



# First Grade Adventures!



What a fun week! We had a crazy week, with lots of different activities going on. The fire truck came and did a demonstration of fire safety for the kids. Hopefully you got some handouts that went home this week. We had our first celebration assembly! It was a busy week, but we had so much fun!

**Math:** We focused on creating fact families, as well as balancing equations.

**Reading:** We read a fable this week about a young boy who calls wolf one too many times. Ask your child what lesson that boy learned.

**Writing:** We focused on writing an informative sentence.

**Science:** We continued to talk about matter.

\*\*\*Thank you everyone for signing up for conferences. I am so excited to meet with all of you.

\*\*\*There is no spelling test next week and homework will not be due until 11/1.

Have a fantastic weekend!!!

-Brittany Greenleaf

## Important Dates:

October 15-24: Pumpkin Decorating

October 24: PM Parent Teacher Conferences

October 25: Parent Teacher Conferences (No School)

October 29: Trunk or Treat

November 10: Turkey Trot



# Home Letter

## Dear Family,

This week we'll ask and answer the question, "How do animals communicate?" The informational text **How Animals Communicate** explains how creatures such as elephants, rattlesnakes, and bees use their senses to give and get information between other animals and themselves. We'll also read the informational text **Insect Messages** and learn how mosquitoes, honeybees, ants, and fireflies share information.

### This week's...

**Words to Know:** animal, how, make, of, some, why

**Phonics Skills:** Review short *i*; clusters with *r*; phonogram *-ip*

**Vocabulary Strategy:** Using a glossary

**Comprehension Skill:** Main idea and details—tell about important ideas of a topic and the details that support them

**Comprehension Strategy:** Infer/predict—use clues in the story to figure out important ideas

**Writing Focus:** Informative writing—poetry (that describes and informs)

## Activities to Do Together

### Vocabulary

Ask your child to choose an animal, and then think of questions about the animal using this week's **Words to Know**. Together, look for answers to your child's questions.

### Animal Talk

With your child, observe an animal. It could be a family pet, an insect in your yard, or a bird in a nearby tree. Talk about the ways the animal uses its senses to communicate.

### Guide Book

After observing an animal and the ways it communicates, ask your child to write a short field-guide description of the animal.



Go to the *eBook* to read and listen to this week's selection.

# My Journey Home Family Connection

This week your child is reading the selection *How Animals Communicate* and learning how animals touch, hear, see, and smell as they “talk” to each other.

DAY  
1

**Grab and Growl** Write these words on pieces of paper and put them in a bag: *bag, dill, dip, get, pill, sick, sip, tack, tip, tuck*. With your child, take turns grabbing and reading a word. Then, if you can, add the letter *r* to make a new word. Give a little growl as you say the new word! Then write and read the new word together.

Ask your child to change the word *owl* into *growl* and *prowl*; *own* into *grown*; and *ill* into *drill, frill, grill, and trill*. Talk about each word's meaning.

CHALLENGE

DAY  
2

**Smell and Tell** Is a person's sense of smell as good as an animal's? People sometimes know what food is cooking, for example, by the smells in the air. Create a sniff test with your child, using objects with strong, distinctive scents such as lemons, onions, or bananas. Take turns wearing a blindfold and identifying each object. Who has the better sense of smell, you or your child?

DAY  
3

**Quick as a Wink** Write the words *animal, away, call, come, every, hear, how, make, of, said, some, and why* on separate pieces of paper. Put the words facedown in a pile. Take turns choosing a word, covering it, and then quickly uncovering it for the other person to read. Try to read the words more quickly each time you play: “quick as a wink, no time to think.”

**One Cat's Special Ways** Read this story together.

Ask: What does Mick do to show what she wants and needs?

**Mick the Cat**

Mick is an office cat. She tells us many things. Mick rips paper so we will look at her. She runs to her food dish. She puts her paw out to be fed.

Mick purrs when Liz pets her.

Mick rubs her head on my head.

She runs when she wants to play. Mick can catch a ball in her paws. We have lots of fun with Mick!



Mick has striped fur and green eyes.

**CHALLENGE**

Together, write a short story about a pet you and your child know. Tell how this pet shows what it needs and wants.

**Talk Like the Animals** Explore communicating in the different ways that animals do, such as "talking" through touch, hearing, sight, and smell. Use details your child has learned about animals this week.

**Book Links**

- *How Do Animals Use Their Voices and Sound?* by Lynn M. Stone
- *A Pair of Polar Bears*, by Joanne Ryder **CHALLENGE**



**Internet Challenge** Use the library or the Internet to research one or two animals that have learned to communicate directly with people, such as parrots or apes.

# List #7

Phonics Skill: Short /i/; blends with r, phonogram -ip

## How Animals Communicate

in

six

will

big

did

trip

sit

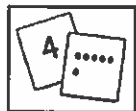
grin

High Frequency Words: all, does, here, me, my, who



Name \_\_\_\_\_

Date \_\_\_\_\_



Solve the problems without counting all. Color the boxes using the key.

Step 1: Color the problems with "+ 1" or "1 +" blue.

Step 2: Color the remaining problems with "+ 2" or "2 +" green.

Step 3: Color the remaining problems with "+ 3" or "3 +" yellow.

|                                   |                                   |                                   |                                    |
|-----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| a.<br>$7 + 1 = \underline{\quad}$ | b.<br>$8 + \underline{\quad} = 9$ | c.<br>$3 + 1 = \underline{\quad}$ | d.<br>$5 + 3 = \underline{\quad}$  |
| e.<br>$5 + \underline{\quad} = 7$ | f.<br>$4 + \underline{\quad} = 7$ | g.<br>$6 + 3 = \underline{\quad}$ | h.<br>$8 + \underline{\quad} = 10$ |
| i.<br>$2 + 1 = \underline{\quad}$ | j.<br>$1 + \underline{\quad} = 2$ | k.<br>$1 + \underline{\quad} = 4$ | l.<br>$6 + 2 = \underline{\quad}$  |
| m.<br>$3 + \underline{\quad} = 6$ | n.<br>$6 + \underline{\quad} = 7$ | o.<br>$3 + 2 = \underline{\quad}$ | p.<br>$5 + 1 = \underline{\quad}$  |
| q.<br>$2 + 2 = \underline{\quad}$ | r.<br>$4 + \underline{\quad} = 6$ | s.<br>$4 + 1 = \underline{\quad}$ | t.<br>$7 + 2 = \underline{\quad}$  |
| u.<br>$2 + \underline{\quad} = 3$ | v.<br>$9 + 1 = \underline{\quad}$ | w.<br>$7 + 3 = \underline{\quad}$ | x.<br>$1 + \underline{\quad} = 3$  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the missing box, and find the totals for all of the expressions. Use your completed addition chart to help you.

1.

|         |         |
|---------|---------|
| $1 + 2$ | $1 + 3$ |
| $2 + 2$ |         |
| $3 + 2$ | $3 + 3$ |

2.

|         |         |
|---------|---------|
| $6 + 1$ | $6 + 2$ |
| $7 + 1$ |         |
|         | $8 + 2$ |
| $9 + 1$ |         |

3.

|         |         |  |
|---------|---------|--|
| $4 + 4$ | $4 + 5$ |  |
| $5 + 4$ |         |  |
| $6 + 4$ |         |  |

4.

|         |         |         |
|---------|---------|---------|
| $2 + 4$ |         | $2 + 6$ |
|         | $3 + 5$ |         |



Name \_\_\_\_\_

Date \_\_\_\_\_

Break the total into parts. Write a number bond and addition and subtraction number sentences to match the story.

$2 + 1 = 3$   
 $3 - 2 = 1$

1. Six flowers bloomed on Monday. Some more bloomed on Tuesday. Now, there are 8 flowers. How many flowers bloomed on Tuesday?

$\square + \square = \square$   
 $\square - \square = \square$

\_\_\_\_\_ flowers bloomed on Tuesday.

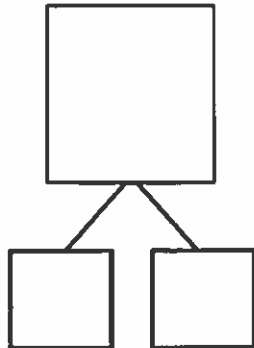
2. Below are the balloons that Mom bought. She bought 4 balloons for Bella, and the rest of the balloons were for Jim. How many balloons did she buy for Jim?

$\square + \square = \square$   
 $\square - \square = \square$

Mom bought Jim \_\_\_\_\_ balloons.

Draw a picture to solve the math story.

3. Missy buys some cupcakes and 2 cookies. Now, she has 6 desserts. How many cupcakes did she buy?

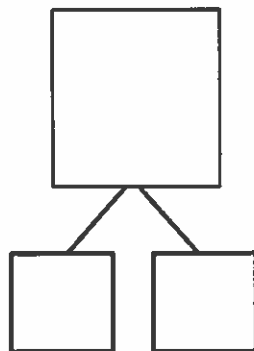
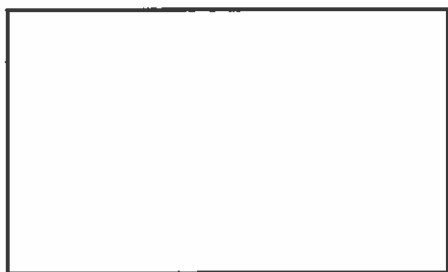


$$\square + \square = \square$$

$$\square - \square = \square$$

Missy bought \_\_\_\_\_ cupcakes.

4. Jim invited 9 friends to his party. Three friends arrived late, but the rest came early. How many friends came early?

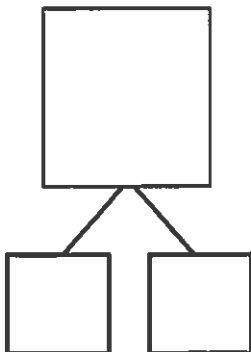
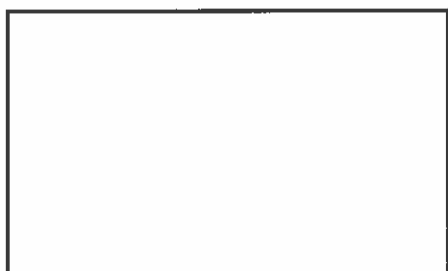


$$\square + \square = \square$$

$$\square - \square = \square$$

\_\_\_\_\_ friends came early.

5. Mom paints her fingernails on both hands. First, she paints 2 red. Then, she paints the rest pink. How many fingernails are pink?



$$\square + \square = \square$$

$$\square - \square = \square$$

Mom paints \_\_\_\_\_ fingernails pink.