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| **Our Learning Standards for this week are…** |
| **Reading** | RI1.2 Identify the main topic and retell key details of a textRI1.7 Use the illustrations and details in a text to describe its key ideas. RI1.9 Identify basic similarities in and differences between two texts on the same topic (in illustrations, descriptions, or procedures)RI1.10 With prompting and support, read informational texts appropriately complex for grade 1RF1.4c Use context to confirm or self-correct word recognition & understanding, rereading as necessary.**Read Aloud: Pigsty by Mark Teague, non-fiction texts about pigs***Vocabulary: text-features**Sight Words:* Letterland: ‘oo’ |
| **Writing** | W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opnion, and provide some sense of closure **Vocabulary: poetry, creative, descriptive** |
| **Sci** | 1L.2 Summarize the needs of living organisms for energy & growth.**Vocabulary: covering** |
| **Math** | 1MD1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths, and quarters*, and use the phrases *half of*, and *quarter of*, Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. **Vocabulary: length, halves, quarters, partition** |

***This week we will…***

… wrap up *non-standard units of measurement* by comparing objects and placing them in order of shortest to longest (length)

…begin working on how to partition (cut) circles and rectangles into equal parts (fractions!)

… compare and contrast fiction and non-fiction texts that have a similar main topic (pigs)

… use different text features (headings, illustrations) to learn even more about a topic in a non-fiction text.

…read & write ‘oo’ (*boot)* words.

…read poems to increase our reading fluency.

… write all about our *selfie!*

…continue learning about living things by comparing different types of animals (reptiles, fish, mammals, birds, etc.)

***…have fun learning!***

Thank you to Brynn for sending in gallon ziplock bags! It’s amazing how quickly we go through these supplies! Everyone’s generosity lately has been greatly appreciated. Thank you so much for helping this frazzled teacher so close to the end of the year!!

Please help me in congratulating **Ms**. **Schwachenwald** on her new job! Sadly, she will be leaving us this Friday, the 5th. She has been pulling double duty all year going back to school in the evenings and working at Salem full time and has found herself a new home. She will be INCREDIBLY missed. All that she does to support me and your little ones astounds me on a daily basis. Our sad loss is someone else’s incredible gain.

***Best of luck Ms. Schwachenwald and come back to visit anytime!***

**WHEN?**

**May 5th**

**Ms. Schwachenwald’s last day!**

**May 11th**

THURSDAY

TRACK-OUT

**May 19th**

Picnic on the Playground

**Wish List**

**Gallon Ziplock**

**Dry-Erase Markers**

**Weekly HomeWork Assignments**

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| **Monday (Art)****Letterland**: read and spell words 3x**Math**: ---**Read** Take Home Book; add to log | **Tuesday (Tech)****Letterland**: Read words & Look-Say-Cover-Write Sheet**Math**: worksheet**Read** Take Home Book, add to log |
| **Wednesday (Music)****Letterland**: ***Write 5 Sentences*****Math**: worksheet**Read** Take Home Book, add to log  | **Thursday(Media)****Letterland**: ***Practice Test*****Math**: ----**Read** Take Home Book, add to log |

**Books We Read**

- *The Giving Tree, other poems by Shel Silverstein, animal poems*

**Friday:**

Art

**Fechas importantes**

**jueves , 24 de marzo**

La nieve día

**Viernes, marzo 25- Viernes 4 abril**

Vacaciones de primavera, no escuela

**miércoles , 6 de abril**

El campo de viaje mármoles