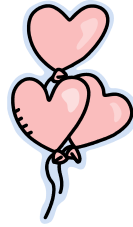




# First Grade Newsletter

## Miss Earle's Class



### Note From Miss Earle

February Conferences are this week (2/20-2/21). They will be on Tuesday & Wednesday evenings (4-7pm). First Grade will be having Math Nights in the Library. This is an open house format. You do not need to make an appointment. Simply wander in when you can, learn about first grade math concepts, and play a variety of math games with your student. You will also receive a progress report about your child. We hope to see you there!

If you still have an "All About Me" poster, please return it as soon as possible.

Take Home Readers need to be returned on Tuesday! Make sure they are signed off or the volunteers will not change the books. Be sure to sign the correct bag number!

Library Books need to be returned on Wednesday!!

School Spirit Days are on Friday! Wear school colors or school shirts.

As always, if you have any questions or concerns, let me know.

### Dates to Remember

2/26-3/1	PTA Safety Week
	Monday: Internet Safety
	Tuesday: Physical Safety
	Wednesday: Anti-Drug
	Thursday: Anti-Bullying
	Friday: Mental Health Safety
2/26	Shark Readers Meeting 9:00am
	PTA Healthy Minds Night 7:00pm
2/27	PTA Family Skate Night 5-8:30pm
3/11	Professional Development - No School
3/12	Teacher Work Day - No School
3/14	Spring Picture Day
3/21	Shark Readers Meeting 9:00am
3/25-3/29	Book Fair in the Library
4/1-4/5	Spring Break - No School

### Reading

Our reading groups will be applying our phonics skill from last week (long vowel, silent-e) to reading a decodable text. If students have already mastered that skill, they may receive a leveled book to read.

During shared reading, we'll be talking and reading about different ways to sort things. While reading different texts, we'll discuss how good readers make predictions while they read. Then, they use evidence from the story to check whether their predictions were correct. We'll also discuss the point of view of different characters from our stories.

Remember, we want children to try to solve words before we tell them what it is. If your child is struggling with a word, encourage him/her to find a part that he/she knows. Often, he/she can break a word apart using each sound or other chunks that he/she knows. Encourage multiple attempts.

**Heart Words:** four large none only put round

### **Word Work/Phonics**

We will begin learning about phonograms this week. A phonogram is a series of letters that represents one or more sounds. Phonograms can affect the way we hear and say the vowel sound. This week, we'll study phonogram word chunks that include 1 vowel followed by 2 consonants - either ng or nk (ie: bring, hang, song, link, thank, honk, etc.). These are sneaky words because they look like they have a closed syllable and require a short vowel sound, but they actually usually make a long vowel sound. That means we'll need to learn these phonograms as word chunks.

### **Writing**

We will be working on our revision skills this week. Revision is basically our way of making our good writing even better. We want to be able to add details to our story or even taking away parts in order to make our stories better. Sometimes this will happen at the end of a story, but often it occurs in the middle. We'll be learning ways to add to the middle of our writings, what is good to add or what is good to take away, etc. This will be an ongoing concept for the rest of the year.

Otherwise, we will learn about joining two complete sentences with conjunctions (ie: and, but, or, so, because, etc.).

### **Math**

We will begin learning about place value and larger numbers. We'll spend time getting more familiar with larger numbers on our 100s charts. Then, we'll start building our understanding that a two-digit number is made up of "tens" and "ones." We need to be able to make groups of ten to represent numbers. In fact, it's very important for students to understand that 10 "ones" makes a group of "ten." So, 10 ones is the same as 1 ten or 40 ones is the same as 4 tens. We'll spend time using manipulatives (base ten blocks) and pictures to see the "tens/ones" in numbers. Encourage your child to tell you how many "tens" or "ones" are in any given number. For example, 47 has 4 tens and 7 ones. You can even try having your child draw larger numbers. We'll use sticks/lines to represent tens and dots to represent ones.

We'll continue to fit in our fact pages as time allows. This week, we are working on +10. In order to meet our goal of doing a complete page in 5 minutes, we are timing each row for a minute at a time. Usually, we can finish a row in a minute. I know that the more we do it the better we get. Watch for these papers to come home with your student. Feel free to correct any wrong answers or simply finish the problems if necessary.