IMPORTANT INFORMATION

REMINDETERS:
The weather is cold outside. Please make sure your child is dressed appropriately for outdoor recess.

Student vacations must be approved in advance. Please send your vacation request to iseattendance@carrollk12.org

Camp Invention is a high-energy, hands-on STEM camp, led by experienced local educators and grouped by grade level for children entering grades K-6

-Price: $235 (Save $25.00 with promo code ELEVATE25 - offer expires March 31, 2020)

-Location: Linton Springs Elementary School 375 Ronsdale Road Sykesville, MD 21784

-Program Dates: Monday-Friday 6/22/2020-6/26/2020

Program times: 9:00 AM - 3:30 PM Click here to register: https://invent-web.ungerboeck.com/programsearch/moreinfo.aspx?event=27040&_ga=2.161849528.522042360.1579650740-207025504.155136122000

HOMEWORK

Monday- Read
Tuesday- Worksheet
Wednesday- Practice high frequency words
Thursday- Practice math facts
Friday- Enjoy your weekend!

UPCOMING EVENTS:

FEBRUARY 17th
No School (Presidents’ Day Holiday)

LINKS:

Carroll County Public Schools: https://www.carrollk12.org/

Linton Springs Elementary: http://www2.carrollk12.org/LSE/

1st Grade newsletter: https://www.carrollk12.org/schools/elementary/Lse/Teams/Grade1/Pages/default.aspx

Please see the following pages below for more information about academics.
Dear Family,

During the next three weeks, we will introduce additional glued sounds.

<table>
<thead>
<tr>
<th>Skill</th>
<th>What is it?</th>
<th>How can you help at home?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glued Sounds</td>
<td>A glued sound is one in which letters have their own sounds but are difficult to separate.</td>
<td>• Dictate the word and have your child repeat the word.</td>
</tr>
<tr>
<td></td>
<td>• ang-fang-/ang/</td>
<td>• Have your child tap out the word – glued sounds get one tap.</td>
</tr>
<tr>
<td></td>
<td>• ong-song-/ong/</td>
<td>• Have your child spell the word.</td>
</tr>
<tr>
<td></td>
<td>• ing-ring-/ing/</td>
<td>Example words: bang, thank, wings, sinks, long, hang, sing, dunk, rink</td>
</tr>
<tr>
<td></td>
<td>• ung-lung-/ung/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ank-bank-/ank/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• onk-honk-/onk/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ink-pink-/ink/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• unk-junk-/unk/</td>
<td></td>
</tr>
</tbody>
</table>

For additional practice activities, you may contact your child’s teacher. Remember to have FUN!

Sincerely,
The 1st Grade Team

Taken from FUNDATIONS® LEVEL 1 HOME SUPPORT PACK © 2012
Dear Family,

During the next two weeks, we will introduce blends.

<table>
<thead>
<tr>
<th>Skill</th>
<th>What is it?</th>
<th>How can you help at home?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consonant Blends</td>
<td>A consonant blend is when two consonants are together and each make their own sound.</td>
<td>• Dictate the word and have your child repeat the word.</td>
</tr>
<tr>
<td></td>
<td>Ex. s t o p The s and the t each make a sound.</td>
<td>• Have your child tap out the word – digraphs get one tap. For consonant blends, each consonant gets its own tap.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have your child spell the word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples words: Consonant blends: <em>flip, camp, test, just, grass, swim</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digraph blends: <em>lunch, shred, bunch, ranch, shrub</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For additional practice activities, you may contact your child’s teacher. Make it FUN!</td>
</tr>
</tbody>
</table>

Sincerely,
The 1st Grade Team

Taken from FUNDATIONS® LEVEL 1 HOME SUPPORT PACK © 2012
Dear Family,

During the next two weeks, we will introduce the concept of closed syllables. In class, students will learn how to mark closed syllables.

<table>
<thead>
<tr>
<th>Skill</th>
<th>What is it?</th>
<th>How can you help at home?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed syllables</td>
<td>A closed syllable ends with a consonant(s) and has one vowel. The vowel sound is short.</td>
<td>• Dictate the word and have your child repeat the word.</td>
</tr>
<tr>
<td></td>
<td>Ex. păth, mĕt, lŭmp</td>
<td>• Have your child tap out the word – glued sounds get one tap.</td>
</tr>
<tr>
<td></td>
<td>c c c</td>
<td>• Have your child spell the word.</td>
</tr>
</tbody>
</table>

Example words: crash, fluffs, snug, flags, hush, smell, spin

For additional practice activities, you may contact your child’s teacher. Have FUN!

Sincerely,
The 1st Grade Team
Dear Family,

During the next three weeks, we will introduce the concept of closed syllables that have five sounds.

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Closed syllables</td>
<td>A closed syllable ends with a consonant(s) and has one vowel. The vowel sound is short.</td>
<td>• Dictate the word and have your child repeat the word.</td>
</tr>
<tr>
<td>with five sounds</td>
<td>Ex. slump</td>
<td>• Have your child tap out the word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have your child spell the word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example words: plump, crisp, drinks, shrimp, plants, scrub</td>
</tr>
</tbody>
</table>

For additional practice activities, you may contact your child’s teacher. Remember to have FUN!

Sincerely,
The 1st Grade Team

Taken from FUNDATIONS® LEVEL 1 HOME SUPPORT PACK © 2012
High-Frequency Word

find over food start more warm

Comprehension Strategy

Ask & Answer Questions
(As you read, you can ask yourself questions about the text. This can help you understand the information)

Comprehension Skill

Main Idea
(What the selection is mostly about.)

Key Details
(Gives information about the main idea.)

Essential Question:
How do animals survive in nature?

Interactive Read Aloud

Animals in Winter
Informational selection about how some animals survive in cold winter months.

Shared Reading
Go Wild!
Genre: Nonfiction

Literature Anthology

<table>
<thead>
<tr>
<th>Vulture View</th>
<th>When It's Snowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Nonfiction</td>
<td>Genre: Poetry</td>
</tr>
</tbody>
</table>

Oral Vocabulary
communicate superior survive provide wilderness

Phonics:
Long o: o, oa, ow, oe

Writing Traits
Organization

Mechanics
Capitalize Proper Nouns

Grammar
Go and Do
High-Frequency Word
caught laugh
flew listen
know were

Comprehension Strategy
Visualize
(As you read, you can use the words and illustrations to visualize, or create pictures in your mind.)

Comprehension Skill
Point of View
(The way that a story character thinks or feels.)

Interactive Read Aloud
Insect Hide & Seek
Informational selection about how some insects can hide by blending in with what’s around them

Shared Reading
Creep Low, Fly High
Genre: Fantasy

Literature Anthology

| Literature Anthology | | |
|----------------------|-----------------|
| Hi! Fly Guy           | Meet the Insects|
| Genre: Fiction       | Genre: Nonfiction|

oral vocabulary
different
flutter
imitate
protect
resemble

Phonics:
Long i

Writing Traits
Organization

Mechanics
Titles of Books

Grammar
See and Saw
Essential Question:
How do people work with animals?

Interactive Read Aloud
Ming’s Teacher
Story about a boy who wants to teach a dog how to do tricks.

Shared Reading
From Puppy to Guide Dog
Genre: Nonfiction

Literature Anthology

<table>
<thead>
<tr>
<th>Koko and Penny</th>
<th>Saving Mountain Gorillas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Nonfiction</td>
<td>Genre: Nonfiction</td>
</tr>
</tbody>
</table>

Connections Within Text: Sequence
(Authors often give information in sequence, or time order.)
Interactive Read Aloud
Goldilocks
A story about a little girl who sneaks into a house where three bears live.

Shared Reading
A Barn Full of Hats
Genre: Fantasy

Literature Anthology

<table>
<thead>
<tr>
<th>A Lost Button</th>
<th>Sort It Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Fantasy</td>
<td>Genre: Nonfiction</td>
</tr>
</tbody>
</table>
High-Frequency Word
another  great
climb    poor
full      through

Comprehension Strategy
Make & Confirm Predictions
(As you read, you can make predictions about what might happen next in a story and check them by continuing to read.)

Comprehension Skill
Plot: Cause and Effect
(A cause is what makes something happen in a story. An effect is the event that happens.)

Interactive Read Aloud
Why the Sun and Moon Are in the Sky
A folktale about how the sun and the moon came to be in the sky.

Shared Reading
A Bird Named Fern
Genre: Fantasy

Literature Anthology
<table>
<thead>
<tr>
<th>Kitten’s First Full Moon</th>
<th>The Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Fantasy</td>
<td>Genre: Nonfiction</td>
</tr>
</tbody>
</table>

Essential Question:
What can you see in the sky?

Oral Vocabulary
certain
observe
remained
thoughtful
vast

Phonics:
r-Controlled Vowels:
er, ir, ur, or

Writing Traits
Word Choice
Mechanics
Capitalization and End Marks
Grammar
Adjectives

Wonders 1st Grade Refrigerator Copy
Unit 5 Week 2

Genre: Fantasy
Genre: Nonfiction
Dear Parents,

During Unit 3, your children will continue to solve problems, become more fluent with basic facts to 10, and work with two digit numbers, developing strategies for addition and subtraction. When we were children being taught to add and subtract two digit numbers, we used words such as “borrowing”, “trading”, “cross out” or “put a 1 in the tens place”. Our answers would look like this:

\[
\begin{array}{c}
1 \\
4 \ 8 \\
\hline
+ \ 5 \\
\hline
5 \ 3
\end{array}
\quad \quad
\begin{array}{c}
8 \ 0 \\
\hline
- \ 3 \ 0 \\
\hline
5 \ 0
\end{array}
\]

8 ones and 5 ones equals 13 ones
13 ones equals 1 ten and 3 ones
The total is 5 tens and 3 ones or 53

As your child learns to add and subtract, we will be focusing on place value and how to combine or take away parts of the number. Our instruction will rely heavily on drawing pictures to represent the numbers and operations. For your child, the problems above will look like this.

\[
\begin{array}{c}
48 + 5
\end{array}
\quad \quad
\begin{array}{c}
80 - 30
\end{array}
\]

8 tens take away 3 tens
Equals 5 tens
5 tens equals 50

The pictures above allow us to “see” what is happening with the numbers as we add or subtract. Math work that your child brings home will look like these examples. We ask that you talk with your child about their pictures and encourage them to represent their math with pictures.
Your children need to:

• Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (continued from previous units)

• Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (continued from previous units)

• 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. (continued from previous units)

• Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (continued from Unit 2)

• 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, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

• 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 addition and subtraction; relate the strategy to a written method and explain the reasoning used.

• Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., \(8 + 6 = 8 + 2 + 4 = 10 + 4 = 14\)); decomposing a number leading to a ten (e.g., \(13 - 4 = 13 - 3 - 1 = 10 - 1 = 9\)); using the relationship between addition and subtraction (e.g., knowing that \(8 + 4 = 12\), one knows \(12 - 8 = 4\)); and creating equivalent but easier or known sums (e.g., adding \(6 + 7\) by creating the known equivalent \(6 + 6 + 1 = 12 + 1 = 13\)). (continued from previous units)

Ways Parents Can Help

• Practice stating the number that is ten more or ten less than a given number. Have your child explain how they found the answer.

• Practice solving addition problems that contain three addends and whose sum is less than 20. Have your child explain which strategy they used to solve the problem. (ex. \(3 + 5 + 3 = 11\) Your child might state that they added \(3 + 3\) first because it is a doubles fact and the \(6 + 5\) is a doubles +1 fact (\(5 + 5 + 1\)).

• Use objects and/or drawings to represent and solve addition problems involving a 2 digit number and a 1 digit number.

• Use objects and/or drawings to represent and solve addition problems involving a 2 digit number and a 2 digit number.

Key Vocabulary

add
addends
category
compare
compose
data
difference
digits
equal
equation
graph
number
numeral
ones
place value
property
subtract
strategy
sum
tens
unknown
Dear Families,

Here is what your child is learning in First Grade, during the study of ecosystems and heredity with some specific ways you can help. Look for additional newsletters for upcoming units.

Ecosystems and Heredity: It’s Alive!

Students need to:

• Identify four or more methods by which seeds travel and use the engineering design process to create a seed that is dependent on animals for dispersal.
• Identify many factors in soil that effect where seeds can grow by germinating seeds under different conditions.
• Identify the essential needs for a plant to grow based on changing the variables of a plants environment.
• Recognize, observe and record the different parts of a plant (roots, stems, leaves and flowers).
• Analyze how the parts of the plant work together to help the plant.
• Identify how seedlings and parent plants look similar and different and apply their understanding of plant traits by creating a seedling and parent plant.
• Identify how parents and their offspring look and act similar and different.
• Classify and sort animals by similar characteristics.
• Research and record characteristics of animals, plants or insects and present their findings to classmates.
• Design a Mystery Box, using their understanding of plant and animal adaptations, to protect a secret or special object from intruders.
• Identify 2 or more characteristics of the different habitats.
• Create a mini habitat “dourama” with a small group or partner that compares two different habitats.
• Create a hybrid animal that can survive in two different habitats using their knowledge of animal adaptations and behaviors for survival.

Key Vocabulary

Adaptation: the process plants and animals use to thrive in their environment
Analyze: to study or look closely
Characteristics: a feature or quality that describes a person, place, or object
Engineering Design Process: a series of steps engineers use to solve a problem (see the following page for an example of the process)
Evidence: facts or information proving something is true
Dourama: a 3D visual
Germinate: a seed beginning to grow
Habitat: the natural home or environment of an animal or plant.
Hybrid: the offspring of two plants or animals of different species.
Offspring: created by a parent animal or plant
Seed Dispersal: how seeds travel from one place to another
Seasons: the four seasons of the year, Winter, Spring, Summer, and Fall
Species: a group of plants or animals with similar characteristics
Thrive: to live and grow
Variable: something that can be changed

Ways FAMILIES Can Help

• Use the Discovery Education link to find more information about animals and their habitats.
• Talk with your child about how animals can protect themselves.
• Take a nature walk with your child and discuss what plants and animals they see.
• Plant a seed with your child and keep a journal observing how it grows over time.
• Have your child keep a journal of plants they find around your house and label the different parts.
Dear Families,

Here is what your child is learning in First Grade, during the study of Rules and Responsibilities with some specific ways you can help. Look for additional newsletters for upcoming units.

**First Grade Social Studies**

**Rules and Responsibilities**

**Students need to:**

- Identify how rules promote orderliness, fairness, privacy, and safety in the school and neighborhood.
- Identify leadership positions in the school and how they can help maintain safety and order.
- Identify the meaning of common symbols associated with the USA (Bald Eagle, White House, The Statue of Liberty).
- Understand that action, such as saying the Pledge and singing the National Anthem are associated with being a citizen.
- Understand the contributions of people, past, and present (Abraham Lincoln, MLK Jr, and current president).
- Use informational texts to explain how contributions of people are recognized in holidays (President’s Day and Veteran’s Day)
- The rights, responsibilities and choices that students have in the family, school, neighborhood.
- Identify ways to work together to maintain a clean and safe home, school, and the neighborhood environment.
- Work in a cooperative group.

**Key Vocabulary**

- **Armed Forces**: a group of people who work to protect our country
- **Commander in Chief**: the President of the United States
- **Community**: a group of people who live and work in a given area
- **Cooperation**: working together
- **Emblem**: symbol of an organization
- **Elected**: to choose someone to hold public office
- **Endangered Species**: seriously at risk of extinction
- **Fair**: getting what you need in order to be successful
- **Freedom**: the power to write, think or act as one wants without restraint
- **Honor**: a source of credit or distinction
- **Honest**: showing of rightness or fairness
- **Neighborhood**: the area or region around or near some place or thing
- **Memorial**: something designed to preserve the memory of a person or event as a monument or a holiday
- **Responsible**: answerable or accountable, as for something within one’s power, control
- **Represent**: symbolize
- **Safe**: protected from and not exposed to danger
- **Symbol**: a thing that represents or stands for something else
- **Veteran**: someone who has served in the armed forces

**Ways FAMILIES Can Help**

- Take note of various American symbols in public and have a discussion about what the symbol is and why it is being displayed.
- Have your child look for examples of safety and orderliness when playing at the park or playground.
- Create a list of rules and responsibilities for your home with your child.
- If attending a sporting event, discuss with your child the importance of singing the National Anthem.
- Have your child recite the pledge of allegiance at home for you.
- Discuss with your child the purpose of the President and what his role is in our country.