



Room 109 Weekly Update

November 9, 2023

Heggerty - We are rocking our learning in Heggerty! Not only have we been more perceptive in creating rhyming words that have the same ending sounds, but we are really listening hard for the medial sounds in our cvc words (3 letter words that are consonant-vowel-consonant). We are learning to discriminate "bat" from "bet" as we think about different short vowel sounds, but we are also becoming exposed to the long vowel sounds as well. We have learned that long vowels say their name, so while short a makes the /a/ sound like in apple, the long a will say its name like in the word "shape." Seeing how strongly we are building our knowledge of letters and sounds is really helping us to be able to spell, write and read more fluently and more effectively. Keep up the great work, Room 109!

Fundations - This week we started Unit 4. We have continued to work with writing words with digraphs but we have also been introduced to 2 more concepts. The first concept is Bonus Letters. We have learned that the letters f, l, and s (and sometimes z) are known as bonus letters. This means that when a short vowel is followed by the /s/, /f/, or /l/ sound, we need an additional s, f, or l to spell the word. For example, in the word "miss", we can hear only 3 sounds m-i-s, but since the middle sound is a short I sound, followed by the /s/, we need 2 of the letter s at the end. This can be true for words most of the words that we are working on (these words usually have one syllable, such as "miss", "off," "hiss"), but it can also be extended to words with more than one syllable, as long as the short vowel sound and bonus letter are at the end of the syllable. This was seen in the words "yellow" (where "yell" is one syllable). But we also noticed that this rule worked in Tessa's name (Tess-a) and Zack's last name Tonelli (To-nell-i)> I love that they noticed this in words/names that are meaningful to them! We also started to learn about our first group of glued sounds. These sounds are "am", "an" and "all." Although these glued sounds are also words by themselves, we are learning that glued sounds are "chunks" of letters that stay together (or are "glued" together) to make one new sound. These glued sounds always have one vowel. For example, in the word "ball" we would segment this word as b-all, or can would be c-an, and ham would be h-am. It is never dull in first grade with all of the connections we make!

Reading Workshop: During Reading Workshop this week, we have been learning more about the informational genre. We know that the author's purpose for informational books is to inform or teach others about a specific topic or subject. This week, we have learned about a graphic organizer called the Simplified Informational Pillar, which is helping us to learn the structure of informational texts. So far, we have been working together to sort ideas/facts that would belong in an Informational Pillar of a specific topic. We have done the topic of Ponds as an introduction and have spread this knowledge to help us better define facts for our learning about Veteran's Day. We will continue to practice this sorting of facts so that we can become more comfortable with this organizational structure and then move into creating our own facts about a topic for an informational writing piece!

Writing We have been learning that writing starts with organizing our ideas and then creating a complete thought to frame our ideas. In class, we have defined a complete thought (our definition of a sentence) as

ideas that have a "Who?" (or subject) and a "Did What?" (a predicate). For example, in our journals, our class has been writing one sentence following a teacher given prompt or our own narrative stories. But since writing extends to multiple subjects, so we have begun to use writing in math to write math story problems. However, with multiple sentences, this gets trickier since students must really focus on maintaining complete sentence with appropriate capitalization and punctuation for EACH sentence. We will continue to be working on both narrative and informational and mathematical writing throughout the year.

Math - This week, we started our unit on Relationship between Addition and Subtraction using Problem Solving (Part 1 - Within 10). This unit builds off of what we learned about number bonds and addition and subtraction equations, and stretches our understanding. In the last unit, we learned that we could use number bonds to solve for a missing part or a missing whole. In this unit, we are using this knowledge to create our own addition and subtraction problems for selected number bonds. Next week, we will expand this practice to help us better understand the concept of Fact Families. So much of our learning builds upon previous learning and experiences, which is we take it slow and work hard to build a strong foundational understanding of our concepts. These early concepts will help to pave the way for expanding our fact fluency for addition and subtraction (and later even multiplication and division!)

Other news

As the weather gets cooler, please have your child dressed appropriately to be outside. We do try to go outside every day, unless the weather is inclement (raining or icy) or it is too cold. **It is determined to be too cold and we should not go outside if it "feels like 20 degrees or below" or if the "real temperature is 25 degrees or below" (based on Mrs. Kelley's information).** If your child brings a hat, gloves/mittens, etc., please make sure that these items are labeled with your child's first and last name as so many items end up in the lost and found and make it hard for students to discriminate what items belong to them.

November 14th - Walk to School. After arrival at school, our entire school will walk around the Burrell School to remember the courageous walk of Ruby Bridges. Please be sure that your child is dressed appropriate for being outside in the early morning temperatures.

November 15th - Picture retakes

Have a nice, long weekend!
April Fuller