



First Grade Newsletter for December

I.L.A.	I.L.A. (continued)	Science
<p>Anthology Theme</p> <ul style="list-style-type: none"> Family and Friends Home Sweet Home <p>General Themes</p> <ul style="list-style-type: none"> Holidays around the world (How different cultures celebrate the holidays.) <p>Writing Skills Focus</p> <ul style="list-style-type: none"> Handwriting- letter formation Writing sentences on a topic Using correct capitalization and punctuation Matching our illustrations with our writing <p>Reading Strategies</p> <ul style="list-style-type: none"> Phonics/Decoding strategies Blending phonemes <p>Comprehension Strategies</p> <ul style="list-style-type: none"> Questioning Evaluating Monitoring/Clarifying Summarizing Drawing conclusions Compare/Contrast Sequencing events <p>Grammar</p> <ul style="list-style-type: none"> What is a sentence? Naming part of a sentence (noun) Action part of a sentence (verb) 	<p>Phonics</p> <ul style="list-style-type: none"> Blending short o, e, and u l blends (fl, bl, cl, etc.) s blends (sw, sn, sp, etc.) Clusters of three (scr, str, etc.) Silent letters (kn, wr, gn) Diagraphs (sh, th, wh, ch, tch) <hr/> <p style="text-align: center;">Math</p> <hr/> <p>Look on the back of this newsletter for our <u>Cluster 5 Math Newsletter</u>.</p> <p>For more information, please visit the math website at: http://www2.carrollk12.org/instruction/elemcurric/math/parent.HTM</p>	<p>Unit</p> <p><u>Magnets</u></p> <ul style="list-style-type: none"> Explore and experiment with items that are magnetic and not magnetic Learn the terms repel and attract Explore the strength of magnets Explore items that the magnetic force can/can't pass through <hr/> <p style="text-align: center;">Announcements</p> <hr/> <p>Thank you to everyone who attended the conferences in October! It was wonderful to meet with you and share your interest in your child's education. We look forward to meeting those parents coming in on November 30 and December 1.</p> <p>The first grade team hopes you have a wonderful holiday with your family and friends!</p> <hr/> <p style="text-align: center;">Important Dates</p> <hr/> <p>December 1: Parent Conferences 3:00PM-7:00PM</p> <p>December 3: Early Dismissal</p> <p>December 22: Holidays Around the World</p> <p>December 23: Early Dismissal</p> <p>December 24 – January 1: Schools Closed for Winter Break</p>



FIRST GRADE MATHEMATICS – Cluster 5

Dear Parents,

Here is what your child is learning in First Grade, Cluster 5 along with some specific ways you can help. Look for additional newsletters for upcoming units.

NUMBERS TO 100

Students need to:

- Count to 100.
- Read, write and represent whole numbers to 100 and beyond using symbols (digits), words and models (base ten blocks, digi-blocks, counters...).
- Use the 100 chart and place value chart to increase our understanding of numbers to 100.
- Represent and analyze numeric patterns using skip counting by 2, 5 and 10 starting at 0.
- Represent and analyze numeric patterns using skip counting forward and backwards by 10 starting at a multiple of 10 (10,20,30...) and using manipulatives (base ten blocks, digi-blocks, counters, 100 chart...).
- Review skip counting by 5's and 10's starting at any whole number using manipulatives (base ten blocks, digi-blocks, counters, 100 chart...).
- Identify the place value (ones, tens, hundreds) of a digit in a whole number.
- Write numbers in expanded form using tens and ones (i.e. $53 = 50 + 3$).
- Identify numbers as even or odd.

WAYS PARENTS CAN HELP

- Use blocks, pasta shapes or other fun objects to model numbers to 100.
- While riding in the car practice counting to 100.
- When walking up or down stairs, practice skip counting by 2's, 5's or 10's.
- If your child is familiar with nickels, practice counting by 5's with nickels. If your child is familiar with dimes, practice skip counting by 10's with dimes.
- When seeing numbers in your surroundings, help your child to say them, tell what the expanded form for that number is and have them classify the number as even or odd.
- Have your child take a handful of beans or other small objects. Count them and then arrange them in pairs to find out if the number is even or odd. An odd number will have a left over object and an even number will have no left over objects.

KEY VOCABULARY

Estimate: a number close to the exact amount

Even: a whole number divisible by 2. Even numbers have 0,2,4,6, or 8 in the ones place

Expanded Form: a way to write number that shows the place value of each digit $789 = 700 + 80 + 9$

Number line: a line on which numbers can be written or visualized

Odd: a number not divisible by 2. Odd numbers have 1,3,5,7, or 9 in the ones place

Ones: the position in place value where the digit's value is equal to the digit (i.e. in the number 56, the 6 is in the one's place so it's value is 6)

Order: to organize and arrange numbers based on a given rule (i.e. least to greatest; greatest to least).

Place Value: the value of a digit as determined by its position in a number (e.g., in the number "11" the one is worth either 10 or 1, depending on the position)



FIRST GRADE MATHEMATICS – Cluster 5 Advanced

Dear Parents,

Here is what your child is learning in First Grade, Cluster 5 advanced, along with some specific ways you can help. Look for additional newsletters for upcoming units.

THREE-DIGIT PLACE VALUE

Students need to:

- Use concrete materials and symbols to show number relationships to 1,000
- Read, write, represent, and show number relationships of whole numbers to 1,000 using symbols, words, models and number lines.
- Identify the place value of a digit in whole numbers up to 999.
- Express numbers in expanded notation using hundreds, tens and ones.
- Apply concepts of before, after and between.
- Represent whole numbers to 100 on a number line
- Compare, order, and describe numbers using place value concepts and the symbols, $>$, $<$, and $=$.

KEY VOCABULARY

Compare: to examine in order to note the similarities or differences of (numbers)

digit: the symbols used to show numbers

(0,1,2,3,4,5,6,7,8, or 9)

equal to: having the same quantity ($15+20=35$)

expanded form: a way of writing numbers that show place value

greater than: having a larger quantity ($26>17$)

less than: having a smaller quantity ($34<52$)

hundreds, tens, and ones: representations of the base 10 number values

number lines: line marked with numbers, used to show operations

place value: the value of a digit depending on its place in a number

standard form: expression of a value in number form

WAYS PARENTS CAN HELP

- Find numbers in the newspaper, cut out and group according to the greatest place value.
- Find three digit numbers in the newspaper or in junk mail and represent these numbers using a model (hundreds - sheets of toilet tissue, tens - popsicle sticks or pencils, ones- beans or cereal)
- Use a deck of cards with only the cards from 1 (Ace) to 9. Pull out three cards and create the largest number possible. Pull out another three cards and create another number. Compare the two numbers, which number is greater. WHY?
- Roll a die three times. Use the numbers rolled to create a three digit number. Then decide what number comes before this number and what number comes after this number.
- Driving in the car, choose three numbers from license plates and create a three digit number. Start counting at that number and see if you can reach 1000.
- Find two digit numbers on road signs such as route numbers or speed limit signs and add a digit in the ones place. What number did you make? What number comes after this number?