Class Newsletter January 23, 2015

Dear Parents and Families,

For those of you who may not have received this information at home yet from your little one, I wanted to share that my husband and I are expecting our first baby in the middle of June. We are very excited and can’t wait for our half-way appointment coming up in a couple of weeks! I have been feeling great and the class has been so interested, kind, and helpful after hearing the news. Thanks for sharing in our excitement.

Here’s a summary of what we learned this week:

**Readers’ Workshop & Writers’ Workshop- Informational Text-** We’re deep into our studies of informational text!  Our learning target is ***I can identify different informational text features and use them to help me read with a purpose.*** Ask your child what some of the text features are, find them in non-fiction books together, and talk about how they help you as a reader.  Children are having fun re-creating informational text features in their own books and getting practice using them to help other people read with a purpose.

**Reading Homework-** Students are expected to be reading their books to you at home 3-5 days a week, and returning their books to school once or twice a week to trade in for new ones.  I have been keeping track of who is bringing books in weekly so I can monitor progress with reading homework.  It is SO important for students to make reading at home part of their routine.  I really appreciate your support with this at home.  There are still a few students whose book bags I haven’t seen in a while. Please look for them at home.  If you believe the books are lost, please contact me either via email or send a note into school.  I want students to be responsible for our materials and am holding them accountable for their homework bags and books.  Thank you for your support!

**Math – Linear Measurement and Comparison Language-** Our current learning targets are ***I can measure an objects length and I can compare objects as taller and shorter.*** We learned about three new penguins; the Little Blue, Gentoo, and Chinstrap. Information about each of the penguins is presented in the form of a catchy rap-style poem. Students read it closely to gather information about the penguin’s appearance, life cycle, and enemies. They then recorded this information on a data sheet, indicating beak, feet, front and back colors for each penguin, along with their height and weight. Children are also gaining understanding of such measurements as “16 inches” and “3 pounds” by cutting string to each penguin’s height, and by lifting a bag of blocks that replicates the weight of the penguin. When they pick up the bag, they are able to feel how heavy a 3-pound penguin might be to lift. We are using comparative language to talk about penguins being “taller than”, “shorter than”, “heavier than”, or “lighter than” other penguins and to ourselves. Ask your child to tell you about what they have learned about these penguins. Which penguin is the tallest? Which penguin is the heaviest?

## Word Work – Our current *Fundations* unit is: Closed Syllables: in these words the vowel is followed by a consonant. The vowel is "closed in" by the consonant. Example words include: kid, cup, thick, sniffs, crib

Sight words we studied and quizzed this week: **long, down, part, made, any**

Next week’s sight words are: **over, new, take, around, only**

**You can find all our sight words to date, as well as what’s coming up next at**

<http://mrsgalushasfirstgrade.weebly.com/word-work.html>

**Some other logistics:**

* The annual winter **music concert** is just around the corner! K-2 will be performing on **Wednesday, February 11th at 6:00pm.**

Please feel free to contact me anytime, and please check out our website!

Sincerely,

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