



# First Grade Adventures!



I hope you all had a great week, I know we did. We have a few different events happening in February, so be sure to check out the important dates and the extra information included in this packet. Here are some of the specific things we went over this week:

**Math:** We began our measurement unit. Attached to this homework is an overview of what we will learn and the terms we will use.

**Reading:** We read an informational text about astronauts. We focused on looking at the main idea and finding details to support that main idea.

**Writing:** We practiced researching facts about the moon and put them into a graphic organizer to organize our paragraph.

\* Read at least 20 min every night!

Have a great weekend!!!

-Brittany Greenleaf

## Important Dates:

Feb. 7: 100<sup>th</sup> Day of School

Feb 8: PTA Event- Family Dance 2:30-5:00

Feb 14: Friendship Party

Feb. 18: President's Day (No School)

Feb. 21: Early Release (1:25)



# It's the 100<sup>th</sup> DAY OF SCHOOL!



Dear Parents,

Our 100<sup>th</sup> day of school will be on Feb. 7<sup>th</sup>.

To celebrate we would love to have the kids dress up like they are 100 years old. We have included some ideas to help you get started planning what your child will wear.

Girls: Printed skirt, pearls, eyeglasses, sweater, wig or curled hairstyle, gray hair spray, knee high stockings, large purse, scarf

Boys: Button down shirt, flannel shirt, suspenders, tie, eyeglasses, drawn on mustache or beard, gray hair spray.

Thank you,

# Home Letter

The Big Trip  
Home Letter

## Dear Family,

This week, literature will help us take trips near and far. Our class will explore the question “What are some different ways to travel?” We’ll meet an adventurous pig and a cautious goat who have trouble agreeing on a way to travel in the fantasy story **The Big Trip**. Then we’ll meet some real explorers in the informational text **Lewis and Clark’s Big Trip**.

### This week’s...

**Words to Know:** about, by, car, could, don’t, maybe, sure, there

**Phonics Skills:** Long *e* (CV, CV*Ce*); vowel pairs *ee*, *ea*; final *ng*, *nk*; phonogram *-ink*

**Vocabulary Strategy:** Define words

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

**Comprehension Strategy:** Visualize—picture what is happening as you read

**Writing Focus:** Narrative writing—sentences about yourself

## Activities to Do Together

### Vocabulary

Name several methods of transportation, such as car, airplane, boat, and bicycle. Ask your child to use this week’s **Words to Know** to tell the good and bad points of traveling by each method.

### On the Road

Have your child interview you about your favorite trip. Describe how you traveled, who you traveled with, and what you did on the trip.

### Trip Planner

Ask your child to think about a place that he or she would like to explore. Have your child write a few sentences to tell how he or she would get to the place and what the journey would be like.



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

# My Journey Home Family Connection

Your child is reading a silly story about a pig and a goat who are trying to find the best way to take *The Big Trip*.

DAY  
1

**We Will See the Sea** Take turns using words with the long e sound spelled ee or ea in sentences, such as *We will meet and buy some meat*. As each long e word is used, have your child write it. Choose from these word pairs: *see, sea; dear, deer; creek, creak; meet, meat; peek, peak; cheap, cheep; beach, beech; beat, beet; weak, week*. Talk about the meaning of each word with your child as needed.

DAY  
2

**Trip Talk** Play a cumulative game about a trip. Start by saying, "I am going on a trip, and I will take \_\_\_\_." Have your child repeat your item and then add one item, such as ". . . and I will take \_\_\_\_ and \_\_\_\_." Add items as long as you can remember the entire list. Then start over!

DAY  
3

**Can We Go Together?** Take turns naming different places you and your child would each like to go on a trip. Convince each other to come on your trip by naming one good thing about your choice and one bad thing about the other person's choice. Enjoy talking about the ways each place would be fun or not so fun to visit. Print these words to use as you talk: *about, by, car, could, don't, maybe, sure, there*.

**CHALLENGE**

Plan the trip you and your child decide on. Decide how you might travel and what you will do once you get to your destination.

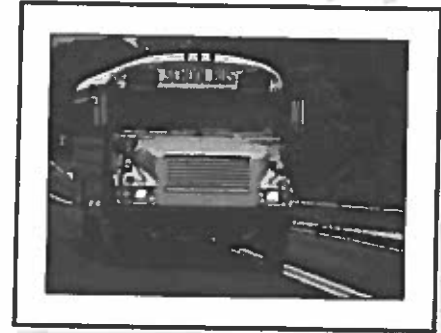
**A Traveling Song** With your child, read and then sing this song to the tune “She’ll Be Coming ’Round the Mountain.”

## We’ll Be Coming in a Big Bus

We’ll be coming in a big bus  
When we come. (Honk, honk!)

We’ll be coming in a big bus  
When we come. (Honk, honk!)

We’ll be coming in a big bus,  
We’ll be coming in a big bus,  
We’ll be coming in a big bus  
When we come.



### CHALLENGE

Create new verses and actions together. Try varying the kind of transportation or adding a special destination.

**Imagine That!** At the library or on the Internet, find the poem “The Land of Counterpane” by Robert Louis Stevenson. As you read it aloud, have your child act out the scenes that the child in the poem imagines.



### Book Links

- *Nini Here and There*, by Anita Lobel
- *Iris and Walter and the Field Trip*, by Elissa Haden Guest **CHALLENGE**



**Internet Challenge** Use the library or search the Internet to find information about your child’s favorite type of transportation or place to visit.

# List #17

Phonics Skills: Long e (CV, CVCe), Vowel Pairs (ee, ea), Final ng, nk, Phonogram-ink

## The Big Trip

me

eat

be

mean

read

sea

feet

these

tree

street

keep

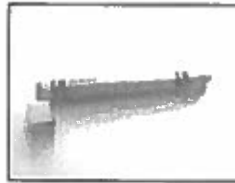
please

High Frequency Words: about, by, car, could,  
don't maybe, sure, there

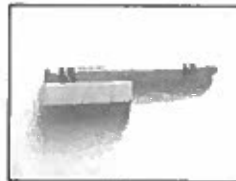
### Ordering and Comparing Length Measurements as Numbers

In this 13-day module, students will use non-standard units to measure objects, and will compare and order objects by length. They will build conceptual understanding of the need for standard measurement units, beginning with centimeters.

Measuring Musts: Always line up your cubes at the endpoint!



No!



Yes!

### Key Words to Know

**Centimeter:** standard length unit within the metric measurement system

**Centimeter Cube:** pictured here:



Students will use centimeter cubes laid end to end to measure various objects.

**Length Unit:** the smaller units or objects used to measure a longer object

**Familiar Terms from past Modules:**

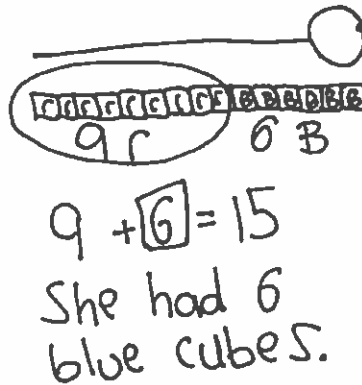
- less than
- more than -
- longer than -
- shorter than

Students will use these phrases to compare up to three objects or amounts.

Sample Problem from Module 3:  
(Example taken from Module 1, Lesson 6)

Julia's lollipop is 15 centimeters long. She measured the lollipop with 9 red centimeter cubes and some blue centimeter cubes. How many blue centimeter cubes did she use?

This sample solution is an excellent example of a centimeter cube diagram, a math sentence (equation), and a complete sentence in words that all show the solution to the problem.



### + How you can help at home:

- Give your student many opportunities to measure objects using other, smaller objects, e.g., "How many Lego pieces long is your book? How many blueberries long is this notebook?" etc.
- Continue to practice adding and subtracting within 20.

## Key Idaho Content Standards:

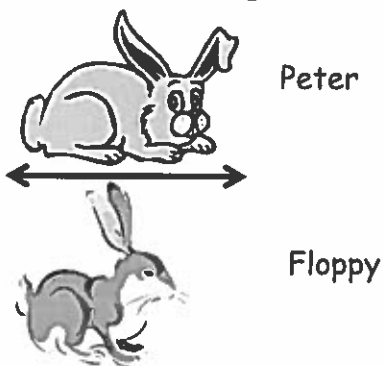
- Represent and solve problems using addition and subtraction
- Measure lengths indirectly and by iterating (repeating) length units
  - Order three objects by length
  - Express the length of an object as a number of small length units, by laying multiple copies of a shorter object end to end
- Represent and interpret data
  - Organize, represent, and interpret data with up to three categories, ask and answer questions about the total number of data points

Name \_\_\_\_\_

Date \_\_\_\_\_

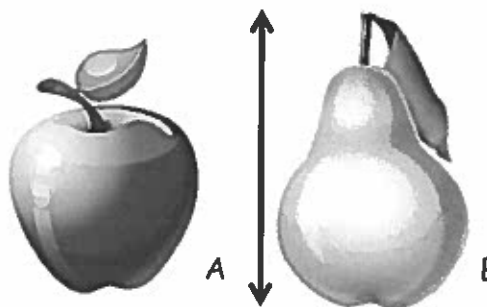
Follow the directions. Complete the sentences.

1. Circle the longer rabbit.



\_\_\_\_\_ is longer than \_\_\_\_\_.

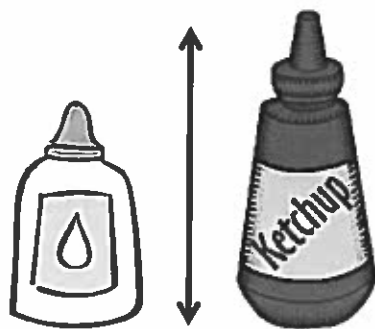
2. Circle the shorter fruit.



\_\_\_\_\_ is shorter than \_\_\_\_\_.

Write the words longer than or shorter than to make the sentences true.

3.



The glue  
is \_\_\_\_\_  
the ketchup.

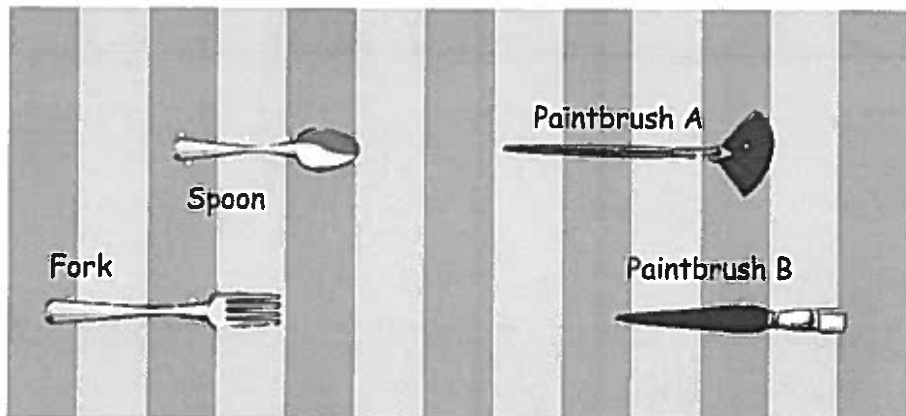
4.



The dragonfly's wingspan  
is \_\_\_\_\_  
the butterfly's wingspan.







5. Paintbrush A is \_\_\_\_\_ Paintbrush B.
6. The spoon is \_\_\_\_\_ the fork.
7. Circle true or false.

The spoon is shorter than Paintbrush B. True or False

8. Find 3 objects in your room. Draw them here in order from shortest to longest. Label each object.

