

First Grade Happenings

March, 2010

Where We are in Place and Time

An exploration of our orientation in place and time; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.

-IBO

Science



We started our PYP unit on Sun and Earth and the children are very excited about what's to come. All learning during this unit will revolve around understanding that the Sun affects life on Earth. Students will be exploring this central idea through inquiring about: 1) The Sun as a source of light and heat. 2) The rotation of the Earth in relation to the Sun. 3) How life on Earth is affected by the relationships between the Sun and the Earth. Students will conduct many experiments and observations which will emphasize the

concepts of Function and Causation. The Key PYP skills that will be emphasized for this unit of inquiry are : **Research and Thinking**. The children will have ample opportunities both at school and at home to investigate about the Earth, the Sun, and how the Sun affect life on Earth. Towards the end of this unit you will be invited to a book celebration where the children will read the stories that they researched, wrote and illustrated related to our PYP unit of Inquiry.

During this unit, we will read books about the Earth and the Sun and learn many facts related to them. We will talk about fantasy and reality and discuss the differences as well as watch an educational video . The students will make a puzzle of the Earth and write sentences about why we love the Earth.

To ensure that students take their learning outside the classroom, we will take a field trip to the Planetarium and learn about how the position of Earth in the Solar System affects our lives.

We will have a professional visit by Ms. Margot, a second grade teacher at Academia Cotopaxi, who will talk with



the children about her experiences and involvement with NASA and the space program.

Language Arts – Since one of the key concepts we are focusing on in this Unit of Inquiry is **function**, within Language Arts we are focusing on the mechanics of language. In addition, the key concept of causation will help students understand cause and effect within reading stories and their own writing. This way students will be able to create deep understanding of concepts through a trans-disciplinary approach .



READING

- Shared Reading – The children have finished reading **Hattie and the Fox** by Mom Fox, and **Any Kind of Dog** by Lynn Reiser, **Seven Sillies** by Joyce Dunbar, **Chicken Licken** by Jan Ormerod, In the coming weeks we will read: **One Monday Morning** by Uri Shulevitz. **You'll Soon Grow Into Them, Titch** by Pat Hutchins, **Seven Blind Mice** retold by Ed Young, **The Surprise Family** by Lynn Reiser, **In The Attic** by Hiawyn Oram, and **Julieta's Paintbox** by Carlos Pellicer Lopez. The children do a variety of activities for each story including: using the pictures to predict outcomes, analyzing characters, observing different expressions that characters use in stories and acting out stories, as well activities which emphasize comprehension of the text, and the use of its vocabulary.
- Guided Reading – At this time students read leveled texts in small groups. Certain skills found within the stories are reviewed/introduced. The students practice reading with expression and following the cues of punctuation. **The children do a variety of follow up activities with each book that reinforce language arts skills and comprehension of the text**
- Language Form –
 1. **Verbs** - We are focusing on correct pronunciation of regular past verbs in past. For example, **“ed” endings (past tenses)** can make three different sounds: **“t”** as in **asked**, **“d”** as in **cried** or **“id”** as in **wanted**.
 2. **Homophones**, (words that sound the same but have different spelling and mean different things such as **no – know, be – bee, see – sea**)
 3. **Homographs**, (words that have the same spelling but different meaning such as **bat—bat, can—can, nail—nail**).
 4. **Long Vowel Sounds**, Students will learn about long vowel sounds and long vowel word families. We will continue to review the short vowel sounds, blends and consonants.

WRITING

- Language Form –



1. **Nouns** - Students continue to learn about always including nouns in their written and spoken sentences. Nouns include people, places, things, and animals.
 2. **Adjectives** - Children are beginning to use more descriptive words in their writing.
 3. **Verbs** – Students are beginning to recognize and use verbs in present and past forms.
- Writing for different purposes - Students are being exposed to writing for different purposes (stories, notes, observations, and letters). Students will be participating in writing letters to pen-pals in Wyoming, USA, and they have already showed great excitement! This will allow the children to write for an authentic audience.
 - Writing process – Students continue to participate in the writing process in order to organize their work in effective ways. This includes pre-writing in order to generate ideas, drafting, editing to correct ones mistakes and add more detail, and publishing to create the best work possible.

Math- Through the combination of the measurement unit in mathematics, and Where we are in Place and Time unit in Science, students will be able to measure, graphs, and draw conclusions about the world around them.

- Probability and Statistics - Students will investigate, identify, and describe various forms of information in their environment. This will allow students to ask questions, gather data, and make graphs in order to visually represent information. In this unit students will learn to interpret variety of graphs in order to compare numeric information.
- Measurement – In this unit students will learn the importance of measuring in various ways:
 - Money - Children will continue to practice their adding and subtracting using money.
 - Time - Students will begin to tell time to one hour and $\frac{1}{2}$ of an hour.
 - Distance - Children will learn to measure the length/width of objects in their environment. This will allow students to compare information about length/width of objects.
- New Vocabulary – bar graph, pie graph, line graph, venn-diagram, more than, less than, equal to, greater than, fewer than, less, more, penny, nickel, dime, quarter, dollar, clock, o'clock, half, half past, inch, foot, yard, centimeter, meter, etc.



Reminders

- Please remember to send your child's W.E.B. books every other day., and Library books on Mondays.
- Remember to send your child with swimming gear on Tuesday and Thursday.
- March 11th – Field trip to the Planetarium. Remember to send your child a cold packed lunch.
- March 12th – Professional development day. NO SCHOOL for students.
- March 20th – The Gala Dinner Dance – Swiss Hotel – to celebrate A.C. 50 the anniversary. I hope to see you all there!!
- March 27th –April 4th – Spring break. NO SCHOOL for students.
- April 13th – Student lead conferences. We will be sending you more information about this.
- April 17th – International Festival
- April 21st – Professional development, 12 o'clock dismissal.

WAY COOL KID

Inquirers (March) – “I am curious about the world around me.”
Sebastian

Principled (April) – “I am fair and honest and take responsibility for myself.”
Tyler

Our last math unit was Geometry. The students learned about shapes, different kinds of lines, symmetry, spatial sense, patterns, and began to investigate the fractions of $\frac{1}{2}$ and $\frac{1}{4}$, and $\frac{1}{3}$

Statistics. The children will collect data and graph their information. Then they will learn to interpret this data.

New Math Vocabulary: circle, square, triangle, rectangle, cube, cone, pyramid, rectangular prism, sphere, vertex, vertices, face, open figure, closed figure, above, close by, near, next to, to the right of, to the left of, below, over, far, beside, up, down, left, right, line of symmetry, slide, turn, pattern, pattern unit, one-half, one-fourth, one-third.