



# FIRST GRADE NEWSLETTER

Ms. Balarezo, Ms. Kreiger, Ms. Maisonet, Ms. Modica, Ms. Taylor

January 2019

## READING

Students are continuing to read Non-fiction books to get "smarter" about nonfiction topics. As students continuously immerse themselves in different text about animals, weather, biographies etc they are building good reading habits that are transferable across nonfiction and fiction texts. Students are deepening their comprehension strategies by previewing the texts, predicting and synthesizing information. Additionally, students are studying author's craft that is transferring over into their Nonfiction writing work. As students visit and revisit texts they're building fluency and noticing different text structures the authors use. Students stop and think about the significance of pictures and their labels to gather more information about a topic. Below are some strategies students have been using in their nonfiction texts to get "super smart" about nonfiction topics:

### Reading Strategies:

How to Get Super Smart about Nonfiction Topic	How to Read Aloud Like an Expert
<ul style="list-style-type: none"><li>• Take a sneak peek to start learning</li><li>• Stop and study each page</li><li>• Guess what might come next</li><li>• Chat about a page or the book</li><li>• Make your voice sound smooth and lively</li><li>• Find and think about keywords</li></ul>	<ul style="list-style-type: none"><li>• Mark interesting parts</li><li>• Show the feeling in each part</li><li>• Figure out how the book is organized</li><li>• Study books like a writer</li><li>• Explain and think about the keywords</li><li>• Use drama to bring the topic to life</li></ul>

*(same Non-fiction unit strategies from December)*



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## WRITING

Since beginning our latest writing unit, "Informational Chapter Books," students have practiced writing lots of different "teaching books" about topics that they're experts on. Now that students can write their own teaching books on expert topics with greater independence, students will be moving towards writing non-fiction chapter books! During this bend of writing, we are focusing on stretching and elaborating upon our writing. For example, students will learn how to write "catchy introductions" in their teaching books by using the mentor text *Sharks!* by Anne Schreiber. Studying this author's introduction allows students to see that one way they can make stronger introductions is by asking lots of questions. The questions pull the readers in and get them to think excited to learn about the topic they're reading about.

### Introductions can...

<ul style="list-style-type: none"><li>• Start with a question</li></ul>	
<ul style="list-style-type: none"><li>• Start with an action</li></ul>	
<ul style="list-style-type: none"><li>• Start with a story</li></ul>	
<ul style="list-style-type: none"><li>• Start with a big idea</li></ul>	



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Take a look at the way Anne Schreiber hooks the reader in with her catchy introduction!

*What is quick?*

*What is quiet?*

*What has five rows of teeth?*

*What glides through the water?*

*CHOMP!*

*It's a shark!*

## MATH

We are transitioning back into the second half of the unit *Number Games and Crayon Problems*. Students will be working on adding and subtracting numbers in different contexts. The goal is for students to develop their fluency with addition and subtraction problems. Students will also be solving addition and subtraction word problems. Below are some concepts students will be practicing throughout the unit:

- Fact fluency (i.e  $9+4=$  \_\_\_\_ .  $6+8=$  \_\_\_\_ )
- Solving problems with one addend unknown (Sam has 18 crayons. 7 were blue. The rest were red. How many were red?)
- Understanding the equal sign; True or False ( $6+7=12$ ), ( $7=4-3$ ), ( $6+2=8+2$ )
- Determining the missing number in an equation ( $6+7=$ \_\_\_\_), ( $6+$ \_\_\_\_= $12$ )
- Solving problems with an unknown change (I had 16 pennies in a jar. Max gave me some pennies. Now I had 21 pennies in my jar. How many pennies did Max give me?)

*(Pearson, Investigations)*

## SCIENCE

Students are still investigating (from December) the Animal and Plant Defenses. Students are exploring how living things survive and how their offspring survive. All living things must meet



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their basic survival needs, including getting food, water and oxygen and to avoid being eaten by other animals. Additionally, the body parts of animals and plants function in ways that enable living things to meet their survival needs. Students are currently developing an understanding on how animal and plant structures help support living organisms.

Guiding Questions:

- How do animal and plant offspring defend themselves when they grow up?
- How do animal and plant offspring defend themselves when they are young?
- How do scientist make and use models to explain their ideas?

## SEL (SOCIAL EMOTIONAL LEARNING)

**Unit 2: Forgiveness**

- Caring
- Friendship
- Fairness

**Book of the Month:** The Invisible Boy By:Trudy Ludwig

The goal is to build, maintain, and sustain healthy relationships. Students will model, practice, and participate in helping each other forgive. This mission will help cultivate a respectful, honest, and positive school community.

## IMPORTANT DATES:

**January 2nd:** Back from winter recess

**January 4th:** PTA meeting. First Grade Learn With Your Child is **CANCELLED**.

**January 11th:** Grade-wide publishing party in the gymnasium (9:15-10:00am)

**January 21st:** Martin Luther King Jr. Day (NO SCHOOL)