



First Grade Newsletter

Miss Earle's Class



Note From Miss Earle

Our **volunteer schedule** is fairly settled. There are still a few openings if you would like to volunteer. I have posted the final schedule on our class website. It is also attached to this email. Thanks so much for being interested and ready to volunteer. I look forward to implementing all of that next week (week of October 2-6).

Please make sure that your child is wearing clothes that follow our school and district **dress code**. Students should be dressing appropriately for the activities and weather conditions that may occur each day. In particular, please avoid short shorts and strappy tank tops. Use the image provided as a reference of what should be covered. If you have further questions, please let me know.

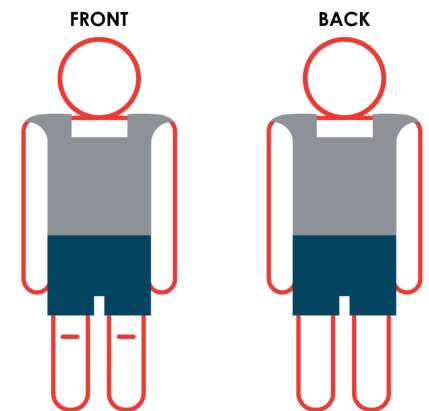
Take Home Readers need to be returned on **Tuesday!** Make sure they are signed off or the volunteers will not change the books. Be sure to sign the correct bag number!

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

9/25	Shark Readers Meeting 9:00am
10/6	Teacher Work Day - No School
	Reflections Entries Due www.utahpta.org/ref
10/11	Pink Shirt Day #Stand4Kind
10/13	PTA Spooktacular 4-7pm
10/17	School Spirit Night at Zupas 4-9pm
10/18	PTA Family Skate Night at Classic Skate in Sandy
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
11/2	Make-up Picture Day

Reading

Our reading groups will be applying our phonics skill from last week (short e) to reading a decodable text. Plus, I'll also try to have each group have a leveled book to read. Another skill to work on is chunking. We can use little words we know inside of big words to figure out how to read a word. We can also use chunks (from our chunk wall or just other parts of words we know) to figure out an unknown word.

During shared reading, we'll be talking and reading about how their bodies move and what they can do. While reading different texts, we'll discuss how we can ask and answer questions to make sure we understand what we are reading. We'll also talk about using key details to retell what happens in a story.

Heart Words: jump move run two are

Word Work/Phonics

We will be focusing on the short u sound. Students will identify, read and write words with this pattern (in isolation and in passages). We will continue learning about closed syllable words. Closed syllables have 1 vowel letter followed by 1 or more consonants and the vowel sound is short (ie: cat, fed, rip, etc.). This is the most common syllable pattern. We want students to recognize this pattern in unknown words.

Writing

We are doing short mini-lessons on handwriting at the beginning of our writing time. This week we will look at letters with curves - Ff, Jj & Uu. 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!!

F - down, across, across

J - down, curve, across

U - down, curve up

f - over, down, across

j - down, curve, dot

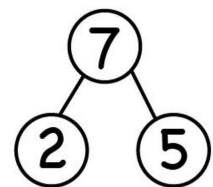
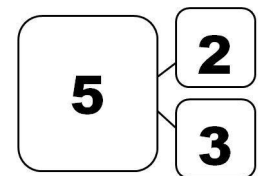
u - down, curve up, down

During Writer's Workshop, we will review the different types of sentences: statements, questions and exclamations. We need sentences to start with a capital letter and end with the correct punctuation. 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.

Math

We continue to move toward adding larger numbers (within 20). We're getting more and more comfortable with our ten friends and teen numbers. This week, we'll focus on using our doubles facts to solve larger problems. For example, when solving $7+8$, students can remember the doubles fact $7+7=14$ and add one more to find the answer.

It is also helpful to recognize that we can add numbers in any order. For example, when adding $2+6$, it's easier to flip the problem into $6+2$ and start counting from the bigger number. Some students do this naturally. Others may need practice recognizing that they can do this with any addition problem. Knowing our number bonds (see examples) can help us recognize that you can make more than one addition equation with the same numbers.



Practice adding/solving problems with larger numbers. Encourage your students to use doubles/near double facts when solving those problems. If your student struggles with double facts, practice those as needed. Some students know smaller doubles (ie: $1+1$ or $5+5$), but struggle with larger doubles (ie: $6+6$ or $8+8$). Also, have your child practice solving other addition equations. After solving the problem, see if he/she can make another similar equation by "flip-flopping" the addends (ie: $1+8$ could also be $8+1$).

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.