



First Grade Newsletter

Miss Earle's Class



Note From Miss Earle

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.

First Grade Parents & Pastries will be here before you know it. If you don't have experience with those, let me give you the basic run-down. Usually, a mom or dad or someone special comes and reads with each first grader. It doesn't matter who it is, but it is best to have someone here so that no first grader feels left out. You'll come and read with your first grader and enjoy a treat as well. This will be in our classroom and last about 30 minutes. Start planning ahead for this event. Please be aware that there is very limited room when all the students and their parents come. Try to avoid bringing siblings if at all possible. At the very least, plan to leave any strollers in the hallway.

I know it's a few weeks away, but I wanted to give you a fair warning. **Please do not plan on sending valentines with children's names written on them.** Your child can fill in their name under "from," but please leave the "to" section empty. We pass out valentines very quickly and reading each name would slow us down tremendously. You are welcome to have valentines for boys vs. girls, but don't individually label who they are for. We have 29 students at the moment - 12 girls & 17 boys. Please follow this request to make out Valentine's Day much smoother!

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 i, 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 how different kinds of animals work together. 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 using main idea and key details.

As you read with your student at home, encourage their reading to sound like talking. It should be smooth and fluent with 3-4 word phrases. If it's not in phrases yet: practice! practice! practice!

Heart Words: because blue into or other small

Word Work/Phonics

We will be continue learning about the long vowel silent-e syllable word pattern with long e words (ie: Steve, these, eve, theme, Pete, etc.). Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long. Until recently, 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 learn about Flat Stanley and prepare a Stanley and letter to send out. You will see this come home by the end of the week. Flat Stanley is a popular children's story. In the story, a bulletin board falls on Stanley and he gets flattened. He goes on a trip (by mail) to visit a friend in California. We will make Stanleys and letters for you to send out to someone you know (hopefully outside of Utah). I hope you enjoy this activity and send those letters out as soon as you can.

Otherwise, we will learn about the verbs "has" and "have". "Have" means "to own something." We use "have" when we talk about ourselves or a group of people. We even use it in conjunction with "you." We use "has" instead of "have" when we talk about one thing or one person other than ourselves. For example, "They have fun. He has a toy."

Math

We'll work on solving unknown numbers in equations. We can use our knowledge of addition and subtraction and how they relate to each other (fact families) to solve these problems. We should be able to turn an addition fact into a subtraction fact. For example, when trying to solve $5+?=7$, I can turn it into $7-5=?$ to find the answer. You can also start with a subtraction problem ($8-?=4$) and "flip flop" the smaller numbers ($8-4=?$). It's all about making connections between addition and subtraction. Solving for an unknown number can be a trickier type of problem. Your child might need extra practice at home to master this skill.

We'll also attempt some missing part story problems where we are solving for an unknown number. For example: "Sally has 5 books. George gives her some more. Now, she has 12 books. How many books did George give her?" The equation would look like this: $5+?=12$. These types of problems are often trickier to show our thinking. Remember: we want students to find the answer, write a correct equation, and show HOW they got the answer. Have your child practice solving some missing addend equations or story problems. See if they can show you *how* they solved it *on paper*. They need to show their work (draw pictures, fingers, etc.) and label with numbers to show how they counted or write what they did with words (detailed explanation). They are not allowed to just say that they "thought about it" or "used their brains." ☺

We'll continue to fit in our fact pages as time allows. This week, we are working on +7. 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.