

First Grade News

October



IMPORTANT INFORMATION

VOLUNTEER TRAINING:

You **MUST** complete volunteer training **EVERY** school year if you plan on attending field trips, working with students in classrooms, or helping with any school activity. Volunteer training is done completely online. Please go to <https://www.carrollk12.org/operation/human-resources/volunteer-program> to complete your training. Be sure to complete your training early because it will take time for approval and to be placed in the system. If you are not approved in the system, you will not be able to volunteer.

INSTRUCTIONAL SCHOOL HOURS:

8:35 AM – 3:05 PM. Teachers will be using online attendance. Children **MUST BE IN THEIR SEATS** by 8:35 AM. Students who are not in their classroom at 8:35 AM will be marked tardy for the morning. All students arriving at or after 8:35am must be accompanied by a parent and report to the office to sign in.

HOMEWORK

Monday- Sight words

Tuesday- Worksheet

Wednesday- Math facts

Thursday- Read for fun

Friday- Enjoy your weekend!

UPCOMING EVENTS:

Friday, October 7th

Fun Run; Progress Reports go home

Tuesday, October 11th; 6:30pm

Innocence Stolen presentation

Friday, October 14th

Fun Run Rain Date



Thursday, October 20th; 3:30-6:30pm

Parent Teacher Conferences – Teacher Request

Friday, October 21st

Schools closed for students

Monday, October 24th – Friday, October 28th

PTA Spirit Week

Tuesday, October 25th

Fall Picture Day

Friday, October 28th; 6:00-8:00pm

PTA Trunk or Treat

LINKS:

Carroll County Public Schools:

<https://www.carrollk12.org/>

Linton Springs Elementary:

<https://lse.carrollk12.org/>

1st Grade newsletter:

<https://lse.carrollk12.org/academics/1st-grade>

Please see the following pages below for more information about academics.

Foundations Level 1 - Unit 2

Dear Family,

We are ready to begin Unit 2 in **Foundations®**. During the next 2 weeks, we will be teaching or reviewing:

Skill	What is it?	How can you help at home?												
Phonemic awareness skills	Identify beginning and final sounds in words	Point to a picture in a book. Name the word and have your child tell you the beginning or final sound.												
Blend, read, and spell short vowel words with 3 sounds	Put sounds together (blending) to make words	<ul style="list-style-type: none"> Have your child say each sound of a word while tapping a finger to the thumb. http://video.carrollk12.org/view/CCPS_ELA_PR_10082013 Build words with magnetic letters or letter cards for your child to read. Give your child a word. Each time, tap and blend the word. <i>hip</i> → <i>hop</i> → <i>hot</i> → <i>hat</i> → <i>mat</i> Have your child build words with magnetic letters or letter cards. Practice writing words on dry erase boards or paper. <p>Example words: <i>sap, fit, him, pot, met, dug, quiz, nab, gum, lob, yet</i></p>												
Writing a sentence	<p><i>Check for:</i></p> <p>Capitalization</p> <ul style="list-style-type: none"> the first word of a sentence names the word "I" <p>Punctuation</p> <ul style="list-style-type: none"> period question mark exclamation point 	<p>Using the examples below:</p> <ol style="list-style-type: none"> Say a sentence. Have your child repeat the sentence. Have your child write the sentence, using strategies they have learned (ex. tapping). Remind your child to leave a finger space between words. Have your child reread the sentence. Ask: <ul style="list-style-type: none"> Does the first word have a capital letter? Does your sentence have punctuation at the end? <p>Sentence examples:</p> <table border="1"> <tbody> <tr> <td>Dad had a sip.</td><td>The pup is sad.</td><td>The rug is thick.</td></tr> <tr> <td>Tom had a map.</td><td>Mom had fun.</td><td>Pat had a dog.</td></tr> <tr> <td>Tim had a nap.</td><td>The cat is wet.</td><td>The box is shut.</td></tr> <tr> <td>Pat did the job.</td><td>Jen had a chip.</td><td>Tom had fun.</td></tr> </tbody> </table>	Dad had a sip.	The pup is sad.	The rug is thick.	Tom had a map.	Mom had fun.	Pat had a dog.	Tim had a nap.	The cat is wet.	The box is shut.	Pat did the job.	Jen had a chip.	Tom had fun.
Dad had a sip.	The pup is sad.	The rug is thick.												
Tom had a map.	Mom had fun.	Pat had a dog.												
Tim had a nap.	The cat is wet.	The box is shut.												
Pat did the job.	Jen had a chip.	Tom had fun.												
Story retelling and comprehension	Understanding what has been read	<p>Read with your child. Pause after a few pages and have your child tell you what happened in the story.</p> <ul style="list-style-type: none"> Name the characters and tell how they feel. Predict what will happen next in the story. Tell something you have learned. Talk about new vocabulary from the story. 												

For additional practice activities, you may contact your child's teacher. Have **FUN!**

Sincerely,
The 1st Grade Team

Fundations Level 1 - Unit 3

Dear Family,

We are ready to begin Unit 3 in **Fundations®**. During the next 2 weeks, we will be teaching or reviewing:

Skill	What is it?	How can you help at home?
Blend, read, and spell words with 3 sounds, including consonant digraphs	Put sounds together (blending) to make words Ex. <u>sh</u> i p	<ul style="list-style-type: none">Have your child say each sound of a word while tapping a finger to the thumb – digraphs get one tap. http://video.carrollk12.org/view/CCPS_ELA_PR_10082013Build words with magnetic letters or letter cards for your child to read.Give your child a word. Each time, tap and blend the word. <i>ship</i> → <i>shop</i> → <i>chop</i> → <i>chip</i> → <i>chick</i> → <i>thick</i>Have your child underline or find digraphs in words. <p>Example words: <i>sap, fit, him, pot, met, dug, rash, math, with, chop, thin, dock, whip</i></p>
Story retelling and comprehension	Understanding what has been read	<p>Read with your child. Pause after a few pages and have your child tell you what happened in the story.</p> <ul style="list-style-type: none">Name the characters and tell how they feel.Predict what will happen next in the story.Tell something you have learned.Talk about new vocabulary from the story.

Did you know?

- A consonant digraph is two consonants together that make one sound (*sh, ch, th, wh, ck*).
sh – ship - /sh/ **ch** – chin - /ch/ **ck** – sock - /k/
wh – whistle - /wh/ **th** – thumb - /th/
- '**ck**' is used at the end of a one-syllable word, right next to the short vowel (ex. pick, shock)
- Qu** is referred to as the “buddy letter” because **q** always has his buddy **u** right next to him in English words.

For additional practice activities, you may contact your child’s teacher. Have **FUN!**

Sincerely,

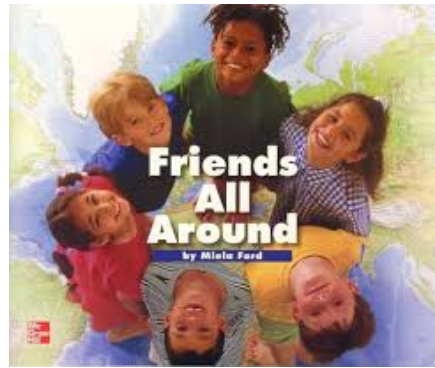
The 1st Grade Team

Wonders 1st Grade Refrigerator copy

Unit 1 Week 4

Essential Question:

What do friends do together?



Literature
Big Book:
Friends All
Around

Shared Reading

Toss! Kick! Hop!

Genre: Nonfiction

Literature Anthology

Friends

Genre: Nonfiction

There Are Days and
There Are Days

Genre: Poetry

oral
vocabulary

cooperate
relationship
chore
collect
deliver

Phonics:

Short o

Writing
Traits

Organization

Mechanics

Question and
Exclamation Marks

Grammar

Questions and
Exclamations

High-Frequency
Word

fun
make
they
too

Comprehension
Strategy

Ask and Answer
Questions

(As you read, you can ask
questions about the text and
images. Then you can
continue to read to find the
answers.)

Comprehension
Skill

Key Details

(Tells the important
information from the
selection. You can use pictures
to learn key details)

Wonders 1st Grade Refrigerator copy

Unit 1 Week 5

Essential Question:

How does your body move?



Literature
Big Book:
Move!

Shared Reading

Move and Grin!

Genre: Nonfiction

Literature Anthology

Move It!

Genre: Nonfiction

Using Diagrams

Genre: Nonfiction

oral
vocabulary

exercise

physical

agree

difficult

exhausted

Phonics:

r- and s- blends

Writing
Traits

Organization

Mechanics

Capitalization and
Punctuation

Grammar

Writing Sentences

High-Frequency
Word

jump

move

run

two

Comprehension
Strategy

Ask and Answer
Questions

(As you read, you can ask
questions about the text and
illustrations. Then you can
continue reading to find the
answers.)

Comprehension
Skill

Key Details

(Tells important information
about the selection. You can
use words and pictures to
learn key details.)

Wonders 1st Grade Refrigerator copy

Unit 2 Week 1

Essential Question:

What jobs need to be done in a community?

High-Frequency Word

again there
help use
new

Comprehension Strategy

Make & Confirm Predictions

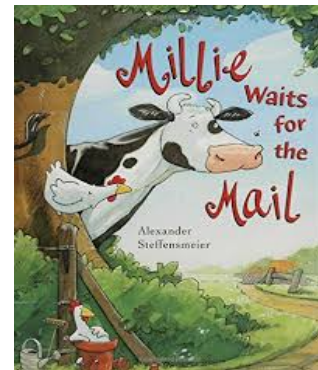
(As you read, you can make predictions about what will happen next. Then you can use the words and illustrations to find out whether your prediction was correct.)

Comprehension Skill

Character (A person or animal in a story.)

Setting (Where a story takes place.)

Events (What happens in a story.)



Literature Big Book:

Millie Waits
for the Mail

Shared Reading

Good Job, Ben!

Genre: Realistic Fiction

Literature Anthology

The Red Hat

Genre: Realistic
Fiction

Firefighters at

Work
Genre: Nonfiction

Oral Vocabulary

occupation
community
equipment
fortunately
astonishing

Phonics:

Short e

Writing Traits

Organization

Mechanics

Commas in a
Series

Grammar

Nouns

FIRST GRADE MATHEMATICS – Unit 1

Dear Parents,

During Unit 1, your children will develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They will use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Your children will understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They will use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, your children will build their understanding of the relationship between addition and subtraction.

OPERATIONS & ALGEBRAIC THINKING/FACT FLUENCY

Your children need to:

- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- Apply properties of operations as strategies to add and subtract.² Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
- Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

WAYS PARENTS CAN HELP

- Tell your child an addition or subtraction word problem. Encourage them to “retell” the problem in their own words in order to build comprehension of the situation. Then have them use objects (Legos, pasta shapes, cereal, etc...) to act out the addition or subtraction word problem.
- Encourage your child to represent word problems using words, numbers, and pictures/models when solving them.
- Keep a set of flash cards in the car to practice as you run errands. Encourage your child to explain the strategy that they used to solve the problem.
- With a deck of cards, use the number cards to play Fact War. Each player flips 1 card and the player to say the sum first, gets both cards
- Have your child sort a set of flashcards based on the strategy that they would use to solve the problem. Have them select one strategy pile to solve.
- Students often overuse “counting on” for all math facts. Help your child to generate facts that are efficient for counting on and facts that are not efficient for counting on (you could create a list or use flashcards to make groups). Encourage your child to explain why counting on would not be efficient for a fact (such as $5+7$).

KEY VOCABULARY

add
addends
data
difference

equal
equation
fewer
graph

less
more
strategy
subtract

sum
unknown

Dear Families,

Our first grade Social Studies curriculum requires students to develop a personal timeline that shows events that have taken place in their lives. Our class will create these timelines during the months of October through December. **We will update you as to when the project will take place.**

Events that happened before I turned 1:	Events that took place when I was 1:
Events that took place when I was 2:	Events that took place when I was 3:
Events that took place when I was 4:	Events that took place when I was 5:
Events that took place when I was 6:	Events that took place when I was 7:

In order for our timelines to be accurate, we need your help. Please take a few moments and discuss some important events that have taken place in your child's life and how old your child was at the time of the event. Some ideas may include learning how to ride a bike, losing a tooth, getting a new pet, the birth of a sibling, etc. List a total of about 5 events on the back of this letter and encourage your student to draw a sketch next to each idea. This will help him/her remember what you discussed. The due date for this assignment is to be determined. If you have any questions or concerns, please feel free to contact us.

Sincerely,

The First Grade Team



First Grade Science

Space Systems: Out of This World

Dear Families,

Here is what your child is learning in First Grade, during the study of Space Systems with some specific ways you can help. Look for additional newsletters for upcoming units.

Space Systems: Out of this World

Students need to:

- Identify objects (sun, moon, stars) visible in the sky during the day.
- Identify objects (sun, moon, stars) visible in the sky during the night.
- Identify the position of the sun in the sky at various times during the day.
- Identify the position of the moon in the sky at various times during the day or night.
- Know that stars are not seen in the sky during the day, but they are seen in the sky during the night.
- Know that the sun is at different positions in the sky at different times of the day, appearing to rise in one part of the sky in the morning and appearing to set in another part of the sky in the evening.
- Know that the moon can be seen during the day and at night, but the sun can only be seen during the day.
- Know that the moon is at different positions in the sky at different times of the day or night, appearing to rise in one part of the sky and appearing to set in another part of the sky.
- The relationship between the amount of daylight and the time of year.

Key Vocabulary

Appearance: the way that someone or something looks

Constellations: a group of Stars that form a particular shape in the sky and has been given a name

Crescent Moon: the shape of the visible part of the Moon when it is less than half full

Full Moon: the Moon when it appears as a bright circle

Half Moon: the Moon when only half of it can be seen

Illuminated/Illumination: light is used to shine on an object

Moon Phases: the shape of the part of the Moon that is visible at different times during a month

Observation: a statement about something you have noticed

Observe: to watch and listen to something carefully

Pattern: something that happens in a regular and repeated way

Stars: objects in space that are made of burning gas and that look like points of light in the night sky

Sunrise: the time when the Sun appears above the horizon in the morning

Sunset: the time when the Sun goes below the horizon in the evening

Ways FAMILIES Can Help

- Use the Discovery Education link to find more information about the Sun, Moon, and Stars ([see the following page for log-in information](#)).
- Have your child look at the night sky and point out what they see.
- Throughout the year, when your child is waking up in the morning, or getting ready for bed, have them notice if there is still daylight.
- Have your child keep a Moon journal of the different Moon phases they see at night.
- See if you and your child can find constellations in the night sky.
- Discuss with your child where the Sun came up in the morning and where it set in the evening.