2019

April Newsletter

1ST GRADE

Spring Break	4/1—4/5
Spirit Day	4/8
GA Milestones Testing 3rd, 4th, and 5th	4/15-4/26
Family Fun Night	4/18
1st Grade Field Trip to	4/19
STEM Night	4/24

Special Areas Newsletter

You'll want to be sure to check out this month's newsletter from the fabulous Special Area team. I contains important information about field day, music and STEM updates, an art challenge, and recommendations for apps you'll want to download to continue your child's learning this summer. You can access the newsletter here: https://www.smore.com/9cky0

Benefits of Reading

The school year is quickly coming to an end. However, reading daily should continue to be one of our first academic priorities. Academic research continues to support the findings showing numerous benefits the reading process brings to readers of all ages. Here are some of the reasons to continue our quest of reading more to satisfy both our personal and academic interests:

1. Increased Vocabulary
2. Improved Analytical Thinking
3. Improved Writing Skills
4. Improved Creativity

Georgia Milestones

We are so excited to cheer on our 3rd, 4th, and 5th grade students as they have a chance to show what they know on the Georgia Milestones End of Grade assessment. During the testing windows from April 15-26 and May 6-14, no visitors are allowed in the building in order to establish a secure testing environment. Parents may not visit the building for lunch or to volunteer in classrooms during this window.

Leadership Trait of the Month

This month we are exploring the leadership trait **curiosity**. Curiosity is an important trait because when individuals have a desire to learn about a topic they tend to readily remember what is being learned and seek to build a conceptual understanding of the subject. Developing a spirit of curiosity is important for children as it motivates them to think about topics on a deep level rather than only delving into superficial facts or simple memorization. When you are curious about something, learning feels fun and you take initiative to learn more about your interests.

As adults we can encourage students to be curious by:

Modeling it. Cheerfully admit that you don't know what you don't know: "I actually don't know how to do that problem. Let's look it up together!" However you enjoy exploring your personal interests—books, podcasts, documentaries—share what you like: "I listened to the most amazing story today. Let me tell you about it!"

Celebrating it. Praise question-asking: "What a great question! I love the ideas it's sparking!" Show admiration for wrong answers: "No, that's not right. Explain to me how you're thinking about this!" Build on curiosity expressed as statements: "I bet that if we use all our pencils we can build a skyscraper!" "That's cool, let's see how we can do that!"

Enabling it. Make room for curiosity: When planning an activity, factor in time for questions. Establish an end-of-day ritual to share one thing each person in the family learned that they didn't know before. Replace close-ended questions ("Is oxygen a component of the air we breathe?") with open-ended questions ("What is air made of?").

STEM Night

Creek View's first STEM Night is coming soon! Come and spend the evening completing STEM challenges with your family! The night will be made up of STEM Stations that families can move freely to. You do not need to be here the entire two hours to participate. We hope to see everyone there!

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1ST GRADE CURRICULUM

Reading and Language Arts

- Asking and Answering Questions in non-fiction
- Text Features
- Plant and Animal Research
- V/CV Syllable Division
- VC/V Syllable Division
- Oi vs. oy
- Synonyms
- Antonyms
- Shades of Meaning
- Prefixes
- Suffixes
- Realistic Fiction Writing

Mathematics– Unit 6 : Understanding Shapes and Fractions

G1 Distinguish between defining attributes (e.g. triangles are closed and 3 sided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes to have defining attributes.

G2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, right circular cylinders) to create a composite shape.

G3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths,* and *quarters*, and use the phrases *half of, fourth of,* and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

MD 4 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.

Science: Plants and Animals

S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.

a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.

b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).

c. Design a solution to ensure that a plant or animal has all of its needs met.

PBL Unit: Students will work with cooperative groups to research the plants and animals that live in a habitat. They will create a zoo habitat that meets all of the needs of their plant or animal.