



First Grade Newsletter for **March**



I.L.A.	I.L.A. (continued)	Social Studies
<p>Anthology Theme</p> <ul style="list-style-type: none"> • Animal Adventures • We Can Work It Out <p>General Themes</p> <ul style="list-style-type: none"> • Dr. Seuss • St. Patrick’s Day <p>Writing Skills Focus</p> <ul style="list-style-type: none"> • Handwriting • Writing sentences on a topic • Using correct capitalization and punctuation • Matching our illustrations with our writing • Using descriptive words • Using action words <p>Reading Strategies</p> <ul style="list-style-type: none"> • Decoding strategies • Questioning • Summarizing • Monitoring/Clarifying • Evaluating • Predicting/Inferring <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Problem Solving • Sequence of Events • Fantasy/ Realism • Summarize • Story Structure • Topic/ Main Idea <p>Grammar</p> <ul style="list-style-type: none"> • Action words 	<p>Phonics</p> <ul style="list-style-type: none"> • Compound words • Vowel pairs ai, ay, oa, ow, ew, ue and ou • Base words and endings (-s, -ed, -ing) <p>Fluency</p> <ul style="list-style-type: none"> • Revisiting stories we have read to build fluency <hr/> <p style="text-align: center;">Math</p> <hr/> <p><i>We will be continuing money at the beginning of the month and then we will go onto Cluster 7.</i></p> <p>Look on the back of this newsletter for our <u>Cluster 7 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 Concluding <u>Me and My Neighborhood</u></p> <p>Map skills</p> <ul style="list-style-type: none"> • Identifying uses for maps • Identifying and labeling a compass rose • Identifying the country, state and county we live in • Exploring different maps • Identifying the difference between wants and needs • Describing different services and goods that are made <hr/> <p style="text-align: center;">Science</p> <hr/> <p>Unit <u>Tracks and Shadows</u></p> <ul style="list-style-type: none"> • Observing, identifying and recording tracks made by living and nonliving things • Observing shadows and identifying what is needed to create a shadow <hr/> <p style="text-align: center;">Important Dates</p> <p>March 14: Daylight Savings Time Spring Forward</p> <p>March 15: Early Dismissal</p> <p>March 15-19: Book Fair Browsing</p> <p>March 22-26: Book Fair Buying</p>



FIRST GRADE MATHEMATICS – Cluster 7

Dear Parents,

Here is what your child is learning in First Grade, Cluster 7 along with some specific ways you can help. Look for additional newsletters for upcoming units.

FRACTIONS

Students need to:

- Read, write and represent fractions, with denominators of 2 and 4, as parts of a whole using symbols and models.
- Review fair share and equal parts concepts.
- Make connections between fractions and symmetry.
- Read, write and represent fractions, with denominators of 2 and 4, as parts of a set using pictures and models.
- Identify the numerator and denominator of a fraction.
- Recognize that an event may have more than one outcome (coin flip outcomes are heads or tails, rolling a number cube has six outcomes rolling a 1,2,3,4,5 or 6) and connect this to fractions.
- Make predictions for everyday events using the terms likely and unlikely; certain or impossible.

WAYS PARENTS CAN HELP

- Use fruit or other foods to name fractions. (i.e cut an apple in half and have your child name the fraction, break an orange into fourths and identify the fractions...)
- Use household objects to make sets to show different fractions. (i.e use silverware to make a set that is half forks...)
- Make predictions for everyday events using the terms likely and unlikely; certain or impossible. (i.e. on a day when it is really cloudy it may be likely to rain, when it is raining then it is certain to rain; it is impossible to snow when it is 70 degrees outside; predict the chances of pulling something out of a drawer without looking, rolling a certain number of a number cube...)

KEY VOCABULARY

- certain:* inevitable - will definitely happen; an outcome with a probability of 1.
- denominator:* bottom number in a fraction; the number of parts the whole is divided into
- fair share:* a quantity divided out equally
- fraction:* any part of a group, number or whole
- impossible:* no chance- will not happen; an outcome with a probability of 0.
- likely:* will probably happen; an outcome with a probability between $\frac{1}{2}$ and 1.
- numerator:* number above the line in a fraction, showing number of parts of the whole.
- one-fourth:* a fraction meaning 1 out of 4.
- one-half:* a fraction meaning one out of 2.
- outcome:* one of the possible results of a probability experiment
- predict:* to make a reasonable guess about what will happen.
- unlikely:* will probably not happen; an outcome with a probability between 0 and $\frac{1}{2}$.
- whole:* all, everything, total; all the parts



FIRST GRADE MATHEMATICS – Cluster 7 Advanced

Dear Parents,

Here is what your child is learning in First Grade, Cluster 7 advanced, along with some specific ways you can help. Look for additional newsletters for upcoming units.

FRACTIONS AND PROBABILITY

Students need to:

- Read, write and represent fractions, with denominators of 2, 3, 4, 6 or 8 as parts of a whole unit using symbols and models.
- Read, write and represent fractions, with denominators of 2, 3 or 4 as parts of a set using pictures, models and words (halves, thirds, fourths).
- Make connections between fractions and symmetry.
- Identify the numerator and denominator of a fraction.
- Recognize that an event may have more than one outcome (coin flip outcomes are heads or tails, rolling a number cube has six outcomes rolling a 1,2,3,4,5 or 6) and list the possible outcomes for an event.
- Connect fractions as a way to write probability of an event.
- Identify the likelihood of an event using the terms: equally likely, more likely, and less likely.

WAYS PARENTS CAN HELP

- Use fruit or other foods to name fractions. (i.e. cut an apple in half and have your child name the fraction, break an orange into fourths and identify the fractions...)
- Use household objects to make sets to show different fractions. (i.e. use silverware to make a set that is half forks...)
- Make predictions for everyday events using the terms likely and unlikely; less likely or more likely to compare two outcomes. (i.e. on a day when it is really cloudy it may be likely to rain, it is unlikely to rain when it is sunny; predict the chances of pulling something out of a drawer without looking such as a certain color sock, compare the probability of events when the difference is easy to see such as picking the one blue Skittle out of several red and green ones without looking; discuss the chances of rolling a certain number on a number cube...)

KEY VOCABULARY

- denominator:* bottom number in a fraction; the number of parts the whole is divided into
- eighth:* a fraction with eight pieces; either a whole unit cut into 8 pieces or a set of 8 items
- equal parts:* pieces of a whole unit that are the same size
- equally likely outcomes:* events in a sample space that have the same probability of occurring
- fourth:* a fraction with four pieces; either a whole unit cut into 4 pieces or a set of 4 items
- half:* a fraction with two pieces; either a whole unit cut into 2 pieces or a set of 2 items.
- less likely:* an outcome that has less of a chance of happening than another outcome
- likelihood:* the chance that a particular outcome will occur
- likely:* will probably happen; an outcome with a probability between $\frac{1}{2}$ and 1.
- more likely:* an outcome that has more of a chance of happening than another outcome
- numerator:* number above the line in a fraction, showing number of parts of the whole.
- possible outcome:* one of the possible results of a probability experiment
- sixth:* a fraction with six pieces; either a whole unit cut into 6 pieces or a set of 6 items
- third:* a fraction with three pieces; either a whole unit cut into 3 pieces or a set of 3 items
- unlikely:* will probably not happen; an outcome with a probability between 0 and $\frac{1}{2}$.
- whole:* all, everything, total; all the parts