

1-DG Update

October 13, 2023

Reminders:

October 19: School Picture Day

October 25, November 1 and 2 (half day Thursday): Parent/Teacher Conferences

October 31: Halloween parade 8:40 a.m.

November 10: No School - Veteran's Day

November 23-27: Thanksgiving Break

Highlights of our week

-We focused on the short "i" sound this week. The -ick chunk was introduced (lick, nickel, yardstick).

-We learned the poem: "Song of the Train." We underlined many -ick words in this poem.

-In *Foundations* we began Unit 3. This unit focuses on the digraphs ch, sh, th, wh, and ck. We learned that a digraph is when two consonants make one sound. We mark this in words by putting one line under the digraph. This week's trick words were: to, into, we, he, she, be, me.

-In reading workshop we focused on looking closely and paying attention to the middle vowel sound in words. This helped us read the book The Chick and the Duckling, by Mirra Ginsburg.

The first graders then had a chance to partner read this book together. I sent a copy of the book home in each first grader's folder this weekend so they can reread it at home as well.

We also used the character Piggie from the book There's a Bird on Your Head, by Mo Willems to study character traits. We learned that an adjective is a describing word. As a class we made a bubble map filled with adjectives describing Piggie. Then we used those adjectives to write sentences describing Piggie. In our Book Notes, each child created bubble maps using adjectives to describe the characters in their Expert Books.

-In writing workshop the first graders worked on their personal narrative stories. We practiced using transition words such as: *first, then, next* and *in the end*. We also worked on beginning our stories by clearly describing *who* the story is about; *when* the story happened and *where* the story takes place. We read the book Skipper's Birthday, by Roderick Hunt and noticed how the author added many details in pictures and words in the middle of his story. We read the book Peter's Chair, by Ezra Jack Keats and learned how authors often write an ending that expresses a feeling. We worked on adding details to the middle of our stories and feelings to the end of our stories.







-Our WIN (What I Need) groups are officially up and running. In this 6-8 week cycle, the first graders from both 1-DG and 1-JM have been mixed and divided up into a variety of different groups. Some children meet in the 1-DG classroom and some meet in the 1-JM classroom. We have groups focusing on a variety of skills. I am leading a decoding group, Ms. MacPherson is leading a comprehension group, Mrs. Carr (math specialist) is leading a math group, Mrs. Bartelloni (literacy specialist) is leading a shared reading group, Ms. Zhu (teaching assistant) is leading a math group, and Ms. Guarnieri (literacy teacher) is leading a phonemic awareness group. When not working with a teacher, students have an opportunity to use Lalilo and

Dreambox. Some students also work with Mrs. Mann (literacy teacher) and Ms. Guarnieri during our regular reading and writing workshop times.

-In math we took an end-of-unit 1 assessment. This assessment required the first graders to carefully read three story problems, determine if the solution required addition or subtraction, solve the problem and show their work.

Here are the steps we follow when solving Story Problems:

Story Problem Routine

<input type="checkbox"/>	Listen to the story.	
<input type="checkbox"/>	Visualize what is happening in the story.	
<input type="checkbox"/>	Retell the Story.	
<input type="checkbox"/>	Think: Will the ending amount be more or less than the starting amount?	
<input type="checkbox"/>	Solve the problem. <i>Show your thinking</i>	
<input type="checkbox"/>	Share our strategies.	

Then we started unit 2 which is a geometry unit. We explored some 2-D shapes and we worked on filling in outlines with a variety of different shapes.

-In Social Studies we looked at images of rural, suburban and urban communities in the United States and around the world. We talked about what we noticed in each of these images and then compared the similarities and differences between the different types of communities.

-Our third *Second Step* SEL lesson focused on how we get better at skills with practice and by continuing to try.

-On Wednesday the first graders attended an all-school assembly sponsored by the PTO. This presentation was called "Why Chainsaws, Cheeseburgers and Rock n' Roll?" and focused on motivation and students' social emotional learning.

-We had a fire safety presentation on Thursday morning. Check out photos in the google folder.

Have a great weekend!

-Dara Gaul