

## May and June 2010 Newsletter



# Sharing Our Planet

Dear Parents,  
Our last unit of inquiry is  
"Sharing Our Planet".

The central idea for this unit  
of inquiry is :Plants are nec-  
essary resources for the  
whole world

. Please take this opportunity  
to discuss with your child the  
issues related to the lines of  
inquiry, .

*An Exploration of our rights and responsibilities  
as we try to share resources with others*

### Our PYP profiles

May—  
"Knowledgeable"  
June— "Reflective"

### Our Way Cool Kids

Juan Fer—May  
Alicia May—May  
Vicky—June  
Andres—June

### lines of inquiry are:

- Plant cycles and needs
- Plants are re-  
sources
- Human's respon-  
sibilities toward  
plants

### Skills

- Research
- thinking

e

The key concepts  
for this unit of in-  
quiry are: change,  
reflection, form  
and function.

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## first grade

### .Dates to remember

- *Book celebration  
May 12, 9:55-12:00*
- *Field trip-to  
Pasachoa May 21*
- *Parent day pro-  
gram—June 4*
- *Banana split  
Party—June 17*

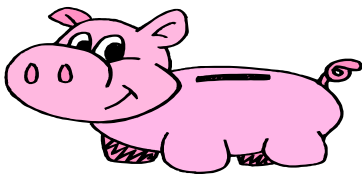
### knowledgable people :

*Are interested in a  
lot of things (E.S.S.)*

*Pay attention so  
they can understand.  
ideas ( J.F.P)*

*Know a lot because they  
use their brains. (S.C.)*

*Enjoy learning about  
new stuff. (A.M.W.)*



## MATH

PYP concept of change (compare before and after) form, (or what it looks like), and function (how it works) will be emphasized throughout this unit.

Our Measurement unit:

- Tell time on the hour and half hour.
- Use money: pennies, nickels, dimes, quarters in meaningful ways.
- Measure distance with ruler and with non-standard objects. Graph results.
- Memorize addition and subtraction of math facts 0-10

### Math Vocabulary

- Hour, half hour, minute, seconds,
- Big hand, little hand
- Coins, money, dollar, cents, nickels, dimes, quarter
- inches, centimeters, foot longer, shorter, measure
- Counting forward, counting back, fact family
- Today, yesterday, tomorrow, morning, afternoon

## LIBRARY

Please take advantage of the wonderful library we have. The school's library is open every day. 7:30-5:00 P.M. for your convenience.



### Please don't forget:

- To practice math facts every day
- To have your child read to you, and you read to him/her daily
- To practice your spelling words.
- To send things on time.
- No Bakugans

## Language Arts Program

Oral Language: The concept of change—before and after—in relation to present and past will be emphasized as we practice the oral pronunciation of the past tense of regular verbs with the -ed ending as well as some of the more frequent irregular verbs. Throughout this unit of inquiry we will also make frequent reference to the PYP profiles—"Knowledgeable and Reflective"

Writing: We will introduce the idea of "Small Moments" in their writing. This will encourage your child to focus on one small topic which will then encourage your child to use more descriptive words, and details in their writing. We will also work on organization including beginning, middle, and end in their writing. We will continue to practice correct spelling through the weekly spelling lists and also by encouraging the students to underline words they are not sure of in their writings. Correct letter formation is also an important aspect of the editing process.

### Songs and Poems

Ask your child to sing or recite these to you.

- Jump Down, Turn Around
- The Apple Seed
- I am growing
- The World is A Rainbow
- Roots , Stems & Leaves and Flowers



### News Flash

Fun Friday is here to stay, that is until the end of the school year. Your child will rotate throughout the three first grade classes 2:00-2:50 to participate in a variety of activities such as: music and/or movement, Show and Share, and Arts& Crafts (Please NO Baku-ganls !!!!)

### • Components of our reading program

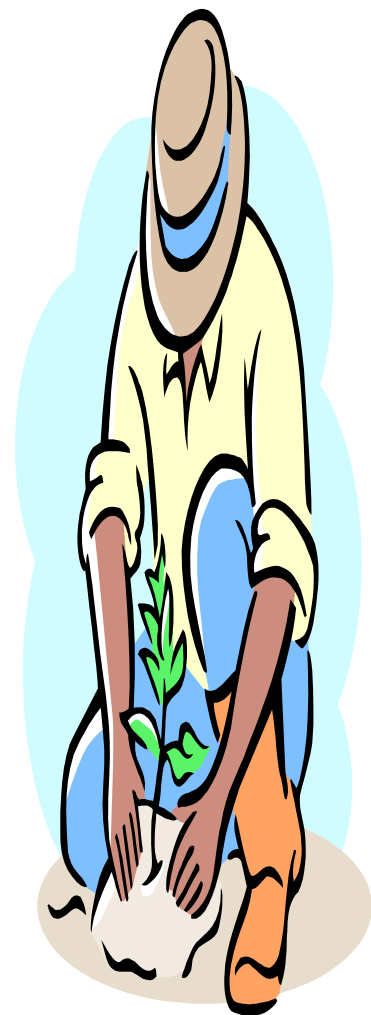
Shared Reading: Students read as a whole group , or in pairs. This is important because it helps them develop "voice" or reading expression. Some examples of shared reading activities are: The morning message, our weekly book ( look at calendar for titles), as well as the songs and poems on charts or overhead projector.

W.E.B.: This program is extremely important because it is the home connection aspect of the reading program. It is essential that your child read to you every day and vice versa. Talk to your child about the reading strategies that he/she uses. Ask him/her questions too. Please remember to return the W.E.B. books on time.

Guided Reading: Your child works in a small group at the reading level where they've demonstrated competence. Skills and vocabulary are differentiated. Children advance at their own pace.

Doing Words: The beauty of this activity is that the children receive individualized attention with a parent volunteer on their letter formation, as well as other conventionalism, and correct sentence structure. They write 3-6 sentence passages and practice rereading them each time. They also share their entries with their classmates.

Reading Strategies: One of the concepts that is being emphasized throughout this unit of inquiry is " Reflection". Your child should reflect, talk about and demonstrate evidence of the reading strategies that he/she uses as he/she reads. It is important to increase his/her repertoire of reading strategies. ( Look at next page)



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*Please feel free to contact me if you have any questions or concerns regarding your child or the first grade Program.*



## Tips for Young Learners

We encourage you to have your child identify the reading strategies that he /she uses, and to try out some of the other ones. Good readers use a variety of these reading strategies

### When I read:

- I Try to remember words that I have seen a lot in my class ( sight words)
- I look at the pictures to help me understand what I am reading.
- I look for little words inside of bigger words
- I look for words that rhyme or look similar to that word.
- I skip the word and then go back to it.
- I sound out words by syllables.
- If I don't know a word in that sentence I will think of a word that makes sense.
- I think about what I already know, and predict what is going to happen.
- I sound out that word.
- **I make a picture in my head.**
- **I figure out the important ideas and parts of the story.**
- **I think about what I am reading and correct my mistakes.**

