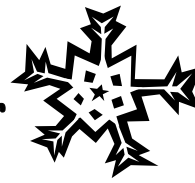




First Grade Newsletter

Miss Earle's Class



Note From Miss Earle

Please remember to send your child dressed warm each morning. Most likely, students will have outside recess. We want them to be prepared with jackets, gloves, and other warm items.

With the New Year, I know sometimes schedules change. If you need to volunteer on a different day or time, please let me know. If you are suddenly available to come and volunteer, we'd love to have you. Please let me know if anything needs to change. Otherwise, I look forward to having you help our class.

The 100th Day of School is quickly approaching. We will be celebrating this day at school. At home, please help your child make a collection of 100 things. These can be drawn, glued, bagged - whatever works! Just make sure it has 100 things. You could have 100 stickers, 100 stamps, 100 toothpicks, 100 tally marks, etc. The possibilities are endless! Encourage your child to arrange these items in groups (5s or 10s) to make it easier to count. We will be placing these in the hallway. As such, it would be best not to have food or money items. It becomes too tempting for other students to take these from the hallway. Please have the collections at school on or before Wednesday, January 24th. That will give me time to display them before the 100th Day of School.

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

1/22	Acadience Math Testing - Please have your child in attendance!
	PTA Healthy Minds Night 6-9pm
1/24	100 th Day Collections Due
1/29	Shark Readers Meeting 9:00am
1/30	100 th Day of School
2/2	Parents & Pastries 8:15-8:45am
2/9	Teacher Work Day - No School
2/14	Class Valentine's Party 1:15-2:00pm
	Pink Shirt Day #Stand4Kind
2/19	President's Day - No School

Reading

Our reading groups will be applying our phonics skill from last week (long a, 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 parts of animal bodies and how they use them. While reading different texts, we'll discuss how good readers ask and answer questions about a text while reading. We'll also talk about retelling what happened in a story in the correct sequence (ie: first, next, then, last).

After reading a story, ask some comprehension questions ("Tell me what happened in the story." "What part did you like best & why?" "What does that story make you think about?").

Having students verbalize or write about what they read is a good exercise in building comprehension.

Heart Words: about animal carry eight give

Word Work/Phonics

We will be continue learning about the long vowel silent-e syllable word pattern with long i words (ie: like, hive, file, prime, spine, wise, ride, etc.). Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long. Up to now, we've mainly focused on closed syllable words with short vowel sounds. It might be tricky to change our thinking from short vowels to long vowels.

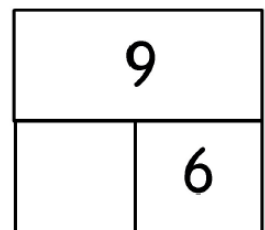
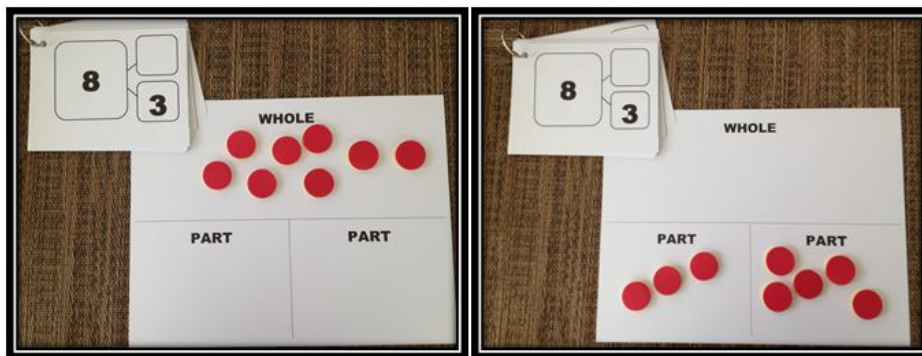
Writing

We'll focus on writing MORE. We want to take a small moment and stretch it out until we have all the details. Stories should have a beginning, middle and end. Plus, we want to include other interesting details. Our goal right now will be to write 5 lines of writing or more. Some of us can already do this. For others, it will be a stretch.

Otherwise, we will learn about "was" and "were" as past-tense verbs. The verb "was" is used when telling about one noun in the sentence. The verb "were" is used when telling about more than one noun in the sentence. For example, "He *was* at the store. They *were* on the playground."

Math

As we build on our understanding of fact families and discover ways to solve missing addend problems, we'll learn about the part-part-whole relationship in numbers. Basically, there are 2 parts that make a whole. An addition problem would usually give us the 2 parts and ask us to solve to find the whole (ie: $4 + 3 = ?$). Occasionally, an addition problem will give us a part and a whole and ask us to solve for the missing part or missing addend (ie: $5 + ? = 12$). We will be looking at parts and wholes and trying to find the missing piece or unknown number. We will use number bond mats (like the ones shown below) to build answers with manipulatives. We will also have the opportunity to try this mentally by just seeing the numbers (also shown below). Sometimes, we can flip the problem around to make things easier. For example, $6 + ? = 9$ could be turned into a subtraction fact ($9 - 6 = ?$). It would be helpful to try missing part problems at home.



We'll continue to fit in our fact pages as time allows. This week, we are working on -6. 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.