work with your schedule, I can meet with you anytime!