

First Grade Happenings

NOVEMBER 5, 2018

REMINDERS AND IMPORTANT DATES

- **Tuesday, Nov. 6: 2-HOUR DELAY (due to Election Day) - arrive between 10:45 and 11:15**
- **Friday, Nov. 9: FALL PICTURE MAKEUPS**
- **Monday, Nov. 12: NO SCHOOL (Veteran's Day)**
- **Tuesday, Nov. 13: Report Cards go home**
- **Friday, Nov. 16: FIELD TRIP - Morehead Planetarium, (time off campus is 9:30-12:30)**
- **Tuesday, Nov. 20: Early Release (1:15 pm)**
- **Wednesday, Nov 21 - Friday, Nov 23: NO SCHOOL (Thanksgiving Holidays)**

THIS WEEK AND NEXT WEEK IN CLASS

We've completed one quarter of first grade already! Since we are starting a new quarter, we will be starting all new topics.

In *reading*, we are starting a unit on comparing and contrasting stories. Students will compare and contrast characters, settings, and events across 2 or more fiction texts. This will allow us to go beyond just identifying characters, settings, and events and actually analyze them. We will delve more deeply into characters' feelings and attributes, analyze the author's choice of setting, and look for how one event causes another event. Students should be able to get more meaning out of what they read after we complete this unit.

In Letterland this week we will continue to review vowel sounds, with the addition of understanding the sounds that "y" can make at the ends of words. Unit 8 teaches that the "y" at the end of a 2 or 3 letter word makes the long i sound (e.g., my, shy, by, cry, why). The words in Unit 8 are short and appear to be easy, but children often have confusions about visually similar words like "me" and "my" or "he" and "she". In Unit 9, students will learn the "all" chunk, which appears in many words like call, hall, fall, mall, etc. As you listen to your child read, remember to remind him or her of these spelling patterns they are learning in Letterland.

In *writing*, we will begin working on opinion writing. Not that our young students have opinions or anything - ha ha! - but they are required to learn how to write about them. They will learn to

state an opinion and give at least 3 reasons for their thinking. We will spend a few weeks on this. The unit begins with developing an understanding of what an opinion is. Young children often do not know the difference between facts and opinions, so we will work on that the first few days.

In *math*, we will work on missing addend problems (for example, Mom gave me 5 pancakes and Dad gave me some more. I ate 12 pancakes. How many pancakes did Dad give me?) This can be quite challenging for some students. We are emphasizing the vocabulary words "sum" and "addend", so that we can talk about which number in the problem is the sum (total), which addend we know, and which addend we don't know. Just knowing those terms helps a lot. Please reinforce use of those words if you are working with your child on math at home.



SCIENCE

In *science*, we are starting a short unit on "Earth, Sun, and Moon." Students are to "recognize differences in the features of the day and night sky" and "observe changes in the moon's appearance from day to day." In order to tackle these objectives, we will be reading about the day and night sky and the moon, looking at pictures of them, and of course we will visit the planetarium on November 16. The show we will see there is called "Earth, Moon and Sun". (You can read more about the show by clicking on the picture to the left or going to moreheadplanetarium.org.) Also, in order for students to observe changes in the moon, we are sending home a project in which students are to observe the moon for a month and record their observations. Please look for that assignment in today's Monday folder.



- Read for 10-15 minutes each night. Ask your child questions about the story. Good questions to ask during the next 2 weeks are: "Does this story remind you of any other stories? What is the same about them? What is different?"
- Practice reading and writing the words in Letterland Unit 8 this week and Unit 9 next week (lists are sent home on Mondays).
- Ask your child to show you how a Math Mountain works. They can use any numbers they like, but the idea is that the largest number goes at the top of the "mountain", and that is the sum. The two numbers at the bottom corners of the "mountain" are the addends. The numbers make up a "fact family" from which children should be able to compose two addition equations and two subtraction equations using only those 3 numbers. For

example: if the number 12 is at the top and the addends at the bottom are 5 and 7, students should be able to say that $5+7=12$, $7+5=12$, $12-5=7$, and $12-7=5$.

- Start the moon project (see Monday folder)

*Memberhub link with comprehension questions, Letterland word lists, and math challenge problems can be found at: [:https://wiley.memberhub.com/hubs/11112/repository](https://wiley.memberhub.com/hubs/11112/repository).

Have a great week! – First Grade Team

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