



# First Grade Newsletter

## Miss Earle's Class



### Note From Miss Earle

Last week, we learned about Flat Stanley and prepared a Stanley and letter to send out. Hopefully, you saw this come home by the end of last week. Otherwise, you'll see it at the beginning of this 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. When the materials come home, please mail them to someone you know (hopefully outside of Utah). I hope you enjoy this activity and send those letters out as soon as you can.

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! **Also, your child will NOT need to make/bring a Valentine's box/bag.** We will be making something to hold Valentine's at our class party.

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.

**Remember!** You can always make an appointment or stop by for **SEP Mondays** from 4-4:30pm. This replaces the traditional SEP/Conferences that are only twice a year. For more information, please refer to our class website or your child's homework folder.

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

### Dates to Remember

1/29	Shark Readers Meeting 9:00am
1/30	100 <sup>th</sup> 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 e, 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 animals get what they need to survive in the wild. 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.

Vowel sounds can be tricky when decoding words. Remind your child that there are different vowel sounds. Review long and short vowel sounds. Closed syllables have 1 vowel letter followed by 1 or more consonants and the vowel sound is short. Long vowel silent-e words have a single vowel, a single consonant, an e at the end, and the vowel sound is long. Encourage your child to try different vowel sounds when decoding words. Sometimes, that's all it takes to help figure it out!

**Heart Words:** find food more over start warm

### Word Work/Phonics

We will be continue learning about the long vowel silent-e syllable word pattern with long o words (ie: home, note, rose, cone, vote, 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 review temporal words this week. Temporal words (ie: first, next, then, after that, finally, etc.) guide a story along. They make sure we tell a story in sequence. We want to include 1-2 temporal words in every story that we write.

Otherwise, we will learn about "go" and "do" as action verbs. They are present-tense verbs that tell what is happening right now. When we tell about something that has already happened, the words change form. The past tense of "go" is "went." The past tense of "do" is "did." For example, "I go to school today. I went to school yesterday."

### Math

We'll continue working 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 need more practice with 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.