

Notes from Mrs. Bosch

Friday, January 10, 2020



GROVE AVENUE
ELEMENTARY SCHOOL

Continuing Conversations at Home: Have your child explain what a “doubles fact” is (a number added to itself) and give a few examples ($3 + 3 = 6$, $7 + 7 = 14$, etc.). Ask: “How can doubles help you solve subtraction facts?”

Dates to Remember:

- * Monday, Jan. 20th – MLK Jr. Day-No School
- * Thursday, Jan. 23rd – Family Reading Program Kickoff
- * Thursday, Feb. 13th – Valentine’s Day Classroom Party, 1:30 p.m.
- * Tuesday, Feb. 25th – Referendum Open House at Grove, 7 p.m.

Notes:

◆ **Winter Break:** How wonderful it was to see the students after the long break! It was clear that many students kept up great reading habits over the break. Thank you. We jumped right back into routines and learning without a hitch.

Learning:

◆ **Word Study:** This week, students have been studying the digraphs: sh, th, and ng. These digraphs are pairs of letters that make a different sound when they are next to each other. Check out the spelling dictation sheet coming home today. Please have your child practice reading and spelling the following high-frequency words: *our, were, these, could*.

◆ **STEM:** First graders have started the second round of STEM boot camp with Mrs. deBruin. Daily 45 minute sessions give them the chance to explore concepts in depth. This week, they focused on robotic engineering using BlueBots, Ozobots, and Dash robots.

◆ **Writing:** We reviewed all that we learned about informational writing as a whole group and completed the shared writing of a piece about winter. Then each first grader wrote an informational book about tigers as part of a district-wide assessment. They included information from a video, book, and facts that they already knew. Next week, we will begin to learn about stating our opinions in persuasive writing. Students need to bring in a collection by Monday!

◆ **Reading:** Our current reading unit, *Readers Have Big Jobs to Do*, empowers first graders with the knowledge that each one of us is the boss of our own reading. We make choices and use strategies to read fluently and understand what the text is “saying”. Readers need to monitor their reading and take action when they encounter problems. Even first grade readers who have the strongest decoding skills come across a tricky word occasionally or say a word that doesn’t make sense in the context of the sentence or paragraph. Students are becoming more aware of issues in their reading and the tools they can use to solve issues.

◆ **Math:** Before break, students were learning strategies to help solve addition problems in an efficient manner. Many students currently rely on counting on or counting all. While it is great that they have a strategy to solve, this strategy becomes less effective and less efficient as we begin to work with greater numbers. The *Math in Focus* program provides students with many strategies to draw from as they compute. Understanding, remembering, and applying the strategies can be challenging at first. Students require several practice sessions to work through the process of using the strategies. We have practiced how to make 10 by breaking the number that is less into 2 parts and how to make 10 by grouping a number greater than ten into a ten and ones. At the beginning of this week, we reviewed addition strategies and practiced solving addition sentences.

Currently, students are learning strategies for solving subtraction sentences. We have practiced subtracting from a minuend that is greater than ten. We discussed the importance of beginning by studying each problem and asking questions such as: “Is this a doubles fact?” Can I subtract from the number in the ones place or will I need to subtract from the 10? We also practiced solving subtraction problems when the missing number was in different places (such as a missing minuend or missing subtrahend).

$$\begin{array}{ccc} \uparrow & \uparrow & \uparrow \\ \boxed{\text{Minuend}} & \boxed{\text{Subtrahend}} & \boxed{\text{Difference}} \end{array}$$

◆ **Math Facts:** At this point in the year, it becomes very helpful for students to develop quick recall of basic addition math facts. We have been practicing specific facts (double facts, double plus one, numbers +10, numbers +1, and numbers +0.) Knowing the facts to ten is important as we work with greater numbers, and we will spend time practicing in class. It will also help students to spend about 10 minutes outside of school each day practicing math skills via the Reflex app, IXL, flash cards, and math games.