

# 1-DG Update

## March 15, 2024

### Reminders:

March 27, April 2 and 3: Spring conferences

March 29: Good Friday - No School

April 15-19: April vacation

### Highlights of our week

-We focused on words with oi (oil, coin, moisture) and oy (oyster, royal, destroy).

-We learned the poem "Joyce's Garden."

-In *Foundations*, we took an end-of-unit 10 assessment. Then we began Unit 11, which focuses on the vowel-consonant-e syllable type. We practiced these sounds with the following keywords:

a-safe-/ā/

e-Pete-/ē/

i-pine-/ī/

o-home-/ō/

u-mule-/ū/

u-rule-/ü/

We learned how to tap, write and mark words with this vowel-consonant-e (silent e) syllable type. We also learned that when the letter "s" is between two vowels, it sometimes makes the /z/ sound as in the word "wise." We learned the trick words: friend, other, another, none, nothing.

-In reading workshop we focused on identifying and learning new vocabulary words; making connections to how characters are feeling to help us better understand what we are reading; and focusing on vowel teams while being flexible and trying the different sounds these vowel teams can make (e.g. "ou" in grouch, could, shoulder and your). We practiced this work while reading the passages "Cat Surprises;" "Sam's Interesting Day;" and the book Soojin Draws a Story, by Elizabeth Franco.

-We read more of our read aloud chapter book The School Mouse, by Dick King-Smith. We also read the sequels to two of our favorite trickster tales. We read Anansi's Party Time, by Eric A. Kimmel and My Lucky Birthday, by Keiko Kasza.

-In writing workshop we finished our opinion piece about Sprague School. The first graders are now writing about super powers (e.g. flying, x-ray vision, etc.). Their writing has to hook the reader with a question, state their opinion, give many reasons and then restate their opinion at the end.

-In math we started a new unit on gathering, representing and interpreting data. This week we took many surveys (e.g. Would you rather be an eagle or a whale?) and learned how to represent the results using tally marks, Tens Frames, etc. We read the book Would You Rather Be a Bullfrog? by Dr. Seuss. The first graders then developed their own list of survey questions and asked their peers their questions. Mrs. Carr and I have also been assessing each child's addition and subtraction fact fluency.

-In science we started our new life science unit about plants and animals. In this unit we will be talking about the growth and development of a variety of living things. We will also be learning about variation, structure and function. Throughout the unit we will also focus on asking and answering questions, developing and using models, planning and carrying out investigations and ways to communicate our thinking. We planted grass seeds and alfalfa seeds. The children will be observing their growth and then finding out what happens to their plants when they "mow" them.

-Our SEL *Second Step* lesson focused on helping students identify ways to make amends to solve a problem in a variety of scenarios.

-Dara Gaul