First Grade Flash August 27-August 31, 2018

Weekly Skills:

Language Arts:

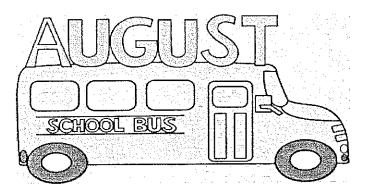
The class will be starting Unit 1 and will be reading <u>Sam</u>, <u>Come Back!</u> The comprehension focus is characters and plot. In grammar, the students will be working on sentences. The phonics skill this week is short a. The class will also begin our first writing unit, Small Moments.

Math:

The students will be making a "Math About Me" project that relates to how they use numbers in their lives. Students will also be taking a Unit 1 pretest. This will help guide our instruction as we move forward with Unit 1. This unit covers counting on a number line and comparing pairs of numbers. The class will also study how to represent data using tally marks and be introduced to the math tools they will be using.

Important dates:

August 28: Parent Night at 5:30 pm September 3: No School- Labor Day September 5: Picture Day September 12: PTO Meeting 8:30 am September 14: PTO Fun Fair 5-7:00pm

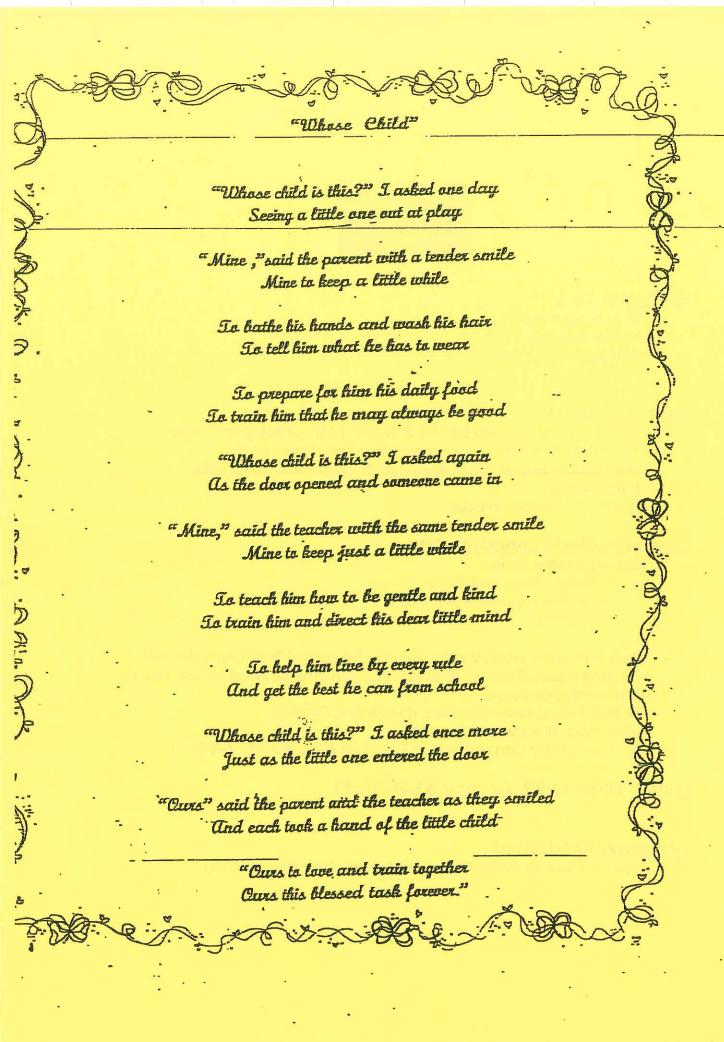


Back to School!!!

All of us in First Grade wish you a warm welcome as we begin our 2018-2019 school year! We have enjoyed catching up with our "old" friends and we're pleased to meet all of our new ones this past week. We hope that you had a relaxing summer and are ready for an exciting year of learning and building new friendships!

Classroom wish list:

*Kleenex *Clorox Wipes *Hand Sanitizer *Gallon and or Quart Size Ziploc Bags



A Day in the Life of a First Grader



Settling In Time

- · Write in Agendas
- Anchor Activities
- · Morning Meeting and Calendar

Math - Everyday Math

- (Home Links- Books will be kept at home. Tear out assigned pages and return them to school in your child's Red Take Home Folder.
- Skill Practice Sheets-return in your child's Red Take Home Folder
- Fact Practice
- Testing (Unit Assessments)

Language Block/ Language Arts

Basal- <u>Reading Street</u>
 Weekly Story and Skills
 Leveled Readers/Book Clubs
 Grammar

- Daily Five-Word Work, Writing, Read to Someone/ Book Clubs (flexible grouping—ability/interest, leveled books and novels), Read to Self, Listen to Reading/Computers
- Writing- Lucy Calkins-Narrative, Informative, Opinion Word Study (Fundations/Spelling)
- Testing (Weekly Comprehension Test, Unit Assessments, DIBELS)

Lunch: 10:50-11:20 Recess: 11:20-11:40

Interactive Read Aloud

Celebrity Reader Friday-1:45-2:10 (see attached sign up form)

Content

- · Science/Social Studies
- Jr. Achievement (2nd semester-Parent Volunteer)

Communication

Planners/4 Star Homework Email

- Rose Montgomery- <u>rmontgomery@phm.k12.in.us</u>
- Shannon Sherman- ssherman@phm.k12.in.us
- Michelle Sanchez- msanchez@phm.k12.in.us
- Retha Storkrstork@phm.k12.in.us

Specials (see attached form)

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Welcome to a new school year! I hope you had a wonderful summer and enjoyed ending quality time with your children. This summer I have been deeply engrossed in discovering what research says most benefits students as they become readers, writers and lifelong learners. As a result, the structure of my literacy block may look and sound a little different and I am EXCITED!

It won't be long until you hear your child talking about "The Daily Five." The purpose of this letter is to fill you in on what The daily five is all about, so you don't have to nod your head while wondering what in the world your child is referring to.

The Daily Five is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. These research based tasks are ones that will have the biggest impact on student reading and writing achievement, as well as help foster children who love to read and write. Students receive explicit whole group instruction and then are given independent practice to read and write independently while I provide focused, intense instruction to individuals and small groups of students.

When it is up and running smoothly, students will be engaged in the Daily Five, which are comprised of:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

There are very specific behavior expectations that go with each Daily 5 component. We rill spend our first weeks working intensely on building our reading and writing stamina, earning the behaviors of the Daily 5 and fostering our classroom community. I will also spend me learning about your child's strengths and greatest needs as a reader in order to best plan or each student's instruction. Therefore I will be inviting parents into the classroom after we ave accomplished this important work. Thank you for advance for your patience and nderstanding.

One thing you'll notice that may be a change for you is the direct decrease in the number f worksheets your child brings home. While worksheets keep students busy, they don't really sult in the high level of learning I want for your child. Instead, your child will be taught to lect "Good Fit Books" or books they can read, understand and are interested in, which they ill read during the Daily 5. They will be spending most of their time actually reading, which search supports as the number one way to improve reading. I anticipate the motivation id enjoyment of reading will skyrocket when this gift of choosing their own books is companied by extended practice and specific reading instruction for each individual child.

As you can see, I am excited about giving your child the opportunity to be involved in a ructure that will have a positive effect of their education.

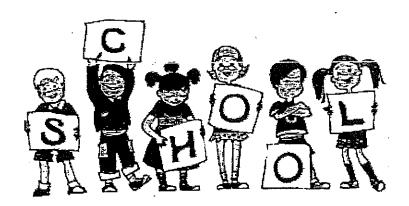
Whole Brain Teaching

Our classes will continue what students learned in Kindergarten on Whole Brain Teaching, a research based system that utilizes all areas of the brain, keeps children engaged throughout their lessons, and helps them retain much more information than the standard lecture-discussion model.

Whole Brain teaching is a highly interactive form of instruction that delivers information to students in short "chunks." Kids then teach what they have just learned to their partners, using hand-gestures to help remember specific vocabulary. While students teach each other, the teacher walks around the room to discover shoe understands the lesson and who needs more instruction.

Research shows that children retain more information when they have an opportunity to put it into their own words and use gestures to emphasize key instructional units...plus, it's amazingly fun! For more information about Whole Brain Teaching please visit www.wholebrainteaching.com.

Thanks! The First Grade Team



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Make the Difference

Dear Family,

We are so excited to be teaching at Prairie Vista. We look forward to getting to know your family this year. In order to make our year the best that it can be, we would appreciate any help from parents or grandparents in the classroom or at home. In the classroom, we could use help with reading, math, art/cooking projects, bulletin boards, and classroom projects. If it is not convenient to help in the classroom, cutting and coloring projects can be sent home with your child for you to complete at home. If you are interested in volunteering, please return the bottom portion of this note. Thank you so much! We look forward to a great year!

Best,

The First Grade Team

Name ______Phone _____

Child's Name_____

Please mark your choices below. Thank you!

Help in the classroom _____ Cutting/Coloring at home

Bulletin Boards _____ Cutting/Coloring at school

Class Projects

Writing Folders

Throughout the school year your child will be working on four different types of writing thru the Lucy Calkins Writing Program. These genres are Narrative Writing/Small Moments, Opinion, Informational, and Narrative Writing/Scenes to Series.

The first unit will be Narrative Writing/Small Moments. "Children are encouraged to write about small moments and this level of focus enables them to write with detail, including showing a character's small actions, dialogue, and internal thinking." With this thought in mind, your child will be coming home with their writing folder to decorate. Your child should decorate the covers of the folder with pictures or drawings of family, friends, vacations, favorite scenes, animals, sports, activities, etc. that remind him/her of a moment in his/her life. These should be moments that your child was a part of and not small moments that have been verbally told to them. In this way, the folder provides your writer with a tool for generating ideas. All folders should be returned by Tuesday, September 4th. Thanks for your help with this!

