



# First Grade Adventures!



Happy Halloween! We had a lot of fun this week, getting ready for the Halloween. We created our very own Spookley and talked about the importance of acceptance, even if they are different. Next Wednesday will be another day of celebration, the 50<sup>th</sup> day of school! If you are able to donate, please have it to me before Wednesday. That way I can go out and get whatever we still might need. Here are some of the things we went over this week:

**Math:** We learned more about addition and finding patterns within addition facts.

**Reading:** We read an informational text about the different ways that animals communicate.

**Writing:** We focused on creating an informational poem about different animals. The kids were very creative.

**Science:** We reviewed the steps of becoming a pumpkin.

**50's Day:** We will be dressing up for the 50<sup>th</sup> day of school. Feel free to get creative. Poodle skirts, leather jackets, white t-shirts, and jeans are just a few ideas of what you can wear. This is one of my favorite days to celebrate!

**Bloomz:** I am now using Bloomz to document behavior. I will be sending out another invite for those of you who were struggling to join our class. Please reach out if you still cannot do anything.

## Important Dates:

Nov. 7: 50's day

Nov. 10: Turkey Trot

Nov. 19: In-service Day (No school for kids)

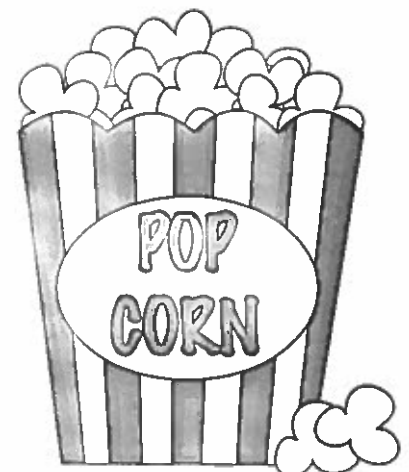
Nov 19- Nov 23: Thanksgiving Vacation

Nov 28: PTA Meeting 4:15

December 11: Early Release (1:25 bell)

Have a fantastic weekend!!!

-Brittany Greenleaf



# Home Letter

**A Musical Day**  
Home Letter

## Dear Family,

This week we'll think about the question "How is music a part of your everyday life?" In the realistic fiction story **A Musical Day**, we'll meet a brother and sister whose aunt teaches them about different kinds of music. We'll also learn about a drum maker in the informational text **Drums**.

### This week's...

**Words to Know:** her, now, our, she, today, would

**Phonics Skills:** Review short *o*, clusters with *l*, phonogram *-ock*

**Vocabulary Strategy:** Define words

**Comprehension Skill:** Sequence of events—tell the order in which things happen

**Comprehension Strategy:** Analyze/evaluate—tell how you feel about the text and why

**Writing Focus:** Informative writing—thank-you note

## Activities to Do Together

### Vocabulary

Take turns using this week's **Words to Know** to describe something that happened in your home today.

### Music Makers

Talk about the different types of music that members of your family enjoy. Together, make up a song about the people in your family and their musical tastes!

### With Thanks

Ask your child to tell about something a family member has taught him or her. Have your child write a thank-you note to that person, and then put it in an envelope and mail it together.



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

# My Journey Home Family Connection

Your child is reading *A Musical Day*, about four children who learn to make musical instruments (and music!) from Aunt Viv.

DAY  
1

**Photo Find** With your child, look for photos of orchestras, bands, and other musicians playing music or singing. Take turns asking each other questions and describing what you see. As you talk, encourage your child to use these words: *her, now, our, she, today, would*. Write the words on pieces of paper for your child to read as well.

DAY  
2

**Musical Letters** Play a game of musical moving letters together. Take turns changing one word into another by replacing one letter at a time, such as *clam* to *slam* to *slim*. Use the word pairs below; these can all be completed in one or two steps.

**black** to **clack**      **clack** to **track**      **clap** to **slip**      **drip** to **trap**      **clip** to **slap**  
**trick** to **brick**      **pick** to **pick**      **block** to **click**      **slip** to **flap**      **flop** to **slip**

**TIP!**

If your child gets stuck, try replacing a vowel with another vowel or trying each letter of the alphabet one by one.

DAY  
3

**Tell Me How to . . .** Ask your child to teach you something he or she knows how to do, such as make a favorite sandwich, draw a picture, or take care of a pet. As your child explains, write or follow the directions. Help your child reach the steps in order by asking what you should do first, next, and last.

**CHALLENGE**

Encourage your child to publish his or her how-to instructions by writing and/or drawing the steps and sharing them with another family member.

**Music in Words** Read this special poem with your child. Talk about how each line begins with a letter from the word *music*.

In the story *A Musical Day*, four children and their Aunt Viv form a band to make music. They made up a poem about music, too.

### Music

Marvelous mountains of sound  
Up to the sky, soaring high  
Sing and play, every day  
Into the air, into your heart,  
Climbing, moving, mountains of sound.



Now they can make up music for their poem!



Read the poem several times. Listen together for rhyming and repeated words.

**See it!** Read the poem "Music" together. Talk about what the poem makes you think and feel. Together, draw a picture or find a photograph that shows the poem, or music in general, makes you feel.



### Book Links

- *Let's Make Music*, by Deborah Lock
- *Chuck's Choice*, by Emma Mary Anderson **CHALLENGE**



**Internet Challenge** Use the library or the Internet to research different musical instruments that you are interested in.

# List#8

Phonics Skill: Short /o/, clusters  
with l, phonogram -ock

## **A Musical Day**

on

not

got

hop

fox

black

pop

clock

High Frequency Words: her, now,  
our, she, today, would



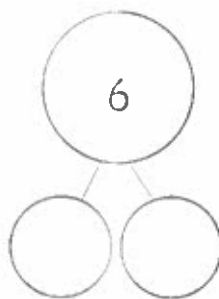
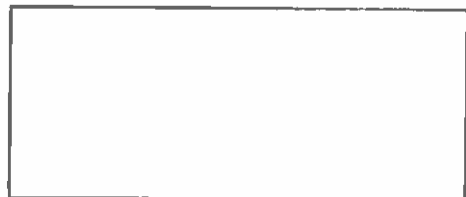
Name \_\_\_\_\_

Date \_\_\_\_\_

Read the story. Make a math drawing to solve.



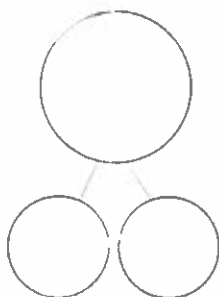
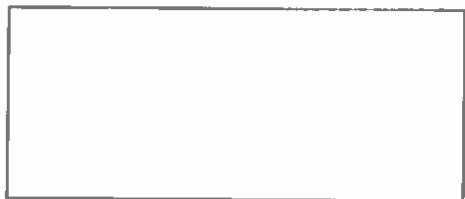
1. There were 6 hot dogs on the grill. Two finish cooking and are removed. How many hot dogs remain on the grill?



6 - \_\_\_\_ = \_\_\_\_

There are \_\_\_\_ hot dogs remaining on the grill.

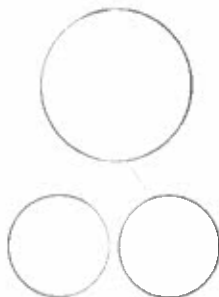
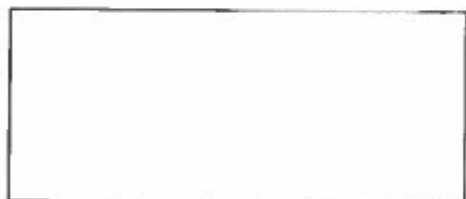
2. Bob buys 8 new toy cars. He takes 3 out of the bag. How many cars are still in the bag?



\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ cars are still in the bag.

3. Kira sees 7 birds in the tree. Three birds fly away. How many birds are still in the tree?



\_\_\_\_ - \_\_\_\_ = \_\_\_\_

\_\_\_\_ birds are still in the tree.

Name \_\_\_\_\_

Date \_\_\_\_\_

Make a math drawing, and circle the part you know.

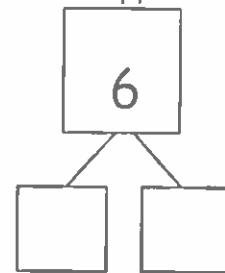
Cross out the unknown part.

Complete the number sentence and number bond.



Sample  $3 - 1 = 2$

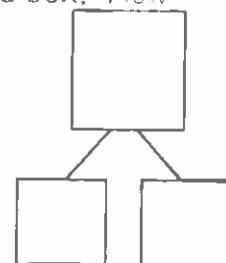
1. Missy gets 6 presents for her birthday. She unwraps some. Four are still wrapped. How many presents did she unwrap?



Missy unwrapped \_\_\_\_\_ presents.

$$\boxed{6} \ominus \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

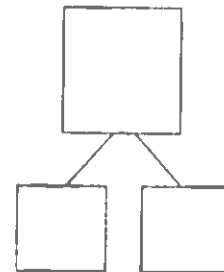
2. Ann has a box of 8 markers. Some fall on the floor. Six are still in the box. How many markers fell on the floor?



\_\_\_\_\_ markers fell on the floor.

$$\boxed{\phantom{00}} \ominus \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

3. Nick makes 7 cupcakes for his friends. Some cupcakes were eaten. Now, there are 5 left. How many cupcakes were eaten?



\_\_\_\_\_ cupcakes were eaten.

$$\boxed{\phantom{00}} \ominus \boxed{\phantom{00}} = \boxed{\phantom{00}}$$