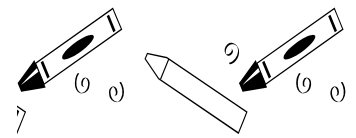


# Miss da Silva's Class News

September 22<sup>nd</sup> - September 24<sup>th</sup>, 2014



## Weekly Update and News

### 1. Curriculum update for our three day week!

We will be having another special week, since we are in school for only three days, from September 22<sup>nd</sup> - 24<sup>th</sup>. Our week is going to fly by! We have our first reading and spelling tests on Wednesday, September 24<sup>th</sup>. Our spelling and reading comprehension tests will usually be on Fridays.

### 2. Test anxiety anticipation and suggestions

Please encourage your children not to get upset if they don't know an answer and to try their best. Sometimes there are tears on the first test, because this is a harder expectation from how they were tested in Kindergarten. The words are not tested in order and sometimes the students think they can just start writing the words they remember in the order from the spelling list sheet. They have to listen to the words being said and write that specific spelling word. Reading comprehension tests are guided at the beginning of the year, meaning I read the test and the choices to them. This will mostly be a test assessing story comprehension from *Sam, Come Back!* and this week's high-frequency words on the blue papers to cut out and practice.

### 3. Homework

Most of the students, but still not all, have continued to bring in their homework this week. Please check that your child is placing the homework back into his or her folder so that I can keep track of who is completing the work. Please remind your child first graders should be working on writing their first and last names on their homework and to check that both sides are completed. If a child is absent, I will send home the work with a sick stamp at the top, indicating that he or she is expected to complete the missing work, but it is not expected the next day. If you find that your children are finishing their homework too quickly, the story of the week will be listed behind the spelling words list. They can practice reading for their comprehension test. Also, encourage your children to read any books they have or write sentences with their spelling words and high-frequency words.

### 4. Name tags on the blue lanyards

At this point in September, a lot of name tags have broken or disappeared. I am not requiring that students wear them anymore. If your child rides a bus or van, please attach the tag to his or her backpack.

### This Week's Specialist Schedule:

**Monday:** Gym

\*Don't forget to wear sneakers and remove any jewelry.\*

**Tuesday:** Music

**Wednesday:** Art

### Important Reminder

Please remember there is **no school on Thursday, September 25<sup>th</sup> and Friday, September 26<sup>th</sup>** in observance of Rosh Hashanah.

### Exciting News!

I created a class website. Here you will see current and past newsletters, our behavior color expectations system, and a contact form where you can email me.

I hope this will be a helpful tool for communication:  
<http://www.missdasilvasclass.weebly.com>

## Reading:

**This week:** We already began *Reading Street Unit 1 Week 1*, on September 17<sup>th</sup>. We learned all about our weekly expectations and objectives. The students were very excited to get to keep their very own Reading Street books inside their desks. We will continue to work on:

**Story and Genre:** *Sam, Come Back!* (Fiction)

**Phonics Skills:** Short a and Final -ck

**Reading: Foundational Skills**

**RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.1.3.a** - Know and apply the spelling-sound correspondences for common consonant blends.

**RF.1.3.b** - Phonics and Word Recognition: decode regularly spelled one-syllable words.

### Spelling Words: Week 1

- |         |                      |
|---------|----------------------|
| 1. at   | 7. bat               |
| 2. can  | 8. mad               |
| 3. cat  | 9. ran               |
| 4. back | 10. sack             |
| 5. dad  | 11. * way (bonus) +1 |
| 6. am   | 12. * on (bonus) +1  |

**Skill/Strategy:** Identify characters in a story.

**Reading: Literature**

**RL1.1** - Key Ideas & Details: Ask and answer questions about key details in a text.

**RL1.3** - Key Ideas & Details: Describe characters, settings, and major events in a story, using key details.

**Grammar/Writing:** Identify and write sentences.

**Language**

**L 1.2-** Conventions of Standard English: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 1.2b** - Conventions of Standard English: use end punctuation in sentences.

**Reading: Foundational Skills**

**RF1.1** - Print Concepts: Recognize the features of a sentence.

**RF.1.1a** - Print Concepts: recognize the distinguishing features of a sentence. (First word, capitalization, ending punctuation)

### Amazing Words: (Vocabulary)

- needs
- shelter
- responsibility

**Reading: Literature:**

**L 1.4** - Vocabulary Acquisition and Use: determine the meaning of unknown and multiple meaning words.

### High-frequency Words:

#### Week 1

on      way      in

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

## Math:

**This week:** We will continue to work on matching numbers to sets of objects, counting forward from a random number within 100, and picking the smaller or bigger number when comparing numbers. I have been reinforcing this week in the classroom having your children to use the following phrases when comparing numbers with each other:

1. \_\_\_\_\_ is greater than \_\_\_\_\_.

2. \_\_\_\_\_ is less than \_\_\_\_\_.

3. \_\_\_\_\_ is equal to \_\_\_\_\_.

This is something that you can also encourage them to do while looking over their homework or even just talking about numbers.

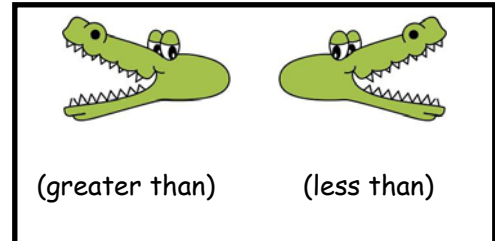
The next three days we will take comparing numbers one step further from only using words now using our alligator pictures of the greater than or less than signs. Therefore, our standards will continue to be:

**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 written numbers between 1 and 10.

**MP.6** - check work carefully (precision)

Here is a preview of what the alligators will look like:

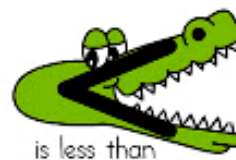


We use alligators to teach the students that they are hungry and want to eat the bigger number. After introducing the concept with our alligators, eventually we will use the conventional signs:

> (greater than), < (less than), and = (equal to).



=  
is equal to



<  
is less than

>  
is greater than