March Newsletter

2019

FIRST GRADE

SPECIAL AREA NEWSLETTER

Special Areas Newsletter

Our Special Area teachers do an amazing job of connecting to our standards and creating exciting lessons for students. To learn more about what they are doing, including what has been happening in our PTA supported STEM lab, visit: https://www.smore.com/uvk32.

Dates to remember:

Seussical Performance 6:30 Cafe	03/06
WRAD Day	03/08
No School for Students	03/11
Dad's Club @ 6:45 am Cafe	03/15
Spring Picture Day	03/19
International Day	03/29
Spring Break	04/01-05

Reminders

Healthy snack: Please be sure to send in **one** healthy snack daily. Please do not send juice boxes.

Transportation notes: Be sure to send a note for any transportation changes in writing with the teacher's name and your child's first and last name clearly written on the note.

CVES Clinic Phone: 470-254-9261 Please add this number to your phone contact list. It is a number you will need to contact the school's clinic directly.

Leadership Trait of the Month— OPTIMISM

This month our focus is on the leadership trait of **optimism**. Students with optimism expect the future to be positive and believe that they can overcome obstacles. This trait helps students be receptive to feedback and able to learn from mistakes. Research shows that having optimism helps children stay motivated even when they encounter challenging situations. When a child lacks optimism, he/she may blame their personal flaws, assume their whole life is ruined and think things will never improve. In contrast, children with optimism tend to see negative events as things that won't last forever and are just a temporary setback.

To shift your child toward optimism consider:

- Encourage your child to complete the tic-tac-toe activities related to optimism and turn them in at P.E. for a chance to win a prize

- Respond to negativity with empathy (i.e. "You're feeling discouraged because you haven't been able to do it yet.")

- Take a short break when your child is experiencing frustration

Help your child to look for the good in their day by asking them to share their 3 best moments each day

Please send a coat with your child every day. Also, put your child's name inside all coats and jackets!

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Unit 5 – Understanding Place Value

MGSE1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

MGSE1.NBT.2a: Understand that 10 can be thought of as a bundle of ten ones - called a "ten".

MGSE1.NBT.2b: Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

MGSE1.NBT.2c: Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three four, five, six, seven, eight, or nine tens (and 0 ones).

MGSE1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

MGSE1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10,(e.g. 24+9, 13+10, 27+40) using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MGSE1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

MGSE1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between + and -; relate the strategy to a written method and explain the reasoning used (e.g. 70-30, 30-10, 60-60)

MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)

MGSE1.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– Plant and Animal PBL
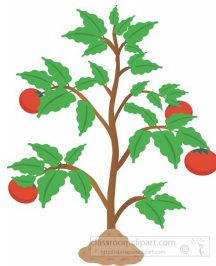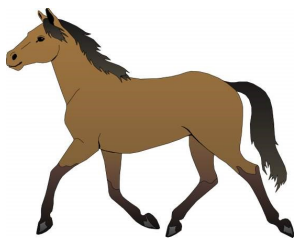
S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals

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.

Reading and Language Arts

In the coming weeks, we will be working on the following skills:

Reading:
- Story Elements (characters, setting, plot, problem and solution)
- Inferences
- Compare and Contrast (structure, characters)
- Ask and answer questions
- Text Evidence

Phonics:
- Syllable Type V/CV (be-low)
- Syllable Type VC/V (lim-it)
- Ow, ou, ew, ue, ui, u_e

Grammar:
- Possessive Pronouns
- Indefinite Pronouns
- Shades of Meaning

Writing:
- Songwriting and Poetry