

March 2, 2015

Dear Parents,

Here's our news for the week.

Conferences

Please fill out the conference preference sheet that came home in your child's folder last week. Please note that there is only one evening conference designated for this round of conferences.

Phonics/Penmanship:

A total of 65 words have been introduced this year. Please practice reading and writing these words. (See list below)

Reading Workshop:

The website *One More Story* is open to unlimited access from March 2-9 for National Reading Month. Check out their website for more details!

www.onemorestory.com

Reading Incentive Program

Please see this week's Monday Memo to read about the launch of Jennings School's Reading Incentive Program. **The goal is for students to read 75 minutes per week!** Please help time and record your child's reading for the next month!!

Math

As a culminating activity for our Geometry unit, all of the 1st graders were made 3D sculptures of the solid shapes we have been studying. They used toothpicks and clay to make the shape's edges and vertices.

We have begun a new unit in Math called on Place Value. Please see below for more information.

Respectfully yours,
Allison Cabezas
Debbie Jacobs
Maureen Rojee

Word Wall Words

(as of 3/2/15)

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Grade 1 – Unit 4

We are beginning Unit 4: Place Value. The purpose of this unit is to develop the students' understanding of place value. Using a series of investigations students will gather data and study patterns in our place value system to deepen their understanding of place value concepts. Students will understand that a digit can represent ones or tens or hundreds, depending on where it is placed and will compare two-digit numbers. Students will see that place value patterns occur when making and adding groups of ten. They will also understand that groupings of ones, tens, and hundreds can be put together and taken apart in different ways.

Some examples of the work your child will be doing are:

- Students will understand that a collection of objects can be thought of as a group.
 - Example: 10 cubes can be thought of as one group of ten. (This is called unitizing.)
- Students will understand that groupings of ones, tens, and hundreds can be composed (put together) and decomposed (taken apart) in different ways.
 - Example: $23 = 2 \text{ tens} + 3 \text{ ones}$ or $1 \text{ ten} + 13 \text{ ones}$
- Students will notice patterns that occur when making and adding groups of ten.
 - Example: 46, 56, 66, 76, 86, 96, 106...What do you notice?
 - Example: What number is 10 greater than 78? How do you know?
 - Example: If we took 10 away from 86, how many would we have? How do you know?
- Students will add and subtract using benchmark numbers.
 - Example: $18 + 5$ can be thought of as $18 + (2 + 3) =$
 $(18 + 2) + 3 =$
 $20 + 3 = 23$
- Students will use the commutative and associative properties to add efficiently.
 - Example: If you know that $5 + 3 = 8$, then you know that $3 + 5 = 8$.
 - Example: $3 + 6 + 7$ can be restructured as $(3 + 7) + 6 = 16$

Here is how you can help your child while our class is working on this unit:

- Practice basic addition and subtraction facts.
- Play games that reinforce addition and subtraction strategies.
- Reinforce strategies that help your child think flexibly about numbers. Encourage your child to think about how to compose (put together) and decompose (take apart) numbers.
- Use benchmark numbers like 5 or 10 to help solve problems mentally.
 - Example: $7 + 8 = 7 + (3 + 5) = (7 + 3) + 5$
- Encourage your child to explain her/his thinking as she/he solves problems. By explaining her/his thinking your child will be reinforcing her/his understanding of concepts and skills.

If you have any questions, please contact your child's teacher or the Math Science Teacher.

For additional information, take a look at the Fairfield Public School Parent Guide at <http://fairfieldpublicschools5math.wikispaces.com/home>