



First Grade Adventures!



We are making our way to Christmas break. The excitement is building! Here are some things we went over this week:

Math: We have been working with building a friendly 10 to help us solve addition problems with an addend of 9.

Reading: We read a fantasy story about a chipmunk who throws a party for his friends. We talked about emotions and how we can show kindness to our friends.

Writing: We wrote informational text about our favorite animals. We added details and a topic sentence.

Science: We started learning about family traditions and traditions around the world. There is an extra homework assignment going home that focuses on the traditions your family partakes in during the holiday season.

****Book Order:** Great Christmas gifts!!! If you order by the 8th I can be sure to get it to you before Christmas break.

Have a fantastic weekend!!!

-Brittany Greenleaf

Important Dates:

12/4: Reindeer Visit

12/8: Book Order Due

12/11: Early Release (Bell Rings at 1:25)

12/14: 1st Grade Holiday Program

12/22-1/6-Winter Holiday Break



Home Letter

At Home in the Ocean
Home Letter

Dear Family,

This week, we'll dive into the story **At Home in the Ocean** and learn about different types of creatures that live in the sea, such as whales and turtles. This informational text will help children explore the question, "What kinds of plant and animals would you find in the ocean?" We'll also read the informational text **Water** to find out what all living creatures need to survive.

This week's...

Words to Know: blue, cold, far, little, live, their, water, where

Phonics Skills: Digraph *th*; base words and *-s*, *-es*, *-ed*, *-ing*

Vocabulary Strategy: Classify and categorize—color words

Comprehension Skill: Author's purpose—tell why an author writes a book

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

Writing Focus: Informative writing—sentences that inform (use adverbs)

Activities to Do Together

Vocabulary

Ask your child to use this week's **Words to Know** to make up a song about an animal that lives in the sea.

Which Animal Is It?

Take turns playing a guessing game. Think of an animal that lives in the sea. Have your child ask you questions to try to figure out what that animal is. Then trade places.

Sea Animals

Have your child draw a sea animal on one side of a piece of cardboard, and write a few sentences about that animal on the other side.



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

My Journey Home

Family Connection

This week your child is reading *At Home in the Ocean*, a nonfiction selection that describes different plants and animals, such as penguins, whales, turtles, and kelp, that have ocean homes.

DAY
1

Vocabulary on the Go Pretend you are on a submarine traveling through the ocean. You can cut the middle out of a paper plate to use as a window. Together describe what you see as you sail through the water, incorporating some vocabulary words such as *biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, and whales.*

DAY
2

On the Move In this week's story, your child learned that penguins flap their wings and zip quickly through the water. With your child, think of different ocean animals. Take turns acting out how each animal moves. Start with these animals: whale, turtle, manatee, and lobster.

DAY
3

Captivating Kelp Kelp is a tall ocean plant. Did you know that kelp can grow up to two feet in one day? With a ruler, measure 2 feet on a strip of paper or a piece of yarn. Look around the house. Ask your child to find objects that are less than two feet, about two feet, and more than two feet.

CHALLENGE

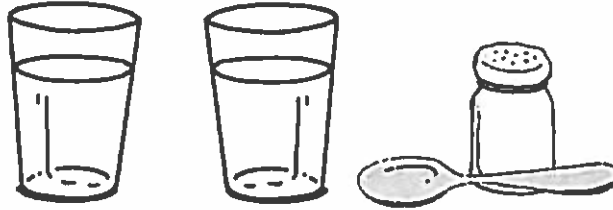
Ask your child to think about how much kelp grows in one day. Ask: *Do you think at the end of a week a piece of kelp would be taller than you?* Using string and a ruler, help your child find out how tall kelp would be after one week.

Ocean Water The ocean has salt water. Here is an experiment you and your child can read and conduct together to observe the difference between fresh water and salt water.

Two Kinds of Water

Materials

clear plastic cups
salt
spoon



1. Fill one cup halfway with tap water. Label this cup *fresh water*.
2. Fill another cup halfway with tap water. Stir in three spoonfuls of salt. Label this cup *ocean*.
3. Use your senses to compare the two waters.
4. Ask yourself, "Do they look the same? Do they taste the same? Do they feel the same? Do they smell the same?"
5. Leave the water in the glasses and allow it to evaporate. What do you notice?

Where in the World Oceans are big! They cover two-thirds of the world's surface. Use a globe or world map. Point out to your child the areas that are land and the areas that are ocean. Help your child find the names of the oceans. Work together to find the ocean nearest to where you live.



Book Links

- *A House for Hermit Crab*, by Eric Carle
- *The Magic School Bus on the Ocean Floor*, by Joanna Cole **CHALLENGE**



Internet Challenge Did you know that kelp is the biggest plant in the ocean? Go to the library or use the Internet to find pictures of kelp. The Monterey Bay Aquarium has a kelp cam where you can view live kelp. Use the pictures to make a drawing of kelp. Find out which animals feed on or live near kelp. Add them to your drawing.

List #11

Phonics Skill: Digraph th; base words and -s, -es, -ed, -ing

At Home in the Ocean

that

bath

then

this

with

them

thick

tenth

High Frequency Words: blue, cold, far, little, live, their,
water, where

Due Dec. 14th

Dear Family,

Our class is currently learning about different cultures and traditions in social studies. We would like to include our families by creating a cookbook filled with your favorite family recipes.

Please select a favorite traditional family recipe to share with the class. The recipe you select does not need to be fancy. It should be a typical meal, side dish, or dessert that your family loves and may eat often or just on special occasions. We would love to hear all about it!

Attached is the recipe form. Please fill it out completely and in detail. We will include your recipe in our class cultural cookbook!

Thank you.

Sincerely,

Miss Greenleaf



Recipe Name: _____

Type of Dish: (circle) appetizer main side dessert

Cultural/ethnic origin of recipe: _____

Ingredients:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Directions:

Stories behind recipes are fascinating! If you have one, please share. How did your family acquire this recipe? Use the back of this paper if more space is needed.

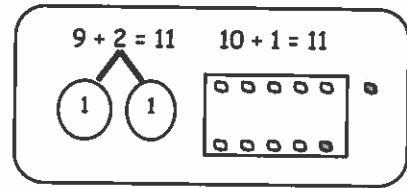
Student Name _____



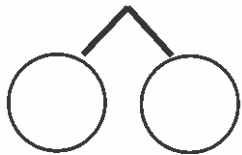
Name _____

Date _____

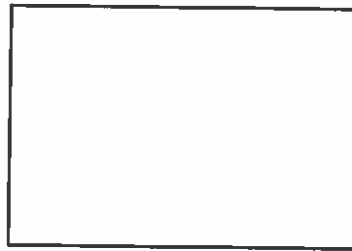
Solve. Make math drawings using the ten-frame to show how you made 10 to solve.



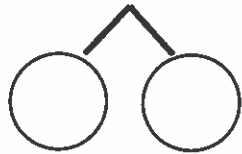
1. $9 + 3 = \underline{\quad}$



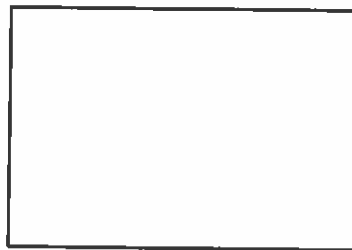
$\underline{\quad} + \underline{\quad} = \underline{\quad}$



2. $9 + 6 = \underline{\quad}$



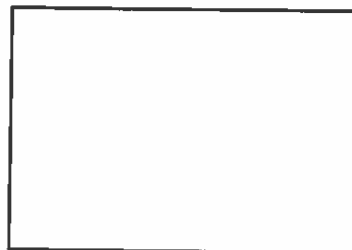
$\underline{\quad} + \underline{\quad} = \underline{\quad}$



3. $7 + 9 = \underline{\quad}$



$\underline{\quad} + \underline{\quad} = \underline{\quad}$

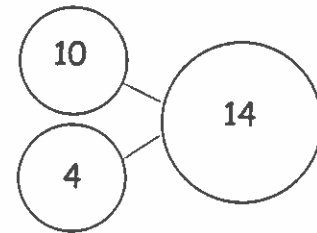
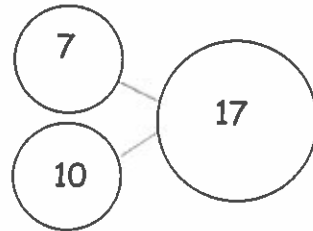
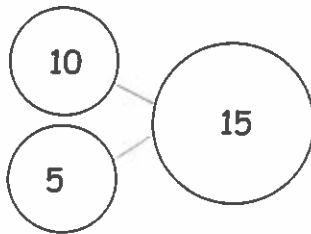


5. Solve. Match the number sentence to the 10+ number bond.

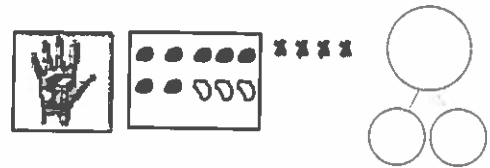
a. $9 + 5 = \underline{\quad}$

b. $9 + 6 = \underline{\quad}$

c. $9 + 8 = \underline{\quad}$



Use an efficient strategy to solve the number sentences.



6. $9 + 7 = \underline{\quad}$

7. $9 + 2 = \underline{\quad}$

8. $9 + 1 = \underline{\quad}$

9. $8 + 9 = \underline{\quad}$

10. $4 + 9 = \underline{\quad}$

11. $9 + 9 = \underline{\quad}$