



Miss da Silva's Class News

October 14th - October 17th, 2014



Weekly Update and News

1. Long Weekend and 4 day week

I hope you enjoyed your long weekend. We have four days of school this week to learn our new skills from Week 4 of Reading Street and to continue our work on addition.

2. Scholastic Book Order and Pajama Day.

Book orders were due last week. I placed the order and the books will arrive in about a week. Also, Pajama Day was a success. Almost every student in our class participated! It was an exciting day and the students enjoyed wearing their pajamas.

3. Supplies

So far this year, I have purchased about 16 boxes of tissues and 8 bottles of hand sanitizer. We use the small square boxes on our desks and hand sanitizer daily. I would appreciate any donations of the smaller boxes of tissues or hand sanitizer. We could also use donations of pencils or crayons to add to our classroom supply. Students do not keep individual supplies and any supplies donated would be shared amongst classmates.

4. Website

We looked at the website last Monday and I showed your children again where to look for the resources we have been using in class. I updated the website to include last week's information so that you can continue to review the skills we learned in class with your children. Thank you to all of the parents who updated phone numbers and email addresses to help keep parent-teacher communication an important part of our classroom. I was able to get 18 forms back out of 22 students. Not a bad turnout, but I am hoping to get the last 4 this week.

The website is: www.missdasilvasclass.weebly.com

Mobile Number: (508) 521-9243

(Don't forget you can text this number and leave voicemails.)

Specialist Schedule:

Monday: Columbus Day

Tuesday: Music

Wednesday: Health (with Mrs. Walker)

Thursday: Art

Friday: Library

Reading:

This week: *Reading Street Unit 1 Week 4.*

Unit 1 concept question: How are people and animals important to one another?

Week 4: What can we learn about animals by watching them?

Story and Genre: *A Fox and a Kit* (Nonfiction)

Phonics Skills: Inflected endings *-s, -ing*
Reading: Foundational Skills

1.RF.3.b - Decode regularly spelled one-syllable words.

1.RF.3.f - Read words with inflectional endings.

Language

1.L.2.d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Inflected endings review and clarification:

This is a difficult concept for children to grasp because first we teach them that adding s makes a plural or means more than one. Now we are teaching them that adding an ending like a -s or -ing changes a verb or action word.

We focus on using the words "base word" and "ending". If jump is a base word, the endings would change the base word to jumps and jumping.

Our spelling words this week only focus on the inflected ending -s without any spelling changes. I teach that when there is **more than one person** you do not need the s, but when **one person** is doing the action you need the s.

Comprehension Skill/Strategy: Main Idea

Reading: Informational Text

1.RI.1 - Ask and answer questions about key details in a text.

1.RI.2 - Identify the main topic and retell key details of a text.

eat

her

High-frequency Words: Week 4

Reading: Foundational Skills:

RF.1.3.g - Phonics and Word Recognition: recognize and read grade-appropriate irregularly spelled words.

this

too

Grammar/Writing: Word Order in Sentences

Language: 1.L.1- **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.

Spelling Words:

Week 2

- | | |
|---------|---------------------|
| 1. nap | 7. fit |
| 2. naps | 8. fits |
| 3. sit | 9. hit |
| 4. sits | 10. hits |
| 5. win | 11. * her (bonus)+1 |
| 6. wins | 12. *too (bonus)+1 |

Language: 1.L.2- Conventions of Standard English: demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.

Amazing Words:

(Vocabulary)

- observe
- parent
- wild

Language: 1.L.4 - Vocabulary Acquisition and Use: determine the meaning of unknown and multiple meaning words.

Math:

This week: We are continuing to work on the same Common Core Standard. Our lessons will still focus on making combinations of ten, but some combinations might be larger than 10. We will be using dominos to make equations and using to combinations to play a game called Five-in-a-Row, which is like a BINGO game just with adding first.

Operations and Algebraic Thinking

1.OA.6 - add and subtract within 20.

(We are only working on addition.)

Mathematical Practice

MP.5 - use appropriate tools strategically.

Student will need to know the combinations of ten fluently. These are the facts that they need to learn.

Facts of 10:

$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$

$$6 + 4 = 10$$

$$7 + 3 = 10$$

$$8 + 2 = 10$$

$$9 + 1 = 10$$

$$10 + 0 = 10$$

A lot of students are reversing digits and numbers when writing. Please continue to have your children practice writing numbers from 1 to 100. An area of common difficulty tends to be the numbers in the teens (11, 12, 13, 14, 15, 16, 17, 18, and 19). The numbers up to 200 are listed in your child's folder. This is a good resource to use for practice.

(Counting and Cardinality - K.CC.1- Count to 100 by ones and tens)

Another activity that you can practice is the >, <, and = to signs. We still review the signs in school, but they are easy things to ask your children, when waiting in a long grocery line or when you are stuck in traffic. 😊

K.CC.6- identify if objects in a group is greater than, less than, or equal to the number of objects in another group.

K.CC.7- compare 2 numbers between 1 and 10.