



# First Grade Adventures!



We made it to Spring Break! I don't know who is more excited for a break, the kids or the teachers. I think we can all agree that we all need some time to rest and relax. The kids have worked all so hard, and I'm so proud of the effort they have shown and the awesome results I have seen because of it. Here are some other things we went over this week:

**Math:** We continued to add two digit numbers. I also introduced tape diagrams as a strategy for solving word problems. This strategy is a big one in 2<sup>nd</sup> grade, so we are setting up the foundation for what they will work on next year.

**Reading:** We read a realistic fiction story about a boy that is trying to whistle and the time he spends with his dog.

**Writing:** We started writing narrative stories. We are going to be working on a class story, it is a long process, but the kids are really excited.

**Social Studies:** We continued to talk about continents and oceans.

\* Read at least 20 min every night!

\*For the last week of school we create a camp environment. One of the things that I will need is a **white cotton shirt** (it has to be cotton) so we can tie-dye them for our camp week. Please have them to me by **May 3rd**.

## Important Dates:

March 22: No School

March 25-29- Spring Break

April 9<sup>th</sup>: Subway Day

May 17<sup>th</sup>: Spring Carnival

May 16<sup>th</sup>: Run/Walk Party

May 24<sup>th</sup>: Field Day

Have a great weekend!!!

-Brittany Greenleaf



# My Journey Home

## Family Connection

This week your child is reading a nonfiction book titled *A Tree Is a Plant*. In this book, students learn how an apple tree grows from a seed and changes throughout the seasons.

DAY  
1

**Apple Seeds** In the story, the children learn how apple seeds grow into a plant. Cut an apple in half and show your child the seeds. Count the seeds. Ask your child to draw a diagram to show what he or she observed.

DAY  
2

**Vocabulary on the Go** Walk outside and look at various trees. Discuss what you observe, incorporating the following vocabulary words: *adult*, *blossoms*, *center*, and *hundreds*.

DAY  
3

**Scavenger Hunt** Take your child on a tree scavenger hunt. Make a list of items to find. Some suggestions are below. Walk with your child in your neighborhood to find trees that match each item on your list.

1. Find a tree that has rough bark.
2. Find a tree that has seeds.
3. Find a tree with a blossom.
4. Find a tree with pointy leaves.
5. Find a tree with long branches.

**CHALLENGE**

Have your child complete a map showing the location of each of the trees they found.

# Home Letter

## Dear Family,

This week we'll explore the question, "What happens to a tree as it grows?" We will watch a tree grow and change. Children will see and read about the process in the informational text **A Tree Is a Plant**. Then we'll learn how apples are grown in **Grow, Apples, Grow!**

### This week's...

**Words to Know:** almost, country, covers, earth, kinds, ready, soil, warms

**Phonics Skills:** Vowel digraphs/ spelling patterns *oo, ou, ew, ue, u, u\_e*

**Vocabulary Strategy:** Multiple-meaning words

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

**Comprehension Strategy:** Question—ask questions about what you are reading

**Writing Focus:** Narrative writing—story

## Activities to Do Together

### Vocabulary

Ask your child to use **Words to Know** to describe how trees grow and change.

### Which Trees are Which?

Talk with your child about the different types of trees that grow around your home or neighborhood. Go online or to a library to learn the names of each type.

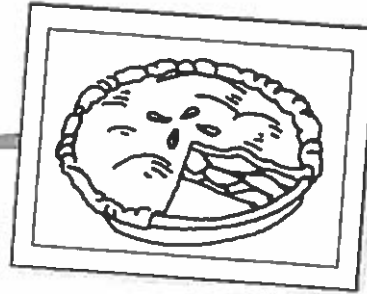
### Growing Up

Draw a series of comic panels on a sheet of paper. Ask your child to draw and write a comic that shows how apples are grown.



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

**Apple Pies** Together, read these instructions for making individual apple pies.



### Mini Apple Treats

#### Ingredients

1 ready-made pie crust  
dash of cinnamon

1 can of apple pie filling

#### Directions

1. Use a cookie cutter or a drinking glass to cut circles from the pie crust.
2. Place a spoonful of pie filling in the middle of each circle.
3. Sprinkle lightly with the cinnamon.
4. Place a second dough circle on top of each circle.
5. Press the edges together using a fork or your fingers so the edges are sealed.
6. Poke some holes in the top with a fork.
7. Place on a cookie sheet.
8. Bake at 425 degrees for 10-15 minutes or until brown.

**Leaf Rubbing** Help your child choose a leaf from a plant. Place the leaf on a table, and place a piece of paper on top of the leaf. Gently rub the crayon on the paper to make a leaf rubbing. As your child works, talk about the parts of a tree including the leaf.



#### Book Links

- *The Tiny Seed*, by Eric Carle
- *Planting a Rainbow*, by Lois Ehlert
- *Plants That Never Ever Bloom*, by Ruth Heller **CHALLENGE**



**Internet Challenge** Use the Internet to find information about Arbor Day. Discuss why we might have a special holiday for planting trees.

# List #24

Phonics Skills: Vowel digraphs (oo,  
ou, ew, ue, u, u\_e)

## A Tree is a Plant

soon

moon

new

blew

noon

soup

zoo

grew

boot

scoop

too

High Frequency Words: ready, kinds,  
covers, country, earth, warms, soil  
almost



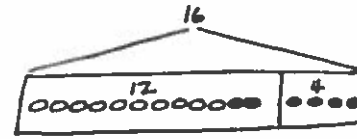
Name \_\_\_\_\_

Date \_\_\_\_\_

Read the word problem.

Draw a tape diagram and label.

Write a number sentence and a statement that matches the story.



1. Fatima has 12 colored pencils in her bag. She has 6 regular pencils, too. How many pencils does Fatima have?

Fatima has \_\_\_\_\_ pencils.

2. Julio swam 7 laps in the morning. In the afternoon, he swam some more laps. He swam a total of 14 laps. How many laps did he swim in the afternoon?

Julio swam \_\_\_\_\_ laps in the afternoon.

3. Peter built 18 models. He built 13 airplanes and some cars. How many car models did he build?

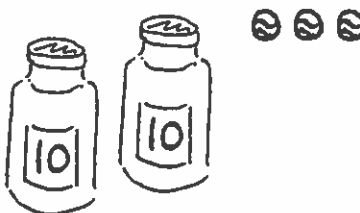
Peter built \_\_\_\_\_ car models.

Name \_\_\_\_\_

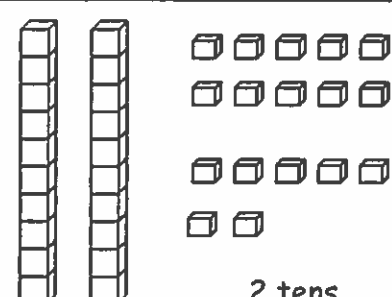
Date \_\_\_\_\_

1. Fill in the blanks, and match the pairs that show the same amount.

a.

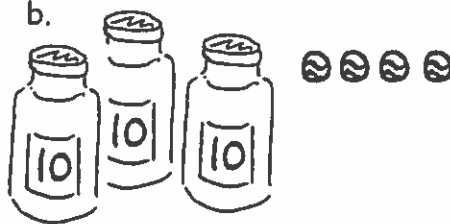


\_\_\_\_\_ tens \_\_\_\_\_ ones

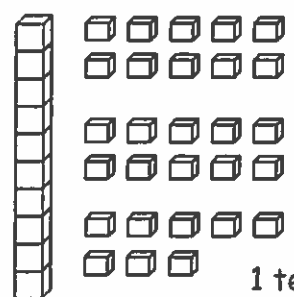


2 tens \_\_\_\_\_ ones

b.

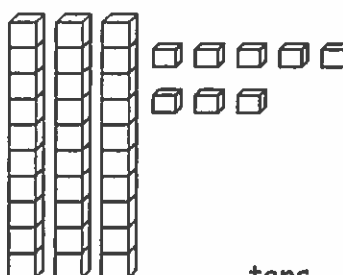


\_\_\_\_\_ tens \_\_\_\_\_ ones

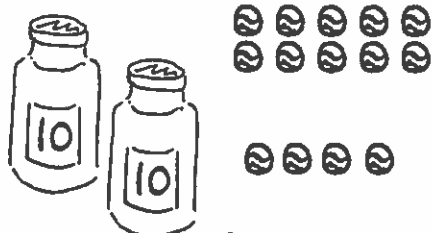


1 ten \_\_\_\_\_ ones

c.

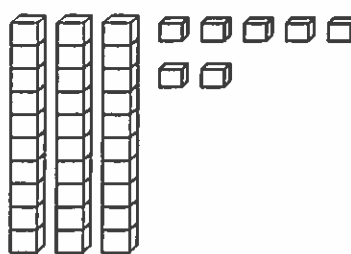


\_\_\_\_\_ tens \_\_\_\_\_ ones




2 tens \_\_\_\_\_ ones

d.



\_\_\_\_\_ tens \_\_\_\_\_ ones




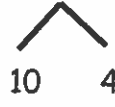




1 ten \_\_\_\_\_ ones



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Solve using number bonds. Write the two number sentences that show that you added the ten first. Draw quick tens and ones if that helps you.

<p>a.</p> $13 + 16 = \underline{\quad}$   $16 + 10 = 26$  $26 + 3 = 29$	<p>b.</p> $16 + 23 = \underline{\quad}$   $23 + 10 = \underline{\quad}$  $\underline{\quad} + 6 = \underline{\quad}$
<p>c.</p> $16 + 14 = \underline{\quad}$   $16 + 10 = \underline{\quad}$  $\underline{\quad} + 4 = \underline{\quad}$	<p>d.</p> $14 + 26 = \underline{\quad}$   $26 + 10 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
<p>e.</p> $17 + 13 = \underline{\quad}$   $\underline{\quad} + \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$	<p>f.</p> $27 + 13 = \underline{\quad}$   $\underline{\quad} + \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using number bonds. This time, add the tens first. Write the 2 number sentences to show what you did.

a. $12 + 14 = \underline{\quad}$	b. $14 + 21 = \underline{\quad}$
c. $15 + 14 = \underline{\quad}$	d. $25 + 14 = \underline{\quad}$
e. $23 + 16 = \underline{\quad}$	f. $16 + 24 = \underline{\quad}$