

Miss da Silva's Class News

October 27th - October 31st, 2014



Weekly Update and News

1. It looks like a busy week in Reading.

This week we are finishing up Unit 1 in our Reading Street book, which means we will be completing a Benchmark test by the end of the week. Students will be tested, towards the end of the week, on all of the Unit 1 high-frequency words by reading a list of the "blue" words to me. These are all of the words I have asked that students cut out at home and continue to practice. I have also been working on checking how many of the 40 high-frequency words students remember from Kindergarten. I expect when I am finished with the last few children I have to test, I will send home a list of how your children performed on reading those words and which they need to practice. Remember Grade One has over 100 words to learn, so if your child is still learning Kindergarten words, we need to work together to help them before they fall behind, since they are already expected to know another 21 words from Unit 1.

2. Last week of math review to complete Unit 1.

This week is our last week to introduce and review topics before all grades in Brockton will be asked to administer the Unit 1 District Wide Math Test, the following week. I am sending home the results of a couple of short performance tasks completed last week on the facts of ten and coin identification. It seems some children were confused how to make the facts of ten, which I know we have been working on the past couple of weeks and have identified it as a skill that students should be practicing. Coin identification was very hard for some children. We look at coins every day and say daily poems. We've looked at the tiny details of each coin, described the heads sides and the tails sides, and even compared sizes. Please continue to practice this skill with your children.

3. Halloween

I have had many children bring up the fact that they do not believe in or celebrate Halloween and that they will not be coming in to school next Friday the 31st. We do not celebrate Halloween in our school. It will be as regular as a school day as possible, especially with our Friday Spelling Test and Reading Selection Test. The only reference to Halloween might be coloring a pumpkin paper to do something fun or watching a Max and Ruby cartoon for a break, while eating the healthy snack that is provided to the students on Tuesdays and Fridays. I usually send home a small goodie bag at the end of the day, if parents do not want their children to have them, I ask all students to keep them in their backpacks until they show their parents first. Again, I want to reiterate that it concerns me when I have children saying they will not be in school on Friday, because it is a very important week of school between Math review and finishing up our Reading Unit and Benchmark testing.

The website is: www.missdasilvasclass.weebly.com, Mobile Number: (508) 521-9243

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

Feel free to send texts or leave voicemails if you have any questions or concerns.

Specialist Schedule: **Monday:** Gym *Don't forget to wear sneakers and remove any jewelry*
Tuesday: Music **Wednesday:** Health **Thursday:** Art **Friday:** Library

Reading: Reading Street Unit 1 Week 6

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

Week 5: How can we help animals around the world?

Story and Genre: *Animal Park (Photo Essay)*

Comprehension Skill/Strategy: Cause and Effect
Literature: RL1.1 - Key Ideas & Details: Ask and answer questions about key details in a text.

Phonics Skills: Short u, final blends (i.e. -nt, -nd, -mp, -lp, -ck, -st)

Reading: Foundational Skills:

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

Language:

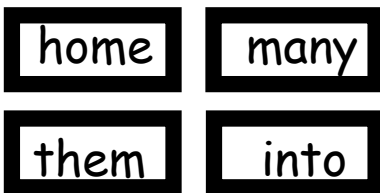
1.L.2.d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Spelling Words: Week 6

- | | |
|---------|----------------|
| 1. run | 7. jump |
| 2. cut | 8. bus |
| 3. must | 9. nut |
| 4. sun | 10. rug |
| 5. up | 11. many (+ 1) |
| 6. bump | 12. into (+1) |

Language: 1.L.2- Conventions of Standard English

High-frequency Words: Week 6



Foundational Skills:
RF.1.3.g - Phonics & Word Recognition

Amazing Words:

- world
- forest
- desert

Language:
1.L.4 - Vocabulary Acquisition & Use

Grammar/Writing: Asking Sentences

Language:

1.L.1j- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Math:

This week: We are reviewing past skills and working on telling time to the hour. We will be focusing on using the words hour hand, minute hand, and o'clock. Students will need to be able to read a clock to the hour and also be able to draw the hands on the clock to represent the time.

Some review skills:

Identifying coins and their values

Measurement and Data

1.MD.MA.5 - identify the values of all U.S. coins and know their values. (penny, nickel, dime, and quarter)

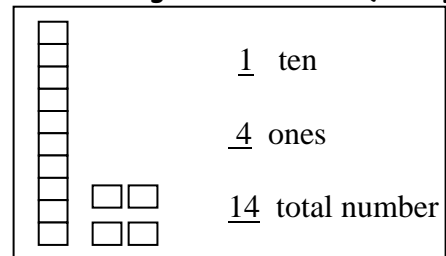
penny: worth 1 cent
color: copper brown
heads: Abraham Lincoln
tails: Lincoln Memorial

nickel: worth 5 cents
color: silver
heads: Thomas Jefferson
tails: Monticello

dime: worth 10 cents
color: silver
heads: Theodore Roosevelt
tails: torch and branches

quarter:
color: silver
heads: George Washington
tails: an eagle

Building numbers using tens and ones (example)



Addition: making facts of 10

Operations and Algebraic Thinking

1.OA.6 - add and subtract within 20. (only addition.)

According to my assessments many students still need to continue to practice the facts of 10:
 $0 + 10 = 10$, $1 + 9 = 10$, $2 + 8 = 10$, $3 + 7 = 10$,
 $4 + 6 = 10$, $5 + 5 = 10$, $6 + 4 = 10$, $7 + 3 = 10$,
 $8 + 2 = 10$, $9 + 1 = 10$, $10 + 0 = 10$

Comparing Numbers using the symbols:

greater than: $>$, less than: $<$, equal to: $=$

Represent and interpret data:

1.MD.4 - organize, represent, and interpret data with up to three categories.

Walk							
Car							
Bike							
Bus							

1) How many children walked to school? _____

2) How many children can by bike? _____