



# First Grade Adventures!



From snow to rain and all the wind in between. It's been a great week. Today is the last day of semester one, we are officially half way through the year. Feel free to take a look at their grades. There is not an official report card, that will come at the end of the year. If you are confused by a grade or have any concerns, please feel free to shoot me an email and we can set up a time to talk. Jump Rope for Heart has officially started, you will find a packet in the homework folder on how the process starts. The kids are very excited! Here are some of the specific things we went over.

**Math:** We started to talk about tens and ones and how they can be used to solve addition and subtraction problems.

**Reading:** We read a fantasy story about a big race. We learned about the importance of following rules and laws and how to be a good citizen.

**Writing:** We focused on gathering facts to write a report.

**Science:** We talked more in depth about seasons and why the seasons occur.

Enjoy your long weekend!!!

-Brittany Greenleaf

## Important Dates:

Jan 17- Jump Rope for Heart Kickoff

Jan 21- MLK Day No School

Jan 30- PTA Meeting 4:15

Feb 7: 100 Day of School (More information to come)



# Home Letter

**Animal Groups**  
Home Letter

## Dear Family,

There are many ways to group animals—by size, habitat, and even food preferences. This week we'll explore some of those groups and answer the question "What makes birds different from mammals?" We'll learn about fish, amphibians, reptiles, birds, and mammals in the informational text **Animal Groups**. Then children will have an opportunity to act like different animals when we read the play **Animal Picnic**.

### This week's...

**Words to Know:** bird, both, eyes, fly, long, or, those, walk

**Phonics Skills:** Long *i* (CVCe); digraphs *kn, wr, gn, mb*; phonograms *-ine, -ite*

**Vocabulary Strategy:** Suffixes *-er, -est*

**Comprehension Skill:** Compare and contrast—tell how two things are alike or not

**Comprehension Strategy:** Monitor/clarify—find ways to figure out what doesn't make sense

**Writing Focus:** Informative writing—report

## Activities to Do Together

### Vocabulary

Play a rhyming game by saying a word—*heard, growth, lies, by, song, store, chose, talk*—and asking your child to guess the **Word to Know** that rhymes with it.

### In the Group

Discuss the animal groups children have learned about this week—fish, amphibians, reptiles, birds, and mammals. With your child, say five animals that fit into each group.

### Belonging to

Ask your child to choose one of the groups you have talked about. Have your child write about some of the animals that belong to that group and how they are alike and different.



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

# My Journey Home

## Family Connection

Your child will read a book called *Animal Groups*. It tells about five animal groups: bird, fish, reptile, amphibian, and mammal.

DAY  
1

**Charades** Take turns choosing and silently acting out one of the words below. Before playing, help your child list the words on a piece of paper. You and your child can both use the list as you take turns acting out and guessing words. When a correct guess is made, read the word together.

bird eyes fly long walk

DAY  
2

**Like a Bird . . .** Play a compare-and-contrast game. Write this sentence on a piece of paper:

I can \_\_\_\_ like a \_\_\_\_, but I do not have \_\_\_\_.

On separate slips of paper, write animal names or families, such as *bird*, *reptile*, *amphibian*, *fish*, *snake*, *cat*, and *frog*. Take turns choosing one and completing the sentence frame, as in the example below. Act out the sentence, too!

I can sing like a bird, but I do not have wings.

DAY  
3

**Animal Talk** Tell each other about an animal, using the words below. Together, write the words on pieces of paper. Then take turns choosing a word, reading it, and creating a sentence, such as *Some sharks dine on fish*.

nice stripe wide side rise white bite gnash  
line wrong numb dine fine crumb ride gnat

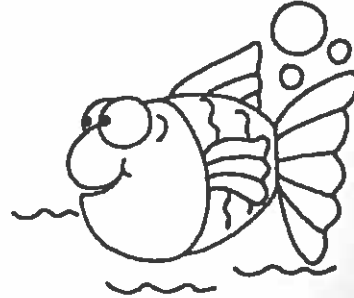
**CHALLENGE**

Have your child write several completed sentences and read them aloud.

**What's in a Name?** With your child, read this special kind of poem called an acrostic. Point out that each line begins with a letter from the word *fish*.

## Fish

Fins and gills are what I have.  
In the water is where I live.  
Swim is what I do all day.  
Happy is how I feel.



**Write Your Own Poem** Help your child choose an animal group (mammal, reptile, amphibian, bird, or fish) and together write an acrostic poem about it. Begin by writing each letter of the animal group vertically down the left side of a piece of paper. When the poem is finished, read it aloud together.



### Book Links

- *Animals at Home*, by David Lock
- *A Forest Habitat*, by Bobbie Kalman **CHALLENGE**



**Internet Challenge** Together, search the Internet or the library to find the names of the biggest fish and the biggest mammal. Help your child take notes about each of these animals.

# List #15

Phonics Skills: Long i (CVCe)

Let's Go To the Moon

time

white

like

drive

kite

stripe

bike

mice

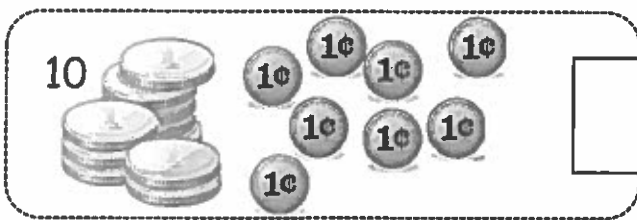
High Frequency Words: bird, both, eyes, fly, long, or, those, walk

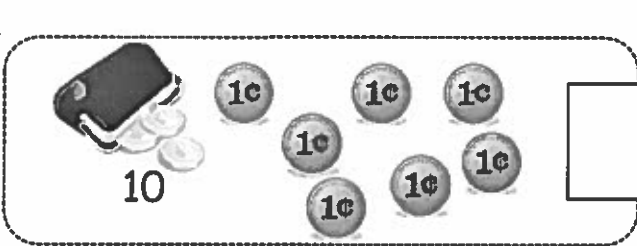


Name \_\_\_\_\_

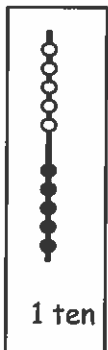
Date \_\_\_\_\_

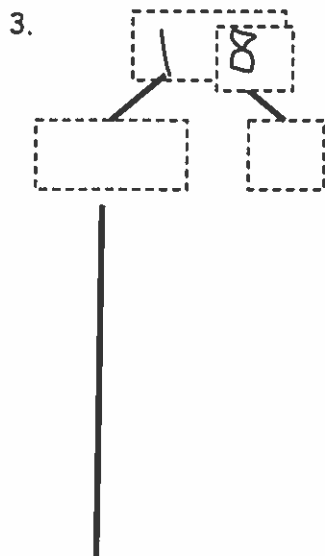
Circle ten. Write the number. How many tens and ones?

1.   is the same as \_\_\_\_\_ ten and \_\_\_\_\_ ones.

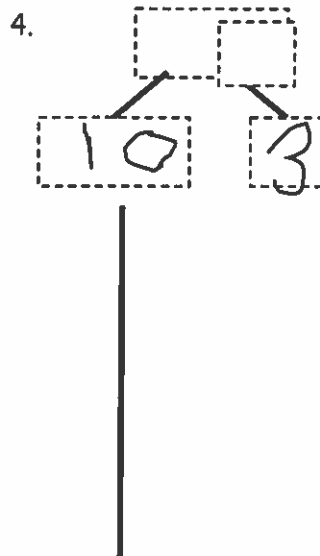
2.   is the same as \_\_\_\_\_ ones and \_\_\_\_\_ ten.

Use the Hide Zero pictures to draw the ten and ones shown on the cards.



3. 

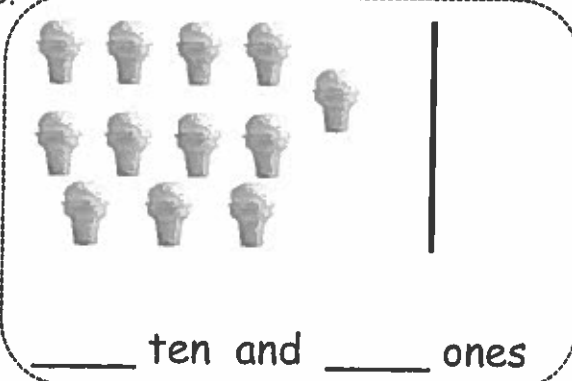
\_\_\_\_\_ ten and \_\_\_\_\_ ones

4. 

\_\_\_\_\_ ten and \_\_\_\_\_ ones

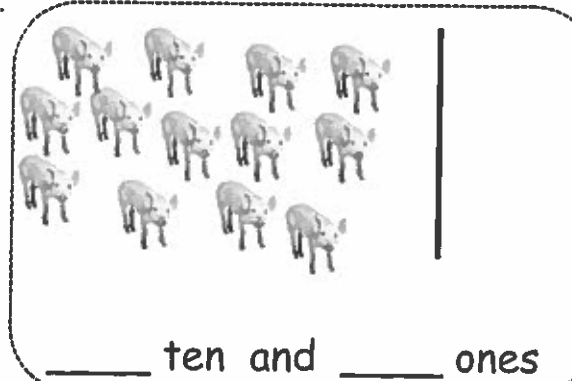
Draw using 5-groups columns to show the tens and ones.

5.



\_\_\_\_\_ ten and \_\_\_\_\_ ones

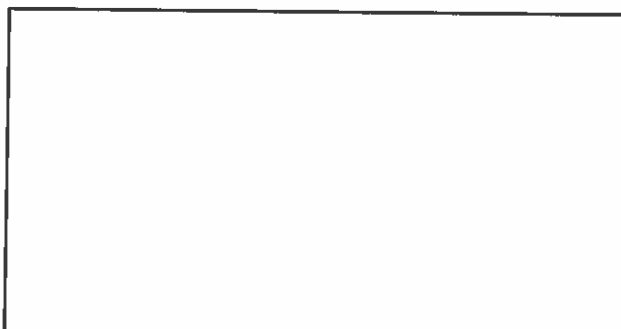
6.



\_\_\_\_\_ ten and \_\_\_\_\_ ones

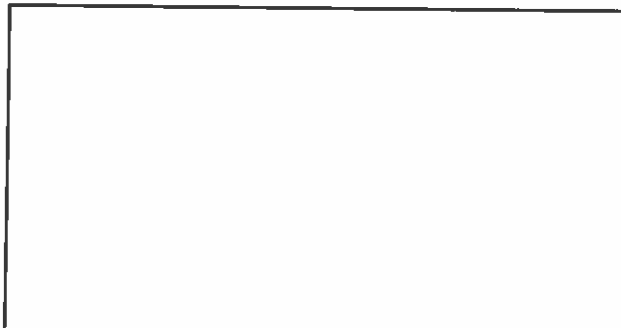
Draw your own examples using 5-groups columns to show the tens and ones.

7.                    16



16 is the same as  
\_\_\_\_\_ ten and \_\_\_\_\_ ones.

8.                    19



19 is the same as  
\_\_\_\_\_ ones and \_\_\_\_\_ ten.