



First Grade Newsletter

Miss Earle's Class



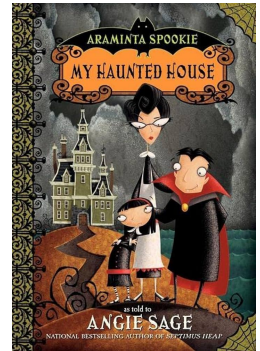
Note From Miss Earle

Please make sure that your first grader comes to school **dressed for the weather!** More often than not, we will be having students lined up outside before school and having outside recess after lunch. I know the weather just started to change on us. Be sure they have the coat and accessories they need every day. I know it seems like a silly request, but it is so very important.

There are a few students that are consistently arriving late. This worries me because every moment at school is precious. When your child arrives late, he/she is missing instruction time. That time quickly adds up over the weeks and months of school. I don't want your child to miss anything! We start promptly at 8:00am. It's best to have your student at school 5-10 minutes before that time. **Please help your first grader get to school on time!!!**

In October, the book for **Shark Readers** is Araminta Spookie: My Haunted House by Angie Sage. Start reading now so that you can finish the book in time for the meeting at the end of the month.

This week, you can access our **October Book Order** pages. Please go online to order. Go to <https://orders.scholastic.com/GVXR4>. This will connect you to our class ordering page. If you already have a Scholastic Book Account, you may need to login and use our class code (GVXR4) to ensure your order is sent to me. Please have your order completed by Friday, October 6th. You can view the digital flyers at <https://clubs.scholastic.com/grade1>.



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!!**

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

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

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

Dates to Remember

10/6	Teacher Work Day - No School Book Orders Due
10/9	Reflections Entries Due www.utahpta.org/ref
10/11	Pink Shirt Day #Stand4Kind
10/13	PTA Spooktacular 4-7pm Fun Friday - Disney Day!
10/17	School Spirit Night at Zupas 4-9pm
10/18	PTA Family Skate Night at Classic Skate in Sandy 5-8:30pm
10/19-20	Fall Break - No School
10/23	Professional Development Day - No School
10/24-27	Book Fair in the Library
10/25-26	Parent/Teacher Conferences
10/31	Halloween
11/2	Make-up Picture Day

Reading

Our reading groups will be applying our phonics skill from last week (short u) to reading a decodable text. Plus, I'll also try to have each group have a leveled book to read. You can also work on making our reading sound like talking. We don't want our reading to sound choppy and robot like. We want to be really smooth (like a boat on the water). We want to be sure that we read punctuation marks with expression as well.

During shared reading, we'll be talking and reading about jobs that people in the community do. While reading different texts, we'll discuss how we can make and confirm predictions about what we are reading. We'll also talk about using characters, setting, and events to retell what is happening in a story.

Heart Words: help new use again there

Word Work/Phonics

We will be reviewing all the short vowel sounds this week. Students will identify, read and write words with short vowels (in isolation and in passages). We've had lots of practice with closed syllable words. Remember, closed syllables have 1 vowel letter followed by 1 or more consonants and the vowel sound is short (ie: cat, fed, rip, etc.). This week, we'll begin to extend that understanding to a few closed-closed multisyllabic words (ie: catnip, sunset, kitten, etc.). When we see longer words like these, we can point to each vowel and notice that they are each followed by one or more consonants. That means the vowel sounds will both be short sounds (closed syllables). Then, we can decode/read these words. Sometimes, it can be helpful to divide the syllables in order to read these multisyllabic words. Finally, we will spend some time introducing inflectional endings (-ed). This word ending changes verbs from present tense to past tense. In particular, we will be learning that sometimes we double the consonant before adding the -ed ending (ie: tap→tapped, jet→jetted, lug→lugged, etc.).

Writing

We are doing short mini-lessons on handwriting at the beginning of our writing time. This week we will look at more letters with curves - Jj, Uu, & Cc. These letters are trickier so we may spend more than one day on a letter as needed. Below are some prompts to help as you practice these letters at home. There is a formation guide in the homework folder as well. Don't forget - THERE ARE NO LETTERS THAT START AT THE BOTTOM!!

J - down, curve, across

j - down, curve, dot

U - down, curve up

u - down, curve up, down

C - over, around, and open

c - over, around, and open

During Writer's Workshop, we will learn how to identify nouns in sentences. A noun names a person, place or thing. It's a naming word. We usually have nouns in every sentence that we write. We'll also discuss how writers put their ideas in an order that make sense. Authors put events in order so that readers can understand what happens first, next, and last. It's helpful to use temporal words to guide our writing (ie: first, next, then, last, after that, finally).

Math

We will be extending our knowledge of addition to story problems. We want students to find the answer, write a correct equation, and show HOW they got the answer. There are many strategies that can be used to solve story problems (fingers, tallies, pictures, number line, etc.), but it is often difficult to show HOW a problem was solved. Even if your child has a good understanding of addition or is quick with math facts, he/she may still struggle showing his/her work on a story problem. Have your child practice solving some addition 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 -1. That can be a big change from +/-0. 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.