



# First Grade Newsletter

## Miss Earle's Class

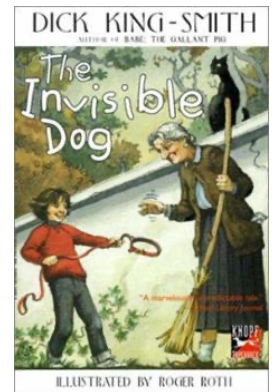


### Note From Miss Earle

We have reached the point in the school year that students may start struggling with coming to school or staying all day at school. In the first few days/weeks, students are excited more than anything else. Then, they start to realize that they will be away from home all day every day and the excitement wanes. Many students start to miss mom and wish that they didn't have to come to school. Don't worry! This is very common. To help manage this, we've started to discuss emotions and how to manage them. I tell students that I need them at school because it's my job to teach them. I can't teach them if they're not here. So, we discussed some alternatives that we can do at school when we are sad. We can talk to someone. We can snuggle a stuffed animal (I have a few) and pretend we are hugging and getting love from mom. We can use a fidget toy to distract our brain until we feel better. Those are just a few ideas. Occasionally, I use other strategies on a need-by-need basis. If your child starts struggling with wanting to come to school, please talk with your child about how he/she wants to handle that. Then, send me an email so that I'm in the loop. I want your child to be happy at school, but I do need them at school.

This year, we continue to use the **Lexia Core5 Reading Program**. This computer-based program focuses on many different reading skills: phonological awareness, phonics, structural analysis, fluency, vocabulary and comprehension. Students receive direct instruction and feedback as they learn each new skill. Each student works at his/her individual level. As such, it is important that you don't help him/her out. I know that sounds harsh. If you do it for your child, then he/she really isn't learning the skill. We will use this program at school, but you are welcome to login at home as well. **I'll be emailing home your child's login information and a more detailed letter about the program this week. Be on the lookout!**

Our school has a reading club for students called **Shark Readers**. Basically, at home students can read (or have read to them) a book each month. At the end of the month, our principal will meet with grade level groups to talk about the book. If you are interested in participating, the book for first and second graders in September is The Invisible Dog by Dick King-Smith. As the meeting gets closer, I'll ask you to let me know if your child has participated. Otherwise, all the students will want to go whether they have actually heard/read the book or not. I'll work on getting you a list of this year's books so that you can plan ahead for the rest of the year.



I know that many of you are still in possession of your **"All About Me" posters**. If you could get those filled out and returned as soon as possible, that would be marvelous. I'll quarantine and store them at school until your child has a turn being our class student of the week. We'll use one every week to focus on a student. A student's week may or may not coincide with his/her birthday.

**Library Books** need to be returned on Wednesday!!

**School Spirit Days** are on Friday! Wear school colors or school shirts. If you didn't already know, our school colors are purple, green and gray. Go sharks!

Please always feel free to contact me if you have any questions or concerns. ☺

### Dates to Remember

- |      |  |
|------|--|
| 9/6  | Fall Picture Day   |
| 9/7  | Acadience Math & Reading Testing - Please have your child in attendance!               |
| 9/13 | Pink Shirt Day #Stand4Kind<br>Vision Screening - Please have your child in attendance! |

## Reading

I am still working on testing students with the DRA. Afterwards, I'll be working on the Phonics Word Reading Survey. There is so much information to gather about each student at the beginning of the year!!! As time allows, we'll begin some reading groups. I'll be working with students on applying our phonics skill from last week (short a) to reading a decodable text. Plus, I'll try to have each group have a leveled book to read. Remember to always have your child make an attempt to solve unknown words. They can use the pictures, check the beginning sounds, or even start to sound out words.

During shared reading, we'll be talking and reading about different places where people live. While reading different texts, we'll discuss how we can use the words and illustrations to visualize or create pictures in our minds. This is one strategy that helps us understand the text. We'll also talk about using key details to retell what happens in a story.

*Heart Words:*            down            out            very            was

## Word Work/Phonics

We will be focusing on the short i 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 work on letters with slanted and straight lines - Zz, Yy & Kk. These letters get trickier as we go 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 on our class website as well. Don't forget - THERE ARE NO LETTERS THAT START AT THE BOTTOM!!

Z - across, slant down across

Y - slant down, slant up, down

K - down, slant in, slant out

z - across, slant down, across

y - slant down, slant down . . . n

k - down . . . n, slant in, slant out

During Writer's Workshop, we will be talking checking that the words in our sentences are in order. If it's not in order, it won't make sense. We'll also talk about how to make descriptive sentences. A sentence needs to tell a whole idea (with a capital and a period). A descriptive sentence tells about size, look, number, shape or color. Try turning a simple sentence into a descriptive sentence. For example, "I have a cat." could become "I have a white and black cat that is soft."

## Math

We have been working on number sense for a couple weeks now. This is a concept that will continue to reappear throughout the year. However, we are going to start working on our addition skills. We want to be able to add accurately and see the parts in numbers. This week, we will be focusing on our abilities when combining/adding numbers. There are many strategies when combining numbers. Students will probably either "count all" or "count on." While both strategies can get you an accurate answer, we want students to "count on" so that they can add more fluently.